

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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10TH
ANNIVERSARY

*A Decade
of Excellence
of Education News*

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10TH ANNIVERSARY CONGRATULATIONS FROM AROUND THE NATION

A Passion for Education - Ad astra per aspera By POLA ROSEN, Ed.D.

It all started with a belief in the power of education to change people's lives and enable them to "reach the stars through hard work." After graduation from Barnard, I went to NYU Law School determined to be one of Ralph Nader's Raiders. Two years later, I enrolled in a doctoral program at Teachers College, Columbia University for a degree in special education. After teaching, supervising, college teaching and raising three children, I realized the need for information in one organized forum to enable parents to make informed decisions for themselves and their children, for educators to share best practices, for informing the corporate sector of the needs in education that would affect their future work force.

Beginning in my home with an eight-page newspaper, I soon outgrew our quarters to a small neighborhood office, then on to midtown. The passion for sharing knowledge with others has never diminished over the years. I'm indefatigable at deadline. The excitement of seeing the newspaper come together each month with an array of people, places and events in education has never ceased.

The thrill of new ideas, new programs, helping others lead more fulfilling lives will always continue to inspire me.

Most of all, watching the excitement of a child learning will never cease to amaze me.

Judith Shapiro, President
Barnard College, New York

Congratulations to Barnard alumna Dr. Pola Rosen, and to everyone at *Education Update*, on your 10th anniversary of publication. At Barnard, we admire your triumphs in award-winning journalism and your commitment to excellence in education. With gratitude and appreciation, we look forward to another next decade of in-depth coverage of the events, issues, individuals and institutions shaping contemporary education.

Howard Gardner, Professor of Education
Harvard University

I have been reading *Education Update* regularly for years. It presents a comprehensive and impressively nonpartisan view of what is happening in education in New York and beyond. Recently, I've become a part-time New Yorker and I look forward to learning firsthand about some of the initiatives that I first encountered in my perusals of *Education Update*.

With best wishes.

Matthew Goldstein, Chancellor
City University of New York

On behalf of The City University of New York, it gives me great pleasure to congratulate *Education Update* on its 10th anniversary. Through your exemplary leadership, the newspaper has established itself as a vital resource for educators, parents, and students by covering everything from educational theories to the latest technologies and by providing a forum for strong and disparate voices.

As the issues facing K-12 education and higher education grow more complex, the University is particularly grateful for the opportunities *Education Update* provides to explore new ideas and revisit established tenets. The newspaper is giving expression to fresh perspectives and, in the process, bringing together a strong community of individuals and organizations committed to a better educational future. We are proud to be part of that community.

Congratulations to you and the entire staff for your dedicated and thoughtful work in reaching this milestone, and please accept my very best wishes for the continued success of *Education Update*.

Sigurd Ackerman, MD, President & Medical Director
Silver Hill Hospital
New Canaan, CT

There is a great need for bringing advances in the health sciences to public attention and *Education Update* does an especially good job in doing just that. I congratulate you on your 10 years of success and look forward to the next decade of reading my regular copy.

With very best wishes.

Michael R. Bloomberg, Mayor
The City of New York

It is a great pleasure to send greetings to *Education Update's* talented staff and congratulate them on 10 years of journalistic excellence.

Dr. Pola Rosen and the entire team at *Education Update* have been a tremendous source of information for our City's schools, colleges and universities. Through their award-winning newspaper and website, they have assisted countless teachers, principals, college presidents and parents in providing New Yorkers with a high-quality education.

We must ensure that every New Yorker receives the education they need to be effective leaders in their workplaces and communities, and I thank you for efforts on behalf of this important cause.

Please accept my best wishes for a memorable year and continued success.

Laurie M. Tisch, Chair
Center for Arts Education

Warmest congratulations to Pola and her very gifted staff on the 10th anniversary of this important, informative and most interesting publication.

Keep it coming!

Jennifer J. Raab, President
Hunter College, CUNY

Hunter College congratulates *Education Update* as it celebrates its 10th anniversary. Your coverage of the crucial issues in education is essential reading for educators, parents, and all those concerned with educating students. Your incisive news stories and thought-provoking columnists make *Education Update* a first-rate publication.

Congratulations as you embark on your second prize-winning decade.

Carmen Fariña, Deputy Chancellor
for Teaching and Learning

I congratulate *Education Update* on this auspicious anniversary. Your coverage of issues from many different perspectives and across public, private and parochial schools drives the dissemination of best practices for everyone in education.

Matilda Raffa Cuomo
Founder & President
Mentoring USA
Former First Lady NYS

Congratulations Pola on ten years of superb public service, helping to promote better education, the indispensable ingredient of a successful society. It has been an honor to contribute to your instructive update of issues and solutions by describing the benefits of afterschool programs including Mentoring USA for at risk youth. I'm sure you will continue to devote your bright mind and powerful determination to other worthy projects and I look forward to working with you.

Augusta Souza Kappner, President
Bank Street College

On behalf of Bank Street College, I extend hearty congratulations to you on the tenth anniversary of the publication of *Education Update*. And I extend equally hearty congratulations to you and your staff on the exceptional quality of the articles you produce.

The range and depth of topics is immense, covering education issues across the spectrum, from preschool to college. The range of contributing writers is also impressive, including many of the leaders in education, both in the City and across the country. Further, you often reveal the links between seemingly disparate issues, sparking thoughtful debate among your readers.

Education Update is a fine publication—indeed, a necessary one for all in the field of education, and we at Bank Street look forward to your next decade.

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Excellence in Education Journalism,
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Teachers College, Phi Delta Kappa
Dr. Pola Rosen

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Education Update



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FROM
Silver Hill Hospital

Mental Health
Media Award
2000

**EDUCATION
UPDATE
IS AN
INDEPENDENT
NEWSPAPER**



United Nations Association Honors Leonore Annenberg

“Education is the foundation of society” according to Leonore Annenberg who was represented at the gala awards dinner recently by her youngest granddaughter, Liz. Dr. Lucia Rodriguez, VP, UNA-USA said, “Only through education can we have hope for the future.”



Amb. William H. Luers, Pres. UNA-USA



Honoree Angelina Jolie

UPDATE ON CHILDREN’S MENTAL HEALTH, 2005

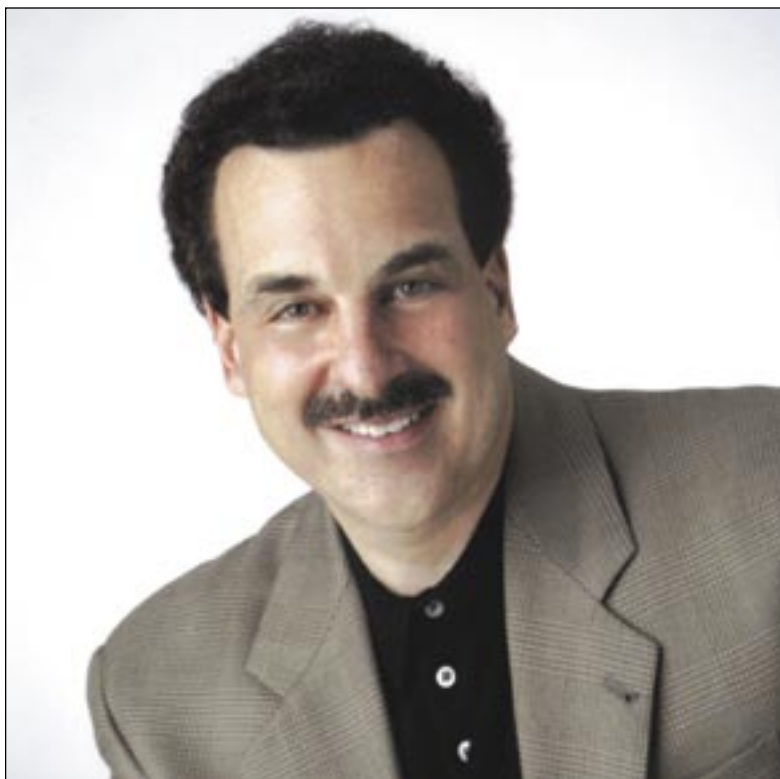
By HAROLD S. KOPLEWICZ, M.D.

This month’s issue of Education Update highlights the tenth anniversary of a publication that has been integral in informing school professionals about important health, education and parenting issues. In partnership with the NYU Child Study Center, Education Update has been at the forefront in disseminating information about child mental health. Their comprehensive coverage of the diagnosis and treatment of psychiatric disorders in relation to learning issues, social interactions and family well-being can have a profound effect on enhancing a child’s overall psychological development.

Similar to families throughout our country many children in New York City have psychiatric illness. Whether as complex as autism; as disruptive as attention deficit disorder or as debilitating as Post Traumatic Stress Disorder (PTSD) these children require their parents’ and teachers’ time and attention. Every two minutes another child is diagnosed with a psychiatric illness. The diagnosis is often made after years of despair for parent and child. Millions of other children are never properly diagnosed or treated. These disorders rob children of the ability to learn, make and keep friends and enjoy life.

Over the past year our children have been exposed to extensive suffering from a tsunami,

hurricanes, earthquakes, bombings and many other human tragedies. Thousands of children survived these disasters while millions of others around the world have observed horrific sights via media coverage. Many children



have been separated from their families, lost their homes, their neighbors, pets, and friends. These situations put children at high risk for developing PTSD, anxiety and depression.

These disasters can have a particular effect on children in New York who lived through the

World Trade Center attacks in 2001. Exposure to one traumatic event renders a child more likely to experience a negative reaction to future traumatic events. Watching disasters on television can be detrimental to a child’s mental health, as indicated by research that children who viewed more television news of the attack were two times as likely to develop symptoms of PTSD than children with less TV exposure. Teachers and other school personnel play a key role in the care of children after traumatic events and need to monitor their own mental health and stay alert to students’ needs during difficult times.

Helping children feel safe in unsafe times should be a high priority for parents, teachers, mental health professionals and all those caring for children. Our hope is that with increased awareness of child mental health issues, the stigma of having or being a child with a mental health problem will be diminished and someday completely eliminated. We congratulate Education Update on their 10 year anniversary and look forward to the next ten years of working toward this goal together.#

Dr. Koplewicz is Founder and Director of the NYU Child Study Center and the Arnold and Debbie Simon Professor of Child and Adolescent Psychiatry.

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 Rhodes Scholar 2005

Eugene Shenderov
 Brooklyn College 2005
 Rhodes Scholar 2005

Claudio Simpkins
 CUNY Honors College
 City College 2006
 Truman Fellow 2005



COLLEGE PRESIDENTS SERIES

President Michele Tolela Myers, Sarah Lawrence College

By JOAN BAUM, Ph.D.

Delighting in fact that Sarah Lawrence is known as “most inky college” because of the extensive presence of writing in all classes, President Michele Tolela Myers also notes with pleasure another possible designation: “most idiosyncratic.” Though much has changed in the college’s over 75-year history, including going coed (in 1968) and veering from the earliest mission to educate only young women of polite society, basic premises have remained and indeed have been the main reasons why Sarah Lawrence College (SLC) is considered a “hot” college. Under the seven-year stewardship of Dr. Myers, who holds a Ph.D. in Communication Studies from the University of Denver and a diplôme in Political Science and

Economics from the University of Paris, the defining characteristics of SLC have been enhanced: individually designed student curricula, basically free of course requirements; a 6 to 1 student-faculty ratio, a 15-member class maximum, and a reputation for progressive education, incorporating the ideas of John Dewey.

Although at least half her time as president these days has to be spent fundraising – hardly untypical – President Myers ensures that she hears from students themselves about how the college is meeting their expectations. They came to SLC, they tell her at her monthly at-home suppers, because of its “idiosyncratic” reputation for allowing them to design their own programs, in conjunction with faculty mentors called “dons,” who also serve as

constant advisors and ready resources throughout their college careers. SLC students don’t “major in” subject matter and, with the exception of exposure to the humanities, social sciences and science and mathematics and the arts, meet curricular requirements by participating in course seminars and working on rigorous research projects (a couple of examples cited by the president involved national recognition and publication). Of course, the monthly suppers also provide the president with a chance to hear complaints, which she takes seriously—trying to reduce occasional dorm crowding, widening social life, but essentially she takes heart that the students volunteer that they “adore their courses.”

Design-your-own studies, Dr. Myers points out, makes students directly responsible for their own success, a curricular way of life that has proved particularly attractive to students, men as well as women (a third of SLC’s students are male), who are not that comfortable with traditional or mainstream colleges and who are passionate about pursuing their own desires and needs. So many colleges seem to be simply clones of one another, Dr. Myers says, but there’s no mistaking SLC. The workload is heavy, much like graduate school, the president adds, but admissions policies remain competitive. Of course, demographics have changed from the 30s. About 70 percent of SLC students come from public high schools (overwhelmingly from NY and CA), with at least half receiving major financial aid. Twenty five percent are students of color. About 70 percent go on to graduate school. Approximately 40-45 percent may be attracted to the visual and performing arts, but they elect to broaden their reach. Thus, what at another college might be, for example, a “pre-med” major, at SLC is “pre-med AND”—a conjunction that may include art, music or writing.



President Michele Tolela Myers

“That’s the beauty of our program,” the president proudly declares—she gets “goose bumps” just thinking about it—the college doesn’t lock students in, force them to declare specializations. It gives them broad exposure to liberal arts where they learn primarily how to learn. As the country grows bigger, more homogenized, SLC takes pride in “swimming upstream” with idiosyncratic curricula. What all students also share—one of the college’s main criteria for admission—is an appreciation of and competence in writing. “Everyone writes, in every class, all the time.” Retention is high. So is morale, much of it, the president says, the result of on campus improvements that generous donors, mostly alums, have made possible through a capital campaign. The centerpiece is the Heimbold Visual Arts Center that has transformed study in the arts and technology and the addition of much needed social spaces for students.

Though it would seem impossible for such a busy person to pursue her own “inky” ways, President Myers tries to manage time for a novel she’s been working on for a number of years called *Something Borrowed*, about plagiarism. Talk about hot and a love of writing.#

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CORPORATE LEADERS IN EDUCATION

INTERVIEW WITH SUZANNE WRIGHT: EDUCATION LEADER & PASSIONATE ADVOCATE

BY POLA ROSEN, Ed.D.

Education Update (EU): With regard to your education what are some of the challenges you've faced and how have you met them?

Suzanne Wright (SW): The biggest challenge I've ever faced is when my then-2-year-old grandson—our first grandchild—was diagnosed with autism in March 2004. There is no way to describe how utterly devastating it was to discover that Christian had developed a mysterious neurological disorder with no known cause or cure. We watched helplessly as this delightful, apparently normal little boy began to lose his ability to interact with the outside world. For our entire family, it has been heartbreaking.

What made it even more challenging was discovering how many of our questions had no good answers. Which therapies should our grandson have? Which work best? Where do we go for help? Because of the dearth of long-range clinical studies on autism, there are no standard treatment protocols. Our family—just like every family in this situation—was left to figure things out for ourselves. We assembled a team of specialists on our own, willing to try anything that might help. Unlike many other families struggling with autism, though, we were fortunate that we didn't have to sell our house or take on a huge burden of debt to pay for treatment. The costs can be staggering.

During our struggles to help our grandson, we felt hopeless. There seemed to be nothing we could do. But we couldn't give up. We finally real-



ized that there was something we could do. We decided to launch Autism Speaks in order to make a difference for our grandson and for the more than 1.5 million individuals in the U.S. suffering from autism. Autism Speaks was launched in February 2005, thanks to the overwhelming response from the autism community and friends like Phil Geier, Mel Karmazin, and especially Bernie Marcus, who donated \$25 million to get us up and running. So what began as private heartbreak has become a very public and heartfelt mission.

This experience has been, and continues to be, the greatest challenge of our lives, both personally as we witness our loved ones struggle with autism on a daily basis, and publicly as we work to find some answers. Through Autism Speaks, we are raising funds for vital biomedical research, promoting awareness about autism, and

supporting education programs for children with autism. We're not going to stop until we have conquered autism—one child, one voice at a time.

EU: Who were some of your mentors?

SW: I don't have any traditional mentors but I'll say that my husband is the person I admire more than anyone in the world, and he has been incredibly supportive of everything I have tried to accomplish in my life, most especially with our efforts to found Autism Speaks and make it a significant force for positive change in the autism community.

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BOB WRIGHT: CEO & CHAIRMAN, NBC UNIVERSAL

By POLA ROSEN, Ed.D.

It's no accident that NBC Universal chairman and CEO Bob Wright has reached the top of his field. His media empire includes NBC, MSNBC, CNBC, Telemundo, and Bravo, as well as stakes in the History Channel and the A&E network, among many others. He's received the Golden Mike Award, and is a board member of New York Presbyterian Hospital.

Talent and opportunity certainly contributed to his success, but so too has his extraordinary sense of discipline, work ethic and relentless focus on achievement. Such qualities, he admitted in a recent telephone interview, were inculcated during his formative years on his native Long Island, where the young Wright was educated at an all-boys parochial high school, Chaminade, that catered to the sons of policemen, firemen and civil servants.

"It was a bare bones school that produced a lot of high achievers; they rapped your knuckles with a yardstick," Wright recalled. "It was a very strict, achievement-oriented environment that focused on discipline. The school's mission to educate middle-class children is a marvelous target. It almost guarantees success. The parents are really interested in their children's education. You receive a positive view of yourself, and do end up being really productive."

Such lessons were further reinforced when Wright went on to the College of the Holy Cross in Massachusetts, where he earned his undergradu-

ate degree, and at the University of Virginia Law School where he received his law degree.

As he steadily rose on the corporate ladder, moving from the legal field to business, Wright said he never "had official mentors." Instead, he chose to "work for people whom I've considered as mentors," among them General Electric chairman, Jack Welch. As Wright said, "I picked my jobs carefully."

Used to challenges, and clearly someone who relishes the kinds of opportunities they provide, Wright is ready to tackle the rapidly changing media environment in which he now works.

"Personal communications, and broad personal communications, are inevitably on the increase," Wright admitted. "There's the Internet, and pod-casting, which gives people the ability to publish their own opinions and make

them available to a large audience. That's rapidly gaining attention for the foreseeable future and we'll see more of it." Wright recently posted his own blog on a trip to visit his reporters in Louisiana.

So even though Wright represents a more traditional and conventional media company, he finds it "exciting" to be in the thick of this new landscape. "The challenge to news organizations that have more traditional and formal ways of presenting opinions is providing information and opinions in new ways," he said. "Younger people, more than older people, are more used to hearing opinion, not

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TOWN HALL HONORS LAURIE M. TISCH & PETER YARROW

By LIZA YOUNG

Celebrities and visionaries recently gathered at the lavish Princeton Club for the gala celebration of Town Hall's 84th season. Town Hall has a rich history dating back over four scores, when suffragists built the area to serve as a meeting spot to further their movement, and continues through the present day to serve as an ideal acoustical setting for grand musical performances, while maintaining a mission of culturally serving the community beginning at a young age, through programs such as The Magic of Theatre, which uses theatre to help children develop daily life skills.

President of Town Hall, Marvin Leffler, expressed excitement in beginning the new season, indicating readiness to embrace the challenges of a dynamic cultural horizon.

The celebration at the Princeton Club also included the bestowal of "Friends of the Arts" awards. President Leffler presented Laurie M. Tisch, one of today's foremost icons in cultural advocacy and philanthropy, with a plaque in "recognition of abiding achievement, enrichment, and support of the arts." Tisch graciously accepted the award, thanking her family and colleagues for the role they have played in her mission (of furthering the arts in education). Tisch is currently serving as board chair on the Campaign for Educational Equity, founded to understand and



(L-R) Marvin Leffler, President, Town Hall & Dr. Charlotte Frank, Sr. V.P. McGraw-Hill; with Honorees Laurie Tisch & Peter Yarrow

ultimately overcome inequities in education.

She praised Town Hall as "one of the great centers of artistic excellence" and described her fellow honoree, the legendary Peter Yarrow, of Peter, Paul and Mary, as having "compassion and generosity...making life more meaningful, especially for children."

President Leffler, in presenting the award to Yarrow, introduced him by stating: "If we had an index card with the name Peter Yarrow on it, where would we file it, with song writers? Yes. Under songwriter, performing artist, activist, visionary...But how many would initially think to file him under educator?" In line with the noble mission of Town Hall to use the



country.

Yarrow, in accepting the Town Hall "Friends of the Arts" award credited his mother—who taught English, speech and drama to high school students—for inspiring his work: "It was she who gave me a sense of the connection between the arts and the humanity in people it can inspire."

Charlotte Frank, Senior Vice President of McGraw Hill, was warmly thanked by Yarrow for her instrumental role in the creation of Operation Respect. Yarrow recounted the day he came to talk with Frank at a time when she was the head of curricular instruction.

Frank, in her humorous retelling of the story, said, "I was in the middle of working on getting out test

power of music to educate youngsters, Yarrow, has expanded his social crusade using music to include furthering the moral development of children. Yarrow, in 2000, founded the organization, "Operation Respect," as part of a movement designed to build a culture of mutual respect and sensitivity among children.

The spark for this movement was lit when Yarrow was touched, at a Folk Festival, by a song entitled, "Don't Laugh At Me," whose lyrics include: "Don't get pleasure from my pain."

The song is used within the context of curriculum designed to teach children conflict resolution. Yarrow's program has reached summer camps, girls and boys clubs, and schools throughout the

scores when I was told that a Peter Yarrow was at the door. I responded that I didn't have time. When I was told he wasn't leaving, I asked, 'Who's Peter Yarrow?' Frank realized he was the Peter Yarrow of Peter, Paul and Mary, and thus began the collaboration which Yarrow described as "paving the way" for his mission which he considers as important as the one he was involved in during the Civil Rights movement.

The celebration at the Princeton Club would not be complete without a performance by Yarrow, who played his famous "Puff the Magic Dragon" as well as "Don't Laugh At Me," with the audience joining in to sing along.#

Chris Whittle Redesigns the American Public Education System

By EMILY SHERWOOD, Ph.D.

