

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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DISTINGUISHED LEADER IN EDUCATION 2006

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EDITORIAL

Reflections on Outstanding Educators

By POLA ROSEN, Ed.D.

June is a time of passage. It's a time to leave college and enter the world of work or graduate school. It's also a time to reminisce and reflect. When I taught at the College of Staten Island in New York years ago, I always felt nostalgic in June. Students had left, corridors were quiet and another academic year had gone. Memories of outstanding students, interesting conversations, controversial issues and brilliant books lingered. What had I learned this year from the students? What had they learned from me? How had we all grown?

To me, the mark of a great teacher is one who transmits passion, emotion, commitment, belief and knowledge. I remember Mrs. Levy in the third grade at PS67 in the Bronx. She taught me to become an excellent reader, to understand and digest what I read. I remember Mr. Strom and Mr. Bernstein in middle school; they loved science and social studies respectively and conveyed it to their students. I remember Ms. O'Hare who had us memorize "In Flanders Fields" and "Daffodils," poems I love and recite to this day.

At Music and Art High School, Mr. Cooper, an English teacher instilled the discipline of always looking up words we didn't know by carrying a small pocket dictionary with us everywhere. Mr. Isadore Russ taught us violin: "make your fingers little hammers; press down hard on those strings and make them sing," he would admonish us. We did and I do to this day, hearing his words still and understanding his love for music. Mr. Ira Marienhoff, a stern and brilliant historian, would make you stand up when you spoke in class. Students learned to think carefully before they spoke. We also learned to analyze history and current affairs keenly. He was the Arista advisor, an honor society for students with 90 and above GPAs. I'll never forget his compassion for me as I found my grades slipping just a bit when my mother died in the 11th grade. Marienhoff put his arm around me and reassured me that I could continue to strive and make it. And I did. I remember all this so many years later.

Education Update decided four years ago to honor outstanding teachers in New York City, those who inspire and shape the lives of young

people. We organized an awards breakfast at the Harvard Club and received such an outpouring of appreciation and humility that we have continued the tradition. This year, Jill Levy, President of the Council for Supervisors and Administrators, suggested I include administrators in our recognition ceremony. Thus, 2006 marks the first time that we are including administrators as well as teachers who have taught, loved and shared their inspiration with students throughout the city.

The photos and stories that appear in our centerfold reflect the hard work of 21 individuals who were nominated by their supervisors and voted on by *Education Update's* Advisory Council. We asked these educators to share their best practices so that we can all benefit from their success. Their pragmatic advice appears on page 6.

What a wonderful culmination of a school year to the 21 educators we call "Outstanding Educators of the Year 2006." Kudos to you all and may you bask in your success this summer knowing that you will always be remembered by your students the way I remember my teachers of a half century ago.#

LETTERS TO THE EDITOR

*Barbara Corcoran Speaks at
the NYU Child Study Center*

To the Editor:

Wow!
Article was helpful and hopeful. How did you not get destroyed by the LD? Did you finish college? Any advice?

Sandy Kurtz
Chicago, IL

*Sir Edmund Hillary Brings Schools
to His Beloved Himalayas*

To the Editor:

This is a very good article. I am 10, and I'm doing a project on it, and it has lots of interesting facts, but I think it needs more pics!! Well cya, must keep reading it!!!!!!

Jasmine
Brisbane, Australia

Facing the College Financial Aid Challenge

To the Editor:

The article is good. I am working and have two siblings. My mother is working. We get no child support from my inmate father. Are there any funds to assist me? I have taken two courses this year while in my senior year.

Zachary Wright
Peru, IN

David Romtvedt, Poet Laureate, Wyoming

To the Editor:

I believe in everything that David is saying. Good for him.

Starla Yarbrough
The Dalles, OR

Scholastic Education Takes Lead in Literacy

To the Editor:

I am a special educator and also a Read 180

teacher in a high school on a military post. I was interested in Dr. Hasselbring's research. I will look for further articles that investigate readers who fall behind and techniques that help them to improve. Thank you for the article.

Tina Heiden,
Fort Knox, KY

*Young Writers "Keep Smiling"
at Marymount Manhattan College*

To the Editor:

I think you did a great job on your article and I have to do a research paper and it really helped. Thanks!

Chrissy
Arlington, WA

*Malachy McCourt: From
School Dropout to Bestselling Author*

To the Editor:

Did not know much about him before this; feel I got a good sense of the person.

Ed Fisher
Scarsdale, NY

*Prison College Programs Unlock
the Keys to Human Potential*

To the Editor:

This is an issue that should be pressed and the investment would be beneficial to everyone. If there were standards set and an approximate curriculum established, the opportunity to better yourself would be utilized in prison. There are a lot of students (interns) who would love to teach prisoners who have ambitions and want to follow through with their goals. To reduce crime rate and the overpopulation of prisons should be a top priority.

Anonymous
Stillwater, OK

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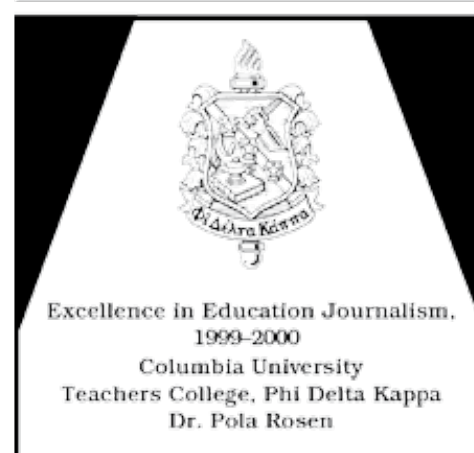
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Victoria Florsheim

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DISTINGUISHED LEADER IN EDUCATION 2006: LAURIE TISCH

COMPILED BY LIZA YOUNG

Laurie M. Tisch has an unparalleled record of devotion to the arts and education. As the Founding Chairperson of the Center for Arts Education (CAE) since its inception in 1996, Tisch has overseen the donation of over \$30 million to support collaborative relationships between public schools and cultural and community organizations. At Tisch's helm, CAE has become a leader in arts education, developing and maintaining comprehensive arts education programs for public school students, raising public awareness for the arts education and supporting school-to-work programs in the arts industry.



As early as college, Tisch's idealistic vision for the world was evident as she had the lofty goal of bringing an end to the ongoing war. Graduating with honors with a degree in education from the University of Michigan, Tisch has taught as a substitute teacher as well as a full-time Spanish teacher.

When she was a new mother, Tisch re-entered the workforce, joining the Manhattan Laboratory Museum, which blossomed, through Tisch's tutelage as Chairperson, into what is today the Children's Museum of Manhattan (CMOM), bringing cultural educational resources to children, and reaching out to communities in need.

Tisch's dedication to the arts and education extends through serving as president of The Laurie M. Tisch Foundation, of which Tisch serves as president, supports the arts (especially

American art), Educational Reform, Jewish Life, and increasing the quality of life in the city.

Her latest endeavor is chairing the Board for the Teachers College Campaign for Educational Equity, created to achieve the mission of equal educational opportunities for all students, using the intellectual resources of Teachers College to have a resounding impact on educational policy and practice. Tisch's efforts to support the welfare of youth have been recognized through an award from the National Child Labor Committee.

Both of Tisch's daughters are pursuing lofty goals in education; the eldest Emily is a student at Cardozo Law school and Carolyn is an undergraduate at Yale University. #

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COMMON SENSE ON CLASS SIZE

By RANDI WEINGARTEN

Sad to say, foresight is an attribute seldom displayed these days. Just about everything seems to be geared toward the short term, the quick fix, the windfall profit.

Unfortunately, that holds true in our public schools with budgetary choices that often reflect a failure to think long term. Year after year, we fail to make critical investments that would provide permanent benefits to students, parents and educators.

That is certainly the case with class size, which is 10 to 60 percent higher in New York City than in the rest of the state, depending on grade and subject. Education reforms come and go as different mayors and chancellors try new or not-so-new initiatives without addressing that key issue.

The repeated failure to reduce class size condemns us to fall short of our education goals, which shouldn't surprise anyone. Until we have smaller classes taught by qualified teachers we will not fundamentally advance teaching and learning for our children. It's common sense.

Critics say reducing class size by hiring more educators is simply a teacher union ploy to get more members and more dues. That attitude ignores research that shows that smaller classes allow teachers to give students more individual attention, reduce discipline problems, increase graduation rates and help students do better on the high-stakes tests that drive education policy from the federal level on down.

Think about it: A teacher will have more time for each child—both in class and in all the marking of students' work—if there are fewer students in the class. It's reasonable for teachers to expect better results with a class of 22 students as opposed to the classes of 34 that we see in many of our schools. Again, it's common sense—bol-

stered in this case by a body of research.

That logic led to an extraordinary coalition of civic associations, community groups, education advocates and parent organizations bonding to address the class size issue. The coalition is called New Yorkers for Smaller Classes, and twice within the last three years it collected over 100,000 signatures to put a referendum on the ballot so voters could voice their opinions on this issue. But both times Mayor Bloomberg knocked the issue off the ballot. The courts are now deciding whether to let voters decide.

The UFT is supporting a massive campaign to address this problem once and for all, and the timing is right. The city recently secured its largest school building campaign ever with more than \$11 billion in new capital construction funds that could result in at least 107 new schools containing 66,000 new classroom seats. So lack of space will no longer be an excuse. With a new governor coming into office and only one more court battle to go in the Campaign for Fiscal Equity case—a 13-year battle to get New York City its fair share of state education aid—now is the time to fight for and plan for the investments we know will help our children succeed.

That's why parents and educators are launching this campaign to convince the public and our elected officials that reducing class sizes is a long-term investment that must be made. Pulitzer Prize-winning author—and former New York City high school teacher—Frank McCourt has graciously volunteered to be honorary chairman of our class size coalition. Details on the campaign can be found on the coalition Web site, www.newyorkersforsmallerclasses.org.

Recently, educators and coalition members conducted informational picketing in the morning and/or afternoon at public schools across the city. They also conducted a citywide leafleting cam-



paign at key transportation hubs. An immediate Internet ad and a major TV ad in coming weeks will be part of the campaign.

We need everyone's support in this campaign because it will take more than just educators and parents. This is a once in a lifetime opportunity to lower class size for all children in the city,

and we cannot afford to miss it. With your help, we can finally make a crucial long-term investment in our children's future that will benefit an entire generation. Please join us and let your voice be heard!#

Randi Weingarten is the President of the United Federation of Teachers in NYC.

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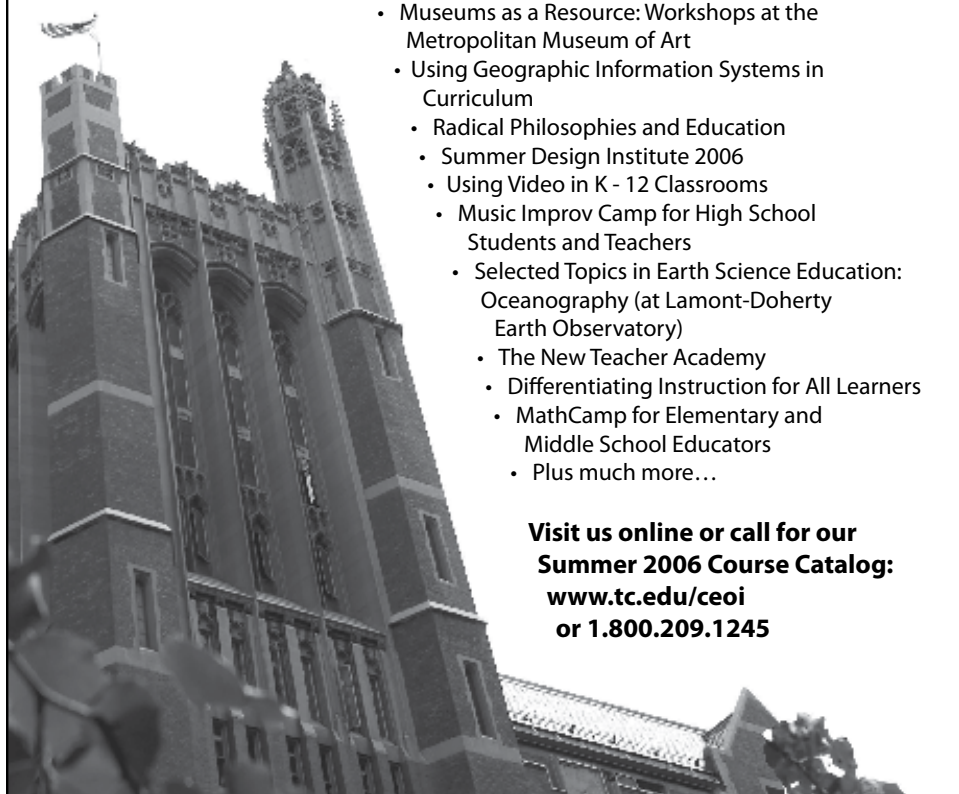
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Children First?

By JILL LEVY

I am not certain, but I think we are still in the stage of form over substance. It is clever of this administration to keep “going in the right direction.” After removing every obstacle and the checks and balances in the system, and with the creation of so many new schools and support for the proliferation of charter schools, students are certainly moving from place to place. It’s hard to hit a moving target! And now that the administration seems to have accomplished its first set of goals – to break up old alliances, micromanage curriculum and the day-to-day operations of schools, build new dependencies and fears, and restructure the delivery of services to schools, it is moving on to a reorganization of the reorganization. After all, it’s hard to hit a moving target!

This next iteration of the agenda, Empowerment Schools, is fascinating when you focus on Joel Klein’s original and, I presume, his ongoing vision of the NYC public school system. He stated many times that he wants to have 1,400 individual schools with 1,400 excellent leaders, but what did that statement actually mean?

It becomes clearer with each move that the agenda is to “corporatize” the public school system. If we follow the road map, we will ultimately see 1,400-plus individual, stand-alone schools. In the corporate view, the Principal will be the CEO, managing every aspect of the school from custodial care and food services to purchasing and contracting for services, managing and supervising personnel and corporate or community partners, managing data, and engaging in “entrepreneurialism” which, to the extent of the creativity and resourcefulness of the Principal, will bring resources into the school. Notwithstanding their primary instructional function, Principals will stand alone in the execution

of their corporate responsibilities.

City Hall and Tweed will be left to manage the funding streams, provide oversight of the system and serve as the Board of Directors.

Each success will accrue to their new structural changes and each failure will accrue to the individual Principal. Clever concept! It’s hard to hit a moving target.