"Imagine that upon your arrival at an airline ticket counter, you are told, 'Only 70 percent of our flights will make it to their destination. Which would you like, the window or the aisle?'" And so Chris Whittle, founder and CEO of Edison Schools, a for-profit corporation that partners with school districts, charter boards and states to raise student achievement, challenges his audience to take a fresh look at the American system of public education, wherein 15 million students are functionally illiterate and never make it to their educational "destinations". Speaking at a recent luncheon of the CEI-PEA (Center for Educational Innovation-Public Education Association) headed by Sy Fliegel, held at the Harvard Club, Whittle refers to his new book, *Crash Course* (reviewed in the October 2005 *Education Update*) as he contrasts public education with the profit-making airline industry: "If 30 percent of Boeing's airplanes were crashing into the bay, they'd say, 'We've got a design problem... Well, there are 13 schools in this state with a 100 percent failure rate. I'd say the old design for public education has outlived its time!'"

In the style of Freakonomics authors Dubner and Levitt, Whittle peppers his remarks with oddly contrasting statistics to drive home his point that public education is due for a paradigm shift. "America has more illiterate children than England has children." "There are more black men in prison than in college." "The US spends \$27 billion on research and development in health care versus \$260 million on R & D in education... We spend a hundred times more to help adults live longer than to allow children to learn more... Where is the NIH of education?" The Department of Education, notes Whittle, shouldn't be the national compliance agency, as it has become with its No Child Left Behind mandate; instead, DOE should refocus its financ-

es and commitment on research and development initiatives to change our failing schools. Noting that cities and even states don't have the resources to take on such large-scale R & D, Whittle urges the federal government to "create the NASA of public education!" Whittle brands the lack of America's investment in educational R & D as a "national failure of imagination." And why have we been so negligent? Whittle claims that it's because a majority of wealthy, influential people in America, including our Congressional representatives, send their children to private schools. "What would happen in New York City if we closed all the private schools and didn't allow anyone to move to the suburbs? We'd have better public schools, that's what we'd have," chortles Whittle. "The key is to own this issue!"

Cautioning that some of his ideas are just springboards for thoughtful policymaking, Whittle has some solutions for public education up his sleeve. What if we doubled or even tripled teachers' salaries, from a NYC average of \$46,000 to a range of \$90-\$150,000 a year, "so that people can choose among the professions of doctor, lawyer, or teacher and it's not an economic sacrifice to be a teacher?" Conceding that in the current high school model it would be "too expensive" for society to do that, costing \$1000 more per year in an individual household's taxes, Whittle suggests adapting the university model where teachers are in the classroom fewer hours and students spend more time on self-directed learning. "Whether or not this will work for high schools, I don't know. But I do know that we should be spending R & D money to find out!"

During the lively question and answer period that follows Whittle's presentation, some audience members take him to task on his proposed remedies. Which reading curriculum

continued to page 7

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Priority deadline **November 15th, 2005**

Final deadline **March 1st, 2006**

All application must be submitted online.

New Leaders for New Schools is committed to a policy of non-discrimination against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sexual orientation, or veteran status.



Heart Disease #1 Killer of Women

Lord & Taylor hosted a “heart-healthy” breakfast for executive women to launch the NYC part of a national campaign for awareness of heart disease as the leading cause of death in women. Irene Pollin, author and Founder of Medical Crisis Systems stated that out of 25,000 women screened over the years, 40 percent discovered problems that they never knew about. Dr. Lori Losca, cardiologist at Columbia-Presbyterian underscored knowing our personal risk factors and exercising at least 30 minutes per day. Cathy Moriarty-Gentile, known for her role opposite Robert DeNiro in Raging Bull, urged women to pay attention to themselves and have screenings. Donna Hanover graciously presided over the event radiating an image of health, exercise and sensible eating.#



(L-R) Cathy Moriarty-Gentile & Donna Hanover

Photo by Diane Bondareff

CLAREMONT PREPARATORY SCHOOL

Claremont Preparatory School is the first independent on-going school to open in Manhattan in the last 50 years and the first nonsectarian K-8 school below Canal Street. We accommodate 1,000 children: 400 K-5 with 70 students per grade and 600 children 6-8 with 200 students per grade. In small classes that maximize individual attention, Claremont Prep strives to engender in its students intellectual curiosity, appreciation for the arts, athletic skill and sportsmanship and an enduring love for learning.

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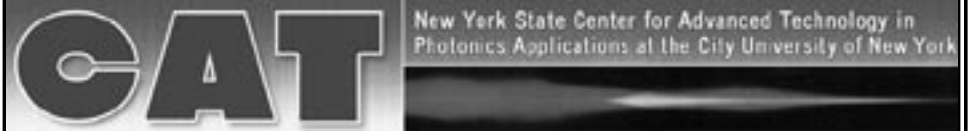
Our Lower School students begin their educational journey by working and playing together in classrooms that are structured yet foster independence, creativity and individuality. We encourage our youngest students to work collaboratively, communicate effectively, seek answers and develop confidence that every goal can be achieved, as we impart the skills necessary for future academic achievement.

Our Upper School students master academic skills while they develop their abilities as conceptual, critical thinkers. The classroom facilitates rigorous, lively analysis of ideas and issues. We encourage our students to take intellectual risks and embrace learning as a lifelong and joyful endeavor, while we help them navigate the complex terrain of early adolescence. Claremont Prep graduates are articulate, confident and academically prepared for the challenges of high school, college and adulthood.

Our students enjoy Downtown Manhattan’s many museums and parks and a redeveloped waterfront for recreational activities. Claremont Prep capitalizes on its unique location in the financial center of the world. The city becomes our classroom and a laboratory for learning. History and current affairs become tangible for our student as they experience the political and social structure of the city firsthand. By bringing children into the heart of government and commerce and by drawing upon its resources through courses, speakers and field trips, we encourage student to understand economics, politics and urbanism.

Claremont Prep is located at 41 Broad Street, just south of Wall Street and convenient to public transportation. Our home, the former Bank of America International Building, was built in 1929. Its grand hall, adorned with resorted historic murals, houses our new auditorium and performing arts center. We have developed a state-of-the-art facility of over 100,000 square feet of classrooms, art studios, language, science and computer labs, a library, cafeteria, outdoor play spaces and regulation gym and a swimming pool.#

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NYU Child Study Center Launches Public Education Campaign

Look out this Halloween for a caped avenger adorning telephone kiosks around New York City. This boy, featured on one of the first ads in the NYU Child Study Center's public education campaign, suffers from Tourette's. Like many other children in New York City who feel ashamed about their disorder, he attempts to hide behind his mask and cape.

More than 10 million children and adolescents in the United States suffer from a diagnosable psychiatric illness, and nearly 70 percent never receive treatment. These disorders rob children of the ability to learn, make and keep friends and enjoy life. The NYU Child Study Center has announced the launch of a children's mental health public education campaign so kids with Tourette's and other mental health disorders don't have to feel ashamed any more.

With this campaign the Child Study Center hopes to raise awareness of these disorders and provide information on how parents can get help for their children. The campaign, which consists of five color ads, was designed pro bono by BBDO New York. Display space on telephone kiosks around New York City was donated by Van Wagner Communications. The ads will also appear in The New York Observer, New York Magazine and Education Update.

"We are extremely grateful for the generosity of BBDO New York and Van Wagner Communications," said Harold S. Koplewicz, M.D., director of the NYU Child Study Center.

"Their contributions have allowed us to create a campaign that will help parents, educators and the general public recognize the signs that their children may be suffering from a mental health disorder."

Each of the five ads focuses on a different disorder including: Anxiety, Tourette's Disorder,

Depression, Attention Deficit Hyperactivity Disorder, and Learning Disorders.

One of the first ads to appear will highlight Tic and Tourette's Disorder with the headline "Sometimes the hardest part about being a kid is being a kid." The ad provides additional information on the disorder, "Being a child is not easy if you are one of the 20 percent of school-age children affected by Tic disorders. Children with Tourette's, a chronic tic disorder, often also have problems with attention or anxiety. Tics and Tourette's are very treatable, but if ignored can have a negative impact on a child's self-esteem and development. Most Tic disorders begin around age six, but can start as early as age three. Early intervention is crucial."

The campaign also directs the public to AboutOurKids.org, the NYU Child Study Center's website, where scientifically sound information on mental health and parenting can be accessed including: The Parent Letter, over 300 parent-friendly articles, and a comprehensive A-Z Disorder Guide.

"This advertising was designed to help create awareness of the NYU Child Study Center and to let people know that there is a place in New York City for families and children to get help with these issues," said Scott Higgins, BBDO New York Art Director on the project, "We are proud to have been a part of this effort." #

The NYU Child Study Center is dedicated to the understanding, prevention and treatment of child and adolescent mental health problems. The Center offers expert psychiatric services for children and families with emphasis on early diagnosis and intervention.



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GROUP FOR ADHD - ASK THE CLINICIAN

Do college age students diagnosed with either ADHD or Learning Disabilities have rights to accommodations in college. If so what is the procedure?

It is controversial. Rights of college aged students are typically protected under the American With Disabilities Act (ADA) is a civil rights law not a education law. The crux of the controversy is whether this law applies to all schools or just public schools and to what extent. This is why seeking the advice of a civil rights attorney is helpful in this area. Generally speaking different schools have degrees of accommodations and each have different procedures. However, all schools require formal documentation of the presence and history of the disability. If this is something important to you, then it is advised to inquire with the schools concerned, as to what their policies regarding accommodations for students diagnosed with ADHD or Learning Disabilities are. If they offer no accommodations then it may be prudent to search for a school that does meet your needs.

My 6 year- old child was recently diagnosed with Learning Disabilities and I am feeling very guilty. Is it my fault? Could I have done anything to prevent it?

No. It is clear that you didn't intentionally give your child a learning disability. Currently the exact cause of Learning Disabilities is unknown. It seems that the interaction of biological and environmental factors contribute to the development of

these learning issues. At any rate it is more productive to concentrate on the rehabilitation of any type of disability than on whom or what to blame. It is beneficial for you to learn strategies to help your child. For example, you can learn to advocate for your child in school. You can also learn about the services that are available for your child. In addition, it is important for you to discover support services for yourself. You will need help to hone in your own skills in parenting a child with special needs. There are books and programs that will offer you skills to use at home which reinforces remediation of your child's difficulties. And finally, you will probably need some help in dealing with your own frustrations and concerns.

Is ADHD more prevalent in this generation? If yes, then why?

The real question is whether the diagnosis of ADHD is more prevalent to which the answer is yes. It is not clear whether the increased rate of diagnosis is due to more occurrences or whether it is due to increasingly sophisticated diagnostic tools. Recent research has provided more knowledge about the nature of the disorder and consequently heightened the awareness of ADHD. An advantage of such research is the development of improved instruments that are more sensitively attuned to symptoms of ADHD. Therefore, many children who used to be labeled as simply lazy or unmotivated are now appropriately recognized as suffering from ADHD. The disadvantage of

this heightened awareness is that diagnosticians tend to over-generalize the symptoms of ADHD criteria. Attention and concentration problems can also occur due to emotional stress, anxiety, and depression and not just the neuropsychological impairment of ADHD. Due to the increased awareness of the disorder, clinicians may often rely too heavily on their subjective judgment and less on objective psychometric tools. As a result, many kids are being given the "title" of ADHD with less accuracy hence the increased rate of diagnoses. Regardless of a formal diagnosis, if

your child is having trouble, it is always a good idea to seek help.#

Group for ADHD is a private mental health clinic in Manhattan, founded by Lenore Ruben, LMSW, CHT, EMDR, and Orly Calderon, Psy.D., a NYS licensed psychologist.

The mission of Group For ADHD is to create effective methods of coping with ADHD and LD by focusing on the individual's strengths.

Please email your questions to:

info@GroupForADHD.org

subject line: Ask the clinician.

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NEIGHBORHOODS—EAST END AVENUE

Suburbs in the City?

By MARSHA MACK FRANCES

Families love living on East End Avenue because of Carl Schurz Park, spectacular river views, the Asphalt Green with its Olympic size pool and elegant schools [such as Spence, Chapin, and Dalton], the FDR and the whole city. The new development at 170 East End designed by Peter Marino will enhance the aura of luxury that East

End Avenue offers and will have a squash court, among other family amenities. 180 East End even has a rooftop pool with dazzling city views. Mayor Bloomberg may choose to live in his other mansion, but past mayors Guliani, Dinkins, and Koch were often seen at barber shops, local spots, and polling places asking "how am I doing?"

Quieter than downtown, with more dogs and cats, lined with trees, well policed and safe, and with prewar and postwar coops and the city's newest high end condo, and with historic

Henderson row houses, there are many family sized residences in the mid range of Manhattan prices. With Doctors Hospital demolished and two new luxury buildings developed in the area, East End Avenue is in transition. Inspired by its founders George and Annette Murphy and supported by many prestigious neighbors The Asphalt Green has an outdoor astro-turf field, fitness center, children's theater, Olympic-sized pool, indoor track and basketball courts and is the hub of children's sports activities all year

round. The Asphalt Green features a full schedule of organized and school athletics. This neighborhood is a refuge from the hustle, bustle, noise, and the commerce of other parts of Manhattan. After living here for thirty five years I still see this as a place where our children's children will play, go to school, make lifelong friends and explore this wonderful city, feeling proud of their neighborhood.#

Marsha Mack Frances is Executive Vice President with Douglas Elliman Real Estate.

NEW LEADERS FOR NEW SCHOOLS

More than ever before, our nation's prosperity and democracy depend on whether we drive dramatic change in schools so that all of our young people—not just a few—reach high levels of achievement and knowledge. The evidence is clear: the leadership of effective principals is fundamental to school improvement and success.

Yet at just the time that school change and effective leadership are more urgent than ever, urban schools are facing shortages of qualified principals due to rising retirements, record student enrollments, and the unique needs of the growing charter and small schools movements. In New York City, given the low student achievement and the retirement of 56 percent of the principal corps in the last five years, the need for exceptional leaders is great. To meet these challenges, we must expand the pool of outstanding future school leaders and create an alternative pathway for them into successful principal positions.

New Leaders for New Schools is a national nonprofit organization devoted to promoting high academic achievement for every child by attracting, preparing and supporting the next generation of outstanding leaders for our nation's public schools. Founded in 2000, we have created intensive leadership recruitment and development programs in partnerships with large urban school districts including Baltimore, Chicago, Memphis, New York City, Oakland, and Washington, D.C. New Leaders for New Schools aggressively attracts extremely talented people to become urban school principals. We provide rigorous, hands-on training, which includes coursework and a year-long residency, and provide our New Leaders with ongoing support, including networking and a life-long community of peers.

To date, there are 237 New Leaders influencing the lives of 118,000 students across the nation. As one of New Leaders for New Schools founding cities, the New York program is focused on making a wide impact across the City, with 56 New Leaders impacting 28,000 students. By 2008, we will have 100 New Leaders impacting the lives of 50,000 students across New York. We project New Leaders will lead 11 percent of the entire New York City school system by 2012. We are dedicated to leaders with dreams of creating and leading schools that can prepare every child for the 21st century.

We encourage you to learn more about New Leaders for New Schools by visiting our website at www.nlns.org.

Orientation Fairs For Parents of Pre-School Children With Disabilities

The New York City Department of Education (DOE) announced that each of the DOE's ten regions will host orientation fairs in November for parents of pre-school children with disabilities entering kindergarten in the fall of 2006. The fairs will provide information about the transition from pre-school to school-age special education services, including the timeline for evaluation and recommendations for kindergarten programs. Each year, approximately 10,000 pre-school chil-

dren with disabilities enter kindergarten and early parental involvement is essential to ensuring a smooth transition. The orientation fairs will be held in each of the ten regions throughout the month of November. At each fair, senior special education administrators, including District 75 personnel, will be on hand presenting information and answering questions. Parents will be given an orientation guide that summarizes the transition and will be invited to sign up for tours of representative school-age programs. Parents seeking information may call 311 or visit the DOE website at <http://www.nycenet.edu/Parents/Essentials/Special+Education/Documents.htm> where the schedule of orientation fairs and orientation guide are available.#

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Nursery School
Open Houses
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A POTENTIAL WIN FOR ALL



By RANDI WEINGARTEN,
UFT PRESIDENT

After almost two years of a bitter struggle, New York City's public school teachers have reached a tentative agreement with the city that has the potential to be good news for educators, students, administrators and all New Yorkers who care about our schools.

As I write this, more than 100,000 educators across the city are in the process of ratifying this agreement, which the United Federation of Teachers' Executive Board and Delegate Assembly have overwhelmingly approved.

I am cautiously optimistic it will be ratified, but there is no denying that many of our city's educators are angry. Despite being ignored at the bargaining table for far too long, teachers rolled up their sleeves and worked hard with our kids to produce record test results.

They did this while making 15 percent less than their colleagues in the surrounding suburbs—and while watching their professional judgment swapped for rigid classroom mandates dictating everything from exact lesson timing to the arrangement of chairs in their classrooms.

This agreement helps to rectify the problems of the last two years. It provides a much-needed pay increase—15 percent over 52 months and more than 33 percent when combined with our last contract. It will allow New York City's schools to better compete with the suburbs for teachers and help attract and retain quality teachers—a goal that all people who care about schools share. Salaries for future new teachers would rise to \$42,512 from \$39,000 and the top salary would go to \$93,416 from \$81,232. At the same time, the teachers, who already work so many extra hours outside of school, are putting in more time in exchange for a portion of the increase in this and the 2002 contract.

The agreement removes onerous micromanagement from the classroom. For two years, educators have sought an answer to their plea to “let teachers teach.” This agreement puts the professional judgment of teachers back in the classroom where it

belongs. No longer will teachers be disciplined for the format of bulletin boards, the arrangement of classroom furniture and the exact duration of lesson units.

It also provides some common sense safeguards to the changes the mayor and the chancellor sought and retains important due process measures for educators such as tenure.

Though principals will have more leeway to assign teachers to such things as homeroom, hall patrol and cafeteria duty during professional activity periods, there are important protections against harassment or bad management. And city officials have agreed that if they are wrong and principals begin to harass teachers, they will reopen the provision of the contract concerning critical letters in teachers' personnel files.

Students in need of extra help particularly benefit under the new pact, which adds 10 minutes to the school day for tutorials and test preparation. This new use of extended time—a provision that changed four times in four years—will establish a uniform school day. Except for multi-session schools and District 75, (special education) children will go to school for 6 hours and 20 minutes, and children who need it will get intensive help in small groups of 10 or fewer students to be held after school Monday through Thursday for 37 1/2 minutes.

The pact also creates a bachelor's degree salary line of at least \$32,500 for paraprofessionals, finally helping to make the position the middle class job it should be.

With this agreement, educators make important gains while preserving core rights. It keeps educators on the path to more competitive pay while providing principals with the additional discretion they sought. But the discretion does not come without appropriate protections for teachers. Now it is up to management to use the changes in a way that respects educators and helps children.

I hope we can put the struggles of recent years behind us and use this agreement as a starting point for more collaboration and respect for the great work our educators do. They and our 1.1 million school children deserve no less.#

MANHATTAN MEDIA HONORS OUTSTANDING SCHOOLS WITH 2005 BLACKBOARD AWARDS

By MICHELLE DESARBO

Representatives from 28 of New York City's most outstanding schools recently gathered at 1 Time Warner Center for the 2005 Blackboard Awards, a ceremony recognizing public, private, independent and charter schools that foster community and excellence in education. Attendees included Assemblyman Steve Sanders, Scott Stringer, Jonathan Bing, and Senator Liz Krueger.

Sponsored by Manhattan Media, Accenture, and Wachovia, the celebration began with a sumptuous and elegant spread of hors d'oeuvres and wine. Manhattan Newspaper Group Executive Editor Christopher Moore welcomed the crowd, reading a letter from Mayor Bloomberg offering congratulations and gratitude to award recipients for their hard work. Manhattan Media President and CEO Tom Allon introduced Pulitzer Prize-winning author and Master of Ceremonies Frank McCourt. Allon, a good friend of McCourt, recalled meeting the former Stuyvesant High School English teacher for dinner one evening where he expressed his dream of having his own newspaper column. “Everyone reviews music, movies, and television shows. Meanwhile, public houses, schools, and houses of worship are the most important institutions in our society and no one ever reviews them,” remarked McCourt, much to Allon's amusement.

McCourt's observations were just as full of wit and truth from behind the podium. “Teaching is one of the most neglected professions in this country,” said the author. “The most dramatic place in this country is not the courtroom, but the classroom. It's

very subtle, but you're always dealing with moral and ethical issues. It's also very dramatic when you are dealing with teenagers they're constantly in love and full of hormones!” McCourt then presented awards to elementary, middle, and high schools in the Outstanding, Rising Star, and New and Noteworthy categories. Some schools were awarded special citations, while others received recognition from corporate sponsors.

Outstanding elementary schools included P.S. 290 (Manhattan New School), the Ethical Culture School/Fieldston Lower, and Holy Name of Jesus School. P.S. 333 (Manhattan School for Children), Allen-Stevenson School, and St. Hilda's and St. Hugh's received Rising Star awards, while Philosophy Day School was the winner in the New and Noteworthy category. Learning Spring Elementary School received Special Citation.

In the Middle Schools category, M.S. 255 (Salk School of Science) and Rodeph Shalom School were deemed Outstanding, and Nightingale-Bamford School was the recipient of the Manhattan Mortgage Award for Outstanding Middle School. Rising Star Middle Schools included J.H.S. 104 (Simon Baruch), Manhattan Country School, and St. Aloysius School. Special citation was given to Merrick Academy, Renaissance Charter School, Bronx Preparatory Charter School, KIPP Academy Charter School, and Amber Charter School.

Among the High Schools, Bronx High School of Science, Columbia Grammar and Preparatory School, and Regis High School fell under the

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Founded in 1949, The Cathedral School is an independent, co-educational day school.