Insofar as the new concept of Empowerment Schools or the Empowerment Zone, I am curious to learn more and see the implementation. I wonder about the impact on our members, not only those in the schools, but also those who provide services to the schools. Who would not be in favor of more autonomy! Who would not support “empowerment”? What a motherhood and apple pie soundbite!

So far, management has been less than forthcoming about their plans.

I also wonder why something so potentially great as the Empowerment

Zone would be laced with bribery, coercion and secrecy. Reports from the field tell of telephone calls from corporate funders asking Principals why they haven’t signed up. We’ve heard other things as well. Our charge is to protect the contractual and legal rights of CSA members. It is difficult to do that without information and credible dialogue.

Indeed, we supported the precursor to empowerment schools, the Autonomy Zone, and our members who chose to be part of it. So, too, we will continue to support our members who choose to try something new and perhaps better, but we are mindful of our primary function as a union of professionals.

So, as we move on to the next iteration, what happened to “Children First”?#

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

E2CLASSROOM: DELIVERING CUTTING EDGE SCIENCE TO SCHOOLS

By MICHAEL J. PASSOW, Ed.D.

How can classroom educators learn about cutting-edge investigations not yet in textbooks? How can researchers share their discoveries with teachers and their students? For nine years, one answer has been the “Earth2Class Workshops for Teachers” at the Lamont-Doherty Earth Observatory of Columbia University in Palisades, NY.

Each month during the academic year, E2C teachers have the opportunity to interact with LDEO scientists, learning about a wide range of inquiries in the geosciences, and then developing classroom applications. Climate changes, earthquakes and other natural hazards, deep-sea drilling, vast lakes hidden beneath Antarctic ice sheets, and harmful algal blooms are among topics shared in the current series.

E2C was originated in 1998 by Dr. Michael J. Passow, an 8th grade Earth Science educator at White Plains (NY) Middle School who also has adjunct appointments as Associate Research Scientist at LDEO and Professor of Science Education at Teachers College, Columbia University. Begun as a format to share American Meteorological Society Education Program teacher-training materials, for two years, Passow and LDEO scientists met with a small number of teachers from the New York area. But in 2000, E2C joined with the TC North Hudson Electronic Education Empowerment Project, and workshops held at the LDEO campus were telecast live to participants two hundred miles away at Adirondack Community College in Glens Falls.

NHEEP brought in the other two key members of the E2C Team, Dr. Cristiana Assumpcao and Frederico Baggio. Dr. Assumpcao earned her doctorate in Educational Technologies utilizing the E2C program. Baggio, an Information Technologies consultant, created the ever-expanding web site, www.earth2class.org. They continue to co-direct the E2C activities with Passow from their home base in Sao Paulo, Brazil, using a variety of electronic communication technologies.

E2C expanded further in 2004 when Passow and LDEO research scientist Dr. Gerardo Iturrino were awarded a grant from the National Science Foundation Geoscience Education Program. This funding has enabled more teachers and scientists to participate, as well as providing support for summer conferences and curriculum development workshops.

Key to the program has been cooperation of

LDEO research scientists. Their willingness to meet with teachers on Saturday mornings, develop presentations for an audience quite different from the scientific peers with whom they usually interact, and provide feedback about curriculum materials developed about their work are vital to the success of this program.

Each Workshop opens with an introductory presentation by Passow that gives participants a general overview of the theme. Then the scientist(s) describe how researchable questions arise, methods used in the field or lab, significance of their discoveries, and future plans. Teachers often ask questions that not only assist them in responding to their students’ questions, but also occasionally give the scientists new areas for inquiry.

The final portion of each session involves opportunities to model classroom applications. Watching colleagues describe how to teach about the topic or participating in development of curricular materials enhance participants’ confidence that they can successfully incorporate the information and activities into their teaching.

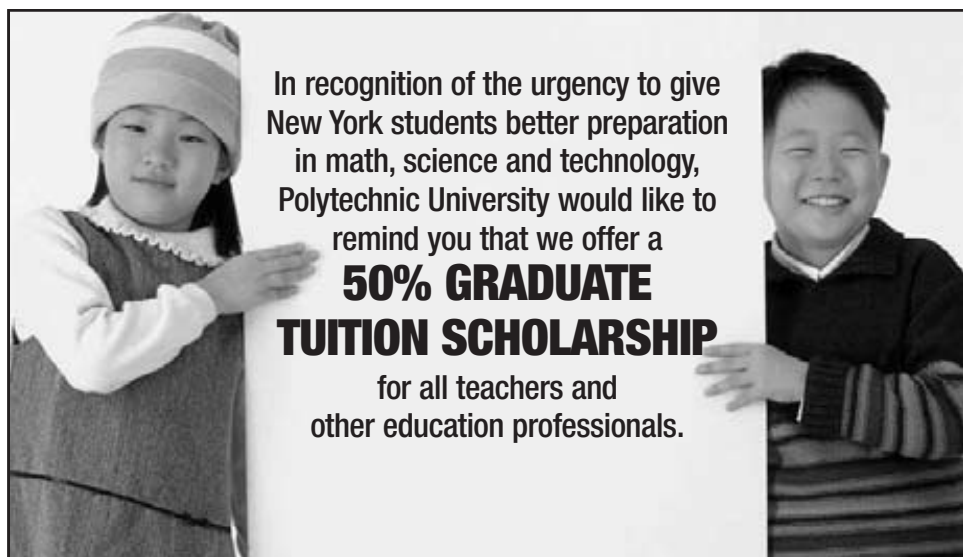
Some workshops include special guided tours of LDEO facilities. For example, Dr. Dallas Abbott, in conjunction with her talk about identifying impact craters on the sea floor, discussed how she uses cores as she and the E2C teachers stood in the LDEO Deep Sea Sample Repository surrounded by more than seventy miles of ocean bottom materials collected during the past half century and available to researchers.

For the vast numbers of teachers and students who cannot attend the live sessions, a wide range of resources are provided through www.earth2class.org. These include archived versions of the Workshops, links to online science education websites, publications and news stories about the program, and images. One of the most accessed sections of the site is the “Earth Science Curriculum Units,” a collection of online resources that include key concepts, vocabulary terms, selected student investigations, and additional web sites.

The Earth2Class will continue to provide live and online support for educators and students, and always seeks new opportunities to expand what it offers to a wider audience.#



The racks behind Passow contain cores collected from the sea bottom around the world



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BEST PRACTICES IN THE CLASSROOM FROM OUTSTANDING EDUCATORS OF THE YEAR 2006 (see pages 12 + 13)

PS 91, Queens

By GERDA RADSKE, TEACHER

Sometimes the best lessons learned are those that come from teachable moments not found in the curriculum. When we teach children kindness, respect and responsibility we are also helping to build their character. We need to take advantage of those moments when a child looks at us with eager eyes and ask, "What now?"

More than half my life has been spent in front of those eager eyes and at the end of every school year I question whether I have given enough. Has every teachable moment been explored? As educators, it is not enough to just assess how much our students have progressed; it is equally important to assess ourselves.

Following the curriculum is expected but when

an educator can turn an ordinary day into an exciting journey of discovery and learning, that's an accomplishment! If we teach by example using kindness and understanding we can motivate any child to be an enthusiastic learner. If our lessons are modeled using actual experiences that children can relate to then we become the role models that they so desperately need.

As Educators, we have been given the task to perform miracles. Our reward is not monetary but instead it is the knowledge that we gave our all to those who so fervently come to us. It is the satisfaction that comes from knowing that you are a role model who inspired them to be all they can be. Make learning an exciting journey and your students will be grateful for your inspiration and motivation.#

PS/MS 43

By JOHN QUATTROCCHI, PRINCIPAL

A Professional Learning Community (PLC) is characterized by staff members engaging in collaborative, continuous and collective examination of their teaching practice, professional growth, student learning and how these activities relate to the school's priorities for improvement. In our Professional Learning Community staff work together to view the whole school as a place where educators teach skillfully in separate classrooms yet are able to find solutions, to various challenges, together.

The PS/MS 43 staff is divided into 12 Professional Learning Teams. The teams meet and focus on developing a shared mission, collective inquiry, collaboration, action/experimentation, continuous improvement and group plan-

ning. The Professional Learning Teams analyze qualitative and quantitative data in three ways:

1. What do we expect our students to learn?, How will we know what they have learned?, How do we respond when students do not learn?

Based on the answers to these questions each learning team, under the guidance of a lead teacher, plans activities to address the identified needs. Learning activities can take a variety of forms: book study, reviews of student work/data, assessment activities, reviewing and transforming theory/research into practice and writing/sharing curriculum and lesson plans.

Our Professional Learning Team initiative has fostered professional reflection and introspection which has in turn resulted in consistent and sustainable improvement in student performance.#

PS 66, Queens

By PHYLLIS LEINWAND, PRINCIPAL

Our building resembles a storybook archetype. It is listed on the National Registry of Historic Places, as the only surviving school house of three built in Richmond Hill in 1898. The building has been recognized as a landmark by New York State and the Borough of Queens. We have renamed our school in honor of Jacqueline Kennedy Onassis based on her lifetime passion for literacy. With Mrs. Kennedy's dedication for literacy as our beacon, our best practices are focused in the area of English Language Arts.

Within our Readers/Writers Workshop, the goal is to empower the students with the tools needed to become proficient readers and writers. We strive to produce independent readers/writers

who can navigate a variety of genres. The teachers model for the students how to prepare a well-developed essay using semantic maps as a tool. PS 66 provides full support to the classroom teachers by a team of highly skilled professionals. These intervention specialists assist the classroom teachers throughout the literacy prototype.

At PS 66 we take pride in our reputation for maintaining a nurturing environment while still producing outstanding test results. We aspire to continue our commitment of best practices in the area of improving student literacy.

It is the goal of the PS 66 community that the words of Mrs. Kennedy are always inherent in the best practices of this building: "Once you can express yourself you can tell the world what you want from it...All changes in the world, for good or evil, were first brought about by words."#

East Side Middle School, Manhattan

By JAY LYONS, TEACHER

Learning requires occasions for discovery. Inventing opportunities for students to discover is inherent to effective teaching. Whether it is understanding the conditions of point of view, or how the event of slavery evolved, the power of the Constitution, the ways in which an author, playwright and poet crafts a story, or how language and media are used to manipulate thinking, each discovery allows for a greater capacity to interpret, question and navigate through a complex world. Developing effective questions to guide that discovery is critical, as is offer-

ing students multiple sources such as: narrative film, documentary, rich interactive text, special speakers, museums, the world outside the school building and the internet. Ultimately the goal is to immerse students in the material in order to develop strong habits of mind and, as Grant Wiggins says, "enduring understandings." An atmosphere of professionalism manifests from that immersion, as students take on the roles of the author, the journalist, the explorer, the historian. The hope is to find ways to create indelible teaching moments.#

Brooklyn High School of the Arts

By MAURO BRESSI,
ASSISTANT PRINCIPAL

In leading and supervising my teachers, I employ three basic principles: I model excellence, I support excellence, and I reward excellence. This triad is my foundation for promoting instruction and learning that translate into high achievement among students in my school.

I take being the lead teacher of my department very seriously. It is of primary importance that I exhibit all of the good qualities of teaching that I expect from my teachers. I am passionate, scholarly, committed, and hardworking. I believe my devotion to scholastic and pedagogic excellence inspires my teachers to do their best. There is no substitute for leading by example.

To help teachers do their best, I make sure they have all the tools, materials, and resources they need to do their job effectively. I know the standards and curriculum and anticipate what teach-

ers require for instruction. I ask them what else they desire and procure it for them. I discover where their interests lie, what excites them, and encourage them to pursue those interests with their students. I am sympathetic and caring, not just demanding. I believe a teacher cannot be excellent without essential support.

Although excellence is its own reward, it should nevertheless be recognized, even celebrated. At the appropriate opportunity, I bestow high-performing teachers with a gift or other sign of appreciation. And I let my teachers know how important they are, that their individual and team efforts are meaningful and valued. In this way I build morale and reinforce excellence. I believe in rewarding a teacher for a job well done.

I don't see how an administrator can do otherwise than model, support, and reward excellence in teaching. It's fundamental, and it works.#

PS 84

By ROBIN SUNDICK, PRINCIPAL

A core belief of mine, which I included into my school vision, describes a school as a collaborative learning community, where, 'all teachers can teach, and all students can learn.' Teaching and learning are not mutually exclusive. Explicit, focused and targeted teaching usually ensures high quality learning. A successful school needs both for real instruction to occur.

Staff and professional development are one of the most important components of a forward moving school community. They provide the vital link between, 'learning and learning how', between, 'understanding and implementation,'

and between, 'knowing and knowing why.'

Research indicates that most teachers know what they need to learn and will seek it out because it is relevant to their well-being and success. They will take away what they need. With that in mind, and to ensure value-added outcomes, professional development should be created with a two-fold purpose. First, to provide the skills and techniques educators need to do their jobs well, and second, to empower them to become life-long learners and part of a larger school community where professional practice is valued and encouraged through study, collaboration, shared planning and reflective practice. It is in this way that teachers can truly become responsible for their craft; resulting in higher expectations and greater student achievement.#

The Sterling School Class of 06' Prepares for Graduation

The Sterling School students are busy planning an end of the year celebration of learning and achievement. This party celebrates the hard work, growth and learning that our students have achieved along with the formal graduation of our 6th graders. Our students are excited and proud of their accomplishments. Our multi-sensory Orton-Gillingham curriculum strengthens the student's learning of basic skills and hands-on learning experience engages our students in the study of science and history. One-to-one instruction builds competence, fluency and self-esteem. The Sterling, Sterling School is a school for children with Language Based Learning Disabilities or Dyslexia. We serve children in grades 2-6th. A few openings in grades 3 and 5/6 still exist for 2006/07. If your child is experiencing school failure or academic delays due to a learning disability please feel free to look us up on the Web at www.sterlingschool.com or contact the Director Ruth Arberman at 718-625-3502

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South Mountain School in Millburn, New Jersey Scores With Outstanding Science Fair



(l-r) Emily Wertheimer, Julia Keily & Hannah Boland

By POLA ROSEN, Ed.D.

South Mountain Elementary School's students displayed amazing talent in a wide array of science projects that were clearly made completely by them. A command of the subject matter was in evidence by second to fifth graders as visitors strolled around the gym, getting articulate explanations whenever they paused to see a project. In one experiment, Emily Wertheimer and her classmates, Julia Keily and Hannah Boland displayed their knowledge of volcanoes while demonstrating an impressive, frothy eruption by mixing baking soda with vinegar. Other experiments dealt with tornadoes and how they operate, comparing horse and automobile pollution and explaining the solar system.

All participants were awarded certificates by Principal Ted Lindenberg.

Clearly, South Mountain is a school with excellent leadership and committed teachers. We will visit them again soon.



Principal Ted Lindenberg

Los Angeles Airport Has Summer Aviation Program

Los Angeles International Airport (LAX) and its business and community partners have joined forces to host two free, week-long educational programs for middle and high school students to provide an introduction to careers in aviation. The Junior Aviation Careers Education (ACE) Academy is scheduled throughout July. The program provides participants with a basic understanding of career opportunities within the aviation industry, as well as general knowledge about LAX. Students will receive facility tours and briefings by airport-wide employees and tenants. The middle school students will also spend a day with Southwest Airlines and the Federal Aviation Administration, while the high school

students will spend a day with American Airlines and an afternoon at Boeing.

LAWA Executive Director Lydia Kennard said, "The ACE Academy is a fun and exciting way to help increase motivation for area students about career opportunities available in the field of aviation."

The program is open to all students entering grades 7 through 12, with selections based on merit. For additional information or to receive an application, please contact Diana Sanchez or Shirley Calderon in the LAX Community Relations Division at (310) 646-5742, or via e-mail at dsanchez@lawa.org.

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Encouraging Young Scientists at the American Museum of Natural History

By JUDITH AQUINO

Recently the Urban Advantage Middle School Exit Project Initiative marked the end of another successful year with its 2nd Annual City-Wide Science Expo. Seven institutions (the American Museum of Natural History (AMNH), the Brooklyn Botanical Garden, the New York Botanical Garden, the New York Hall of Science, the Queens Botanical Garden, the Staten Island Zoo and the Wildlife Conservation Society) and the New York City Department of Education teamed up to form Urban Advantage, an educational program offering professional development in research skills, resources and equipment for students and schools, visits to the participating institutions, and events for participants throughout New York City. With over 20,000 students, 195 teachers, and over 60 schools involved in 2006, the number of participants had increased by more than two-thirds since last year and Urban Advantage continues to reach out to schools.

"Today's fair is a celebration of the efforts to take on the challenges we face in promoting science education in New York City schools," exclaimed Myles Gordon, Vice President of Education at the AMNH. Dr. Julia Rankin, Director of Science Education for the Department of Education

also praised the program's success and emphasized the urgency in helping students develop their scientific skills. Dr. Rankin urged listeners, "do not let a child's interest in science fade. Lobby your city council for more programs. Council members are finally listening to science, but this is only a start."

Following the opening remarks, attention shifted to the stars of the show, the students and their science projects. Over 30 projects were displayed

in the Milstein Hall of Science of the American Museum of Natural History. Underneath the giant blue whale suspended from the hall's ceiling, students proudly presented their experiments and explained how they arrived at their conclusions.

"Today's fair is a celebration of the efforts to take on the challenges we face in promoting science education in New York City schools."

—Myles Gordon,
Vice President of Education, AMNH

"...do not let a child's interest in science fade. Lobby your city council for more programs. Council members are finally listening to science, but this is only a start."

—Dr. Julia Rankin,
Director of Science Education,
NYC Department of Education

The projects included the effect of ultra-violet light on bacteria growth, a study of fish behavior and interactions, the effect of a fast-food diet, the factors and principles affecting engine efficiency, and more. When asked what they liked about science, many students said they enjoyed making discoveries. As Sigrid S. Buchbinder of the New York City Museum School commented, "science is challenging, which makes it fun and I want to help people, maybe by finding a cure for AIDS or other diseases."

Teachers were also enthusiastic about the program. According to Laura Klancer of District 75, "were it not for the Urban Advantage program, my students would have just done book reports. However, the resources that Urban Advantage provided gave me ideas for science projects that excited my students." Dr. Delores Beckham, Principal of Intermediate School 145 also advocated the program and would like to see it include other grades. Currently, Urban Advantage is mainly offered to 8th graders.

In discussing the plans for next year's agenda, Hudson Roditi, Director of Urban Advantage, stated that they would like to eventually include other grades in the program and are hoping for continued support from sponsors and the Department of Education. According to Roditi, the program's organizers were surprised by the magnitude of responses they received from teachers and students, which indicates "a great need for science education programs like Urban Advantage."#

Scientists Debate Teaching Evolution or Intelligent Design

By SYBIL MAIMIN

Concerned by the increasingly strident national debate about the teaching of evolution in the public schools and the campaign by some to teach intelligent design, the New York Academy of Science held a two-day conference for scientists, secondary school and college teachers of science, and public officials responsible for education policy to explore the controversy and to offer skills and background needed to deal with the issue. The conference focused on the nature of scientific inquiry and the importance of evidence and testable hypotheses. The difficulties of teaching evolution in a climate of controversy included a sobering presentation by Jennifer Miller, teacher at Dover High School in Pennsylvania, where instruction in intelligent design and questioning of evolution resulted in a federal court case in 2005.

John F. Haught, professor of theology at Georgetown University, explored the perceived clash between evolution and religion. He explained the difficulty for religious people to accept the implications of evolution at the expense of traditional hierarchical ways of thinking. Deep time seems illogical because, "Why would God fool around so many years before establishing intelligent life?" Where are values and ethics in a system that centers on matter? With evolution, the universe is purposeless and Providence is irrelevant. "Why wouldn't the religious community react against this view," Haught asked. Yet, he sees the possibility of reconciliation and an understanding of God that

can include evolution. Called "theistic evolution," this approach includes "tepid tolerance," or tolerating evolution without celebrating it. This view assumes limited human intelligence and the inability to understand the "mystery" of evolution or the wisdom of God. Another theistic approach is the "soul school" that posits the materialism of Darwin may be harsh but is not evil. It is a "tough love" view and maintains God chastises those he loves and imposes suffering to create challenges. An ambiguous, unfinished universe is consistent with openness to the future.

Gerald F. Wheeler, executive director of the National Science Teachers Association, reported the debate over evolution "is taking a toll on teachers." He explained, "Most of us got into this job because we like science and we like kids...the public debate puts science teachers in an awkward position." He lamented that teacher preparation in science is often "atrocious" and leaves teachers unprepared to teach this "touchy" subject. Kenneth R. Miller, professor of biology at Brown University advised taking anti-evolutionists seriously. "They are intelligent and this is an important issue to them." "Stop trying to sound too scientific and do not use the word 'theory'." Haught remarked that clergy have to be better educated in science; few are equipped to adequately deal with the question. He suggested science educators and clergy use "explanatory pluralism," or offering many answers to a question, each of which complements rather than contradicts.#

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SPECIAL FEATURE

High Schools Link With Colleges To Pave New Paths

Education Update recently interviewed the principals of several specialized high schools around the city to ascertain admission requirements, special features, and the overall benefit the school offers.

Questions presented where: **What are the admissions requirements? How are teachers recruited? Describe the unique features of your program.**

Are students able to get college credits while in the program? In what way does the relationship with the college benefit the High School?

MANHATTAN HUNTER SCIENCE HIGH SCHOOL & HUNTER COLLEGE

By LIZA YOUNG

Ensuring successful careers for underprivileged youngsters rests on intervention at the earliest possible stage. Jennifer Raab, President of Hunter College, took this realization and her perturbation with the under-representation of minorities in science oriented careers, and worked towards opening a school to alleviate the situation.

Through the collaboration of Hunter College and the New York City department of education, Manhattan Hunter Science High School was officially opened in the fall of 2003. The school is an embodiment of Raab's Hunter Science vision, providing students with a science-oriented environment, with the enriching opportunity of amassing up to 30 college credits by the time they graduate high school.

Acceptance to the school is not based on superior class ranking, but rather, on average or slightly below average math and reading standardized test scores, a special interest in the sciences, and a superior attendance record.

Through partnering with the Gates Early College Program, students at Manhattan Hunter can take and get credit for college level courses in math, science, English, Spanish, and social studies.

Beginning in the fall of 2006, seniors of Manhattan Hunter—who will have completed all but two of their high school requirements—will

be enrolled at Hunter College as non-degree students, and take a math and science course during their first semester.

The walls of the school are covered with science materials, including comprehensive lab experiments performed by students. There is a camaraderie among students and staff, and an aura from students that they have truly found their niche, and are on their way to success. There is a cap on the number of students accepted to limit class size, and teachers are carefully recruited based on their commitment to the unique model of the school and their dedication to the needs of students. Cassidy, a student described the school as “feeling like a family.” Karan Lal has no qualms about the two hour commute he makes each day to get to school. Interested in research to help find a cure for his brother's illness, he feels he has found a place to achieve his goals.

Principal, Susan Kreisman, described by President Raab as demonstrating true leadership, in addressing the visitors, identified with the Roman character Cordelia by presenting her jewels, “the students and classrooms of the fifth floor penthouse.”

All students are proud of working towards earning college credits while still in high school.



TOWNSEND HARRIS HS & QUEENS COLLEGE

By THOMAS CUNNINGHAM, PRINCIPAL

Admissions: Admission is highly competitive. Students must: Have a minimum overall average of 90 percent (Students who have higher averages are much more likely to be selected.) Have a minimum Standardized Reading Score of 90th percentile (Level 3-4). Have a minimum Standardized Math Score of 90th percentile. (Level 3-4). Have excellent attendance and punctuality.

Dr. Frank Gardella of the School of Education at Hunter College, who is an expert in training math teachers and principals, described how the math curriculum was carefully examined and essential elements for continuing onto higher planes of math were extrapolated from the incredibly expanded field of math today—textbooks are up to 800 pages, from 200 when Gardella was in high school.

As highlighted by Professor Ada Peluso, Chair of Hunter math department, tutoring will be available at the Hunter Dolciani Learning Center for the forthcoming high school students, who will be learning side by side with undergraduates.

Dr. Shirley Raps, Chair of the biology department at Hunter, pointed out the preparations being made in the biology department which will include tutoring and training for lab research. Nine Manhattan Hunter students have already visited the lab for several sessions—where they learned basic biological lab components such as pH and use of the centrifuge, as well as how to conduct scientific research—and gave PowerPoint presentations on scientific phenomena, including cloning.

The collaboration between Manhattan Hunter Science HS and Hunter College should bring a great payoff in terms of student success in the classroom, and further down the road.#

Teachers recruited?

Teachers were recruited through the School Based Option (SBO) process. This process allowed the school to select staff members who had demonstrated excellent scholarship, content mastery, good judgment, and the desire to become master teachers. Many of our faculty have achieved this goal, and others are well on their way to master teacher status. Although the SBO is no longer in effect, a similar process of selection uses committees of content specialists, administrators, and parents to select future faculty members.

Unique Features: All classes at Townsend Harris are honors level. All students take Queens College courses in addition to their high school courses in their senior year. Each semester, seniors enroll in a Great Books Humanities Colloquium as well as an additional college course of their choice. These classes are accredited and are above and beyond the curriculum requirements of Townsend Harris High School.

College Credits: Students earn at least twelve free college credits in their senior year. In addition, they may enroll in College Now on the Queens College campus in their junior year.

College Benefits for High School: Thanks to our relationship with Queens College, Townsend Harris students graduate and enter college with self-confidence and maturity after experiencing college-level work in their senior year. The Townsend Harris community enjoys other benefits as well. All students have a Queens College ID card that affords them use of the Rosenthal Library and other QC facilities. During Visiting Professors week, Queens College experts in their fields address subject classes at Townsend Harris. Classes are invited to attend a wide variety of artistic, musical and theatrical events on campus.#

BARUCH COLLEGE CAMPUS HS

By VICTORIA FLORSHEIM

It is rare to find a high school student roaming the halls of a college building, unless the student actually attends school there, but this is the norm at Baruch College Campus High School (BCCHS). Located within the halls of Baruch College, CUNY, their principal, Alicia Perez-Katz, believes that this setup paves the way for a mutual exchange of benefits between the high school and the college.

The two educational institutions collaborated about three years ago, affording students the opportunity to experience the resources and classes of the college campus while they are still in high school.

As a screened program, admission to the school is based on living in District 2 or having attending a middle school within that district. Beyond this qualification, students must have at least an 85 average and no more than 10 absences. ELA and test scores are examined as well.

Upon entering Ms. Perez-Katz's office you would never know that you were in a collegiate setting. There are colorful drawings and paintings from students plastered from ceiling to floor on every wall. There are students hanging out on computers sitting on the brightly colored furniture and the principal's office itself has pictures of students and their vibrant artwork. There is a sense of camaraderie among students and staff.

Bolstering the confidence of students is a key feature at the high school. Perez-Katz indicated that all students are required to complete the

rigorous honors programs. Students in need of extra help are supported through after-school tutoring sessions given in multiple subjects daily, lunch tutoring sessions and peer tutoring. Every student has an advisor to support their academic experience and to advocate for them throughout their high school career.

Students also have the opportunity to participate in various extracurricular activities; some provided for by the college itself. These activities include: drama, music, art, science clubs in college laboratories and use of the athletic facilities of the university.

The specific perks of being part of a college campus include having access to the college's career center, library, computer centers, the technologically advanced Smart Boards, as well as college students who provide SAT preparation, and partnerships with professors and teachers. Generally, the college campus “lends a tone of seriousness,” Perez-Katz stated.

Last year students were able to learn level four Spanish from a college professor and efforts are currently being made to switch calculus from an AP level course to a course taught in the college setting for college credit.

When asked about her vision for the future Perez-Katz would like to see increased collaboration between college professors and high school teachers as “college professors are specialists in their content area, which would give teachers access to the latest research while professors would benefit from learning from teachers about pedagogy.”#

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College Board President Gaston Caperton Speaks Out on Living with a Learning Disability

By EMILY SHERWOOD, Ph.D.

"If a learning disability doesn't kill you, it makes you stronger," revealed College Board President Gaston Caperton at the NYU Child Study Center's fourth annual Jeffrey Katz Memorial Lecture organized by Founder & Director, Dr. Harold Koplewicz. Speaking to a packed auditorium of parents, many of whose children have learning disabilities, Caperton talked about his own battle with dyslexia, diagnosed while he was attending fourth grade in West Virginia. "It's pretty hard on your self-esteem when you're getting a 50 on a spelling test and your friends are getting 100," he confessed. Caperton later rose to become a two-term governor of West Virginia and was appointed eighth president of the College Board in 1999, overseeing dramatic changes to the nation's premier college admissions test, the SAT.