Outstanding category. Rising Stars included Urban Academy Laboratory High School, Riverdale Country School and Cristo Rey New York High School. Lower East side Preparatory High School received the Steve Zimmerman Accenture Technology Award, and Special Citation went to Louis D. Brandeis High School and Manhattan Comprehensive Night and Day School.

The principals and vice principals who accepted the awards expressed their delight and gratitude behind the podium. “I have a great job,” said Salk School of Science principal Susie Smith. “A couple of days ago, I broke up an argument between two students who were fighting over who would get the last copy of a book in our library.” Lower East Side Preparatory High

School principal Martha Polin, who accepted the Accenture Technology Award, said, “I'm the luckiest principal in New York City. I have a school full of 17 to 22-year-olds that no one else seems to want. But I'll take them any day. They really want to graduate. They really want the American dream immigrant and American students alike. They want to work for it.”

Winning schools went through a 3-part evaluation process. After students, teachers, and parents filled out an Internet survey, an advisory board assessed the results and, based on editorial judgment at the West Side Spirit, received recognition. #

For more information on how to participate in the Blackboard Awards, visit <http://www.blackboardawards.com>.



Gilder Lehrman Institute Recognizes History Teacher of the Year

The Gilder Lehrman Institute of American History recently announced the 2005 History Teacher of the Year Award to Rosanne Lichatin, a U.S. history teacher at West Morris Central High School in Chester, New Jersey. Mrs. Lichatin's 30-year career in education includes experience in both elementary and secondary levels of instruction. She currently teaches a Pre-Advanced Placement U.S. History I class as well as U.S. History II, and is actively involved in the International Baccalaureate Program as a mentor for students doing research in the area of history. Mrs. Lichatin is a member of the National Council for History Education and the Organization of American Historians. In addition, she is a co-advisor of the National History Club, which was launched in 2003 at West Morris Central

High School. Laura Bush, First Lady of the United States, presented Mrs. Lichatin with her award at a ceremony in New York City on October 14th.

Inaugurated in 2004 by Preserve America, the History Teacher of the Year Award is designed to promote, celebrate, encourage and honor the teaching of U.S. history in America's classrooms. The Gilder Lehrman Institute was selected by Preserve America and the White House to coordinate and present this annual award, which honors one outstanding K-12 teacher of American history from each state and U.S. territory.

History teachers at every level, from elementary through high school, are eligible for nomination, and each state winner is a finalist for the national award. #

Bob Wright *continued from page 5*

with opinions. It's a growing phenomenon. There'll be people who'll willingly try to get other straight facts, and they don't have a problem with that. And older people are increasingly comfortable with opinions. It's a growing phenomenon. There'll be people who'll willingly try to get other opinions, at one end or the other end of the spectrum."

Although his work as head of a major broadcasting company is truly a 24/7 commitment, Wright nevertheless has embraced volunteer roles that are deeply significant to him and his family. As a trustee of his alma mater, Holy Cross, Wright understands that his mission is to assist the small, private liberal arts college in its fund-raising needs. "I'm there to raise funds, and contribute funds," Wright acknowledged. "My expertise lends benefits to the board, at helping with fund-raising efforts and contributing to the business agenda. We want to create a sufficient

endowment to match more prestigious schools."

Recently, Wright and his wife, who live in Connecticut and have three grown children, learned that one of their grandchildren was autistic. In February of this year, they launched a foundation to promote awareness of the autism epidemic and to raise funds to support autism research. Autism Speaks is working with the Ad Council to create a national campaign to promote awareness of the early signs of autism and to encourage early detection and intervention. Autism Speaks is also a leading advocate for the Combating Autism Act, currently pending before Congress. "This law would more than double Federal funding for autism research and would increase resources in every state for the early diagnosis and treatment of children with autism," said Wright. "This is perhaps the most important thing to happen short of a cure." Autism Speaks also has a comprehensive website for families struggling with autism at www.austismspeaks.org. #

Suzanne Wright *continued from page 5*

EU: Are there any memorable teachers or school anecdotes that you would like to share with our readers?

SW: I decided to go to college after my youngest child was out of the house. It's something I always dreamed of doing—but I had no idea it would be so challenging. I spent many a night practically in tears at the kitchen table trying to write my term papers. It's one of the most rewarding accomplishments of my life and I wouldn't trade that experience for anything. Bob was absolutely wonderful through the whole process, always encouraging me and making me believe that I could do it. And believe me, there were times when I sat in the classroom surrounded by 20-year-olds and wondered what I was trying to prove. But I'm grateful for the experience...and the diploma. No one can take that away from me.

EU: Your website reaches parents and professionals. How do you plan to increase the number of visitors to the site?

SW: Our new website is designed for two different types of users; those who want to become informed about autism and those who want to get involved with Autism Speaks. Our "be informed" track takes users through the information they need if they have a newly diagnosed family member, providing information about therapy options, treatments and legal rights. Of particular interest in our "be informed" area is a new special feature called "expert find" that enables users to input their zip code and be provided with a list of autism service providers and medical professionals in their area. Our "be involved" track provides users with the opportunity to get involved in our many Autism Speaks fundraising events and to make secure online donations. We also have a news section that is updated several times a day with the latest news from the autism world, including scientific research studies, articles from around the globe, lectures and seminars, and news regarding autism legislation. And our popular "In Our Own Words" column allows our users to share their personal stories with our community. By being a compre-

hensive site with new material every day we believe we will become the number one Internet portal for the autism community.

EU: Are there any plans for increasing research?

SW: Our primary goal at Autism Speaks is to raise money to support autism research. We have just released an RFP soliciting grant proposals of up to \$100,000. In particular, we are targeting established scientists at major universities who have not worked in the autism field. Our goal is to attract the best and brightest minds to autism research.

EU: Are there any plans to increase the number of public and private school programs for autistic children?

SW: As the number of children diagnosed with autism grows, the demand for schools and services also increases. In the past few years there has been growth in the number of programs and treatment providers for people with autism, but not nearly enough to support the huge and growing population of autistic individuals. It is also important for us to work with state and local agencies to ensure that parents and adults with autism are able to get medical reimbursement for autism treatments and therapies. Autism is a medical diagnosis and yet most therapies and treatments are still not covered by medical insurance.

EU: How can we build a national organization and build legislative awareness?

SW: Autism Speaks seeks to be a strong unifying voice for autism awareness and legislation. We are working with the Ad Council to create a major new public service campaign that will create national awareness of developmental milestones and of the importance of early diagnosis and early intervention. In addition, Autism Speaks has taken a leadership role in supporting the Combating Autism Act of 2005, currently pending before Congress, which calls for more than doubling federal funding for autism research. The bill would also create screening programs and early intervention standards in all 50 states. #

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ON LOCATION EDUCATION: SCHOOL WITHOUT WALLS

By GILLIAN GRANOFF

In the late 1980s, Alan Simon, a Brooklyn native and aspiring actor was making a living as a per diem substitute teacher. Though the salary was stable, he felt dissatisfied. "I always felt like one of the kids," he says. Simon had always harbored the dream of becoming an actor. Although he never formally studied acting, his theatrical nature drew him to the field. His parents' belief in the value of education influenced Alan to pursue formal studies in college where he majored in English with a minor in Education.

In 1980 he was hired by the musical *Frankenstein* to work as a tutor on set. He never anticipated that this temporary assignment would evolve into a career.

A year and half later he was approached by a colleague who suggested the idea of a starting a tutoring service for young actors.

Simon's discouragement was soon dispelled two years later in the fall of 1982 when he was hired simultaneously by the production company of *Easy Money* to tutor kids on set and on the production of *Almost an Eagle*. He then tutored child actors on both the *Cosby Show* and *Kate and Ally*. The business expanded when the show *Les Miserables* requested that he hire teachers in the local cities on tour. The once simple project, now called On Location Education, has expanded and built its credibility within both the education and entertainment industries.

Simon insists that the relationship with the home school is an essential barometer for the child's progress. Some teachers provide syllabi and On Location keeps a portfolio of the student's progress for review by teachers in his home school.

In 1995, Simon's business faced an obstacle with schools that were forcing children to make a choice between formal enrollment in school or pursuing their acting. Simon conceived of The School for Young Performers in response to this need. He developed a new component of the business that allowed students to earn academic credit while working on set. The school, with an accredited New York State K-12 curriculum has been coined "A School Without Walls" providing teachers on

site that easily accommodate a schedule of working actors traveling with a production.

The School for Young Performers currently enrolls 60 students, including kids of the Ringling Brothers and Barnum and Bailey Circus. Ringling Brothers hires the teachers and On Location Education provides head hunters for teachers and oversees student progress, as well as providing exclusive on-set enrollment.

Teacher recruitment is a major component of the business. When selecting teachers, Simon looks for candidates who have a sense of humor and flexibility. The school recruits college graduates who are considering a fulltime teaching career as well as retired teachers who enjoy a flexible schedule and the travel it provides. Simon describes ideal candidates as "mavericks," people who like the life on the road.

It is not at all uncommon, Simon states for parents looking for an alternative to home schooling to enroll their child in the School for Young Performers as well as hiring On Location Education to provide additional tutoring.

Alan Simon who once dreamed of being on stage himself struck the ideal balance between work that integrates his two passions. Both components, On Location Education and The School for Young Performers combines his belief in education with his dedication and love for the field of entertainment. He sees himself as advocate on behalf of the child. In addition to lobbying on behalf of child labor laws, and procuring work permits for his clients, he has worked in New York for a bill to set aside accounts for children in the industry. He stays informed within the industry and is the Co-Chair of the Screen Actors Guild Young Performers Committee. He is also active in Actors Equity, American Federation of Teachers, and educates both parents and children through seminars on college campuses on how to integrate education with a career.

The proof of Simon's success lies in the work of its graduates, and its list of clientele among whom are Natalie Portman, and members of *The Sopranos*, and *The Lion King*. For young child actors, athletes and others who struggle with the decision to pur-

sue a career in entertainment, Simon helps them to balance career with study. On Location Education and the School for Young Performers offers them the chance to nurture their talents while keeping their options open. #




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CAREERS: CHANA MLOTEK, FOLK SONGS

The Woman Isaac Bashevis Singer Called “The Sherlock Holmes of Yiddish Music”



Michael Tilson Thomas & Chana Mlotek

By JOAN BAUM, Ph.D.

Belying her age by years, the sturdy octogenarian moves with purpose and quiet determination, up the steps, down the steps, across the floor, finally propelling visitors into a small office wonderfully crammed with books, many by her—hundreds of songs and poems and oral histories. A couple of photos of herself being hugged by the famous composer and conductor Michael Tilson Thomas modestly adorn the wall, though it could easily be wallpapered with honorary plaques and certificates, including the Lifetime Achievement Award she received two years ago from the YIVO* Milken Archive of American Jewish Music and the Jewish Theological Seminary at an international conference in New York on Jewish Music in America. At that time the much-loved and admired writer for the Jewish Forward, whose detective column, *Perl fun der yiddisher poezye*—“Pearls of Yiddish Poetry,” a unique bi-weekly which includes a Q & A” and a “Readers Recall Songs” section, vowed that she would not be slowing down. “Every day there’s something new to be done.” Now, two years later, the indefatigable Chana Mlotek is still deep in research, chasing down answers to queries that pour in from readers and fans all over the world about Yiddish music. Indeed, as she starts to speak to her visitors, the phone rings. “You need art music songs? When would you like to come in?” “The computer in back of her blinks with a full screen of emails. When the archival world started going digital, the energetic Chana Mlotek learned about computers. No generation gap for her. Her son, Kalman, a composer, conductor, arranger, and the executive director of the Folksbiene Theatre, the oldest Yiddish theatre in the world, assists with the column, her older son Mark is on the board. But Chana is at the helm.

The Mloteks—husband Joseph, who died a few years ago, and was Chana’s soul mate and partner—were a formidable team for decades, sharing the column and pursuing and publishing original and

transliterated versions of Yiddish scores and texts, providing historical accounts of provenance, context and significance—Hasidic and liturgical pieces, ballads, sad shtetl songs about orphans and young women left alone and glad songs about rabbis, weddings and dancing. The Mloteks also tracked down theatre music, operettas, poets, composers, authors of Holocaust poetry. Shostakovitch, Chana notes, was particularly taken with Yiddish music, as were Ravel, Prokofiev, Gershwin. Much of what Chana and Joseph identified would otherwise have never been known because so much was destroyed or lost in the war. A letter arrives from a survivor who had been a child in a concentration camp. One day, he recalls, a boy sang “My Yiddishe Mama” so movingly that the Nazi officer gave the Jews another bowl of soup. Chana publishes the account. A week later, a letter arrives: I was the boy who sang the song. A week later, another letter—I was in that camp, it happened. (The song, written in 1925 by Jack Yellen and Lew Pollack, was made famous a few years later by Sophie Tucker.) Other examples only hint at the extent of Chana Mlotek’s sleuthing. She discovered, for example, the oldest piece of extant Yiddish music so far—an 1892 song by Sholem Aleichem, who wrote it in Odessa and was later set to music by a student.

American born (her parents came from White Russia, her husband Joseph from Poland after the war), Eleanor “Chana” Gordon, who got a B.A. from Hunter College and then took graduate courses at UCLA, where she met Joseph in 1948, was, along with Joseph, one of 12 participants in the first course in Jewish and Yiddish folklore at an American university. Why the great interest in Yiddish today, particularly in Eastern European countries and Germany? Chana needs no moment to reflect: Klezmer, for one, a movement to attract young people to music and Judaism. But she also points out that the third generation, moving away from assimilated parents who did not want to talk about their own parents or the Holocaust, is embracing Yiddishkeit, Yiddish culture, with joy, part of ethnic America’s search for roots. The symbol of Yiddish folksongs, incidentally, is the Golden Peacock. Want to know why? Mach schnell to 15 W. 16th Street and to the remarkable Chana Mlotek.#

*YIVO (www.yivo.org), the Yiddish Scientific Institute for Jewish Research, founded in 1925 in Vilna, Poland (Lithuania) and since 1940, headquartered in NY, is “the world’s preeminent resource center for East European Jewish Studies.”

CAREERS: ANA MARIA MARTINEZ, OPERA

By JOAN BAUM, Ph.D.

It comes as a surprise to learn that this “beautiful woman with the fascinating voice,” as the London Times referred to her recently, “one of the most sophisticated of lyric sopranos singing today,” is just this month making her debut at the Metropolitan Opera. Perhaps one reason lies in scheduling—Ana Maria Martinez, the lady with the “velvety mezzoish half-tints in the mid and bottom range” and “gleaming top” notes, has been making debuts all over the country and in Europe, wowing audiences with her sound. Nonetheless, the Met is the Met—is she at all intimidated by doing Micaela in Carmen on that big, big stage, with only three days of rehearsal? She pauses, a modest laugh, an honest answer—not really. She knows the stage, having been a finalist in the 1993 Metropolitan Opera National Guild Council auditions. It’s actually “a warm and cozy feeling” to be up there, she says, it looks smaller from that point of view, but “just don’t look up,” a friend had suggested, or “you’ll be saying, Oh my God!” She’s been on other stages, of course, all over the world, including Broadway, appearing at 19 as a Kit-cat girl in Cabaret singing “Money Makes the World Go Round.”

For Ana Maria Martinez, however, it’s music that makes the world go round, a passion she felt she was born to pursue as early as five, when she started to play piano and discovered she could play by ear. To her regret, however, she was not pressured to take lessons in theory. Though she holds a B.A. and M.A. in music from Juilliard, she had to learn ear training and sight-reading fast. Of course, conservatory training is a must for any serious musician but so is a well-rounded education, which includes the sciences as well as the humanities. So many operas, she points out, have their origin in great literature (though there is no Micaela in Prosper



Ana Maria Martinez

Merimee’s novella, Carmen). She notes that Juilliard now has an arrangement whereby students who qualify can take courses at Columbia, and Columbia undergraduates can audition for Juilliard. She is particularly pleased with this program because this curricular diversity builds on the demographic diversity of the student body at Juilliard. And so, when she talks to high school students thinking about careers in music, she urges them to go for a bachelor’s degree at a university with an excellent music program, not avoid discipline but at the same time not specialize to the extent of avoiding social skills. At 15 or 16, the voice is still too unformed, she tells them, and thoughts about life commitments premature. She also cautions those in their twenties, when the voice matures, not to let competition drive them too hard, especially if they want to be singing into their fifties and sixties.

Her interests have been wide and varied. Though she has always loved opera and has been singing with the likes of Plácido Domingo and Andrea Bocelli (a CD she made with Domingo

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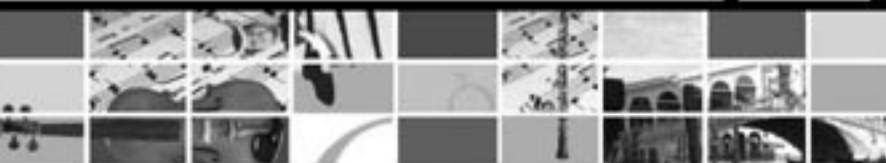
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HUNDREDS ATTEND READING REFORM FOUNDATION CONFERENCE

By LIZA YOUNG

Reading Reform Foundation—with its credo that *every* child can learn to read—has been going strong for over two decades with its mission of bringing the joys of fluency in reading to children across the city.

Recently, the Foundation held its 24th annual conference, focusing on “Effective Techniques for Teaching Reading, Writing and Spelling.” A varied array of workshops provided topics ranging from exploring myths and legends to improving study skills to expanding vocabulary through using Greek and Latin Roots.

Presided over by the intrepid reading teacher, Sandra Priest Rose, founder and trustee of Reading Reform Foundation whose dedication to the Orton-Gillingham approach to reading is legendary, scores of attendees changed rooms as Rose clanged the great brass bell throughout the halls.

Emily Goldberg, master teacher, awarded the Leona Spector award, quoted the late Sandra Feldman, “You can’t have a first class education unless you have first class teachers.” This was an apt quote considering the goals of the Reading Reform Foundation.

E.D.Hirsch, Jr. in his keynote talk quoted Blake in describing Reading Reform Foundation: “He kept the divine vision in time of trouble.” In addressing “Reading Beyond Decoding,” Hirsch spoke about the new frontier, comprehension. “You can’t gain knowledge and vocabulary from wide reading if you don’t understand what you’re reading. Imparting a knowledge system is so important; it goes to the heart of the reading profession,” he underscored. Quipping about a woman listening to Albert Einstein speak, Hirsch explained she said, “I understood all the words; it’s just how they were put together that I didn’t understand.”#

By SYBIL MAIMIN

In a workshop on using the newspaper to develop skills, Roz Eskenazi, a consultant to The New York Times Knowledge Network, shared tips and examples of exciting and effective ways to incorporate daily papers into the curriculum. The newspaper is “a living textbook,” she explained, “that addresses things in a child’s world.”

It can be used to develop vocabulary, comprehension, and analytical skills. A newspaper has no reading level; each writer has his or her own style and a teacher has “to know her own kids” and determine what is usable. Generally, students can benefit from newspapers from grades 5 or 6 on. As one workshop participant suggested, “If the article is difficult, the reach can be good. It may stretch the mind.” The teacher should filter stories and information for appropriateness. News journals offer well-written, well-edited English. Many papers note mistakes in a “corrections” section, setting a good example.

Some specific classroom uses of the newspaper include: photos as prompts for creative writing, research projects based on news stories, differentiating fact from opinion in editorials and advertisements, identifying new words, analyzing political ads, developing a

science vocabulary, distinguishing domestic from international news, and using news summaries and briefs to teach succinct writing. Fun and fruitful projects might include a scavenger hunt in which students look in the paper for

more accurate and up-to-date than textbooks and contain history, biography, and unique perspectives. They may help children examine themselves and their place in the world. A useful writing and civics lesson might be selecting an article about an issue of concern, identifying a person or advocacy group in the article, and composing an opinion letter to be sent to that contact.

An enriching workshop on improving reading comprehension entitled “Becoming a Strategic Reader” was given by Dr. Eileen S. Marzola, Professor at Teachers College. Marzola provided instrumental assessment tools for diagnosing reading difficulties and provided research that confirmed that retention is significant through the use of teacher generated questions, but 20 percent higher when students generate their own questions.

The Reading Reform Foundation offers educators classes based on solid research, direct classroom training, an annual conference with workshops, and follow-up support. Sandra Priest Rose is a founding trustee and enthusiastic guiding force of the foundation.

Many thanks to Con Edison, represented by Philip Miller, the corporate sponsor of this great event.#



Sandra Priest Rose



Dr. E.D. Hirsch, Jr.



Muriel Silberstein-Storfer, Founder of Art for Children, Metropolitan Museum of Art



Philip G. Miller, Senior Specialist, Customer Operations, Con Edison

such things as an unfamiliar name of a country, the e-mail address of an editor, an article illustrated by a map, a new word, the name of a reviewed book or movie, and the page that has the most information about money and the economy. A rich teaching tool is obituaries of important people. Obituaries tend to be

Chris Whittle

continued from page 6

would Whittle recommend to improve literacy, asks a member—phonics or whole word? Which math—old or new? “We need a comprehensive site and system redesign,” answers Whittle deftly. “The National Transportation Safety Board analyzes what goes wrong in every airline crash and corrects the problem...What are we doing?” Another audience member asks Whittle how he proposes to motivate parents and children, noting the millions of dollars that private philanthropy is pouring into enrichment programs to support inner-city families. “I agree that philanthropy is key,” concurs Whittle. “But if you take all the private

sector money that’s been donated to public education—\$1.6 billion—it would only run schools in America for four hours. Philanthropy can provide seed money, but the scale of the problem crushes philanthropy. It’s the public sector’s job!”

If there is one message that Whittle leaves with his audience, it’s a moral imperative to get involved and fix a system that’s fallen into disrepair. As he writes in the final chapter of his book, “First, you must believe that when children fail, their schools fail, too. The evidence is irrefutable. All children can learn, and all schools can succeed. We see it every day. All we must do to make it happen is to refuse, as a nation, to accept such failure.”#

REBECCA SCHOOL

Rebecca School, opening in Fall 2006, is a therapeutic day school promoting the education and development of children with neurodevelopment disorders of communicating and relating, including PDD and autism. The school has been created to address the needs of the growing population of children on the autistic spectrum, who remain underserved by current public and private options.