Explaining how he became so successful with what might have been deemed a severe setback, Caperton was quick to praise his parents' support. "My mother always told me, 'You're as smart as your sister but in a different way.' My sister never got a grade lower than an 'A' and got Phi Beta Kappa in college, but I still believed my mother!" Caperton's father taught him to memorize words out of a dictionary—"I grew to hate that dictionary"—but he ultimately became a prolific reader. "I always have a book with me now," added Caperton. In high school, he flunked three courses and his teacher recommended that he not re-enroll. Yet his father advocated for him, and Caperton not only retook and passed the three exams, but he made the "high list," or honor roll, surprising both himself and his teachers.

"My favorite teacher said to me, 'If you can make the high list, anyone can.' I laughed, but it wasn't really funny," recalled Caperton.

It's a long way from almost flunking out of high school to the Governor's Mansion, and Caperton was quick to admit that "school is the hardest part of life" for someone with dyslexia. "I haven't had to take a spelling test [since school.] I don't have to read out loud. I can dial a telephone and nobody knows if I miss three out of the ten digits," he laughed. Noting that he has a much easier time ad-libbing his speeches—"it takes me four times longer than anyone else to read a speech out loud"—Caperton added that the hardest challenge he deals with today are the self-doubting voices in his head "that always show up when I don't want them to." But he's learned to overcome those nagging fears, like the time he went for a job interview and "halfway through the interview, I got a voice in my head saying, 'Do you think they're going to check my SAT scores?' Fortunately, they didn't, and I got the job!"

In his engaging down-home style, with just the slightest hint of a Southern drawl that belies his West Virginia roots, Caperton offered up advice for parents with children who have a learning



Gov. Gaston Caperton

Continued on page 17

INCLUSION IN NYC: ARE WE MAKING PROGRESS?

By STEPHEN LEVY, Ed.D.
AND HAL EPSTEIN

The face of education is changing, but change, as we all know, sometimes can be strained and torturous. The separation of general and special education is not working, and either a merger or close collaboration seems to be indicated. This leads us to the dreaded "I" word, which often can be found at the center of debates that quickly turn heated and ugly. Inclusion is a topic that causes otherwise stable and level-headed administrators to go ballistic as they as they try to come up with negative arguments to combat a basic truth. The truth is, "All children can learn and all children should have the opportunity to learn together."

Thirty-one years have passed since PL 94-142 (The Education for All Handicapped Children Act) became the law of the land. Then in 1991 the IDEA (Individuals with Disabilities Education Act) gave students with disabilities access to the general education curriculum. These new mandates increased the opportunities for students with disabilities to be educated alongside their general ed. peers. They placed the education of children with handicaps in the least restrictive environment and disabled children were now required to be educated with their non-handicapped peers to the greatest extent possible. That said, and with statistics that mainly support that the above requirements are being met, it is still a matter of understanding which schools are actually practicing inclusion and which are merely paying lip-service to the best practices that have been identified.

Parents have found that in order to get their children into a worthwhile inclusion program,



(l to r) Melissa Price, Syracuse U., conference organizer, Rebecca Cort, Deputy Commissioner NYS VESID

they have to hunt far and wide, getting answers like "we don't do that here!" The fact is that inclusion is happening, but it seems to be the best kept secret of the DOE.

Schools have gotten increased funding to create opportunities for all students and principals now have the authority and funds to create inclusive classrooms. The DOE in its commitment to Least Restrictive Environment (LRE) and inclusive education has funded inclusion classes at more than a 30 percent higher rate than self-contained classes. The question therefore has to be asked, "If everyone is seemingly behind this important initiative, why is it so difficult to find quality inclusive classrooms for students?"

The pressure of running a school can get in the way of seeing the big picture. With accountability on the minds of most Principals, they often don't see the benefits of inclusive education. The fact is, instructional strategies designed for students

Continued on page 17



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TOURO COLLEGE GRADS HEAR WORDS OF INSPIRATION AT 32ND COMMENCEMENT EXERCISES

By RICHARD KAGAN

The evening of June 5, 2006 was a very special night in Brooklyn. On that evening families and loved ones gathered together in the beautiful and picturesque Grand Prospect Hall to celebrate the graduation of over 700 students from the **Touro College New York School of Career and Applied Studies (NY SCAS)**. After years of hard work, that night was a night of pure celebration, a true night to remember.

The sentiment of the evening was summed up best by Dr. Stanley Boylan, Vice-President and Dean of Faculties in his opening remarks to the graduates and their guests. Dr. Boylan recalled how Touro College was founded 35 years ago by Dr. Bernard Lander. Back then, there were only 35 students enrolled in the college. Boy, what a difference 35 years make! Touro College now has over 22,000 students in its many undergraduate and graduate schools in New York, Long Island, California, Nevada, Israel, and Europe with nearly 6000 students receiving their degrees this June.

But, Dr. Boylan's remarks went beyond reminiscences of days gone by. He acknowledged the sacrifices the students and their families had to make to be able to be there on that special evening. In Dr. Boylan's words, the class of 2006 showed "a great sense of what can be accomplished in the world." He ended by stating that we should all take the opportunity "to be inspired by the class of 2006 for the achievement that you have demonstrated". Finally, as is traditional, Dr. Boylan had the graduates stand up, face the audience, and give a hearty round of applause to their loved ones in gratitude for their part in the graduates' success.

From Dr. Boylan's touching remarks, the evening continued with the guest Commencement speaker, Brooklyn Borough President Marty Markowitz. After recalling a humorous near



Vice President, Executive Dean of NYSCAS, Eva Spinelli leads the academic procession



Brooklyn Borough President, Marty Markowitz



Salutatorian Ms. Jolene Jackson



Valedictorian Ms. Dina Freund

"close encounter" with actress Halle Berry, he addressed the graduates and guests with a combination of humor and passion, lauding Dr. Lander as a "true visionary", assuring the graduates that their efforts "will pay off mightily", and, echoing the song "New York, New York", telling the students that "If you can make it here, you can make it anywhere." "Brooklyn", Mr. Markowitz said, "is a place where you make your dreams come true." His was a sentiment shared by many in the audience not only about Brooklyn but about Touro College.

The evening was then turned over to the Valedictorian, Dina Freund, who graduated

with a 4.0 G.P.A and a Bachelor's Degree in Psychology. In a very touching speech, Ms. Freund recalled the philosophy of Touro College speaking of "lighting a match, and passing it on, till a room is illumined where there once was darkness". She said that "We graduates are that match" and she encouraged her fellow-graduates to "see the need to help others" with the gift of their experiences and years at Touro College.

Ms. Freund was followed by Jolene Jackson who gave the Salutatory speech. Ms. Jackson spoke of returning to college some 20 years after

graduating high school, raising two children amidst economic hardship, and managing to earn a 3.94 G.P.A. Hers is a true NY SCAS success story! Ms. Jackson unselfishly shared her moment in the spotlight with all of the teachers and staffers who gave her encouragement and support over the years. In typical mom fashion, Ms. Jackson said that the best thing about being named Salutatorian was "seeing the smiles on the faces of her children when they heard I was chosen as Salutatorian."

Two Mira Wolf Service Awards were presented to Dmitryi Kalinin for his work as a photojour-

nalist and for his photographic services for the NY SCAS community and to Jolene Jackson for her work with the Friendship United Block Association, the 69th Precinct Community Council, and the Jewish Community Board at the Hebrew Educational Society. Yekaterina Skakovskaya and Rosemarie Lusino were winners of the Robert Bielsky Special Recognition Award for Personal Achievement in overcoming extreme hardship in the face of difficult circumstances.

Other students singled out for distinction were Michael Gonsavos who received a Special Award in Excellence in Business and Migdalia Valle who received an Award for Excellence in Graphic Design. Devora Dorit Gitchel and Aleksander Rudner received the Lester Eckman Prize for Academic Excellence. Mendel Klein earned the Lester Eckman Prize for Community Leadership and Service for his work in a community out-reach program for children with genetic disorders coordinating a staff of 55 who visited children in area hospitals and private homes.

The last honor of the evening was bestowed upon Professor Arnold Goldberg, recipient of the Instructor of the Year Award. Professor Goldberg has been with Touro College for over 12 years, teaching all levels of basic, advanced, and seminar psychology courses while maintaining a private practice as a mental health counselor.

This spectacular evening reminded all in attendance that graduation is not the end but the beginning. As the students filed out to begin their careers and face their futures, one could sense the confidence they felt. As graduates of the **Touro College New York School of Career and Applied Studies** they knew that they had been given the tools they need for success. But mostly they knew that they were now part of a family that would always be there for them no matter where life's journey took them.

CAREERS: ARTIST & DOCUMENTARY FILM MAKER MIRA VAN DOREN IMMORTALIZES VILNA

By EMILY SHERWOOD, Ph.D.

How do you immortalize a childhood of which you were robbed, a childhood steeped in rich Jewish culture that disappeared off the face of the earth in a matter of years? For Mira Van Doren, who in 1939 left her home in Vilna, Poland at the age of ten with her parents to visit the New York World's Fair and found herself unable to return due to the outbreak of World War II, you become a documentary filmmaker and offer a window into the little-known world of Vilna, once the capital of Jewish Eastern Europe.

"Vilna is my nucleus," explains the now-septuagenarian Van Doren when interviewed in her midtown apartment on West 57th Street, which serves as an office for The Vilna Project, a nonprofit organization she created ten years ago to preserve the memory of Vilna's proud Jewish heritage. Sepia-toned photographs from pre-World War II Vilna cover the walls of the majestic 22-foot high living room, offering a haunting reminder of a now extinct society once vibrant with intellectual Jewish urbanity, known as the "Jerusalem of Lithuania." Here, Van Doren masterminded her remarkable film, "The World Was Ours," a portrayal of Vilna's pre-eminent Jewish community, once home to some 80,000 Jews in the twenties and thirties, which virtually disappeared in the sweeping rampage of Nazi extermination in the early 1940's.

To view Van Doren's documentary is to take a journey through Eastern European history. The 58-minute film combines archival photographs and live video footage with interviews of dozens of Vilna's survivors and scholars, supplemented by excerpts from diaries, letters, poems, newspaper stories, and other contemporary accounts. A voice-over narration by award-winning actor Mandy Patinkin weaves these disparate threads into a compelling story of a community that by the 1920s had become "the land of Yiddish," a language that successfully united all classes and vocations of Jews in high-level discourse in areas of politics, poetry, literature, philosophy, and sci-



ence. In 1925, Vilna scholars created the Jewish Scientific Institute, or YIVO, providing a locus for research and education in all areas of Jewish study, an ethnographic Library of Congress as it were.

"That exhilaration was tragically short-lived," portends the ominous voice of Patinkin midway through the documentary, as Jews became the "primary target of a campaign to expel all minorities" during the thirties. Although many Jews fled to Vilna for safe haven from the atrocities of persecution in Poland, by 1941 German troops had occupied Vilna, rounding up those 40,000 Jews not yet killed and herding them into walled quarters. Four hundred years of history had become, in the space of a year, "little more than a holding pen." The film portrays the final, valiant efforts of a doomed society to harness its resources, creating medical clinics, libraries and schools "even with the stench around them." In the face of orders to send their written archives to Frankfurt for sure destruction, Jews secretly formed a "paper brigade," smuggling books and documents back to their ghetto for clandestine safekeeping. Miraculously, these papers were dis-

covered 50 years later in a monastery in Vilnius (the modern name of Vilna) and delivered to New York's YIVO, where they provide a rich archival legacy for modern Jews and historians worldwide.

For Mira Van Doren, "The World Was Ours", which opened triumphantly in April 2006 at Brandeis University's ninth annual film festival, became not just a documentary about a vibrant Jewish community in which she lived ever so briefly, but a very personal opportunity to learn more about her family. "In 1993, when I was interviewing people in Vilnius, a man came up to me and said, 'I want you to know that your father was not only a great doctor, but a doctor with a Jewish heart.' I probably treasure that more than anything else." Van Doren's father, the late David Jedwabnik, was a noted lung specialist and arts aficionado in Vilna who provided free medical care to the poor.

Van Doren, an artist by profession who was commissioned to create a series of enamel topped cocktail tables for the S.S. United States while still a young woman in her twenties, explains her late-in-life decision to become a documentary filmmaker by saying, "I like to take on large projects. I think if I have a good idea, it's possible to do." Although she is widely acclaimed for her prolific, high profile vitreous enamel on steel architectural artwork that she creates for hotels, synagogues, and churches—including murals, doors, elevators and furniture—the transition to documentary film was "monumentally difficult...I am not a Jewish historian. I needed to have historical knowledge, so I turned to the best scholars I could find. I read. I amassed a major library, an archive of photographs....This knowledge became the foundation, the strength to say what I had to say," explains Van Doren. Her advice to other first-time filmmakers is this: "Know what you're doing. Be serious about your capabilities. Find the truth...You have to be critical. Accept that there's a lot of very good stuff going on. Weigh your abilities against those."

CCNY President Gregory H. Williams Receives Honor From Austrian Government

Dr. Gregory H. Williams, President of The City College of New York, received the Austrian Cross of Honor for Science and Art, 1st Class, one of Austria's highest civilian honors, at a ceremony held in Vienna recently.

Elisabeth Gehrler, Federal Minister of Education, Science and Culture, presented the award to President Williams on behalf of Austrian President Heinz Fischer before a gathering of top education officials and faculty and administrators from Austrian universities at the Museum of Fine Arts.

While making the presentation, Minister Gehrler cited President Williams' strong commitment to the many education cooperation programs between Austria and New York City. "During your administration the level of cooperation has increased tremendously at the university level," said Minister Gehrler.

In accepting the award, President Williams recalled his humble upbringing in a segregated town in the 1950s and 1960s and said never would he have imagined that some four decades later he would be standing in such an extraordinary museum, surrounded by the art and artifacts of 1,000 years of Western civilization to receive such an esteemed award.

In the end, Van Doren's immortal contribution to the tragically doomed society of Vilna is perhaps best expressed by one of the interviewees from "The World Was Ours":

I feel that if I am alive, at least I have to remember all the people who perished, and not remember them as dead. They have to live for me, in my work, in my dreams, in my writing, in my relationship with people.

I am obliged to represent them, because they were a noble people. #



JOHN QUATTROCCHI

Maureen D'onofrio, Superintendent
PS/MS 43Q
D27/Region 5

In the nine years John Quattrocchi has been principal of PS/MS 43 the student population has grown from 200 students to 1400 students and moved from being a failing school under registration review (SURR) to a school in good standing. Under Quattrocchi's guidance the school learning community is developing an effective, connected curriculum featuring best teaching practices. Students achievement rose from 18 percent in reading in 1999 to 48.3 percent in 2005; from 13.8 percent in math in 1999 to 46.8 percent in 2005. Quattrocchi has established instructional partnerships and has maintained contact with the community through monthly newsletters, monthly parent meetings with Assistant Principals, a Parent Coordinator and a Family Assistant, a Parent Room, a Parent/Teacher Association, a Parent/Child Math Club and a Parent/Child Art club. The school also has very active parent Learning Leaders who volunteer at the school in many capacities. An instructional partnership with a local construction company resulted in the donation of an Early Childhood Center that opened in September of 2005 to ease the school's overcrowding. PS/MS 43Q continues to provide space to the community based BEACON program. The number of children attending the program is 150. The program offers counseling, recreation and educational services to youth in the surrounding community. PS/MS 43Q has established collaborations with The Basic School Network, the Rockaway Artists Alliance, the Queens District Attorney's Office, the Mark DeGarmo Dance Company, NYU Metro Center for Urban Education and the Queens Public Library. Through Quattrocchi's leadership PS/MS 43 has received over \$800,000 in grant money. These funds have been used to establish many innovative and creative programs that have contributed to the school's success. Under his tutelage PS/MS 43 has developed into a school with a clear and vital mission and a place where everyone, staff, parents/caregivers and students, come together to promote learning. He is on a journey with the entire learning community to make PS/MS 43 a school with a sense of community where separate classrooms are connected with a sense of purpose with occasions for celebration.

PAULINE SMITH-GAYLE

Lybi Gittens, Local Instructional Superintendent
P.S. 202, Ernest S. Jenkyns, Brooklyn
District 19/Region 5

Under the leadership of Pauline Smith-Gayle, the academic achievement of P.S./I.S. 202 students has improved significantly, especially in the past three years. When Smith-Gayle assumed leadership of the school in December 2001, P.S./I.S. 202 was in a corrective action status due to low student scores in reading and math, especially for the ELL and Special Education students. However, through her initiative as leader of the school, Smith-Gayle provided and maintained appropriate professional development workshops for experienced and inexperienced teachers, initiated and participated in grade meetings and study groups and worked with

the school's Parent Coordinator to increase parental involvement in the school.

The latest annual school report shows an increase in student achievement where significant numbers of students have increased from level 1 to levels 2, 3 or 4 in reading and math assessments. Significant gains were also reported for students of the ELL and special education population. An additional component that aided in academic success has been Smith-Gayle's commitment to maintaining small class sizes, as well as providing on-going and appropriate academic intervention services to all students in reading and mathematics.

Smith-Gayle's motto is, "It takes a village to raise a child." She believes that the school is an integral part of the larger village and has made every effort to involve parents and community organizations to contribute to the health and well being of the school population. Community leaders such as police officers, business managers, military representatives, medical and legal personnel and health personnel have been invited to participate in our Career Day and other assemblies.

Smith-Gayle has incorporated activities such as mini golf, male and female basketball teams, martial arts, chorus, and steel band to encourage students' creativity. Peer-tutoring activities for grade 2 students have been initiated during student lunch periods to provide additional help in reading. Buddy Reading partners from the Middle School work in the elementary division to help emergent readers improve their reading. Pajama Day, where students sit in a more relaxed environment and listen to different readers from the community as well as members of our school, was instituted to foster a love of books and reading.

Smith-Gayle has been perceived as a principal teacher and an instructional model by her staff. She always has an open ear to all staff suggestions for school improvement and takes the risk of implementing these suggestions.

ALAN D. COHEN

Althea Serrant, Local Instructional Superintendent
PS 69, Bronx
District 8/Region 2

There has been significant change in the level of student achievement in the past three years since Mr. Cohen became the Principal of P.S. 69x. From the first moment he stepped into the school, he walked, talked and breathed student achievement and quality instruction. In two years, the reading test scores have increased in grade 4 from 47 percent achieving level 3 or 4 proficiency to 71 percent. In grade 3, those numbers went from 49 percent to 63 percent. Math scores in grade 4 have increased from 52 percent to 78 percent. In grade 3, math scores increased from 50 percent to 63.5 percent.

Prior to Cohen's tenure and the new administration, there were many incidents of violence in the school. Cohen initiated a very successful, research based conflict resolution and peer mediation program that has given the children, parents, and staff a different way to solve problems without resorting to violence.

All new initiatives that Cohen brought into the school were formed through teacher and parent involvement and teacher needs assessments. With strong administrative leadership and a team of teachers and parents, the direction of the school changed from restrictive and stifled to open, creative, and energetic.

One of Cohen's most innovative projects has involved bringing the Audio Enhancement System to his school as an academic intervention. Teachers wear wireless microphones that transmit infrared signals to a receiver that evenly distributes the sound through speakers mounted throughout the classrooms. With this system, no matter where a student is sitting in a classroom, the audible level and quality of the sound remain constant. This results in an increase in student comprehension leading to improved achievement and a decrease in discipline problems. P.S. 69x was the first school in New York City to use this

nationally recognized system, and as a result has been scheduled by ABC's Good Morning America for an education feature.

During the school day, P.S. 69x offers many creative opportunities for students, including, an art program, a theater workshop program, and a music program. Additionally, Cohen has established a student Peer Mediation Program, a "Great Leaps" tutoring program with parent volunteers, Learning Leaders program for parents, and a Con Edison Pen Pal Program.

On any given day, Cohen can be found in classrooms, leading a read aloud, partner reading with students and modeling for students and teachers during independent reading. It is evident that his favorite part of every day is the time he spends in classrooms with his teachers and students demonstrating what he does best: nurturing, leading, and facilitating positive change.

MAURO BRESSI

(Assistant Principal)
Robert Finley, Principal
Brooklyn HS of the Arts 345
Region 8

Among Mauro Bressi's accomplishments at BHSA are the Advanced Placement program in English and History; designed the Writing Center program, oversaw the implementation of the 9th grade Balanced Literacy program, leading BHSA to become designated as a site in Region 8 for modeling Balanced Literacy instruction across the curriculum; conducted workshops for the professional development of teachers as well as supervisors; and published a bimonthly newsletter on writing informing students and staff of opportunities for entering writing contests. Bressi's work has led to a steadily increasing passing percentage rate in the English Language Arts Regents exam, from 64.2 percent (2003) to 83.7 percent (2005).

Bressi is a member of: The National Council of Teachers of English (NCTE) in addition to many other organizations. Bressi has represented the school at many professional and community functions which has resulted in or significantly developed an array of school-community-business relationships, including the Brooklyn Academy of Music, Brooklyn Arts Incubator, Columbia and New York Universities, among others.

Bressi single-handedly designed and implemented a Writing Center, a place where students go to learn to write well in a one-to-one tutorial setting. It is also a place for teachers to extend/expand their instruction of writing by referring students and by participating in Writing Center programs and workshops.

The Center reinforces and enhances writing instruction across the curriculum. It broadcasts and applies the New York State Language Arts Standards and the New York City Performance Standards. The Center offers workshops to teachers for development as instructors of writing and workshops to students on strategies for responding to essay exams.

Bressi is a model of excellence and aspiration. His teachers work hard for him and work as a team because they admire and are inspired by him. There is one important technique he uses to foster teacher productivity—he recognizes and rewards his teachers at every opportunity: Christmas, Valentine's Day, Thanksgiving are times when Bressi bestows gifts or awards of appreciation on his staff. As for students, they respect Bressi for his scholarship, honesty, empathy, and passionate teaching. Students easily turn to Bressi for help, encouragement, and guidance.

Bressi has offered many professional development workshops at which he not only demonstrated good teaching as a presenter, but also helped teachers develop good teaching skills. Bressi has videotaped himself teaching at least twice and used those tapes of himself to demonstrate teaching methods and to guide teachers in what to look for and critique as he promotes inter-visitations among teachers in his department.

PHYLLIS LEINWAND

Dr. Kathleen Lavin, Superintendent
PS 66 Queens/Jacqueline Kennedy Onassis School
District 27/Region 5

As principal and educational leader of P.S. 66 Q., Phyllis Leinwand's role is to inspire her students and teachers to become lifelong learners. She continuously promotes the mission and goals of her school, a place where children work hard, make friends, and develop responsibility, truthfulness and respect within a safe learning environment.

With this vision in mind, Leinwand has elevated the math and reading scores at P.S. 66 to their highest levels ever. In 2003, the Business Council of New York State Inc. bestowed upon P.S. 66 the highly acclaimed Pathfinder Award for Outstanding Educational Improvement. The award was presented for having made the greatest percent improvement in the region on the state's 4th grade Math and English Language Arts exams from 2001-2002. Reading and Math scores continued to show a gain over the past three years. The percent of all tested students, grades 3 through 5, scoring in Levels 3 and 4 on reading tests in 2003 was 68.7 percent and by 2005 it was 81.7 percent. Math scores in 2003 were 69.6 percent and by 2005 scored to 88.3 percent.

The children at P.S. 66 are offered an opportunity for additional help in reading and math in the early morning literacy/math program that was established. These programs provide small group and individualized instruction to students for the purpose of developing and strengthening identified literacy and math skills.

Leinwand has encouraged our Parent Coordinator to reach out to the community to get more parents involved. She has also brought in guest speakers from the community to address various needs. Workshops on abuse, behavior management, exercise, nutrition, etc. have been a great motivating outreach.

At PS 66 students in grades K-5 have a 90-minute literacy block that includes time for word work each day. The block consists of the read aloud, shared reading, independent reading, guided reading, modeled writing, shared writing, interactive writing and independent writing.

Leinwand has established a Literacy Intervention Team that meets regularly to aid and assist the faculty in new initiatives in literacy and math. The team meets weekly to discuss the on-going needs of students and teachers. With her myriad of experience (35 years) as a teacher, dean, and administrator in both middle and elementary school, Leinwand provides opportunities to be perceived as a "principal teacher" and instructional model in many ways. Leinwand has a presence in the building whether she is in the office, in the halls, or going from classroom to classroom. She often enjoys reading to the children or sharing an anecdote to motivate the students.

CARMEN IRIS RIVERA

Academy for New Americans I.S.235Q
District 30/Region 4

The Academy for New Americans was created 10 years ago to provide an innovative array of educational, counseling, parent involvement, and local community interventions on a transitional basis to help meet the linguistic, instructional, emotional and social needs of our students and their families. In terms of specific results, we meet the standards of AYP (Average Yearly Progress) in Math and Science, even though our students only allowed to attend the school for one year or less. Therefore, every single school year, we have a new student population.

The percentage of students meeting the standards in Science is 13 percent above the NYC Public Schools. This is because the administration led by Rivera has allowed the teaching staff an overwhelming input and guidance to address the needs of the newcomer students. Rivera has taken the lead to promote academic, social, and

emotional development through music, drama, arts, and technology. This initiative provides an ideal setting and multiple opportunities for students to express and discover their talents and feelings while acquiring English language skills.

The great efforts and planning to promote and keep a safe environment in the school where the "school family" concept is major have proven invaluable. Our crime percentage rate has remained at 0 percent throughout the years.

Since the school opened, the school has kept an open-door policy for parents and a close collaboration with the local and larger NYC community.

We have programs that promote leadership skills (NICE New Immigrant Community Empowerment Program), gardening skills (Queens Botanical Garden), and writing skills (Bookmaking/Columbia University), arts program (supervised by MOMA), school to work program (GAP store), multimedia skills (Multimedia Center donated by Genesis Foundation).

Parents are involved in many school activities throughout the year like the Parent Association, Parent Orientation, International Night, issuance of I.D.'s, International/Multicultural food, student trips, parents trips, school assemblies, creation/manufacturing costumes for school events, and others. The school staff under Ms. Rivera's leadership and personal example has a developed Specialized/detailed student portfolio, New Science Lab, Teaching using mobile laptop cart technology in every classroom.

Teacher recognition, staff appreciation, and relevant and innovative staff development are constant throughout the school year. Attendance is carefully monitored both for students and staff. The average attendance rate has been between 94-95 percent throughout the past 10 years.

Rivera has helped develop the ESL and Bilingual Curricula. She has written and received grants for innovation

programs (SIFE, Language Lab, Science Lab, Multimedia Center, others). The school has been recognized as a "Model School" by the Deputy Chancellor Carmen Farina as a result of its uniqueness.

ROBIN SUNDICK

**PS 84, New York
District 3/Region 10**

The first goal for year 2005-2006 was to boost academic rigor in all areas throughout the school thereby increasing building capacity and raising student achievement. Teacher and student accountability, coupled with consistent practice created a school culture where "All teachers can teach and all students can learn."

Standardized test scores on the ELA and CTB for grades 3, 4, and 5 over the years 1999-2005 indicate a pattern of increased improvement in overall scores. During that period, student performance in levels 3 and 4 combined, increased from 28.25 percent to 57.3 percent. Since the school was lagging behind the city with implementation of Everyday Math in all grades, the program was immediately rolled out to grades 4 and 5. Additionally, since PS 84 is a Dual Language school, Everyday Math instruction was taught in two languages.

To support teacher achievement there has been the addition of a full time literacy coach to work with all staff on implementation of Teachers College Reading and Writing Process. A full time math coach is in place with the sole purpose of monitoring math instruction to ensure successful instructional delivery, differentiation, and understanding. Two Teachers College staff developers were hired, one for grades K to 2, and the other, grades 3 to 5.

Community and parent relations maintain high priority at PS 84. The principal plays a very active role in parent outreach and involvement.

PS 84 has created a multi-year, partially subsidized grant entitled, Moving Pictures: Dance in Focus, with Magic Box Productions, City Center and Queens Council for the Arts. This program, targeted for fourth and fifth graders, will focus on designing a creative dance and videography

culminating in a student production at Flushing Town Hall.

As part of our collaboration with Teachers College, all teachers, (General Education, Special Education, and Dual Language) participate in 15 days of lab-site/workshop days throughout the course of the year. These days integrate with the reading and writing workshop units of study and instruction happening in the classroom at the time. The needs of the Special Education and Second Language Students are especially supported by this model. In addition, all teachers attend professional Calendar Days at Teachers College.

Every grade has one Dual Language classroom where students learn in English and Spanish. PS 84 has the reputation of being a pioneer in dual language education as one of the first schools to participate in this successful model for language acquisition. Last year, the dual language classrooms scored as high and in the case of the fourth grade ELA exam, higher than their mono-lingual counterparts. The Department of Education has identified the dual language mode of instruction as the most successful to ensure English Language Acquisition.