Rebecca School will be the first Developmental Individual Difference Relation-based (DIR) school in Manhattan. The DIR methodology, developed by Dr. Stanley Greenspan and Dr. Serena Wieder, proceeds from the core belief that relationships are the foundation of learning. At Rebecca School we will consider the variations in individual motor and sensory processing systems and tailor each child’s program to his or her specific needs. There is no “one-size-fits-all” for children with neurodevelopmental delays in relating and communicating. Each child has unique strengths to be developed and limitations to be remediated. Our goal is not to fit the child to the program but to fit the program to the child.

Rebecca School will provide students with a comprehensive therapeutic program in a real school environment that enhances their life experiences and nurtures their talents. Rebecca School’s enrichment program will reflect mainstream private school offerings in science, art, music and movement, gym and technology. The school will provide the related services of speech, occupational therapy, physical therapy and counseling as appropriate. The curriculum will incorporate academics, Floor Time, social skills training, sensory integration and behavior modification.

Classes will be small, with eight children, one teacher, and three teacher assistants in each classroom. Children may work individually, in dyads or in small groups. Rebecca School will provide a 12-month program that includes a six-week summer program. Every Friday the school will close early for ongoing staff and parent training. The school day will be Monday through Thursday 8:30 AM until 3:00 PM and Friday 8:30 AM until 12:30 PM.

Rebecca School is committed to creating a bridge between home and school. A social worker will be assigned to each family to provide referrals, as necessary, for nutritional, medical and legal consults and to facilitate children’s admission and ex-mission at the school. Rebecca School will also offer sibling and parent support as well as parent training. Families and Rebecca School are partners in each child’s education.

Rebecca School is now accepting requests for applications. Please contact us at 212-810-4120 or e-mail Program Director Tina McCourt at tmccourt@rebeccaschool.org.



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10th Anniversary Celebration

New York City

Education Update

Education News on the Upper East Side

Volume 1, Number 1

September 1995

SUMMER INTERN: AN ADVENTURE IN AFRICA

Johanna Purcell, an upper eastsider who is now a senior at Colby College in Maine, was thumbing through "Earthwatch" magazine looking for interesting summer '95 adventures when one of the programs caught her eye. It described living in several African villages while working alongside a U.S. anthropology professor from Minnesota who was studying the epic folklore of upper Tanzania. This would be a great opportunity to participate in original research, see Africa and then visit cousins in South Africa.

Preparations for the trip consisted of several inoculations or pills, among them malaria, yellow fever, polio, typhoid, tetanus, meningitis, gamma globulin and mumps. Johanna said few hurt and the trip was definitely worth it! In less than two months, Johanna found herself on British Air bound for London, then Nairobi, Dar es Salaam and finally at a small hotel in Mwanza. Mwanza, the third largest city in Tanzania is on the coast of Lake Victoria. Swahili is the national language and many local languages are spoken as well.

In a short time, the other group participants arrived: a 23 year old man from University of California at Santa Barbara, a woman of 65 who had participated in several previous programs, a woman of 49, a 35 year old English professor from Emory and 3 teenagers and their teacher. All were accompanied by the leader, Professor Joseph Mbele, originally from Tanzania, who teaches at St. Olaf

College in Minnesota. Professor Mbele is a folklorist who wants to collect stories of epic proportions, examine the similarities and differences to determine if the folklore is native to Tanzania or if it is similar to folklore in other parts of Africa. In other words, what kind of knowledge circulates? The only history available in the villages is oral therefore the group traveled from village to village, interviewing residents previously selected by Mbele.

The spartan quarters in Mwanza consisted of a private bath, electricity but no hot water. Little English was spoken.

In their travels, the group was accommodated in guest houses for \$1 per night. Guest houses consisted of 12 rooms with shared baths which consisted of a hole in the floor. Showers consisted of washing with soap, basin and a pitcher. Some guest houses had no towels. There was mosquito netting over all the beds and wooden shutters on the windows which were closed to keep out the heat of the day. Houses were made of dried mud and grass roofs. The food served, according to Johanna, was quite tasty: rice, white cornmeal called ugali, a refried type of beans and fish, chicken or meat (mostly lamb). Bread was served with each meal and vegetables were abundant. Cabbage was boiled or fried with tomatoes or there was a vegetable stew with tomatoes. Papaya or banana was served at the beginning of each meal. Beverages included coffee, tea, soda and beer. Although spoons were available,



Professor Joseph Mbele interviewing a villager on Ukarewe Island, Africa.

the natives ate with their hands. Waiters always brought a basin with soap and water before and after each meal for washing.

Each interview with the villagers took several hours because interpreters were needed (each tribe has different languages; no two villages speak the same language). Preliminary formalities took an

Continued on Page 6

COMMUNITY BOARD 8: YOUTH SERVICES COMMITTEE REVIEWS '95, PLANS FOR '96

On September 5, 1995 the Youth Services Committee of Community Board 8 met at Lenox Hill Neighborhood House. The Committee consists of the heads of the following community agencies: Lenox Hill Neighborhood Association, Interfaith, Children's Aid Society, the 92nd Street Y and the Stanley Isaacs Center. It is a forum for sharing ideas, strategizing and advocacy. The meeting was chaired by Ms. Barbara Chocky (chair of Community Board 8) in the absence of regular chair Christina Davis. Invited guests were Assemblyman John Ravitz and Officer Baer of the 19th precinct.

In the first six months of 1995, the Youth Services Committee as a whole lobbied successfully in Albany to defeat budget cuts for vital programs. The Committee's cohesive approach has become a model for other groups around the state. Interfaith ran a camp for 30 graduating 6th graders this past summer. Lenox Hill Neighborhood House had a summer program for 160 school age children: a girls' softball team at Asphalt Green was outfitted by the Yankees; another group spent time building boats in Connecticut; jobs for 30 youngsters were provided at the center itself helping the homebound, cleaning Carl Schurz Park and helping seniors at the center, among others. The Children's Aid Society had a summer camp program in Chappaqua for deaf and hard-of-hearing children.

All the community agencies have liaisons with several area schools to provide services to students, both in and out of school. Despite successful lobbying efforts, budget cuts finally came into

effect for the summer programs. Agencies reported that the greatest deficit was in the numbers of children on waiting lists who could not be served. Howard Knoff of the Isaacs Center pointed out that after school programs may experience the same problems. The Board of Education is not providing anything after school and schools need a list to know where to send students. Lenox Hill has waiting lists already. Services currently provided in conjunction with the community agencies are an adolescent clinic at Mt. Sinai Hospital and a teenage pregnancy clinic at New York Hospital. A CPR workshop in conjunction with Cornell University will be held at Lenox Hill Neighborhood House: 4 hours of training will be \$25.

Officer Baer reaches out to 50 school area schools. New events for the fall are: a meeting of area principals and headmasters with Inspector Kelly at the 19th precinct on crime prevention; 3 workshops for children and parents on aids and HIV including a movie "Angela's Secret" followed by discussion. Dates will be announced next month in this paper. Baer described a new 3 week camping program which helps children ages 14-20 learn what law enforcement is about. It is called the Law Enforcement Explorer's Program. Next June the successful "Cops and Kids" Day will be repeated. Policemen and children play basketball and discuss the issue of guns in schools and communities. The precinct is also publishing a brochure on safe rollerblading.

Ravitz commended the Youth Committee on continuing high quality programs despite city and state cuts.

AFTER SCHOOL ACTIVITIES: FLYING

If you have ever been enthralled by man's conquest of light and thought how exciting it would be to pilot your own plane, you can! That's what about 150 students, ages 12-70 learn to do on a regular basis at Teterboro Airport, about 35 minutes from the upper east side. Many other students come on occasion just for fun and go up with an instructor. The school is called Air Fleet Training Systems and has been in operation since 1991. Owners Susan and Eugene Bopp, have both been licensed pilots for many years. Their school is licensed by the Federal Aviation Administration (FAA) and employs 8 full-time instructors who are college graduates. Air Fleet Training Systems is a Federal Air Regulation Part 141 school which means that aircraft are maintained to higher standards and that safety is a priority. In more than 7000 hours logged this year to date, there has not been a single accident, Susan noted with pride.

In order to get a license as a private pilot you have to be at least 5 feet tall (in order to reach all the controls), fly for a minimum of 40 hours, pass a medical examination before you solo, pass an FAA written test and pass a flight test with an FAA designated examiner. There is no minimum or maximum age requirement to take the test. That means that you can fly a plane before you have a driver's license.

On your first lesson you will sit behind the control wheel of a Cessna 172 (Skyhawk). There are dual controls so that the instructor can unobtrusively help. You will handle the first take-off and by the end of the hour will be able to taxi the plane down the runway. If you want to concentrate on sightsee-

Continued on Page 6

10th Anniversary Celebration

50 Cents

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

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NEW YORK CITY

JANUARY 1998

What the Chinese New Year Means to My Family

by Olivia Wong



Firecrackers go off in the air. Mah jong tiles are thrown on the table. The color red is scattered everywhere. People chat and gossip about the past year and plans for the future. Chinese New Year is a time of celebration, good times and above all,

January is the time to celebrate Ramadan, the Chinese New Year and Anno Domini 1998. It is also a time to reflect on memories past, current lives and future plans. Spiritual messages from Imam Agwa and Rabbi Polish appear on the editorial page. Dr. Anderson's message (Brick Church) will appear in February. Following are recollections from people in our community. (Ed.)

reunion.
Most young Chinese people remember this occasion because of the infamous Red Envelopes. With gold printing of good luck for the new year comes money within. These envelopes are traditionally given by married couples to the youngest child of the house visited. Tradition has changed though; anyone can receive the envelopes. Who doesn't want money? When I was a child, that was all I looked forward to. For the older, more experienced people, Chinese New Year is a time to forgive and forget. It is said that if you don't repent your mistakes or sins, your year will not flourish with health or luck. It's also a time for get-togethers where everybody can "catch up" with each other's lives. It's been

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Ramadan

by Aza K. Mahmood, Ph.D.

Ramadan is a special month of the year for over one billion Muslims throughout the world. It is a time for inner reflection, devotion to God and self-control. Ramadan is the month in which the Qur'an was revealed as a guidance for all mankind.

Ramadan is the ninth month of the Lunar Year (the Islamic calendar). The first day of the month is determined by the sighting of the new moon as well as astronomical calculations. The end of the holy month and the celebration of *Eid-ul-Fitr* are determined in the same way.

Fasting the Month of Ramadan is one of the five pillars of Islam. It derives its importance from the saying of the Prophet Muhammad that Islam stands on five (pillars): To witness that there is no God but Allah and that Muhammad is His Prophet, to perform the required prayers, to pay the Zakat (poor-due), to fast the month of Ramadan, and to perform the pilgrimage to Makkah.

Fasting has many special benefits. Among these, the most important is that it is a means of learning self-control. Due to the lack of preoccupation with the satisfaction of bodily appetites during the daylight hours of fasting, a measure of ascendancy is given to one's spiritual nature, which becomes a means of coming closer to God. Ramadan is also a time of intensive worship, reading of the Qur'an, giving charity, purifying one's behavior, and doing good deeds.

Fasting is also meant to make people to empathize with those less fortunate. This experience should teach people to be thankful for their blessings and appreciate what God has given them.

In Islam, fasting is a religious ritual that involves abstaining from all food, drink, sexual activity, and certain other activities from dawn until sunset. After sunset Muslims may eat anything they wish.

Fasting is obligatory upon every adult Muslim who is sane, is able to perform it, and is not traveling. If he cannot meet any one of these conditions, he is excused from the fast without any penalty.

Children are not required to fast until they reach a certain age. However, they should be encouraged as much as possible while they are still young to practice fasting by gradually expanding the time that they can observe it.

Pregnant and nursing mothers do not have to fast if they believe that it would cause them undue and unnecessary hardship or that it might harm the unborn child or the nursing infant. After this period of danger has passed, they must fast the number of days that they missed.

Though Muslims are supposed to behave on the highest of moral values all year round, Ramadan is a month when one should observe moral habits more closely.

Aza K. Mahmood, Ph.D., a biochemist from Egypt and an observant Muslim, currently resides in New York City.

INSIDE

SPECIAL: RAISING INFANTS & TODDLERS



Emily Rachel Wertheimer—New York



Devin Michael Rossi—California

See pages 15-17

10TH ANNIVERSARY CONGRATULATIONS FROM AROUND THE NATION**Charlotte K. Frank, Ph.D.****Senior Vice-President
McGraw-Hill Companies, NYC**

The reach and impact of *Education Update* became even clearer to me when I received a call from someone in Brazil who found me by reading *Education Update's* web page. The fact is that this remarkable publication is the window through which educators and others see the world of education. It is a pleasure to congratulate the publisher on 10 years of achievement and ever growing importance to the community it serves.

Dr. Lorraine Monroe, Director**Lorraine Monroe Leadership Institute**

I look forward to each issue of *Education Update* to learn about the exciting things my colleagues are doing to transform children's lives.

Dr. Marlene Springer, President**College of Staten Island, CUNY**

I am pleased to congratulate *Education Update* on its 10th anniversary, and look forward to many more years of your fine publication. You provide an invaluable resource for the educational community.

Edith Everett, President**Everett Foundation
Former CUNY Trustee**

Education Update has a valuable place in my own education. It keeps me current on important issues and happenings in education and does so in a succinct and readable way. I look forward to receiving it.

Congratulations.

Blanche E. Lawton, President**Women's City Club of New York**

Congratulations to *Education Update* on celebrating its 10th Anniversary!

Your commitment to bringing education news and issues to the public is a great service to us all! Kudos!

Marcia Lynn Sells, Asst. VP**Planning & Program Development
Office of Gov. & Commun. Affairs
Columbia University**

Congratulations on *Education Update's* 10th Anniversary. I have enjoyed the articles that the paper presents each month and it has been extremely helpful in my work in government and community affairs. I wish you another 50 decades.

Chana Mlotek,**Music Archivist, YIVO**

We congratulate you on your newspaper's tenth anniversary. We appreciate your dedication to propagating the noble cause of education. This institute, the YIVO Institute for Jewish Research has long been devoted to the Yiddish education and research of Ashkenazic Jewry and is proud to have sponsored, among others, the Jewish cultural-educational EPYC program in the high schools.

Dr. Susan Erber**Superintendent, District 75**

It is a pleasure for me to participate in the chorus of congratulations for *Education Update*, as you celebrate your 10 Year Anniversary. Your publication provides a much-needed reliable source of information on educational programs and ideas, in a most timely manner.

As Superintendent of D75, a New York City Department of Education school district serving special needs students, I have recommended your publication to both staff and parents over the years. All who subscribe have had only positive feedback about your organization.

I congratulate *Education Update* on reaching its 10th Anniversary, and look forward to its continued success.

Lois B. DeFleur, President**Binghamton University
State University of New York**

Congratulations to *Education Update!* I am pleased to extend congratulations to Dr. Pola Rosen, the editors, and the staff at *Education Update*. Many educators believe that *Education Update* is an essential tool for keeping us current about events in the field.

For ten years, your publication has served the entire education community by providing breaking news and thoughtful commentary. You help higher education administrators to stay informed and develop policy. Kudos to your publication for a decade of excellence, and best wishes for the next ten years.

Dr. Alfred S. Posamentier, Dean**School of Education
The City College of New York
CUNY**

I am delighted that you have reached your first milestone of 10 years of excellent education news coverage. In New York City, where several decades ago there were many more newspapers than there are today, there was a great void to fill. *Education Update* has done a splendid job providing coverage of education stories and events of the New York City metropolitan area. I wish you well as you embark on your second decade. I am convinced you will continue to grow and keep the populace in this important region of the country informed in what could be one of the most important fields in our society: the education program for our next generation.

Kudos!

James G. Basker, President**Gilder Lehrman Institute of
American History, NY**

For ten years, *Education Update* has been a valuable resource for students, teachers, administrators, parents and anyone who cares about the future of education. Congratulations Dr. Rosen and the entire team. Best of luck in the future.

Arthur Levine, President**Teachers College**

Congratulations and happy anniversary to *Education Update* for your first decade of fine reporting on education issues that matter. You are appreciated for your attention to detail, your focus on people, and your willingness to tell the good news as well as the bad. May the next ten years bring you even greater success.

Gregory H. Williams, President**City College of New York, CUNY**

On behalf of all of us here at The City College of New York, it is a very great pleasure to congratulate Dr. Pola Rosen and her staff on the 10th Anniversary of *Education Update*. Your highly professional, critical coverage of the challenges, opportunities and triumphs of education—and the men and women who make them possible—has helped to shape the course of one of the most important aspects of our civil society.

As an educator with more than 30 years of experience in the field, I am particularly pleased that *Education Update* "gets it." Your reporting reflects the deep truth, too little remarked, that public education is truly a K-16 enterprise, and that the health of our society and the success of our citizenry depends not only on our primary and secondary schools, but also on the public colleges and universities that educate the majority of our citizens.

We at CCNY are proud to pursue this mission, and honored to find a partner in *Education Update*.

And we very much look forward to your next decade.

Sandra Priest Rose**Founder & Trustee, Reading Reform
Foundation of New York**

Congratulations on your 10th anniversary! You are to be commended for creating a forum in which many different points of view can be presented.

Dr. Carole G. Hankin**Superintendent
Syosset Central School District**

Congratulations to *Education Update* on your tenth anniversary! It is great to be part of a publication that does such a fine job covering today's issues in education. You are a valuable source for educators, parents, and anyone who is concerned about the future of our children.

Lee Iacocca said it very well. He said, "In a completely rational society, the best of us would aspire to be in education and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have." You are one of the best!

Joel I. Klein, Chancellor**NYC Department of Education**

My congratulations on *Education Update's* tenth anniversary. The newspaper's broad and balanced coverage of school issues has helped inform public discussion of school reform and has provided significant value to the entire educational community. I look forward to many more years of success.

Randi Weingarten, President**United Federation of Teachers, NYC**

You've put a spotlight on education in New York City! Keep it up, keep it shining.

Jill Levy, President**Council of School Supervisors
& Administrators
Brooklyn, NY**

The Council of School Supervisors and Administrators congratulates *Education Update* on its 10th year. CSA is proud to be a continuing part of this informative and essential publication.

Assemblyman Steven Sanders**Chairman, Committee on Education
New York State**

Happy 10th anniversary, *Education Update!* Congratulations on a triumphant decade in which you have set a new hallmark of excellence in education journalism and commentary about the huge and changing issues facing our schools. You are an indispensable resource for parents, educators, education professionals and public policy makers. Wishing you continued growth and success in the years to come. Bravo!

Clive Gillinson**Exec. & Artistic Dir., Carnegie Hall
Hollis Headrick, Director
Weill Music Institute, Carnegie Hall**

Carnegie Hall congratulates *Education Update* on 10 years of service to the education community and for its role in making the public aware of the progress being made in arts education.

Jacques d'Amboise, Director**National Dance Institute**

The National Dance Institute and Jacques d'Amboise extend their warmest wishes and admiration to *Education Update* on their 10th year.

BRAVO!!!!

Mark O'Connor, Violinist/Composer

Hearty congratulations on 10 years of doing a tremendous job of sharing the gifts and inspirations of education with teachers, principals, parents, administrators and students! Thank you, most especially, for your inclusion of the arts... music, theatre, visual arts and dance in the pages of *Education Update* in print and online. Your doing so says loudly and clearly that the arts are an important component of American education... today and every day.

10TH ANNIVERSARY CONGRATULATIONS FROM AROUND THE NATION**Joan S. Freilich, Vice Chairman
Consolidated Edison, Inc.**

My heartiest congratulations to you and to the *Education Update* staff and supporters on reaching your 10th anniversary!

Today, *Education Update* is clearly an invaluable resource for students and their parents, and for schools, colleges and a wide range of organizations and companies that provide related services. What may not be as well known is that this publication also provides an important resource for local corporations such as Con Edison, helping us to communicate with young people who are our potential employees, as they prepare themselves for entering the workforce.

We wish you continuing success, and hope that you are around for many decade-anniversaries to come!

Margaret I. Cuomo, M.D.

Happy 10th Birthday to Dr. Pola Rosen and the staff of *Education Update*. Many thanks for creating a publication that enlightens and enriches the lives of parents, teachers, and students. Your bold experiment has enhanced the lives of your readers. You have my admiration and gratitude.

**Rodney J. Croft FRCS FACS
Consultant Surgeon
London, UK**

Many congratulations on *Education Update's* birthday which celebrates the first decade of superb journalism which has enriched and cross fertilised the fountain of knowledge for hundreds of thousands of people around the globe. Continue onward and upward and please do not forget to invite me to the 21st birthday party!!

**Cecelia McCarton, M.D.
President and CEO****The McCarton School**

All of us here at The McCarton School congratulate you on your 10 years of solid contribution in the field of educational awareness and knowledge.

A growing school like ours needs and appreciates people with your energy and expertise.

May the success of these first 10 years lead to an even more successful second 10 years.

**Artemis P. Simopoulos, M.D., Pres.
Center for Genetics, Nutrition & Health
Washington, DC**

Congratulations on *Education Update* being 10 years old! What a wonderful feeling. I very much appreciate receiving *Education Update* because it provides very complete information on the roles that many educators play in enhancing the development of students. I particularly like your "Spotlight on Schools" section and have been very pleased to contribute to the "Medical Update" section.

**Ronald Thorpe
VP & Director of Education
Thirteen WNET
New York**

It is remarkable that *Education Update* is about to celebrate its 10th Anniversary. Congratulations! Not only has this venture been a job well done, but you have done it against the long odds that face any such undertaking while never compromising on the vision you have set for the publication.

Over the years, you and *Education Update* have had a regular spot in our life at Thirteen and especially within the Education Department. No other local education press has covered our work consistently and as fairly as you have. *Education Update* is always a place where we are proud to be.

Three cheers for your first decade, and another three for the next!