EYAL WALLENBERG

**Urban Assembly School for Law and Justice,
Brooklyn
Elana Karopkin, Principal
Robert Graham, Superintendent
Region 8**

One only needs to spend a few minutes in Wallenberg's class to see that students are talking about math, using technology, and learning to work together in revolutionary ways. Watching Wallenberg teach a class is like watching an artist at work. He knows how to expertly convey a concept to students, how to weave connections so that his students can build on their prior knowledge as they gain new understandings. The vast majority of students started the year far below grade level, many had a stated hatred of mathematics. These same students are now acing their exams and claiming Math class to be their favorite subject.

Students do not simply memorize answers and rules, they are developing deep understandings that they are able to articulate. And because they have become accustomed to this kind of deep questioning, students were able to create their own complex questions when they were asked to "play the skeptic."

Wallenberg's classroom is a model for true cooperative learning. He has developed excellent structures that help his students work together effectively and productively. Everything from the seating structure of the class to his careful development of group activities and group rubrics supports students working and learning together.

In addition to being an exemplary teacher, Wallenberg is the advisor to 18 students and in that capacity; he has formed strong relationships with these students and their families. His hard work and dedication is the reason that his advisory is one of the most tightly bonded and with the best average in the entire school. Last year, Wallenberg's advisory worked in conjunction with an organization called Downtown Community Television (DC-TV) to create a documentary called "Secrets Never Told" about the foster care system. This documentary was so

extraordinary that it was entered into the Boston Film Festival and selected for a screening. The fact that there were no school funds to pay for students to see the film screening did not stop Wallenberg. He worked with the students and their families to fundraise until they had enough money so that every single member of the Advisory could attend.

ANDREW HIGGINBOTHAM

**The Young Women's Leadership School of
East Harlem, Manhattan
Kathleen Ponze, Principal
Alexis Penzell, Superintendent
District 4**

Andrew is an incredibly gifted, dedicated teacher and passionate student advocate. He is a master teacher, a master advisor, and a model colleague.

He is a leader among his peers, serving not only as an exemplary classroom teacher but has also served as the UFT Chapter Chair, the Middle School Director, and the professional development study group leader on the topics of best teaching practices for minority students, Breaking Ranks II, and Understanding by Design.

Andrew redesigned and wrote an integrated Humanities Curriculum for the 7th grade, which incorporates as one of its major themes tolerance and the dangers of prejudice. During a random visit to the school a few years ago, the Superintendent was so taken by Andrew's lesson on the dangers of stereotyping that he stayed for the entire 100 minute block lesson and referred to the classroom as "a palace of learning".

Andrew created and moderates the Social Justice Club, which is open to all students after school. The mission of the club is to create action plans to make a positive difference in the lives of the people of the community. Andrew has led our students—many of whom are first generation immigrants—in action research on immigrant rights and they have participated in the Immigrants Rights March, immigrant rights demonstrations, and immigrant rights conferences here in the neighborhood. In his quest for justice for our student body which is 66 percent Latina and 33 percent African American, Andrew lives the values of a citizen committed to end racism and intolerance.

MARIA FISHER

**Brooklyn College Academy, Brooklyn
Nicholas Mazzarella, Principal
Gloria Buckery, Superintendent
District 22**

Maria Fisher's students show progress in their work through the varied types of assessment that she uses in her class. Outside of the usual classroom exams, quizzes and homework, Fisher has been using creative types of assessments to allow her students to show progress in their work. She likes her students to use visual representations of the novel or other literature that they are working on in class. For example, her students create collages, in cooperative learning groups, to represent the love and the family turmoil of Romeo and Juliet.

Fisher has allowed her students to work independently more often in class. By facilitating group work Fisher, has allowed more students to be more hands on in their work. She has been giving more extensive assignments in class. Her students love the sense of freedom that this type of assignment gives them. When presentations are done in class they are full of pride over what they have done. This type of work also encourages socialization. Students who are normally quiet and reserved have become active participants in class. Students have taken their role so seriously that they have stayed after school, taken work home, stayed during their lunch period just to be sure that their work was top notch.

Maria has also been asked to be a chaperone for a trip to San Francisco with eight of our students for the Middle College High School Consortium National Student Conference. Maria, along with another teacher, has been facilitating a project about sustainable corporations. Fisher has been

a wonderful liaison for our school through the cheerleading/step team. She has brought a sense of community to our school.

THOMAS WALSH

**IS 62, Brooklyn
Dr. Nancy Brogan, Principal
Jerry Taylor Brown, Superintendent
District 20**

Students in Mr. Walsh's sixth grade class have shown progress in many ways. He uses work folders throughout the year to monitor the students' progress from one level to the next. He uses the Princeton Review results, the grow reports and NYS practice exams as a source of assessing his students. All Walsh's students keep a portfolio where they are required to place their best piece of work of their choice.

He takes the students to the computer lab and uses programs such as Classroom Inc./Chelsea Bank, which helps students with the applications of mathematical concepts in a simulated real world work environment. He is also involved in morning programs and extended day programs where he uses math games such as game 24, operation work, math bingo, math jeopardy and stratamatic baseball which deals with probability to help students with their understanding of mathematics.

Students are taken on tours throughout the neighborhood to study various architectural structures. This exercise allows students to examine different geometric shapes and how these shapes impact the structure and foundation of a building. This information is brought back to the classroom where students discuss the significance of these shapes in conjunction with the structures and what they are learning in geometry.

JAY LYONS

**East Side Middle School, Manhattan
David Getz, Principal
Alexis Penzell, Superintendent
District 2**

Jay Lyons curriculum is a thematic study of history in which he draws parallels between the past and the present to trace the growth of the United States from the period of European exploration to the Civil War. The overarching theme of Lyons curriculum is how their place in history, their place in geography, their place in culture, race, economic status, religion shape the point of view of any individual, and how political thought is influenced by all of these factors.

The growth of his students is dramatic and comprehensive. His students consistently bring up insightful points in any of our student council meetings, often discussing with great deal of sophistication, issues of race, class, economic status or political thought. By the end of the year, his students are eloquent and insightful students of American history, and critical readers of contemporary issues.

He uses trade books, novels, text-books, the movie, *Breaking Away*, the plays *A Raisin in the Sun*, and *Of Mice and Men* all to provide students with material to examine American history and the themes of race, class, geography and political thought. He uses historical fiction writing, essay writing, book clubs, Socratic seminars, drama and debate to provide opportunities for his students to demonstrate their understandings and explore the themes of his units.

Recently, a college student came by to teach our students poetry. The first thing she did when entering our auditorium to address our students and staff was to tell all how she was so dramatically influenced by Lyons teaching 6 years ago.

Lyons is a school leader, and as such, is deeply invested in the role of the community in the school. This is perhaps most evident in this year's Katrina fund raiser, which Jay is running with his seventh graders. They have been raising money to provide for furnishings for a displaced family. They have been so successful that Oprah Winfrey has written his students a letter.



continued from page 13

OTENSIA DALLAS-SMITH IS 129, Bronx

Yvette Beasley, Principal
Althea Serrant, Superintendent
School District/Region: 12X/2

Ms. Otensia Dallas-Smith, a social studies teacher, came to IS 29 over four years ago from Jamaica. Her soft spoken, quiet manner is deceiving; she is a tough cookie. She was one of the International Teachers. She was so committed to being a successful teacher that she taught herself American History, which she did not learn in Jamaica. She worked very hard with her students preparing her own DBQ's (document based questions) and using all types of media to make her lessons interesting. All of her students perform successfully on the NY State Grade 8 Social Studies Exam. She works tirelessly with them after school and on Saturdays. She expects perfection and her students comply.

She also works with students on the Econ-Bowl, a citywide Social Studies competition. A large number of students participate in the Econ Bowl every year with Dallas-Smith. She makes learning Social Studies fun, so many of the students willingly participate in the extra curricular activities. In addition to the Econ Bowl, Dallas-Smith is actively involved in the debate teams and the Women's Day Leadership Conference for Girls.

GERDA RADSKE

P.S. 91Q, Queens
Kenneth A. Lombardi, Principal
Reyes Irizarry, Superintendent
District 24

Gird Radske is completing her second year as the Literacy Coach at P.S. 91. Prior to that she was an outstanding 5th grade teacher. Radske is well versed in the Columbia Teachers College Reading and Writing Process and has been instrumental in raising the overall level of performance in literacy across the grades K-5. At their convenience, she meets with teachers to go over the monthly units of study. She always offers supportive advice and materials (handouts). In addition she has modeled lessons and arranged inter-visitations so teachers can learn from one another. The Regional Office has also noted Radske's literacy expertise. She has been instrumental in planning professional development for both administrators and teacher alike.

In preparation for end of the year planning sessions last June, Radske selected a core group of teachers to write a curriculum calendar for each grade level in both reading and writing. This included writing teaching points, and suggesting touchstone texts and read aloud that would be appropriate and supports each unit of study. This was particularly extensive in the kindergarten, as the units were broken down to include teaching points not only for reading and writing workshops but also for read aloud and word study-shared read-interactive writing. Mrs. Radske compiled and provided the teachers with an extensive folder of strategies and skills with questions to ask students during one-on-one conferences. She also gave the teachers a model of a student's conference folder so there is uniformity in reporting student progress between classes and across the grades. These have been invaluable reference tools for the teachers this year.

Mrs. Radske addressed the parents at a monthly PTA meeting to inform them of the changes in the ELA Assessment. Her presentation was informative and engaging. She used an overhead as well as handouts to show the format of the assessment and the expectations at the various levels. Her approach was positive and she calmed any fears by assuring the parents that with the instruction the children were receiving in school, they should be well prepared for the assessment.

NICOLE CULELLA

Bayard Rustin Educational Complex,
Manhattan

John Angelet, Principal
Elaine Gorman, Superintendent
School District/Region: 02M440

Ms. Culella is an outstanding mathematics teacher. She is devoted to her students and her content. Her percent passing in course work represents her outstanding performance with an 81.7 percent passing rate. When you consider the fact that one of her classes is a Prentice Hall "Ramp up" Math class for students who came to high school at levels one and two, you see what a great job she is really doing. She incorporated literacy everyday in her math classes with journal writing and with reflection pieces. She works with students on major projects like the make your own bank poster where students looked at exponential growth in the context of a compounding interest account and had her own mini-display and presentation session. She has incorporated within the course the use of computer technology and uses the spreadsheet to teach students how to use literate equations.

In addition, she works with a group of students in the role of a personal advisor to them, working to help them develop personally and socially. Her students love working with her. In January she encouraged some students to take the Math A Regents earlier than they were supposed to and she had a 100 percent passing rate.

She worked all summer to develop a book of advisory lessons that allowed teachers to start this new content and then went on designing a major project for the students on film violence and its effect on our culture and community.

MARIANTHE SERELIS

HS for Law and Public Service, Manhattan

Nicholas Politis, Principal
Francesca Pena, Superintendent
District 6

Ms. Serelis started an AP English program last year and has been diligently working to raise the level of student performance on this highly difficult assessment.

She uses techniques and strategies with her students that make them think, read and write with greater complexity. She uses theatre and acting techniques to find entry points for students in studying drama as well as non-fiction.

Last year, during her study of the Vietnam War era, sparked by the reading of *The Things They Carried*, Ms. Serelis invited Vietnam Vets to speak with her students, took her classes (over 60 students) to Washington DC for a trip to the Vietnam War Memorial and ended up having two groups from her classes write and perform their own original scenes for our end of year drama showcase. For some of these students, this was their first experience reading an entire book, writing and performing their own work.

Students want to come to her classes because she has created an environment that allows students to be successful. Even after the school day has ended, Ms. Serelis has more students coming to her for tutoring and extra assistance. She also schedules her student conferences after class time and the students attend, something unheard of for many high schools in the City. Students do not want to disappoint her, which really translates to disappointing themselves. And they know it.

Not only is she the AP English teacher, she also teaches an on-line AP course for Virtual High School, in which she teaches students from all over the world. She sponsors the Poetry Slam!, which draws community members, parents and

other high school students. Last year, the senior class requested that she speak at graduation, the only teacher asked to perform such an honor.

ALLISON DEMAS

PS 314, Brooklyn
David Weiner, Principal
Myrta Rivera, Superintendent
District 20

Allison Demas is a dedicated educator. She has been a classroom teacher for over 20 years, and in that time has taught countless children, some coming from the most difficult of circumstances, not only how to read, but has also nurtured their development as human beings and active learners. She does this with a mix of tough love and instruction of the highest quality. She enables all her students to read and write in Kindergarten!! She constantly rewards success, celebrates a child's accomplishments, and analyzes work to provide the necessary support. She makes reading and stories fun and exciting by allowing the children to construct meaning and context for what they read and what is read to them.

Over the past year, PS 314 has set forth a new initiative that would have parents as well as the community become more involved in the school. This initiative is our "Family Fun Nights." These nights take place once a month, and are nights where families come into the school to have story time, eat a snack, and participate in an activity. Demas has been an instrumental part in these Family Fun Nights. There are times where Demas stays in the school far beyond her working hours, to ensure that all activities are age appropriate, and are within our spending allotment. If the proposed budget does not cover all of the cost, Demas is one of the first to volunteer money out of her own pocket.

ERICA EICHENSTEIN

Harry S Truman High School, Bronx

Sana Nasser, Principal
Laura Rodriguez, Superintendent
School District/Region: Region 2 / Network 8

All students in Erica Eichenstein's classes have excelled in the New York State Regents exam for Math A. Erica is truly an outstanding Mathematics teacher, particularly, in a standards-based, student-centered classroom. If you visit Erica's classroom, you would surely see a carefully planned and creative lesson with her students learning and enjoying Mathematics. Students would be working diligently in groups and brainstorming to reach consensus. All group members would be participating and all students would be treating each other with proper respect. Students would be enthusiastic and excited about the activity as well as the problems and questions that would be generated from that activity. Erica would be sitting with groups, listening to students, posing thought—provoking questions, probing for misconceptions and encouraging students to explain their reasoning.

Erica is also a staff developer for teachers new to the Interactive Math Program and this semester she was a cooperating teacher for a student teacher.

In May 2004, Truman High School was featured in a CBS Special, "Salute to Our Schools." As part of the show, the host, Morey Alter, visited Erica's IMP Year Two Honors classroom. Mr. Alter was impressed to see students engaged in such high-level mathematics in a non-traditional setting. In March, Erica attended the IMP Director's Conference in Chicago, ILL. Everyone was quite impressed with Erica's enthusiasm for the Interactive Mathematics Program and her commitment to her students.

TERRY YANK

Career Education Center, Manhattan

Joan M. Indart, Principal
Tim Lisante, Superintendent
School District/Region: 79M585

Terry Yank is a very accomplished teacher who has taught at the Career Education Center Alternative High School Program for the past 10

years. She works with homeless men and women and other residents at one of our shelter locations in the Bronx. During the 2005-06 school year her students earned over 30 GED's and more are pending. This is quite impressive for students who have previously dropped out of school and very often still face immeasurable issues such as homelessness with which to deal.