**Dr. Robert Alfano, Distinguished
Professor of Science & Engineering
The City College of New York
CUNY**

I am delighted to extend my congratulations to *Education Update* on the occasion of its 10th Anniversary celebration. For the past decade your publication has been a source of keen insight, information and enlightenment for educators, parents and students. I am also pleased that you have emphasized the importance of developing research skills in our students from middle school through the university level.

There has never been a greater need for a publication like *Education Update*, which focuses intensely on the educational issues and programs that shape our young people and, by extension, that will impact the future of our nation.

Best wishes and good luck for many more decades of success.

**Bonnie Kaiser, Ph.D., Director
Precollege Science Ed. Programs
The Rockefeller University
New York, NY**

Congratulations to you and to all at *Education Update* on your 10th Anniversary. What a proud milestone in bringing the news about the best city in the world to the nation. It is incredible what our community is able to accomplish by rolling up our sleeves everyday and getting in there and making things better for the students and teachers in New York City.

I read *Education Update* as soon as it lands on top of my overloaded desk! I think every organization takes on the character of its leader. *Education Update* is first-rate because of you and your ability to find and nurture talent- just as our teachers do everyday. Congratulations and best wishes.

**Leonard S. Blackman, Ph.D.
Prof. Emeritus of Ed. & Psychology
Teachers College
Columbia University**

This is to congratulate you and your staff on the 10th anniversary of *Education Update*. It is an excellent newspaper. I find it to be well written, informative, and responsible. It keeps me current with the fast moving developments in education. I read it from cover to cover and find the time well spent. My only regret is that I did not subscribe to it earlier. I recommend it to anyone in the field of education.

**Karen B. Winnick, Author
Los Angeles, CA**

Congratulations to Pola Rosen and *Education Update* and its staff on your tenth anniversary. You have been a gift to for everyone who cares about education.

**Dr. Geraldine Chapey, Member
Board of Regents, NYS**

Congratulations to Dr. Pola Rosen on the occasion of the tenth anniversary of *Education Update*. Her high quality, lively, informative and enjoyable articles are of great interest to educational leaders, teachers, parents and the community and are a superb resource and a strong force for change. Best wishes for a bright and exciting future for *Education Update*.

**Frank Scalzo, Ph.D.
Education Program Specialist
NASA**

Congratulations to *Education Update* on its 10th Anniversary! A sincere thanks for keeping national formal and informal education communities, as well as the general public up to date on the latest curriculum materials, programs, and fellowships, which are designed to improve their daily lives. NASA greatly appreciates your assistance with the dissemination of our vision and mission, especially our mission to "inspire the next generation of explorers...as only NASA can".

**Susan Elliott, Principal
Eleanor Roosevelt High School, NY**

The first time that I saw Eleanor Roosevelt High School written up in *Education Update*, I felt like we had made it to another tier. Thank you all for all that you do to keep information schools and educators current for all. Congratulations on your 10th year anniversary.

Wishing you many more to come.

**Cynthia Stein, MD, MPH
Harvard Center for Cancer Prevention**

Congratulations on 10 years of excellent education news coverage. I can't wait to see what the next decade brings! Keep up the great work.

**David Neeleman, Founder
Chairman and CEO
JetBlue Airways**

Education Update's relevance and voice is more important today, on its 10th anniversary, than ever before. Bringing the educational community together through its pages helps bridge resource gaps while developing the professional sensibilities of our teachers, parents and students. On behalf of JetBlue's 9,000 crewmembers, we thank you for the past 10 years of service to our community.

**Dr. Alice Belgray, Chair
The Children's Book Committee
Bank Street College, NY**

Congratulations to Pola Rosen and the staff at *Education Update* for 10 years of professional reporting and presentation of the many issues that concern people in education and related fields. The paper has grown into a prestigious organ, and we look forward to its monthly appearance with eager anticipation. Here's to many more years of successful publishing!

**Joan Washington, Principal
PS 811Q**

Congratulations on the occasion of your 10th Anniversary! For ten years you have been bringing pertinent, balanced, challenging, and stimulating news to the education community. As a New York City Principal, I appreciate having a publication that prints the various unions' analyses, health articles, parent views, administrator and teacher opinions, as well as City Hall reports, book reviews and more. *Education Update* does not shy away from provocative topics, such as high stakes testing and the state of Special Education. You find NY State Regents' interviews, Superintendents' visions, articles on the often forgotten Arts Education and Science Research. The movers and shakers from the education community contribute to *Education Update*, allowing one to stay on top of latest trends. One of my favorite sections is the Outstanding Teachers of the Month, which celebrates the great works happening in our schools everyday by exceptional teachers. The Chancellor has attended this event every year, which proves to me that *Education Update* has brought the best out of the entire NY City school community! Once again, kudos to all, and here's to many more decades of award winning issues!

**Christine D. Cea, Ph.D.
NYS Institute for Basic Research in
Developmental Disabilities**

Best Wishes to Pola Rosen, Editor. Happy 10th Birthday *Education Update*, a valuable and informative publication for educators and families.

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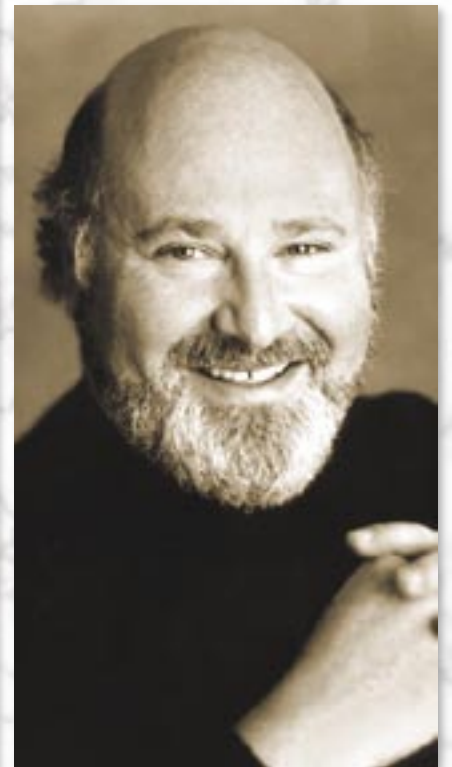
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NEWS THROUGH THE YEARS

the People We've Seen...

NOVEMBER 2005 | EDUCATION UPDATE



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President, College Board



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Former NYC Schools Chancellor



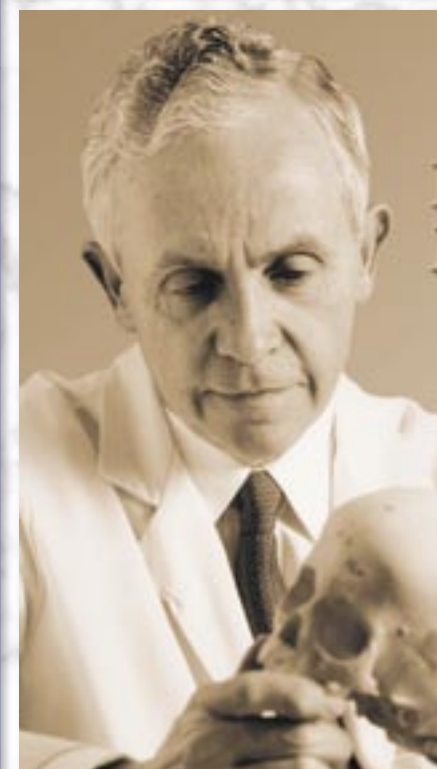
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NEW YORK, NY

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Yoko Ono gives the John Lennon award to Aimee Sims, a student at Barnard College

YOKO ONO GIVES AWARD TO AIMEE SIMS

by Pola Rosen

The competition was tough, with arts schools and organizations throughout the country submitting applications to the John Lennon Songwriting Competition. Broadcast Music Inc. Foundation (BMI) sponsored the competition and President Theodora Zavis graciously presided over the exclusive, elegant award ceremony at BMI headquarters in New York City.

Aimee Sims, "still in shock" over the award, titled her winning song, "A Place to Belong." Her mother said it is an urban folksong about, "likes and dislikes and about all the things Aimee has experienced." Aimee

began writing religious and ragtime songs at the age of eight. She lived above a music studio, studied piano for thirteen years and after graduation from the LaGuardia High School of Music & Art and Performing Arts, started a band in her freshman year at Barnard College. Aimee's current band is called "Rhythms of Aqua." Family roots go far back in the music world. Her grandmother played the piano, an uncle is a composer and drummer who teaches in Boston, her mother plays the organ in a Staten Island church, and several family members compose. # Write to Aimee care of Education Update for information on how to get her award winning song. (Ed.)

SPECIAL: THE LURE OF THE SEA



The Rose (foreground) and the Endeavor in an unusual joint sailing

See story on page 18

Photograph: Sarah Elms

The New York Times & Education Update Essay Winners



(Top, Left) Pola Rosen, Publisher, Education Update, Patsy Morton, Director, Education Alliances, The New York Times, winners and (Far Right) Maimon Said, Manager, Citibank and host of the event.

See story on page 5

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FOR PARENTS, EDUCATORS & STUDENTS

African-Americans Shaping History



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A Look At Today's Role Models

Cover Story page 18
New! Medical Update p. 29

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Women Shaping History

Astronaut Ellen Baker

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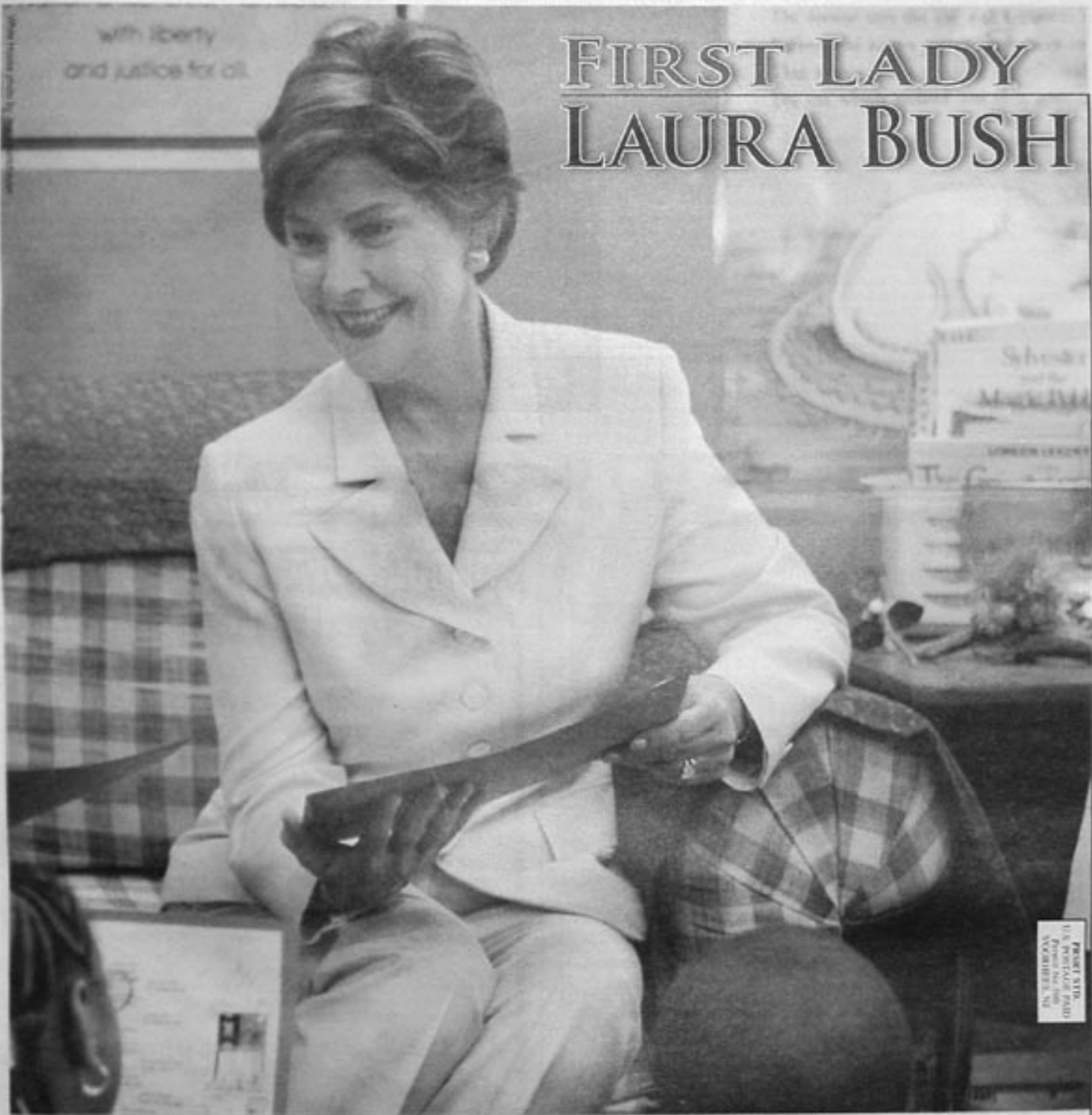
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Teachers College Symposium Exposes Social Costs of Inadequate Education

By MICHELLE DESARBO

At Teachers College's recent symposium, "The Social Costs of Inadequate Education," a panel of education experts convened to discuss the results of a 1972 study on the subject. Moderated by Darlyne Bailey, Vice President for Academic Affairs and Dean of Teachers College, the panel consisted of Professor Henry M. Levin and Richard Rothstein (both of Teachers College) and discussant J. Douglas Williams, from the University of New Brunswick in Canada.

The report, entitled "The Cost to the Nation of Inadequate Education," analyzes what occurred economically in a group of African-American males between the ages of 25 and 34 and also assesses other elements like crime rates and participation in public assistance and the labor force. The study initially garnered attention after its 1972 release but became less and less prominent with the increasing political visibility of the Vietnam War.

In his report, "Dimensions of Educational Inequality Across Races," Rothstein, a Tisch Professor and Research Associate at the Economic Policy Institute of Teachers College, took a closer look at a varied cross section of racial and ethnic groups and the many effects poor education had on differing aspects of their lives. For his presentation, Rothstein chose to focus on the differences between African-Americans and whites.

The results of the report are staggering. On average, 4/5 of white students test better than African-American students. But the differences begin much earlier: in fact, they start in the womb. About 25 percent of black mothers fail to receive any prenatal care while 11 percent of White mothers do not get prenatal healthcare. There is also a major disparity between the races on healthcare. 14 percent of African-American children ages 18 and younger are without health insurance. Half as many white children in the same age group go without insurance. Rothstein noted that in a California study, experts found one doctor for every 4,000 residents in one poverty-stricken major urban area. In addition, black children are more likely to enter school suffering from problems with vision and anemia. In fact, iron deficiency anemia is more prevalent in black children under 5 at a rate of 19 percent than in white children at 10 percent.

The differences continue through preschool. Many preschoolers watch TV instead of playing, which diminishes the development of hand/eye coordination. According to the study, 40 percent of African-American children watch more than

By LIZA YOUNG

One of the soundest investments for the financial and moral future of society is proper management of education. Significant educational gaps remain between whites and low income minority groups, spawning the creation of the Campaign for Educational Equity. At the recent symposium at Teachers College of Columbia University, underwritten by the Laurie Tisch Foundation, a member of the TC Board of Trustees, entitled "The Social Costs of Inadequate Education," a wealth of information was provided regarding the social ramifications of inadequate education, balanced by presentations of experts in educational research who shed light on promising pathways in education.

Ronald F. Ferguson, of Harvard University, enlightened the audience with his idea of school reformation, which he describes as needing to occur at the level of a national movement. He envisions the move towards educational equity as founded on school transformation within the framework of whole-district reform. That is, school reform towards equity requires adequate training of teachers for involvement, but also comprehensive district support in terms of leadership and appropriate accommodations in the classroom to implement changes.

Ferguson indicated standards called for by the Council of Great City Schools as including a "school board focused on policy-level decisions that support improved student achievement and a shared vision between superintendent and board."

He provided the example of Union City, New Jersey, which over the course of ten years moved from the second lowest performing district in the state to leading in test scores among New Jersey's largest cities. Rather than the State taking control over the district, the Board gave the authority to completely revamp the system, with Tom Highton, then principal of the Gifted and Talented school appointed as Superintendent and Fred Carrigg, then supervisor of bilingual and English as a second language (ESL) education chosen as executive director of academic programs.

The transformation occurred through a comprehensive examination of what was not working with design of new policy which is annually reviewed, and revised as necessary; effective communication between policy makers and implementers; active support of teachers; properly tailoring programs to the respective needs of localities, such as geared literature to those for whom English is a second language.

Within the home, Ferguson underscored the role of parenting, stating that parents need to be

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continued to page 31



MARY GORDON SPEAKS WITH LEWIS FRUMKES AT MARYMOUNT MANHATTAN COLLEGE

By RICHARD KAGAN

It's the Age of Reality TV, of the ten second sound-bite, and packaged non-fiction release based on the latest shooting spree. And, fiction writer Mary Gordon is concerned. She has spent 27 years carving out a distinguished career as a novelist, writer of short stories, novellas, and *The Shadow Man*, a memoir about her late father. She is a Professor of English at Barnard College and this year is also Chairperson of the English Department at Barnard College.

Mary Gordon is one of the leading lights of literary fiction in America today. She is the current Writer-In-Residence at Marymount Manhattan College, where recently, she gave the first of two talks or "conversations with the audience" slated for the year.

Before an attentive audience in the Regina Peruggi Room, Gordon spoke about her love of fiction, and of her own creative process in how she approaches writing a book. Gordon made the rather somber observation, that "this is one of the panic moments in literary history." Gordon went on to note, "It is conventional wisdom among publishers that (literary) fiction is finished—that nobody wants to read fiction, that people want to read non-fiction."

It's tough to publish literary fiction pieces for a general readership in America today. Gordon cited that *Atlantic Monthly*, recognized as one of the most important venues for presenting fiction, now only publishes one issue devoted to literary fiction a year, in its August issue. *Harper's* publishes once a month, and *The New Yorker* comes out weekly. "And that's it," Gordon said. Yes, there are specialized publications that do put out works of fiction, but they don't reach a mass audience.

Corporations have taken over the publishing business and now demand a profit on the books they sell. When Gordon started out in the publishing world 27 years ago, having a profit margin of 2 to 5 percent on a work of fiction was considered "quite respectable." Now, a writer needs a profit margin of 20 percent—a mega hit. That, or come up with better ideas. Gordon noted that when

she was starting out, a publisher could make up the profits with a "hit" book, if a particular work of fiction had smaller numbers. In today's marketplace, your book needs to generate excitement and a nice profit.

Gordon decried the impact of Reality TV in our culture. "(It's) as if somebody coming into your house photographing you brushing your teeth is more real than *Anna Karenina*, which I find quite scary." The need for the newest blockbuster book is so strong, publishers just churn out books in hopes that one hits the jackpot. "They really don't know what works," says Gordon.


Well, her literary work has worked. Her latest novel *Pearl* appeared last winter. "I've never had a time when I didn't have a project going," Gordon noted. "As I finish one project another project is pushing its way to front of my brain." Gordon writes every day. On days she teaches, she may write two to three hours. On days not teaching, she devotes more time to writing. "My job is not to think about writing," she said. "My job is to write."

How does she get her ideas? Gordon says it's as if "a group of squatters moves into my house and they don't seem to be leaving. I don't know how else to explain it. It's just that an idea germinates and then some will go away and some will stay." She mentioned that she tries not to repeat it herself. A member of the audience thought that she was brave. "It is a little scary," Gordon responded. "(But) bravery to me is going into a restaurant and saying I'd like my steak very well-done. That's bravery." That line got a big laugh from those in attendance.

After her talk, Gordon stayed on to sign copies of her books.

Lewis Frumkes, Director of The Writing Center at Marymount Manhattan College hosted the evening. Frumkes, a noted writer himself, said that a writer needs to persevere. "You can't fold up when you send a piece to *The New Yorker* and they turn you down."#

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DR. JEROME BRUNER SPEAKS AT COLUMBIA TEACHERS COLLEGE: “EDUCATING A SENSE OF THE POSSIBLE”

By EMILY SHERWOOD, Ph.D.

When Dr. Jerome S. Bruner took the podium on a recent evening at Columbia University's Lerner Hall, a palpable tingle permeated the packed auditorium. The audience, mostly Teachers College students and faculty who had assembled for the kickoff Virginia and Leonard Marx lecture of the 2005-06 academic year, knew they were in the presence of greatness, and indeed, Bruner, who in 1941 received his Ph.D. in Psychology from Harvard University where he co-founded and directed their Center for Cognitive Studies, is now widely regarded as one of the most influential twentieth century writers and thinkers to apply principles of psychology to modern education and curriculum theory.

Noting that there is “no greater challenge than thinking ahead to how effectively to educate the young to face the changes we know are coming in the next generation,” the 90 year old Bruner, currently University Professor at NYU Law School, proceeded to captivate his audience with an intellectually rigorous and at times abstractly philosophical discussion of his latest work in the area of “inter-subjectivity.” Bruner explains that “we construct and we reconstruct our world, not just with bricks and mortar, but by creating and re-creating the meaning of different things,” a process that takes place largely through social interaction, wherein the role of culture is key to shaping the mind. Bruner's theory of “cultural psychology” stands in sharp contrast to the more reductionist theory that the mind is simply a mechanism for information processing (“the exchange of intersubjectivity transcends Freud,” Bruner adds.) We are “the most fanciful and searching of species, as well as the most quarrelsome and unpredictable. We like capricious disagreement,” observes Bruner. And so it is crucial that modern psychology and education take into account the “import of sharing notions of how things work. We depend on each other to have common views.” Ultimately, it is this “struggle between the conventional and the possible in the way we view the world” that has



Dr. Jerome Bruner

enormous implications for educating new generations of learners.

Quickly moving from the theoretical to pragmatic application of his principles, Bruner exhorts those in the field of education to “transmit conventional ideas but encourage students to make the leap to imagine the possible,” to be ever-mindful of teaching “alternative views of thinking.” To wit, is history merely an account of what happened, or an interpretation? “There is no history without historiography,” Bruner adds, vehemently answering his own question. “History must include the study of possibilities: Why did this happen rather than something else? If we make it a study of dates, places and facts, we don't do justice to the teaching of history.” Likewise, science, math and language arts should be imbued with “the challenge of different possibilities,” according to Bruner. “We must teach not to present fact, but to open up questions.” Bruner urges modern educators to include more fiction writing in their curricula: “We need more consciousness-raising from narrative,” he exhorts, noting that his college freshmen wrote alternative versions of plays, work that was “full of the invitation of possibilities.”

On a personal note, Bruner shares with the audience that his pedagogy was heavily influenced during his formative years by growing up with an older sister who would constantly challenge his sense of reality. “The shape of my mind was formed by preparing myself to answer her questions,” he laughs. And so Bruner has continued the cycle by challenging new generations of students to question and think critically about their world. Perhaps no one could say it better than famed Harvard educator and cognitive psychologist Howard Gardner, born nearly 30 years after Bruner, who wrote in a 2001 book on *Fifty Modern Thinkers in Education. From Piaget to Present*, “Jerome Bruner is not merely one of the foremost educational thinkers of his era; he is also an inspired learner and teacher. His infectious curiosity inspires all who are not completely jaded.”#



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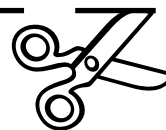
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An Innovative Performance Teaches Adolescent Drug Addicts to “Act Out” on Stage

By GILLIAN GRANOFF

Recently, the DayTop Treatment facility hosted an intimate group of parents, probation officers, and teachers to witness a moving portrayal of the cycle of addiction recovery and relapse, and strategies to recognize, address, and respond to the signs and symptoms of addiction.

The presentation opened with a moving depiction of the life of an addict and his parent. The father emotionally recounted with rawness and honesty his son's progression and gradual deterioration from a good student and loving child, to a failing student, whose misbehavior escalated into stealing, lying and manipulating his parents. His addiction culminated in his stealing his brother's prescription medication, an incident that threatened his brother's life and prompted his parents to have him incarcerated. Faced with imprisonment, he was admitted to the DayTop Center. His emotional tale was an earnest warning to parents in the audience to be attentive to and to help them to identify the signs of addiction.

Moments later, a nice looking young boy dressed neatly in a blue collar button down shirt, suit, and tie timidly approach the podium. He carried a briefcase and seemed eerily mature for his age. With grace and honesty, he retold, in his own words, the story of his struggle with

addiction. His voice full of remorse echoed with the earnest sounds of young man trying to be accountable for his mistakes. In the audience was a mix of probation officer, teachers, recovering addicts and parents.

In addition to helping addicts to confront their behaviors, the DayTop treatment program outlines the important role parents should play in prevention and treatment. DayTop counselors emphasized the proactive role parents must play in checking up on and closely monitoring the activities of their children. The counselors highlight the importance of communication, and implementing structure and urge parents to draw a clear line for their children between a right and a privilege. Speakers encourage parents to pay more attention to subtle warning signs, such as changes in behavior, friendships, hobbies and interests of their children. They encourage parents not to be afraid to ask their children tough and embarrassing questions.

Founded in 1963 the DayTop Center, now present in 26 centers nation-wide, has been a prototype for similar programs throughout the world. The program boasts a high success rate and a pledge to return children to the community who are not only drug free but mature, responsible and productive citizens.

The program's approach is one of behavior

modification. The goal is to cultivate a “healing family” to aid clients in their recovery. Under strict supervision, clients are encouraged to take responsibility and face their feelings in a tightly controlled but safe environment. A major component of the program is its rigorous demand for openness and honesty of its clients, in a supportive environment focused on fostering the development of patients' self respect and respect for one another.

Integral to the therapy is a performance piece,

entitled the “Concept,” by current recovering addicts. The performance, conceived and directed by Lawrence Scharow is based on the real life experiences of recovering addicts in DayTop Village. It is an interactive piece used as a therapeutic tool to aid in the resident's recovery and to raise community awareness to give a raw and honest portrait of the reality of drug addiction. The play conceived in 1963 has

continued on page 33

CFE (DeSarbo)

continued from page 28

6 hours of television a day while only 13 percent of white children do the same. However, when it comes to providing their children with non-school experience, black and white parents break even; 74 percent of white parents and 70 percent of black parents tell stories, play games and sports, do puzzles and visit museums with their kids.

Later on in life at the high school level, 3/4 of black students receive their high school diplomas while 84 percent of whites graduate. If they go on to employment, African-Americans earn 76 percent of what whites do. Overall, the average black adult has earnings at 41 percent of the national distribution. The typical White adult has earnings at 54 percent of the national distribution.

J. Douglas Williams subsequently discussed the role that education plays in inequity across racial groups. “The extent of inequality is greatest in the academic domain,” he said. Since language development is one of the biggest precursors to school readiness, Williams turned his focus to literacy. “Students make the transition from learning to read to reading to learn around the end of the second grade or the beginning of the third grade. If this doesn't happen, you end up with struggling readers,” he says. Indeed, there is actually a mathematical formula that calculates the number of words a child should know by a certain age. If you subtract 12 from the child's age in months, square that number and double the result, you will know how many words s/he knows.

But language is not the only indicator of development. Experts also consider how much general knowledge a child has, the social and cognitive skills they possess, and their physical ability. “Kids who start low tend to stay low,” said Williams. “We can identify who needs intervention early on without failing kids.” He says this is possible by looking less at percentages and more at the levels of outcomes. Students can be grouped by ability to get the help they need in order to achieve balance.

“The issue of educational equity is a moral issue. It is an issue of justice, and it's an issue of fairness. It's important not to lose sight of that. We have a moral obligation to fairness and justice,” concluded Levin. “The one thing we have to be careful of is the suppression of information that may not necessarily translate into immediate action.”#

CFE (Young)

continued from page 28

more cognizant of their influence on children. Ferguson highlighted five variables of preschool parenting which research has demonstrated as contributing to school readiness, which are: nurturance, discipline, teaching, language and materials. In studies, whites scored higher on these parenting dimensions than minorities, which can be partly contributed to resource inequalities.

In line with Ferguson's emphasis on the essential role of parenting to school performance, Dr. Clive Belfield, Dept of Economics, Queens College, provided a comprehensive examination of the role and state of early childhood education. Research has demonstrated far-reaching, long-term positive effects of pre-kindergarten on the individual and on society, with participation in such programs leading to reduction in the future in the high school dropout rate, crime, and teen pregnancy.

Belfield described that access to early education is actually higher for African-Americans than for whites although examination of access to pre-school across the poverty line reveals that rates are lowest for those just above the poverty.

The challenge for attaining the promises Pre-K programs offer, according to Belfield, is to ensure that the most disadvantaged kids are getting access to quality pre-school. The caliber of pre-K education directly impacts the results it will generate; the gains of Head Start were not equivalent to those of Model Programs—the latter would require more funding.

Belfield further described the debate of Universalizing Pre-K versus targeting it. While Universal pre-school is more politically correct, due to funding limitations it would likely occur at a smaller scale, and according to Belfield, “small universal public subsidy is neither fully efficient nor especially equity enhancing.”

Janet Currie, Department of Economics, Columbia University, a discussant at the program, expressed the view that there is hope for closing the educational gap as seen through examples such as Union City and model pre-school programs. She also indicated that more research is needed with respect to ideal parenting interventions—for example, with respect to the findings that parenting interventions have not increased math scores, she emphasized the need for more research to find out “what works pedagogically.”

Currie applauded Ferguson's earlier call for open revelation of research findings among minority groups, positive or negative. Such revelations and research conferences as this pave the road towards reaching equity in education.#



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After-School Programs to Be Overhauled In Much-Needed Reform

By MAYOR MICHAEL R. BLOOMBERG

Education and learning should not end with the final school bell of the day for the 1.1 million children in our public school system. Thanks to a new City program, called out-of-school time, or OST, we will make sure that our children get the help and activities they need after school, on holidays, and over the weekends—at no cost to parents.

Two years ago, I brought social service providers and City officials together to look at how we could improve City-funded after-school programs. Much like the City schools system, we found a failing system with no accountability and no standards. That had to change—and it has. Just as we have infused accountability into our public schools, the City's 1,400 youth programs will be reorganized into a high-quality, high-standards and accountable OST system.

Over the next three years, we have committed \$200 million to the OST initiative. This year alone, we have established 550 new, high-quality programs that serve 47,000 young people at a cost of \$47 million. By next year, we expect the number of students taking part in OST programs to grow to at least 65,000.

The system will be vastly superior to what came before it. We will target neighborhoods where the need for OST programs is the greatest: where the percentage of school-aged children is highest; where many children for whom English is not their first language live; where there are high concentrations of children in low-income families; and where student school performance has lagged. For the first year, sixty percent of the OST funds will go to 58 zip codes that meet these high-needs criteria. Because of this target-

ing, there are significant after-school programs in previously underserved communities such as the Rockaways and parts of Staten Island.

We are also making sure that these programs are comprehensive and meet the needs of working families. They will operate five days a week, every week, but also for the first time all day long on school holidays. Many will also operate during the summer. That assures hard-working parents that their kids are in a safe and stimulating environment when they're at work and school isn't in session. They will offer the kind of rich mix of academic support, recreational and cultural experiences that all children need.

The programs will be accountable for the first time. All programs receiving contracts were selected through a citywide competitive screening process, and are being held to rigorous performance standards. We will provide free training to program staff—and that's going to translate into better service for students and parents.

We are also making sure that the new programs are closely tied to our overall effort to improve education for all our children. The Department of Education has identified 15 priority middle schools across the city where children will receive enhanced after-school tutoring. The work will be supported by a \$1 million grant from the Clark Foundation.

When I took office, the City schools system was in disarray, and our children were not getting the education they deserve. In just four years, we have already started to reverse years of neglect—by giving the system accountability and setting high standards. This long overdue reform of after-school programs will accomplish the same thing after the school days ends.#



Steven Sanders To Leave The Assembly

Assemblyman Steven Sanders announced recently that effective January 1, 2006 he will retire from the State Assembly where he has served for the past 28 years and become a member of Crane and Vacco, a government consulting firm. Sanders, who represents a district on Manhattan's East Side, has chaired the Assembly Education Committee for the past 11 years, the longest such tenure in the state's history. He noted that "in strict compliance with state law," he will not lobby on any matter with any member or staff of the State Legislature for two years.

"I have made this decision based upon personal and family considerations and certainly not based on any dissatisfaction with the Assembly," said Sanders. "My time in the State Assembly has been incredibly rewarding and I thank Speaker Silver for his leadership and his personal friendship." He also indicated that his health following open-heart surgery earlier this year "is very good."

Sanders cited as some of his notable legislative achievements the enactment of universal pre-kindergarten and smaller class size programs; the switch to mayoral control of the New York City public school system; the largest increase in public education funding in state history (accomplished during his tenure as Education Committee Chairman); passage of the law giving equal rights to gays and lesbians; his advocacy for people with disabilities; and the Community Mental Health Reinvestment Act, which overhauled funding of local mental health programs as large psychiatric hospitals were closed.

"I have loved representing my constituents

these many years and enjoyed very much, no matter how tough the battles have been, fighting hard for the public interest. I am proud of what I have accomplished in Albany and in New York City," he said.

"I thank my talented and dedicated staff for working so hard to serve my constituents and to make this state better.

"As I move from the public sector to the private sector my priorities will not shift. My life has been about promoting good public policies that help ordinary New Yorkers. The Crane Vacco firm has given me a wonderful opportunity to continue those pursuits to make government work better. I consider myself exceedingly fortunate to be able to work with such experienced and capable partners as Connie Crane and former Attorney General Dennis Vacco. Oftentimes, much can be accomplished in moving government from the outside."

Sanders concluded his announcement with some personal reflections: "I will always cherish my time in the State Legislature, which will always be the high watermark in my professional life. I will certainly miss working day to day with the dedicated members and the hardworking staff of the Assembly and Senate. Still, the one constant in life is change, and for me and my wife Tammy Jo, this is a change for the best. I look forward to these new challenges and opportunities."#

Assemblyman Sanders is chairman of the Education Committee. E-mail him at sanders@assembly.state.ny.us or phone 212.979.9696. His mailing address is 201 East 16th Street, New York, NY 10003.



PATting YOURSELF ON THE BACK CAN DAMAGE YOUR ROTATOR CUP

By PRESIDENT JILL LEVY

It took less than 24 hours after the city and UFT announced a tentative teachers' contract for Chancellor Joel Klein to crow about his perceived victory. In a letter to Principals, Klein focused on the powers he believes he wrested from the arms of the UFT and handed to Principals.

Rather than take the high road, he cannot help himself from carrying out his desire to prove to Principals that he and no one else is their champion. Credit for good outcomes should be shared when it is appropriate to do so. Simply to pat oneself on the back is a sad demonstration of hubris and potentially damaging to one's rotator cuff. What Klein did not do, and what a good leader would know to do, is to wait until a deal is thoroughly completed and then, clearly and with specificity, explain the terms and potential impact of the agreement.

Principals want to understand the ramifications of this new contract and the impact it might have on their own evaluations. Yet, Klein is silent about the implications, waiting perhaps to use the terms of the new contract to publicly hold Principals to a new standard of accountability without telling them what that might be.

Maybe some would think it was nice that the Chancellor sent his braggadocio letter

to Principals. It is hardly nice that he has not committed himself to a new contract for the very same Principals, Assistant Principals, Supervisors and Education Administrators. By the way, in case anyone thinks he doesn't want his pound of flesh from our CSA contract, think again! And in the remote case you believe he doesn't want even more authority over school leaders, you really have another thing coming! Almost 2 1/2 years have passed since the last contract expired and the Chancellor is crowing about another union's contract! What about his commitment to leadership?

I recently had an interesting meeting with some parents, one of several meetings scheduled. A group of highly educated, creative and articulate moms spoke with me over coffee, tea and hot chocolate.

Their children spanned the grades from elementary to high school and most of them had a variety of choices regarding their selection of schools.

It was clear that none of them had any idea about how to get problems resolved, who had the authority to make changes, where the district office or district superintendent is located, or what the role of the parent coordinator is. They told me about calls to the regional office that went unanswered, about leaving messages and not receiving a callback.

Several said their Principals seemed cautious about making decisions or responding to

questions and often deferred them to the Local Instructional Superintendents. The LISes, in turn, told them that they did not have the authority to address their issues. Several parents had new Principals, and although they found them to be receptive to questions, they seemed unsure of their authority. One mom expressed strong feelings for her Principal, who did what she believed was right and was respected for taking a position that advocated for children and parents.

Nevertheless, the oft-repeated theme was one of concern: If these women could not get answers to questions, how could less-sophisticated, less-educated parents with less time or with poor or no English skills ever get an answer from the DOE about their concerns, or feel that they could advocate appropriately for their children?#

Jill Levy is the President of the Council of School Supervisors and Administrators.

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Ana Maria Martinez

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in 2001 won the Latin Grammy Award for best classical recording), she also adores Latin music, particularly mambo. And there was even a time she thought of becoming an astronaut! She has been quoted as having observed that November 19 is not just the date of her Met debut but also the anniversary of the discovery of Puerto Rico, her birthplace—her mother is Puerto Rican, her father, Cuban. Her mother, she notes, has already announced she will be attending three performances of Carmen. Mature now in gauging her voice, Ana Maria Martinez has increasingly turned her attention to dramatic interpretation. Micaela, a small-town peasant girl, in love with Don José who leaves her for Carmen, is not the sweet, frail reed she is often made out to be. She goes to great lengths to find her prodigal lover and despite her romantic naiveté is a strong woman—she has "chutzpah" in confronting him, and her determination can be heard in the music, especially in her aria with its long sure legato line that she will undertake to make sound like "melted butter."

On November 8th fans will be able to hear her on a new CD: Ana Maria Martinez: Songs and Arias, and be grateful that thoughts of space flight never trumped those for the operatic stage. Besides, she got to meet a female astronaut recently when she and Bocelli, doing a concert in Houston, were given a VIP backstage tour of NASA. In the meantime, music lovers should get ready for her Met launch on November 19th.#

CHILDREN'S CORNER

FROM THE SUPERINTENDENT'S SEAT: It's Conference Time, Do Your Homework



By DR. CAROLE G.
HANKIN WITH RANDI T.
SACHS

Now that your children are settled into school, it will soon be time for the parent-teacher conference. Chances are, your school held an open house at the beginning of the term, so you've at least had an opportunity to see your children's teachers and heard them describe their plans for the year regarding curriculum, grading, and the like. The parent-teacher conference is your turn to speak directly with the teacher about your child. It's a time to address any concerns you have about your child's academic progress, his or her comfort level in the class social scene, and your expectations for the remainder of the school year.

Even if the school year is going along relatively smoothly, you need some advance preparations to make your scheduled conference a productive time for you, the teacher, and your child.

Above all else, you do not want to be unpleasantly surprised. Has your child been bringing home school work on a regular basis for your review?

If the answer is no, take a look in your child's backpack. You should be able to ascertain the level of success your child is having in school from the teacher's comments on homework and the grades on tests and quizzes. If the work you see is at an unacceptable level, you will want to work with the teacher in formulating a plan for improvement.

Hold a preconference session with your child and gently evoke as much information as you can

about school. Ask what they like in school, what they dislike, who they find cooperative or uncooperative in the class among their peers, and how comfortable they feel in lunch, recess, and gym. These are the times of day when a child has the opportunity to do most of his or her socializing. If your child says that "there's nothing to do," or "no one good to play with," that should raise a red flag you need to discuss with the teacher.

Ask your children what they would do if they could change anything at school. Then, write down what you learn and prepare some questions you can bring to the conference. It's a good idea to note your child's favorite classroom activity and mention that to the teacher as well. You don't want to give the impression that you are there to fix the teacher's classroom—just to discuss how your child is progressing.

Finally, remember that the conference is a two-way conversation. Listen to what your teacher has to say about your child. Does the teacher have the same or different concerns than you have? Give what he or she says due consideration. If the 15 or 20 minutes you have scheduled are not enough, then ask the teacher if you can continue your conversation at another time, then get out your calendar and set a date. Make sure to end the conference on a cooperative, friendly note with the teacher.

You are your child's most powerful advocate in school. His or her teacher has a tremendous influence on your child's school experience. Use the conference time to form a team of support and positive reinforcement for your child and your time will be very well spent.#

NYC Children's Services Officials Roll Out New Plan: "Rethinking Child Care"

By EMILY SHERWOOD, Ph.D.

Can Mayor Bloomberg and the NYC Administration for Children's Services (ACS) follow through on their promise to reform the city's early child care system? Recently, the New School University's Milano Graduate School of Management and Public Policy brought together officials from ACS as well as a panel of child care advocates to discuss the specifics of a much-heralded new plan, "Rethinking Child Care," for improving accessibility and continuity of the city's early child care services while ratcheting up their efficiency and accountability.

Based on data that show that high quality, early learning programs can and do improve children's chances for later successes in school and in life, "Rethinking Child Care" is rethinking big. John Mattingly, ACS Commissioner, kicked off the Milano program by promising that "we're going to make some history in early childhood care." His plan hopes to coordinate a patchwork quilt of centers and home-based providers that provide subsidized care to more than 135,000 NYC children under the age of six, and that are currently overseen by three separate city agencies: ACS, the Human Resources Administration (HRA), and the Department of Education (DOE).

Mattingly's Deputy Commissioner, Dr. Ajay Chaudry, a former Milano faculty member and author of *Putting Children First: How Low-Wage Mothers Manage Child Care*, filled in the details with a six-point strategic plan worthy of any Fortune 500 company:

With data showing that the current system accommodates only 30 percent of the estimated 275,000 children from low-income families in NYC and only seven percent of children under two (and research shows that a huge portion of human development occurs under the age of two), the ACS will shift services to target the neediest families. The plan will eventually modify contracts to reimburse providers based on actual enrollment and enable programs to enroll voucher and private-pay families.

Because current red tape discourages families from seeking services, the plan will simplify enrollment forms, streamline eligibility and community-based enrollment, and redesign the parent information system.

To improve and monitor the quality of care, ACS will develop a single assessment mechanism while improving the oversight of home-based care and performing background checks on informal providers.

To improve facility expansion and management, the plan will train and support sponsors to take responsibility for maintaining and negotiating their own leases, while developing new facilities in underserved areas.

To remedy the fragmented child care system, the ACS will coordinate inter-agency data oversight and integrate its own child care and Head Start functions.

To streamline services for low-income families, the City will integrate the child care provided by HRA (to recipients of public assistance engaged

in work activities) within ACS.

Most panel and audience members welcomed ACS' program overhaul as long-overdue. Several agency directors expressed concern about the new requirement that providers attain 100 percent client enrollment in order to maximize systemic efficiency. One provider stated her concern that this could force agencies to serve only the most stable families. Dr. Chaudry defended the requirement as a means for redistributing services from underutilized programs to those with greatest need, and he promised that ACD will offer technical assistance to help providers improve their service utilization.

Some providers further questioned whether the efficiencies included in ACS' model, such as the 100 percent utilization requirement, are actually budget cuts masking as program overhauls. Panel member Helen Blank, Director of Leadership and Public Policy at the National Women's Law Center, noted that "the picture in Washington is not very bright," referring to a House Ways and Means Committee spending bill that would enact multi-billion dollar federal budget cuts in child care programs over the next five years. "To raise money for Hurricane Katrina victims, new funds must be offset by cuts in other programs," added Blank.

However, she urged that it is all the more "essential that states and communities lead the way" for the rest of the country. "Keep telling the people in Washington that you're on the right track, because they're on the wrong one," urged Blank.

In a telephone interview with Sandy Socolar, Child Care Analyst for District Council 1707, AFSCME, Education Update has learned that there is far deeper community concern about ACS' proposed realignment. For starters, the plan was a "complete surprise...developed in-house...without community involvement," according to Socolar. Among the most egregious problems, the new 100 percent enrollment requirement "changes the fundamental bedrock funding policy for day care centers." If reimbursement moves to a per child basis based on attendance, "boards of directors won't know if they have enough money to pay their staff."