Yank utilizes many teaching strategies such as group lessons, individual lessons and tutoring, GED computer programs, as well as real life connections to the GED curriculum. She offers her students extra curricular activities such as drama, art, and photography classes, poetry writing and trips to various cultural events. Yank nurtures students' class by building up their self esteem in a non-judgmental student-centered environment. Each year Yank has students participate in the Poetry and Theater Arts Festival. Not only do the students learn how to write poetry, but they also have their poetry published each year in a magazine.

Yank's students are actively involved in the Annual College Fair and have visited various New York State Colleges. The mere fact that Yank's students go from a homeless shelter environment to a college dorm environment is proof positive that her educational methods are successful.

LYMAN CASEY

The Heritage School, Manhattan

Dr. Peter Dillon, Principal
Peter Heaney Jr., Superintendent
District 4

Lyman Casey's 10th grade math students are engaged and active learners. They make tremendous growth in their math achievement. Most students enter Heritage with weak math skills. A few years later more than 85 percent pass the Math A Regents. Casey exemplifies the strengths of the entire Heritage Math Department. He meets students where they are and helps them to grow.

Casey regularly uses PowerPoint and technology to engage students. He draws connections to sports and real world applications of numbers, statistics and problem solving. He has students work in collaborative groups and in stations. Students used to say, "they hated math or just couldn't do it." Now they enjoy math and are willing to take on new math challenges. Casey pushed students to take the Regents exam a semester early and most of his class passed it. In addition to his teaching responsibilities, Casey regularly reaches out to parents for their support. He has worked with students to secure working papers and find jobs.

SHERLYNE GILLES

Ebbets Field Middle School 352, Brooklyn

Margie Baker, Principal
Julia Bove, Superintendent
District 17

Sherlyne Gilles is a brilliant young woman. Her commitment to science is second only to her commitment to her students. She has continually organized after-school science—driven activities for students, parents, and teachers.

Her classroom is alive with noise; students are engaged and gripped by their fascination with science. Students from all walks of life discover one common and universal truth—Science is everywhere and it is fascinating. Gilles' students love her as well as science.

Her classroom embodies principles of learning. All of her students are trying to work as scientists to formulate hypothesis, test them and argue which variables should be changed to try again.

Gilles has motivated students who other teachers have long written off. Here the theory of Pygmalion in the classroom is tested every day. Students who have a long history of underachievement—break that pattern and transcend their reputations as they become serious scientists with Gilles. A group of at-risk and special education students participated in an after school science club using robotics. Gilles also actively participates in the Science Club and Science Fair as well Family Science Night.



Beloved President Arthur E. Levine Leaves Teachers College, Columbia University



Ruth Westheimer & Vartan Gregorian



Gene Maeroff



Peter Dillon, Joyce Cowin, Arthur Levine



Edith Everett & Arthur Levine



Linda Fentiman



Gaston Caperton



William Rueckert



Alice Wilder

By POLA ROSEN

When Arthur E. Levine assumed the presidency of Teachers College on November 17, 1994, he stated, "To be entrusted with this historic legacy as ninth president of Teachers College is the greatest honor of my life."

On May 24, 2006, the trustees of Teachers College and about 500 guests assembled to bid a reluctant farewell to a much beloved president. Levine is assuming the presidency of the Woodrow Wilson Foundation in Princeton, New Jersey.

Amidst speeches and applause, tears and kisses, surrounded by a compendium of "who's who" in education, a doctoral music student played the old favorite, "Don't know much about history..." A whimsical visual showed Levine throughout the years from babyhood to the present illustrating his remarkable trajectory from a humble apartment in the Bronx, New York to his studies at Harvard and eventually, Teachers College.

Levine's scholarly research interests range from

ensuring national fiscal equity in education to a Latino family that is currently living in his old Bronx apartment, visiting and sharing their lives and education. His acute observations and erudition are legendary; he's also very much a humanist. Words that he uttered en passant will always linger with me: the danger in our society is not that there are beggars and hungry people on our streets. It's that we pass them as if they're invisible.

William Rueckert, Trustee of Teachers College and a scion of the Dodge family, founders of Teachers College, shared the following sentiments with the assemblage: "Arthur, you've done everything an institution can ask of its president and more. And somehow you've managed to be yourself—an honest, caring, tough, gentle individual who tells it straight and acts on his beliefs. So Arthur, we wish you success and God speed, happiness and peace of mind. In the words of your hero, Edward R. Murrow—"Good night and good luck.""

THE LANDMARK COLLEGE INSTITUTE FOR RESEARCH AND TRAINING

by Steve Fadden, Ph.D., Director

Established in 2001, the Landmark College Institute for Research and Training (LCIRT) serves as the College's research, training, and dissemination arm to share the College's innovative and groundbreaking techniques for supporting students with learning disabilities (LD) and/or AD/HD with educators and administrators nationwide. LCIRT has provided professional development and consulting services to over one hundred clients, and its Educational Services Division has provided professional development training and graduate-level courses to over 2,000 educators. Each summer, LCIRT hosts week-long workshops for educators and administrators working with students with LD and/or AD/HD, with specialized tracks for public, private, and specialty schools and postsecondary institutions. Our current and past clients include public and private schools in K-12 education, as well as colleges, universities, and professional organizations.

LCIRT partners with outside organizations to develop initiatives that attract state, federal, and private funding to conduct research projects to provide evidence-based strategies and tools for educators, administrators, and parents of students with LD and/or AD/HD. One of LCIRT's current projects includes a 3-year \$1M U.S. Department of Education grant to conduct *A Needs-Based Best Practices Professional Development Program for Teaching Students with Learning Disabilities in the Community College Setting*. For this project, LCIRT is partnering with 5 large community college systems in Vermont, Pennsylvania, Texas, and Nevada to conduct comprehensive needs assessments to evaluate each institution's ability to serve students with LD and/or AD/HD, develop best practice workshops and training modules for community colleges, and implement customized online and in-person professional development programs at each partner institution. Another LCIRT project is funded by the Vermont Department of Education to conduct the *Advancing Reading in Vermont Education (ARIVE)* project. The goal of ARIVE is to improve literacy of Vermont 4th-12th grade students by delivering online professional development to Vermont teachers in reading comprehension strategies, combined with supporting literacy leaders who help teachers practice skills and build confidence.

LCIRT is also working to improve education and access to Science, Technology, Engineering, and Math (STEM) disciplines. As a member of the National Science Foundation Broadening Participation in Computing-funded *STARS Alliance*, LCIRT is working with other institutions of higher education to implement, disseminate, and institutionalize effective practices for recruiting, bridging, and graduating women, under-represented minorities, and persons with disabilities in computing disciplines. The Alliance will strive to provide a comprehensive set of high-quality learning opportunities to targeted post secondary students. LCIRT is also a recipient of seed funding from the National Science Foundation-funded *Eastern Alliance in Science, Technology, Engineering, and Math*. This support has made possible LCIRT's *Universal Design and Usability Lab* to promote research in the design and development of accessible and effective STEM content for students with LD and/or AD/HD.

For more information about LCIRT and its services, please visit our website at <http://www.landmark.edu/institute>, or contact us at (802) 387-1662, or email us at institute@landmark.edu.

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CSI Graduates First Honors College

The College of Staten Island (CSI) recognized 2,368 degree candidates at the college's 30th annual commencement exercise recently. The graduating class includes master, baccalaureate, and associate degree candidates, as well as Graduate Advanced Certificates.

This year, New York State Senator John J. Marchi, a native Staten Islander, received an Honorary Doctor of Laws degree, for his lifelong

endeavors to improve the quality of life for everyone in the borough. Commencement speakers included Dr. Vishakha N. Desai, the first woman and first Asian-American to become president of the Asia Society, a nonprofit institution founded in 1956 by John D. Rockefeller III to foster understanding between Asia and the United States, and Mr. David Randolph, the conductor of The St. Cecilia Chorus and Orchestra since 1965.



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INNOVATION IN
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MUSEUM PARTNERS WITH CUNY & BANK STREET TO PROVIDE ONLINE GRAD COURSES FOR TEACHERS

by Robert V. Steiner, Ph.D.

When students in Lori Gironda's high school biology class turned in their first assignment this year, it came stuffed in a jar. Ms. Gironda, an AP and Honors biology teacher at Chatham High School in Chatham, New Jersey had requested that each student collect at least one spider. A self-described arachnophobe, Ms. Gironda had been inspired during an online course on spiders she had taken over the summer from the American Museum of Natural History.

Drawn to the course because it seemed to provide an excellent balance of science and education and because of her own curiosity in the topic, she soon found that the essays she read, the discussions she participated in and the assignments she completed could easily be tailored for her students.

The course is one of eight in the life, earth, and physical sciences offered by the Museum's award-winning *Seminars on Science* program. Each course is designed specifically for teachers, runs six weeks in length and is available for graduate credit. Local partnerships with the City University of New York and Bank Street College (which each provide 3 graduate credits for the courses), as well as the opportunity to visit the Museum itself, provide teachers in the New York metropolitan area with particularly rich opportunities. The course topics, which cover everything from evolution to bioethics to the structure of the universe, immerse teachers in an investigation of current research and methods in the field.

The courses include essays by Museum scientists, rich imagery, videos of scientist fieldwork and laboratory research and interactive simulations. Museum scientists and educators facilitate weekly discussions that engage teachers located throughout the United States. Teachers reflect on both the science and its classroom application and are actively engaged with questions, ideas and resources. Teachers also complete field assignments including, for example, rock or spider collecting. The final culminating project is to develop a lesson plan that adapts and extends the course material for use in their classrooms.

Dr. Jon Snyder, the Dean of Bank Street College, said, "We are very pleased with these courses. We feel they help our students and graduates really put together their knowledge of children, subject matter and teaching in ways that help all children. We love the Museum and our partnership."

Most of all, Ms. Gironda said she was impressed with the depth of the course content. "It's one of the best kept secrets in professional development—a great bargain. I learned so much more than I do in semester-length college courses."

Seminars on Science courses begin July 3rd to August 13th and are available for up to four graduate credits. For more information, including a full list of course offerings and schedules, visit the *Seminars on Science* website at <http://learn.amnh.org/> or call (800) 649-6715.

STATEN ISLAND ACADEMY: COMMENCEMENT 2006

The Staten Island Academy Class of 2006 recently held its 118th Commencement exercises. Head of School Diane J. Hulse officiated at the ceremony. The Academy traditionally selects commencement speakers by vote of the senior class. This year the graduates chose faculty member Michael Mazella as the keynote commencement speaker.

Mazella is a distinguished member of the Staten Island Academy faculty. He is an English teacher and a 1990 graduate of the Academy. After completing his BA at Boston College, Mazella went on to receive a master's degree from Seton Hall University. In addition to teaching, he is the highly respected coach of the school's boys varsity basketball team.

This year's guest speaker will be Richard Nicotra, chairman/president of The Nicotra Group LLC, a New York City-based real estate development company and the founding force behind Staten Island's most prestigious business class hotel, the Hilton Garden Inn. Mr. Nicotra is a native Staten Islander and a graduate of St. John's University. In 1986, Mr. Nicotra was the youngest person in the history of St. John's to receive an Honorary Doctorate degree in recognition of his impressive business accomplishments, most notably serving as Chairman and CEO of Everything Yogurt Brands, Inc. With 250 franchises worldwide, Everything Yogurt Brands Inc. began as a small yogurt store in the Wall Street section of downtown Manhattan before Nicotra expanded the business to what it is today. #

INTERNET INFORMATION REQUIRES HEALTHY SKEPTICISM

By Kyle Cushman, Academic Support Specialist at Vermont College of Union Institute & University
kyle.cushman@tui.edu

The Internet can be a valuable source of information for savvy researchers. However, since literally anyone can post a web page, information on the Internet is not always accurate or factual. Web pages have many purposes including selling products and the persuasion of opinions and ideas. An important task for faculty and learning support staff is to teach students to be educated consumers of Internet information. Effective Internet research includes consideration of the following questions:

Whose page is it?
Is this page hosted by an individual or an organization?

If the page is hosted by an individual, is the page:

- a personal page
 - posted for business purposes
 - connected with an organization or group
- If the page is hosted by an organization, is the organization:
- corporate (URL address usually ends with ".com")
 - non-profit (".org")
 - educational (".edu")
 - government-affiliated (".gov")

What are the author's credentials and qualifications to be writing on this topic?
Has the author's contact information been provided?

What biases might the author have?
What is the purpose of this page?

Has this page been posted to:

- inform?
- persuade?
- sell?
- share/disclose?
- explain?

Is the author's target audience:

- students?
 - professionals?
 - consumers?
 - average adults?
 - kids?
 - experts in a scholarly field?
 - activists or politicians?
- What is the quality of this web page?
Is the writing:
- fluent?
 - well organized?
 - clear?
 - confident?
 - complete?
 - grammatically correct?
- Are other viewpoints represented?
Are opinions backed up with relevant facts and research?
Does the author use mainly primary or secondary sources?
Is the writing accurate and error-free?
Are facts verifiable?
Are sources cited properly?
Did this page have someone (an editor) to check facts?
Is the information current? What is the copyright date?
Are the links current and to reputable web sites?
Learning center coaches can help students to develop the habit of skepticism when evaluating web pages by modeling appropriate questions and providing a quality hand-out on evaluating Internet sources.

This article was originally published in the August 2005 issue of the *Learning Center Newsletter*, now *The Learning Center Exchange*. The newsletter is available online at <http://www.LearningAssistance.com>. The article is reprinted here with permission of the author and Engineerra Systems, Inc., the publisher.

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Bel Kaufman, Teacher and Author of *Up the Down Staircase*, Celebrates 95th Birthday

By POLA ROSEN, Ed.D.

Bel Kaufman has many appellations: teacher, author, mother, wife, raconteur and finally, the granddaughter of the noted Yiddish writer and legend, Sholom Aleichem. As a recent birthday party in her honor, the elegant and sophisticated Kaufman was toasted by such luminaries as Louise Hirshfeld (who was the hostess at her landmarked townhouse on the upper east side),

actors Eli Wallach and Anne Jackson, Zalman Mlotek, Executive Director of the Folksbiene Theater (who will be honoring Kaufman at a gala at Town Hall), artist and filmmaker Mira Van Doren. Other guests included designer Betsy Von Furstenberg, Bel's former student Jessica Walter at the High School of Performing Arts in NY, Actress Ellen Adler and Beck Lee, friend and publicist who held the cake!