A second major concern is the new stipulation that agencies take on the direct leases with their landlords. Because the city is entitled to terminate its contract with an agency at any time, both landlords and agency boards of directors would be hesitant to assume the financial risk of a lease without NYC backing. But the real "elephant in the living room," according to Socolar, is ACS' assertion that it will shift its funding to underserved age groups.

"ACS will still have to provide voucher funding for the school-aged children whom they plan to displace from currently existing child care centers, which will not leave ACS with the funds to support more infants and children. Furthermore, infants and children can be well served at much less cost in family day care homes," asserts Socolar. Socolar promises that the day care unions will "put together an improved plan. We hope to point out misdirection and move it in the right direction," she concludes.#

MOVIES

HATCHING A PLOT: DISNEY'S CHICKEN LITTLE



By JAN AARON

The sky's the limit when it comes to action in Disney's update of *Chicken Little*, a computer animated film that puts a 21st century twist on the well known 18th century English folk tale. Here director Mark Dindal and his team of writers send all the pretty animals to be judged at a fair, leaving the misfits to ultimately save the world. In a star-studded cast are Chicken Little (voiced by Zach Braff, NBC's *Scrubs*) and Buck Chuck, his dad, (voiced by Garry Marshall, *The Princess Diaries*). A glittering array of top pop stars lends their voices to the song-filled soundtrack. Judging from laughter during my screening and my informal exit poll, kids liked the film.

The film's new spin turns the old fable into an engaging tale about a misunderstood chicken and his desire to have his dad believe in him. In the modern world, when Chicken Little is hit on the head by an acorn, and proclaims "the sky is falling," he embarrasses his dad (Garry Marshall), a former baseball star, who must explain to his son's gaff to townsfolk as well as multiple media.

Then the town of Oakey Oaks, becomes known for its great acorns and infamous chicken whose claim "the sky is falling" caused chaos. Here, the bull runs the china shop, bats are optometrists and penguins sell tuxedos, the mayor is a real turkey, and chickens play baseball. Little joins the baseball team and leads them to victory, earning his dad's respect and becoming the toast of the town.

But when the chicken champ is hit on the head for the second time and the sky really is falling, he fears being labeled crazy. So he calls on his best pals—Abby Mallard (Joan Cusack), an ugly duckling but beautiful friend and advisor; Runt of the Litter (Steve Zahn), a timid 900 pound porker, and Fish Out of Water, a nonverbal gurgler—to help him save the day, without sending the town into a new panic.

In a non-stop action adventure sequence, paying homage to some other recent space alien films as well as earlier Disney animations, the team returns their town to peace, with the ensuing ballyhoo resulting in a Hollywood movie deal. (G- rated; 76 minutes)#

"Act Out"

continued from page 31

played on Broadway and in countries around the world.

The performers, actual clients in the treatment center, reenact their lives before and after their recovery to depict the behaviors and pressures that led to their addictions. The play followed with an interactive discussion among audience and cast members.

The moving honesty of the performers dissolved boundaries between the attendants and the addicts. During the question and answer period, a female probation officer asked a

young addict who'd been arrested several times, whether the fear of incarceration had helped to deter his drug use. "Yes," he answered with an ironic sense of appreciation.

As the sobering reality of the day settled in, participants and clients gradually shuffled out of the office at 50 West 42nd Street. Despite shedding some tears, the resonance of the lessons of the day inspired both DayTop treatment performers and audience; the struggles of the clients left a lasting impression.

Schools interested in bringing a performance of "The Concept" can contact the public affairs office of DayTop at ssatline@daytop.org#



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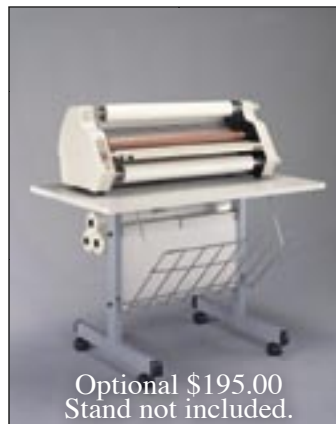
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PRODUCT REVIEW

Bytes for Learning's Ultrakey 5

By MITCHELL LEVINE

Although not everyone would agree on the actual educational efficacy of the current emphasis in our schools on computers, there's little doubt that in the New York City schools, at least, they've become a focus. From tutorial software, to Internet research, to specialized classes in

graphics and Web design, students spend more and more time in front of a monitor.

A strong case can be made, then, that for students needing to interact with most digital technology, keyboarding skills are the equivalent of literacy. As one's ability to decode written language is a controlling factor in their

access to learning, an educational computer user is limited by their ability to manipulate a keyboard. In timed exams in tutorials, typing is a factor in returned grades. Unfortunately, for most, typing instruction is still caught up in the 1950s with programmed learning hardly even an. Thankfully, Bytes of Learning has brought keyboarding pedagogy into the 21st century with its latest version of its seminal keyboarding tutor, Ultrakey 5. Unlike many of the products reviewed here, Ultrakey isn't really a tutorial program. Essentially, it's an updated version of the old tachistoscope: pour text files into the application and it flashes them word by word on a viewing screen at variable rates of speed. Once you're done reading, a quick test will inform you as to exactly how successfully you were able to process the material.

On the other hand, simply undergoing this process trains the eyes and cortical centers to operate more expeditiously, which is why the product also has its "educational mode." A

series of suggested drills is given to exploit this phenomenon, and, after undertaking one, I can honestly say that it not only exercised my reading capacity, but acted as a general mental hot-foot as well. Once the reading has commenced, typing instruction follows with a variable rate of speed determined by the instructor.

Full report capabilities are available, and the one of the most exciting features is the server software that Bytes of Learning provides to both students and teachers. Students can access their classroom instruction online for an interactive keyboarding lesson anywhere they have an Internet connection, while teachers can fully monitor their progress from any location as well. It's important to note that this is not a Web-based product—tutorial lessons are only accessible from within the software itself, and not from an Internet site.

That's the best recommendation I can give. For more information, log onto the company's site at [#](http://www.bytesforlearning.com)

PRODUCT REVIEW

Smartdesk's iFlip Computer Suspension System

By MITCHELL LEVINE

Over the last couple of years, thousands of students and teachers have received portable computers as part of an initiative carried through by the Department of Education and the Laptop Foundation of America. Unfortunately, one built-in problem persists: The districts in the public education system that most critically need access to the technology also have the least space to utilize them in. A serious issue that needs to be resolved as well is the question of how the systems can be safely deployed for use by growing and physiologically vulnerable students.


The iFlip manufactured by SmartDesk, inc. can provide a dependable, practical solution to all of the above concerns. Designed for ergonomic stability, the stand enables a cantilevered position, so you can place your keyboard to extend out over the front edge of your desk. According to the company's site, OSHA maintains that reclining in your chair creates a more neutral ergonomic posture conducive to the recommended frequent shifts of position.

For those school districts that distribute laptops for students to use at their desks or in computer labs with reclining chairs, the iFlip will represent a considerably improvement in the ease with

which their hardware can be reliably mounted and easily removed when needed. A set of wheels in the back of the unit provide ease of lateral movement, while a surface contact area under the lip provides enough resistance to keep the stand from moving while you type. Although getting accustomed to a steeper angle of inclination while working at a laptop does take some time, I was more comfortable using my Toshiba at a table during my trial of the product than any other method of laptop suspension I've used so far.

On another front, heat rises, so, when a laptop sits flat on a surface, the heat produced by the CPU is trapped. The added air space, when the laptop rests on the rear levelers, also promotes airflow. More airflow equals less heat buildup, a key factor in the lifespan of any laptop.

For anyone who would like to be able to comfortably use their laptop at a desk or table while promoting safe posture, protect their investment by preventing overheating, and eliminate hazardous drag when clearing their workspace, Education Update recommends the iFlip. For more information, call 1-888-660-5057, or log on to the companies' site at [#](http://www.smartdesk.com)

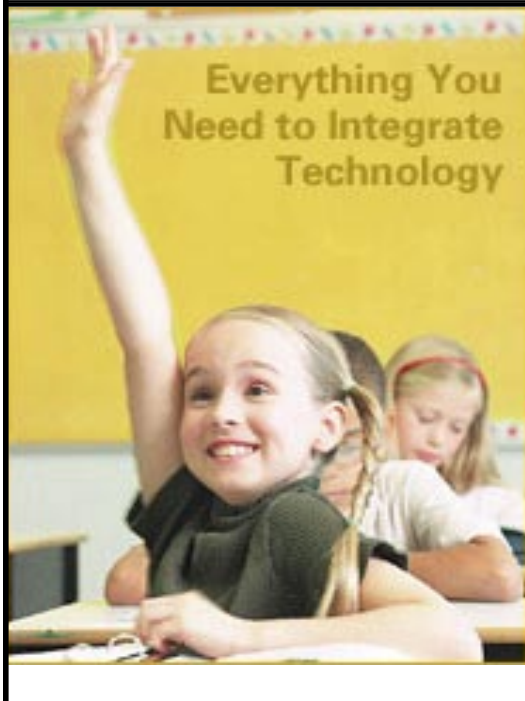


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It is quite interesting to find out what books some book clubs are reading for discussion these days. The Kill Your TV Reading Group (KYTV) which meets at the bookstore is discussing *Moab Is My Washpot*, the actor Stephen Fry's autobiography of his first 20 years for its meeting on Wednesday, November 2, 2005. Fry's account of his troubled youth and introspective musings on his past is fascinating reading as he portrays himself as an unhappy misfit in the several English boarding schools he attended and as a more rather well-adjusted person when he was in prison serving a sentence for credit card fraud. All this happened before his successful completion of exams to enter Cambridge University where he became part of a famous group of actors which included Kenneth Branagh, Emma Thompson and Hugh Laurie, and later played Jeeves to Hugh Laurie's Bertie Wooster in several dramatizations of P.G. Wodehouse's famous stories.

Fry shows the reader the richness of his education through his method of expression as he paints a vivid picture of English boarding school life of the mid 1960's and early 1970's. His mention of the Bonzo Dog Doo Dah Band brings forth a nostalgic note to his English and American contemporaries. I for one remember that group with fondness not only for their music and satire, but also for the "cool" status it gave me when I introduced this group to my peers at boarding school.

Mr. Blue by Myles Connolly was recently discussed by the St. Ignatius of Loyola Church book club. This 1928 classic is about a modern day J "saint," J. Blue who gives away his money to those in need, lives in a packing box on the roof

of a thirty floor New York City skyscraper, flies a kite for recreation and talks about Jesus and life when he is back from pilgrimages overseas... Later, he resides in Boston witnessing to the poor. Blue is not only a man of action, he is also a man of thought as shown by the excerpts of several of his letters. This is a short novel of ideas and actions worth reading.

Meanwhile, on Monday, November 14, 2005 at 3 P.M. during Children's Story Time, the author, Ruth Bolling and the illustrator, Tracey Dahle Carrier of *Mouse Tales: Things Hoped For, Advent, Christmas, and Epiphany* will show their book and tell their story. Autographed copies of the book will be available. November is also a good time to shop for the holidays. Come get your Thanksgiving, Hanukkah and Christmas gifts. Come one, come all to Logos.

Upcoming Events At Logos

Wednesday, November 2, 2005 at 7 P.M., KYTV Reading Group will discuss *Moab Is My Washpot* by Stephen Fry.

Monday, November 14, 2005 at 3 P.M., Children's Story Time presents Ruth Bolling, author and Tracey Dahle Carrier, illustrator of *Mouse Tales: Things Hoped For, Advent, Christmas, Epiphany*.

Monday, November 14, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis will discuss the book of Proverbs, and the Song of Solomon. Bring your favorite proverbs

Wednesday, November 16, 2005 at 6:30 P.M., Meet and Greet, at 7 P.M., Museum presentations and more with the Bonnie Manter New York Network Group. Further info:

bonniebeatonmanter@hotmail.com
Wednesday, December 7, 2005 at 7 P.M., KYTV Reading Group will discuss *House Of Mirth* by Edith Wharton.

Transit: 4, 5, 6 Subways to 86th Street, M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st & 2nd Aves.)

Review of Going Public With Our Teaching: An Anthology of Practice

REVIEWED BY MERRI ROSENBERG

Here's what's been missing from teacher education: a hands-on, practical, engaging series of narratives that provide an authentic sense of what happens when pedagogical theory is left behind and teachers (veterans and neophytes alike) are in their classrooms with their students.

It's an invaluable contribution to the teacher education field, and a volume that I would urge education deans hand out to their students the minute they enroll.

Obviously it's not meant as a straight-through read. Rather, its usefulness lies in the self-contained chapters that permit readers to select those issues that most concern them. Developed as part of an initiative of the Carnegie Academy for the Scholarship of Teaching (CASTL), this book incorporates private journal entries, early teaching portfolios, websites, op-ed and opinion essays, and so forth. For more information, see <http://goingpublicwithteaching.org>

In part, this book exists to respond to practical questions and issues teachers face everyday in their professional lives. These can be concerns like first day of school jitters, or managing an ethnically diverse class, or even how to cope with the interruptions that ensue when children are always leaving for a pull-out class. These are the kinds of issues that can make a teacher feel successful—or not—yet aren't exactly the stuff of professional conferences and staff development days.

As the editors suggest, "Too often...teachers are treated as if they cannot be trusted to make decisions about teaching and learning...as if their classroom practice has to be monitored and controlled...teachers have to be able to engage in professional activities...as a regular part of their work."

Precisely. There are many gems nestled inside this text, any one of which could be just what a new teacher needs to get past the early months in the classroom—or could reinvigorate a veteran teacher who's concerned that she's lost her spark, in the midst of bureaucratic paperwork and the relentless pressure of accountability.

Some chapters are stronger, or more compelling than others. I'd particularly recommend Tim Boerst's analysis of the first day of school, in which he realizes that the conventional approach may in fact undermine what he seeks to accomplish with his students during the rest of the year. He writes, "Instead of trying to teach procedure as discrete topics on the first day of school, I could teach students the procedure when they needed to know them, in order for them to participate in a meaningful discussion." He argues for a project-based classroom, in which students are authentically engaged in meaningful work, as contributing to a school's underlying 'culture of quality,' worthy considerations for any teacher and principal to discuss.

Similarly, Lois Brandts' insightful and provocative exploration of the impact of pull-out programs, not only on the children who participate, but on those who remain in the classroom, should be required reading. Her analysis of how these interruptions disrupt the day, and effectively reduce the classroom teacher to a traffic cop, moving children between resource room teachers and specials, is compelling.

There are other terrific chapters as well—Marsha Pincus's exploration of drama she uses to challenge her students as part of her effort to "repair the world" and make a difference; Yvonne Divans Hutchinson's respect for her African-American students' community and culture as a way to give them tools to "think with texts;" or Cynthia Ballenger's experiences working with Haitian-American pre-schoolers in Massachusetts.

While this text would be invaluable for education students and first-year teachers, I'd recommend that principals take a look, too. Any one of these chapters would offer a "teachable moment" with positive repercussions.#

Edited by Thomas Hatch, Dilruba Ahmed, Ann Lieberman, Deborah Faigenbaum, Melissa Eiler White, and Desiree H. Pointer Mace. Published by Teachers College Press, Teachers College, Columbia University—New York and London (2005) : 316 pp.

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COLLEGES

November Events at Sarah Lawrence College
EXHIBIT
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Oct. 1 through Nov. 28
Monday - Thursday 8:30 a.m. - 8:30 p.m.
Friday 8:30 a.m. - 7 p.m.
Saturday 11 a.m. - 5 p.m.

Sunday 11 a.m. - 8:30 p.m.
Esther Raushenbush Library. - FREE
An associate director of the Center for Continuing Education at Sarah Lawrence College, Joelle Sander's work will be displayed in her first one-woman exhibit, "Listening in Color." Sander was recently chosen by the New York art dealer Phil Alexandre of the Alexandre Gallery to be represented in the 92nd street YMCA's faculty/student exhibit commemorating the 75th anniversary of Y's Art Center. For additional information on the exhibit, please call 914-395-2470.

READING
Friday, October 21, 2005
Bill Knott

Wednesday, Nov. 30
Heimbold Visual Arts Center
6:30 p.m. - FREE

The Graduate Writing Program at Sarah Lawrence presents a reading by Bill Knott, a poet and Associate Professor at Emerson College in Boston. Knott is the author of ten books of poetry, including Love Poems To Myself, Rome in Rome, Laugh at the End of the World, and most recently, The Unsubscriber. For additional information, please call 914-395-2411.

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HYPERACTIVE TO HYPER-PRODUCTIVE THE OTHER SIDE OF EXECUTIVE FUNCTION

By BEN MITCHELL

ASSISTANT PROFESSOR AND DIRECTOR OF ADMISSIONS AT LANDMARK COLLEGE

We all know students who struggle: turning work in on time, leaping into action, deciding what needs to do, predicting how long things take, following through. How easy is it for you -- after going all to pieces -- to pick them up, figure out what they are and put them back together? This is Executive Function, and most AD/HD researchers are pointing to executive function as being the key challenge. So how does the student who struggles with time management, organization, work completion turn into the highly productive doctors, lawyers and CEOs that so commonly identify themselves as having AD/HD?

For the most part, researchers like Dr. Thomas Brown or Dr. Russell Barkley suggest that the only treatment for executive function difficulties is the various stimulant medication used to treat AD/HD students since the eighties. Generally, medication is useful in increasing one's capacity for active working memory. Some of us have so many ideas, so many interests, so many directions to move at the same time that we become overwhelmed and simply shut down; medication can provide the mental space to sort things out, even Barkley and Brown will say they don't always solve the problem.

At Landmark College, we have found that when students can capture all their projects and activities into a reliable system, they can tackle that list systematically -- even move into hyper focus. The problem is not so much the number of impulses, ideas and directions as much as the inability to keep track of them all at the same time. Many students need simply to establish a system to externalize executive function processes in order to free up mental space.

Over the past 10 years during which Landmark College has actively recruited students with executive function difficulties -- ADD, ADHD, Executive Function Disorder -- we have found the key to addressing executive function difficulties is for these students to become experts on their own situation -- to understand the various obstacles they will likely face and collect a "menu" of options.

One of the most effective strategies is "Coaching." Whether it's executive coaching, like David Allen's "Getting Things Done," Life Coaching like the Coach Training Institute or ADHD coaching from Landmark College, the coach lends executive function ability to allow the student to capture projects and ideas, and determine what the next action would be. Rather than a traditional "to do" list that has, "research paper" as a single item, a "next action" is doable: "Dig through book bag and find note cards with research from Tuesday." The mental energy required to move from an overwhelming project -- research paper -- to the simple task -- organize note cards -- may be insurmountable, without a coach.

Students who can capture all of their projects into a system that is understandable and doable begin to change the way they view the world. Rather than fall behind, putting out fires, overwhelmed by broken promises, students learn to track their executive thinking somewhere outside their mind. For many, this heralds the beginning of an extremely productive period; for the first time, they are able to work closer to their true potential. With or without medication, this is the transformation that must take place.

LANDMARK COLLEGE AWARDED \$1M GRANT

Landmark College has been awarded a 3-year, \$1.029 M. grant from the Department of Education. Landmark will partner with five community college systems from across the U.S., conduct comprehensive needs assessments at each college to determine their ability to serve students with learning disabilities, and will then implement a customized online LD professional development program at each partner college.

The partner schools include: The Community College of Vermont; The Community College of Allegheny County, PA; The Houston Community College System, TX; North Harris Montgomery Community College District, TX; and Western Nevada Community College.

The project, A NEEDS-BASED BEST PRACTICES PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHING STUDENTS WITH LEARNING DISABILITIES IN THE COMMUNITY COLLEGE SETTING, is being funded under the Demo Disabilities program (Demonstration Projects to Ensure Students with Disabilities Receive Quality Education) and is being lead by Dr. Steve Fadden, Associate Director of the Landmark College Institute for Research and Training and Dr. Linda Hecker, Director of Educational Services.

Landmark College President, Dr. Lynda J. Katz noted that "The development of the online resource will give community college educators free access to a source of focused, practical strategies and techniques for enhancing their educational practices. This project promises to have a significant impact on the capabilities and capacity of community colleges around the nation to more effectively serve students with learning disabilities."

Landmark was one of about twenty colleges awarded grants in what was a highly competitive competition. Other awardees included Clemson University, Colorado State University, DePaul University, Kent State University, University of Washington, University of Alaska, University Wisconsin and City University of New York.

The grant award from the Department of Education covers 90 percent of the costs of the project, with the other 10 percent to be supplied from non-governmental sources.

Landmark College is recognized as the nation's leading college for students with learning disabilities and/or AD/HD.

For more information contact: Brent E. Betit, Ed.D. Executive Vice President, Landmark College; River Road South, Putney, VT 05346. Phone: 802/387-6797. Email: bbetit@landmark.edu. Website: www.landmark.edu

Calendar of Events

NOVEMBER 2005

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHES SECOND EDITION OF AFTER SCHOOL AND MORE

Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resourcesnyc.org.

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SARAH LAWRENCE COLLEGE

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Gold Star Families for Peace Co-Founder to Speak at Sarah Lawrence
Celeste Zappala, a co-founder of Gold Star Families for Peace, will speak at Sarah Lawrence College on Thursday, November 10th at 6 p.m. in the College's Esther Rauschenbush Library as part of the Women's History Lecture Series. Zappala's lecture, "An Unanticipated Journey," in which she will discuss the loss of her son, Sgt. Sherwood Baker, to the War in Iraq, is free and open to the public. For additional information, call 914-395-2411.

Gold Star Families for Peace is a national organization of families with loved ones who have died in the Iraq War. As a co-founder of this organization, Zappala, a social worker and director of the Mayor's Commission

on Services to the Aging in Philadelphia, united her family with others to honor the memory of the fallen by "speaking out for truth, peace and accountability in the Iraq conflict." Zappala's son was a member of the Pennsylvania Army National Guard who was killed in Baghdad on April 26, 2004.

"Gold Star mothers like Celeste Zappala and Cindy Sheehan remind us that U.S. troops in Iraq and Afghanistan are not cartoon superheroes but real-life sons, daughters, brothers, sisters, parents, sweethearts and neighbors," said Priscilla Murolo, director of the graduate program in Women's History at Sarah Lawrence. "We owe it to them to discuss and debate the policies that put them in harm's way. Anything less would be a betrayal of our best traditions."

In the news recently for their support of Cindy Sheehan, whose efforts to ask President Bush the reason why her son died in Iraq, have received national attention, Gold Star Families for Peace hope "to provide support and empower those who have been victimized by the invasion of Iraq, raise awareness in the United States about the true human costs of war and reach out to families who have lost a loved one as a result of the war."

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CALLIOPE PLAYHOUSE

The Philosophy Day School is pleased to inaugurate Calliope Playhouse, a performing arts series for children aged 4-10 and their families. The series, held on select Sundays, includes drama, music, puppetry, storytelling, mask and dance. The School offers this series as an opportunity for children to be inspired by high-caliber performing artists.

November 13 - The Mystic Paper Beasts will perform "Art Fool", an antic play with 25 masks that looks at creativity, inspiration and the art of making art. A mask workshop will follow.

November 16 - "Tiger Tales", a shadow puppet play performed by the Chinese Theatre Works. Traditional stories recount with sly humor the Tiger's rise to power, his abusive reign and ultimate downfall. A puppet workshop will follow.

November 30 - "Life Cycle Stories" with storyteller Jane Hughes Gignoux, author of *Some Folk Say: Stories of Life, Death and Beyond*, and composer/musician Barry Keating, Muppets collaborator and Tony nominee for *Starmites*. The performance includes audience participation.

December 4 - Big Apple Playback Theatre, Hannah Fox, Artistic Director, concludes the fall series with its delightful blend of storytelling, improvisation and fun, all based on stories from the audience. Improvisation workshop will follow.

All performances Sundays at 3:00 pm at the Philosophy Day School, 12 East 79th St., NYC.

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When: Tuesday, November 15, 5:30 pm

At the Student Campus Center at the College of New Rochelle; 29 Castle Place, New Rochelle

When: Wednesday, December 7, 5:30 pm

at the Mooney Center at the College of New Rochelle at 29 Castle Place, New Rochelle.

For further information call (914) 654-5334.

LANDMARK COLLEGE

Putney, Vermont
Phone: (802) 387-6718
Web: www.landmark.edu
Fall 2005 Open Houses
Saturday, November 12th
9am - 2pm

POLY PREP COUNTRY DAY SCHOOL

9216 Seventh Avenue
Brooklyn, NY 11228
Phone: (718) 836-9800
Web: www.polyprep.org

Middle Schools

For students entering grades 5-8 in September 2006
9:00 AM to 11:00 AM
Monday, November 14
Monday, November 28

Upper Schools

For students entering grades 9-11 in September 2006
9:00 AM to 11:00 AM
Friday, November 11
1:00 to 3:00 PM
Wednesday, November 30

PHILOSOPHY DAY SCHOOL

Nursery - Grade 4
12 East 79th Street
New York, NY 10021
Phone: (212) 744-7300
Web: www.philosophyday.org
Open Houses - 2006-2007 School Year:
Wednesdays, 8:30 am - 9:30 am
September 14th - December 14th
(Except NOVEMBER 5th and November 23rd)

TOURO COLLEGE

NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES
1870-86 Stillwell Avenue
Brooklyn, NY 11223
Phone: 718-265-6534 x1015
Fax: 718-265-0614
Every Tuesday and Thursday from 10:00 am - 7:00 pm
Sundays 11:00 am - 5:00 pm.
at 27-33 West 23rd Street
New York, NY 10010
212-463-0400 ext.500

UNIVERSITY OF WEST FLORIDA

Pensicola, Florida
Phone: 800-263-1074
Web: www.uwf.edu
Open House Saturday
January 21, 2006
February 18, 2006
March 11, 2006
April 22, 2006

Programs

THE COLLEGE OF NEW ROCHELLE GRADUATE SCHOOL

Offers Three Fall Programs for Children
Registration for the fall semester is now underway at The College of New Rochelle's Graduate School Education Center for the: 1) "Can Do" Program for elementary school age children; 2) After School Reading Program; and 3) Speech and Language Evaluation and Therapy for students in preschool to 8th grade.

The "Can Do" Program, open to elementary school-age children, is one-on-one and is conducted by graduate students in special education, guidance, or school psychology, under the supervision of the Graduate School faculty. This program includes thorough educational testing with simultaneous tutoring in reading, math, social studies, and science. The emphasis is on building learning strategies. Interviews and a final conference are conducted to discuss test findings and progress.

The After School Reading Program is one-on-one and is conducted by graduate students in literacy education, under the supervision of the Graduate School faculty. This program offers assessment and tutoring of reading and writing problems.
The Speech and Language Evaluation and Therapy Program is provided by graduate students in speech and language pathology in a one-on-one setting, under the supervision of the Graduate School faculty. The focus is on vocabulary, phonics, understanding and following directions, comprehension of oral and written information, and formulating grammatically correct sentences.

Programs include interviews with parents and a final conference to discuss test findings and progress. The per child fee ranges from \$100-\$200; financial aid is available. Space is limited for both programs. For further information or to register, call Marjorie Scholnick, Director of the Education Center, at (914) 654-5333 or contact Barbra Nitzberg (914) 654-5285.

Workshops

GROUP FOR ADHD
Lenore Ruben LMSW. CHT. EMDR
Orly Calderon, Psy D. NYS Lic. Psychologist
Cathy Wein, PhD, NYS, Lic. Psychologist
250 West 57th Street #723
New York, NY 10107
Phone: 212-586-2135

Now Forming --- call to reserve space
Parents Discussion Group For parents of ADHD and/or Learning Disabled children
Topics: Myths and realities about ADHD and Learning Disabilities. Deciphering what these terms mean clinically, educationally, and legally in plain language. Methods of coping for parents, family and child. Active techniques to prevent home from becoming a battleground. How to advocate for your child. Exploration and sharing of strategies that help and of pitfalls to avoid.

10 weekly sessions beginning Jan 13, 2005
\$40. per person per session
\$60. per couple per session
There is a 10% discount for prepayment of series.

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC.

116 E. 16th St. 5th Floor
NY, NY 10003
Phone: (212) 677-4650

Presents What's Out There and How to Get It
2005-2006 Free Training Series
For Families and Professionals Needing Programs and Services for Children with Disabilities
Gary Shulman, MS.Ed.: 212-677-4650
www.resourcesnyc.org
gshulman@resourcesnyc.org

Manhattan

December 20, 2005 Community Resources 10:30 AM-12:30 PM
West Harlem Head Start 121 W. 128th Street, NYC 10027
March 22, 2006 Turning 5: Transition to School Age 10 AM-1:00 PM
April 12, 2006 Community Resources 10 AM-12 Noon
University Settlement 184 Eldridge Street NYC 10002
January 24, 2006 Opciones Educativas 10AM-1PM (en Espanol)

Brooklyn

December 8, 2005 Community Resources 10 AM-12 Noon
January 10, 2006 Transition from School to Adult Life 10 AM-1 PM
Feb. 2, 2006 Advocacy Skills for Parents 10 AM-1 PM
March 28, 2006 Early Childhood Services: Birth to 5 10 AM-1 PM

Bronx

December 7, 2005 Education Options for Children with Special Needs 10AM-1PM
January 4, 2006 Early Childhood Services: Birth to 5 10AM-1PM
February 1, 2006 Community Resources 10AM-12 Noon
March 1, 2006 Advocacy Skills for Parents 10AM-1PM

The Big Apple Circus' One-Room School

By MICHELLE DESARBO

Tucked away just outside the heart of Lincoln Center, the Big Apple Circus appears quiet and still from the outside, a series of nondescript trailers behind a quaint white picket fence. But the silence belies the busy activity within. A visit to the 60-foot trailer known as the One Ring Schoolhouse, a place where children whose families are involved in the circus (and children who participate in the circus themselves) go to receive their education, proved that learning environments come in all shapes and sizes.

The Schoolhouse is well-heated with wood paneling and individual cubicle-style desks where students Christian, Sergey and Nick receive instruction from teacher Melody Courtney. Since each student is at a different grade level, Courtney must conduct a different lesson for each student simultaneously. While 9th grader Christian does a science experiment with seeds in one area, 5th grader Sergey and 6th grader Nick take a geography test in another. With a smaller environment to work with and fewer students to keep track of than the typical teacher, Courtney is able to manage the three tasks simultaneously.

The atmosphere seems less formal than that of the average classroom. There is no rigid schedule here; the boys choose when they take their ten minute breaks for fresh air and hot chocolate, and if one finishes early, he can go home. Older students like Christian, Nick and Sergey meet from 9 a.m. to noon while younger children take afternoon classes from 1 to 4 p.m. Unlike the traditional school week, classes at the One Ring Schoolhouse meet Wednesday through Sunday with Mondays and Tuesdays as "weekends." With no shows on Mondays and Tuesdays, students are free to spend time with their families and each other.

In addition, teachers use the city as a way of supplementing their lessons. One class, for example, took a field trip to Historic Richmond Town on Staten Island, another to the Museum of Natural History. There are tutors available who

help students with specific subjects. And the rich blend of multi-cultural backgrounds of students also serves as a learning tool; performers hail from England, France, the Ukraine, Bulgaria and Mexico to name a few.

Ten-year-old Sergey, for example, is originally from Moscow, Russia. His mother is a juggler and his father is part of a balancing act. Before coming to the Big Apple Circus with his mother, Sergey and his family were involved in the circus in Moscow, occasionally traveling through Europe to perform. He began his education at the One Ring Schoolhouse two months ago in September. Once the season ends, he will go back to Moscow with his mother. "I like this school," he says. "I have friends here like Christian and Nick. But a lot of my friends are at home in Moscow."

Thirteen-year-old Christian Stoinev, on the other hand, has been at the Schoolhouse for nearly seven years. Having made his circus debut at the age of five in an act with his father, he has had his current act in which he does tricks with his pet Chihuahua, Scooby, for roughly a year. On his breaks, Stoinev goes back to Orlando. "I have a lot more friends in Orlando," he says. "But I'd rather have seven good friends than 32 people who pretend to be your friends and really aren't. Here, I've been around people who are 18-20. I've matured as a result," he says. "Nick and Sergey have friends their age so it's different." Stoinev some day hopes to play a professional sport like football, baseball or basketball but remains realistic about pursuing it as a career. "If my sports career doesn't work out, I'd like to study film and eventually become a director. I'm still young and I'm still learning, so it's really exciting to me."

And as the One Ring Schoolhouse shows, the possibilities are endless. Past graduates Kathryn and Max Binder completed Kindergarten through high school and went on to Barnard and Dartmouth, respectively. With such a learning environment to nurture and guide their education, Stoinev and other students are able to dream big.#

10TH ANNIVERSARY CONGRATULATIONS FROM AROUND THE NATION

continued from page 19

Don Winter, Chair
Nancy Ploeger, President
Manhattan Chamber of Commerce

Congratulations on your 10th anniversary! We have been a partner with you since your paper's inception and it has been a great pleasure to watch the growth of your publication. Your coverage and outreach to the community, educating parents, teachers and the general public on NYC's schools and educational issues has been a needed and worthwhile endeavor!

So again, please accept our congratulations and much continued success!

Rich Calvario
National Product Consultant
TIAA-CREF
Education Savings

Congratulations on hitting the decade mark—a tremendous accomplishment for such a valued publication!

Carole Everett
St. Luke's School, NYC

Congratulations on your 10th year of bringing education news to the public. I first started reading *Education Update* when I worked at the Nightingale-Bamford School on the Upper East Side and would find the newspaper at the Citibank on Madison Avenue. I read it with great interest due to the variety of articles about both public and independent school education. For the past two years, I was running a school in the Caribbean. I read professional publications, but missed a journal with such broad appeal. Now that I am working at St. Luke's School in Greenwich Village, I look forward to reading *Education Update* on a regular basis again. Thank you for covering so many important topics in education.

Rhoda Makoff, Ph.D.
Los Angeles, CA

Wishing you the very best for bringing the very best to education.

Illuminating Parallels from Kyoto, Japan

By TED FISH, Ed.D.

On a typical morning at the Kin Kaku elementary school in Kyoto, Japan, students line up in the stone courtyard outside while a teacher makes announcements for the day. When the announcements are finished, the children are directed inside, where they head to their classrooms after quietly slipping off their shoes.

Surely one morning spent visiting a single school cannot provide a comprehensive view about the state of education in an entire country. But it, along with an assortment of conversations with school and government officials, can provide a glimpse, and that glimpse was illuminating for its stark parallels with education in America.

Start, for example, with the pressures of keeping children safe. When asked what the biggest problems were that he faced as an educator, Mr. Ito, the first year principal of the school of 600, did not hesitate. "Security," he announced through a translator. "We must worry about keeping our children safe."

For Mr. Ito, safety concerns encompass getting children to and fro school (one Japanese district has pioneered the use of a student ID card that activates as soon as children file out of a gate, which via a link to a GPS system, allows parents to monitor progress home with their computers and cell phones), as well as keeping them secure from the threats of intruders when classes are in session.

School safety was a concern that surfaced in every conversation I had during my ten days in Japan. The highly publicized case of a 17 year old Osaka boy who had entered an elementary school with a knife, fatally stabbing one teacher and wounding many children, was just going to trial.

Mr. Ito's second greatest concern was achievement. "We have one classroom teacher," he explained, moving his arms at different heights to emphasize his point, "and so many children at different levels."

A third concern was the increasing disparity of opportunities based on economic status. Two

blocks away, a new private elementary school is set to open in a year. The annual tuition will be 1.5 million yen, which translates at current exchange rates, to approximately \$14,500 per year. Only the children of the traditionally wealthy, or of doctors, lawyers, engineers and businesspeople are able to attend such schools.

And finally, he decried the erosion of traditional values that have been fundamental in Japan's extraordinary educational and economic success in the past six decades. Although teachers still commonly work twelve-hour school days and students are exceedingly orderly by American standards, the students are no longer eager to automatically put forth the effort of their parent's generation, and the school day has been reduced from 6 to 5 ½ days.

"We are slipping," Mr. Ito said, sadly and earnestly, "not like America where everything is tops."

A conversation with Muchiko Heida of the Japan Tourist Bureau reflected the same concerns about safety, diminishing work ethic, and the emergence of a two-tiered education system, separated by class.

In addition to independent day schools, concern about being admitted to top level universities has generated a thriving after school tutorial business, which, as a result of the price, is limited to the affluent.

Japan is not known as an egalitarian society. There is a strict social code that has long taken cues from position and age. Egalitarianism, at least with respect to educational opportunity, has been the hallmark of the United States. Perhaps that explains the surprise on Mr. Ito's face when I assured him that "everything is no longer tops in America," and that we, too are struggling with similar educational dilemmas. #

Dr. Ted Fish is Founder of Philos Institute, an educational consulting firm in Santa Fe, NM that provides evaluation and training for schools in the areas of literacy and leadership.



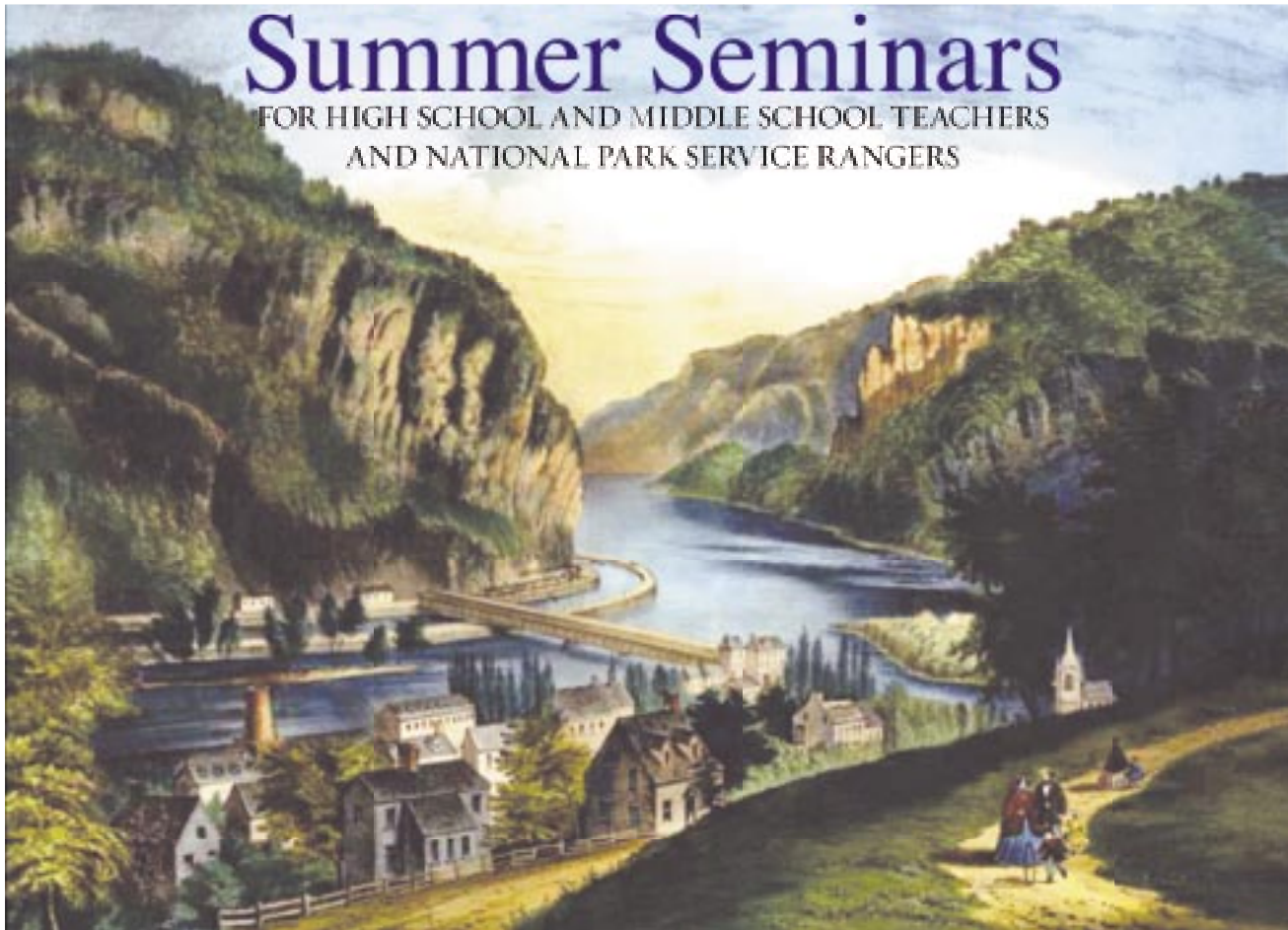
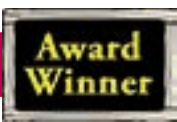
Sometimes the hardest part about being a kid,
is being a kid.

Being a child is not easy if you are one of the 20% of school-age children affected by Tic disorders. Children with Tourette's, a chronic Tic disorder, often also have problems with attention or anxiety. Tics and Tourette's are very treatable, but if ignored can have a negative impact on a child's self-esteem and development. Most Tic disorders begin around age 6, but can start as early as age 3. Early intervention is crucial. Call the NYU Child Study Center today to find out how your child can be helped.



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THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY

The Gilder Lehrman Institute of American History announces summer seminars for 2006. Seminars are tuition-free. Participants receive a \$500 stipend, books, and room and board. In-service and new teacher credit available. Public, parochial, independent school teachers and National Park Service rangers eligible. Seminars limited to thirty participants per seminar by competitive application. Preference given to new applicants.

DEADLINE FOR APPLICATIONS

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To download an application, or to apply online, visit www.gilderlehrman.org or call us at 646-366-9666

June 25-July 1

The Great Depression, World War II, and the American West
DAVID KENNEDY AND RICHARD WHITE
Stanford University

The Colonial Era: Structure and Texture
JOHN DEMOS
Yale University

The American Civil War: Origins and Consequences, Battlefields and Homefront
GARY GALLAGHER AND ED AYERS
University of Virginia

The Civil War in Global Context
THOMAS BENDER
New York University

Interpreting the Constitution
JACK RAKOVE AND LARRY D. KRAMER
Stanford University

Rhetoric and American Democracy
JAMES ENGELL
Harvard University

July 2-8
Lincoln
GABOR S. BORITT
Gettysburg College

The American Revolution (4th-8th grade teachers only)
ANDREW ROBERTSON
New York University

July 9-15
Passages to Freedom: Abolition and the Underground Railroad
DAVID BLIGHT, JAMES O. AND LOIS E. HORTON
Yale University

The Age of Lincoln
RICHARD CARWARDINE
Oxford University, U.K.

Visions of the American Environment
PATRICIA LIMERICK
University of Colorado, Boulder

The Great Plains: America's Crossroads
ELLIOTT WEST
University of Colorado, Boulder

America between the Wars
ALAN BRINKLEY AND MICHAEL FLAMM
Columbia University

New York in the Gilded Age
KENNETH T. JACKSON AND KAREN MARKOE
Columbia University

The Era of George Washington
GORDON WOOD
Brown University

July 16-22
The Atlantic World
PHILIP MORGAN
Princeton University

North American Slavery in Comparative Perspective
IRA BERLIN
University of Maryland

Reconstruction
ERIC FONER
Columbia University

July 23-29
The Cold War
ODD ARNE WESTAD
Cambridge University, U.K.

The Worlds of Thomas Jefferson
DOUGLAS L. WILSON
Monticello and the University of Virginia

July 30-August 5
The Civil Rights Movement
ANTHONY BADGER
Cambridge University, U.K.