Beck Lee & Bel Kaufman



Betsy Von Furstenberg & Sydney Gluck



Actors Anne Jackson & Eli Wallach

Inclusion in NYC

continued from page 10

with disabilities will have positive effects on all students. Research shows that leadership from the building principal is the key. These leaders are loaded down with getting the school reading and math scores up, increasing the numbers of students graduating with Regents diplomas and with window-dressing programs designed to make the school look good to parents and higher-ups. Where there is commitment and passion, inclusion programs can succeed. It cannot be emphasized enough, that in order to get it right, everyone has to be on board, following the lead of a principal with the vision and perseverance to execute this important approach to education for all students. Teachers and administrators throughout the city have the opportunity to receive extensive training and workshops in sensitivity and best practices. The opportunity is there, but the proper attitude and follow-up in many cases is sometimes sadly lacking.

Can we close the achievement gap that NCLB (No Child Left Behind) addresses? Can we change attitudes towards restructuring schools and creating viable inclusion programs? Can we confidently proclaim these initiatives a success? Only time will tell.#

Dr. Stephen Levy is a former NYC principal and an administrator, NYC Task Force for Quality Inclusive Schooling. Hal Epstein, LIS Region 9 is a founding principal of the Inclusive Brooklyn Studio Secondary School.

College Board Pres.

continued from page 10

disability. His five step plan? Appreciate life. Have a good sense of humor. Allow your family to become closer as a result. Realize the power of grace, of love without earning it. And lastly, be inspired by leaders who have had dyslexia, including Thomas Edison, Harry Bellafonte, and Nelson Rockefeller.

Caperton has put his money where his mouth is, leading the College Board in its creation of five lab schools currently enrolling 1000 underserved middle and high school students in low-income New York City neighborhoods, with 1000 more students scheduled for enrollment next year.

The schools, which receive additional support from the Gates and Dell Foundations, each embody four key underlying principles: high expectations, people who believe in the students, hard work, and no excuses.

And if there's anyone who can lead the charge on behalf of struggling students, it's Gaston Caperton, who knows all too well how hard it is to stay in school.#



Bel Kaufman & Student Jessica Walter



Zalman Mlotek & Mira Van Doren



Hostess Louise Hirschfeld rings bell for lunch in the garden



Ellen Adler

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Social Anxiety is intense nervousness in social and performance situations.

SIGNS OF SOCIAL ANXIETY IN TEENAGERS:

- Avoids or refuses to start conversations
- Avoids eye contact
- Difficulty inviting friends to get together
- Speaks very softly or mumbles when anxious
- Avoids or refuses answering questions in the classroom
- Appears isolated or remains on the fringes of the group
- Can't ask the teacher for help or call others for homework
- Overly concerned with embarrassment or negative evaluation by others

HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP?

Ask yourself the following questions:

- 1) Does the teen spend too much time worrying about what others think?
- 2) Does the shyness interfere with socializing or making new friends?
- 3) Does it stop the teen from doing what s/he would like or needs to do?

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GOLD MEDALS FOR BANK STREET COLLEGE BOOK AWARDS

By JOAN BAUM, Ph.D.

Each year *Education Update* has the privilege of attending one of the most unusual book medal ceremonies: the Bank Street College of Education's Irma S. and James H. Black Award for Excellence in Children's Literature. Welcoming the Winner, writers and illustrators of Honor Books, publishers, teachers, librarians, educators, and the media, Bank Street College President Augusta Souza Kappner stressed the uniqueness of the award. Unlike the prestigious Caldecott and Newberry, the Irma S. and James H. Black competition involves children directly in the selection process—and at many levels, beginning with a first cut that is made at Bank Street, under the guidance of Linda Greengrass, Head Librarian, and Lisa Von Drasek, Children's Librarian, with additional winnowing by children in Bank Street's School for Children. The final determination is made from three or four books that have had multiple review, and that have then been sent to first, second and third graders in eleven participating schools (four in New York).

The Black Award is also special, President Kappner noted, because it is given to a book that connects text and illustration. Indeed, the Guest Speaker was Harry Bliss, an award-winning illustrator and cartoonist at *The New Yorker*, whose work could be seen in a previous Black award and also in a delightful slide show of some of his favorite *New Yorker* cartoons and magazine covers, some of which—including the riotously sophisticated *Dude Descending a Staircase*—he says he shows to children. He sees himself “embellishing” the characters in a book with “odd humor and personality,” and he clearly feels that this work brings out more of the child inside.

This year, *Education Update* learned from Connie Black Engle, the daughter of Irma Simonton Black, about another feature that sets the Black Award apart. It was established as a memorial to her mother who was killed in 1972 in what is still an unsolved murder. This shocking news, which tends to be euphemized as “untimely death,” was the immediate prompt for instituting the award. It is difficult to take in such news,



Irma Black

especially as it is delivered by a remarkable woman with a joyous take of life, a captivating sense of humor and a sensitive, though critical appreciation of what children really like to read.

The 34th Annual Award ceremony, which took place on May 11, continued Irma Simonton Black's legacy. A writer and editor of children's books, founding member of the Bank Street Writers Lab, the first workshop of its kind, for creative writers and illustrators. Among early members was Maurice Sendak, who designed the seal that would be placed on the cover of winning books, placing himself, Irma and his dog Jenny cavorting around books. Eventually, the multi-talented Irma S. Black went on to head Bank Street College's Publications Division where she helped institute the first basal readers to feature ordinary incidents from real life and multi-ethnic urban children, thus changing “the nature of early childhood literacy teaching in America.”

And the 2006 winners were: First Place, to *Sammy: The Classroom Guinea Pig*, written and illustrated by Alix Berenzy (Holt) for preschool-Grade 2—President Kappner had a specially grand time squealing in all the right narrative places, as she summarized the story. The Honor Books were: *Terrific*, written and illustrated by Jon Agee (Hyperion) for K-Grade 3; *Willa and the*

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Wind written by Janice M. Del Negro, illustrated by Heather Solomon (Marshall Cavendish), for Grades 1-4; and *Precious and the Boo Hag*, writ-

ten by Patricia C. McKissack and Onawumi Jean Moss, illustrated by Krysten Brooker (Atheneum Books for Yong Readers) for K-Grade 3.#

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THE DEAN'S COLUMN

The Parent's Role In Motivating Mathematics For Their Children

By ALFRED POSAMENTIER, Ph.D.



Today's date is the third time this year that an unusual pattern appears in the date: it is 06/06/06. On April 5th we had 04/05/06, and in Canada on May 4th they had 04/05/06. Patterns usually fascinate us and then we move on. Yet we should take these patterns as motivation to seek other mathematical patterns.

Patterns in mathematics abound. They can (and should) entice us towards further investigation and above all to develop a liking, if not a love for the subject. Unfortunately, the school curricula leave little time for such investigations.

Sometimes the beauty is simply in the patterns and have not real significance beyond that. Such as with the following numbers, where they are equal to the sum of their digits raised to consecutive exponents

$$135 = 1^1 + 3^2 + 5^3$$

$$175 = 1^1 + 7^2 + 5^3$$

$$518 = 5^1 + 1^2 + 8^3$$

$$598 = 5^1 + 9^2 + 8^3$$

It is natural to ask if there are four-digit numbers that also have this amazing property. Here are some that satisfy this relationship.

$$1,306 = 1^1 + 3^2 + 0^3 + 6^4$$

$$1,676 = 1^1 + 6^2 + 7^3 + 6^4$$

$$2,427 = 2^1 + 4^2 + 2^3 + 7^4$$

Now if you thought these were unusual numbers, you will probably be quite enchanted with the next unusual number property. Notice the relationship between the exponents and the numbers.*

$$3,435 = 3^3 + 4^4 + 3^3 + 5^5$$

$$438,579,088 = 4^4 + 3^3 + 8^8 + 5^5 + 7^7 + 9^9 + 0^0 + 8^8 + 8^8$$

Positive behavior towards mathematics must begin in the home. Parents need to promote a love for mathematics among their children—even if they have less-than-favorable recollections of their own experiences with the subject. Recognizing patterns can be a start in this endeavor.

Sometimes the patterns take on a different form: they can be an unusual relationship between two numbers. One such is pairs of numbers whose sum and product are reverses of each other. Such as 9 and 9 (where $9 \times 9 = 81$ and $9 + 9 = 18$, or 3 and 24, (where $3 \times 24 = 72$ and $3 + 24 = 27$). Two more pairs of these numbers are (2, 47) and (2, 497).

Patterns and unexpected relationships often open doors that expose this aspect of mathematics. Parents need to become familiar (and have some fun) with some such phenomena. Take for example the following scheme: Choose any three-digit number (where the units and hundreds digits differ by more than one). [e.g. we'll select 825] Then reverse the digits of this number you have selected [528]. Subtract the two numbers (naturally, the larger minus the smaller) [we get 297]. Once again, reverse the digits of this difference. [792]. Now, add your last two numbers. We get 1089, what did you get with your original number? You will probably be astonished that regardless of which number you selected at the beginning, you got the same result as we did, 1089. Even though this is purely a quirk of our number system it nevertheless evokes particular interest in mathematics. Just for fun you might try multiplying 1089 by each of 1, 2, 3, ..., 9 and see what results. Again a nifty pattern will result.

Parents must get away from some negative

thinking such as "My kids don't need to know arithmetic since they can use a (ubiquitous) calculator." Or "When will they ever use geometry in real life?" Some even ask, "Why teach mathematics at all?" Mathematics educators must convince the general public that there is power and beauty in mathematics, and that it is perhaps one of the best ways to learn critical thinking skills and prepare for an increasingly more technological age.

When a child comes home with a mediocre math-test score, parents should not accept it as the norm, any more than they would a poor grade on an English or science test. Too often parents condone mediocrity in math, because they didn't fare much better themselves. This essentially undercuts the concept of high expectations—one of the most important factors affecting academic performance. The higher the expectations the more our students will approach, and usually attain, higher goals.

Besides becoming familiar with the school mathematics program, parents must become sensitive to the many uses of mathematics in their everyday lives—many of which may not seem very mathematical, but they are. This awareness should then transfer to the students in an instructive fashion. For example, there are times when parents do a "project" at home that involves mathematics or reasoning skills. (Often these skills were developed as a result of school math instruction.) Parents should involve their children in these projects. They might include setting up a birthday party, buying flooring or carpeting, or calculating expenses (i.e., setting up a budget). These would be "real world" activities for the particular family.

To help parents accomplish this goal, school districts should develop satellite parent math-enhancement programs conducted by interested math teachers. These teachers, would be specially

trained, (perhaps at some of the colleges) to work with parents to enhance their competence in mathematics by exposing them to the underlying concepts of the material being taught in the schools, providing them with various techniques by which they can provide a healthy homework environment for their children, providing them with the pedagogical skill to support their child's school work at home, providing them with methods by which they can involve their children in some real mathematical thinking that may go on in the home (some parents may not even know they are already using valuable math applications), and above all, empowering them to spread the ideas about the power and beauty of mathematics. Using this multiplier effect—training teachers to work with local parent groups—should ensure that one of the most important aspects of the learning process, parental involvement, will be properly supported. Such a complete learning program will show dramatic results in student assessments.

To remain competitive in this ever increasingly more technological world, we must continuously motivate our youth to pursue a study of mathematics and the sciences. Patterns and unusual mathematical relationships, which seem to have a mystical universal attraction, can be one way to motivate the uninitiated and must be brought to the attention of our youth—either through the mathematics classroom or in the home.#

*In the second example the expression 0^0 is defined by mathematicians to be indeterminate, yet for simplicity sake (and to make our example work) we shall give it a value of 0.

Alfred S. Posamentier is the Dean of the School of Education of The City College of New York of The City University of New York. One of his recent books that speaks to this piece is Math Charmers: Tantalizing Tidbits for the Mind (Prometheus Books, 2003). The ideas expressed here are also reflected in his recent elementary school textbook series Progress in Mathematics (Sadlier-Oxford 2006).

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Michelin Travel Publications, \$20

LET'S GO IRELAND ON A BUDGET

St. Martin's Press, \$ 19.99

TIMEOUT DUBLIN

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From time to time it is great to get out of New York City. I had a chance to do so this May and went to Ireland. My short trip was most enjoyable. The books I used to plan this trip and refer to during the trip, *THE GREEN GUIDE: IRELAND*, by Michelin, *LET'S GO IRELAND ON A BUDGET*, and *TIMEOUT DUBLIN* were most helpful.

I grew up with Michelin Green Guides for each region of France and the different countries of Europe, so I knew from experience the concise and informative, history culture and geography introductions given for each region or country. The current Michelin Ireland green guide gives a general introduction to each place visited as well as geographic location, historical background, what to see when walking about, plus a section devoted to what is worth seeing at that particular site. In all categories, Michelin will indicate those sights it considers of above average interest and worth seeing by its rating system of 1 to 3 stars, 1 for interesting, 2 for recommended and 3 for highly recommended.

On my trip to Ireland, I used the Michelin Green Guide usually to determine what to sight-see, but in Kilkenny, the guidebook helped me with food and lodging. Each major entry in this guide has a small directory of places to stay and eat. In the Kilkenny entry, Michelin mentioned the Zuni Restaurant as a good place to eat. When I arrived in Kilkenny, I went to investigate and found Zuni provided rooms as well.

LET'S GO IRELAND ON A BUDGET was really helpful on places to eat and pubs to experience and helped me on my last Saturday night in Dublin find probably the last room available in hotels or bed and breakfasts. Because of a Bon Jovi concert that night, most hotels and bed and

breakfasts were booked. However, one of the bed and breakfasts mentioned in this guidebook was available. Ironically it was only a five minute walk from the Bon Jovi concert venue.

As the euro is strong against the U.S. dollar, *LET'S GO IRELAND ON A BUDGET* is very helpful with its budget and moderate price choices for lodging, pubs, food and night life, transit and camping information. The book's pub and food recommendations for Kilkenny, Ireland and Londonderry, Northern Ireland were right on target.

An additional resource for me for Dublin was *TIMEOUT DUBLIN* with helpful maps of Dublin. *TIMEOUT DUBLIN* conveys the Dublin experience to the reader in the same breezy style it is known for in its magazines around the world. One fun subtitle for the Trinity College, Dublin area is "Shop with the swells and see the Book Of Kells" This guidebook's layout helps the reader absorb much information quickly between the pictures of different sights, succinct descriptions of the places to see and pubs, bars, night life, shops, services and accommodations, and intriguing historical monographs about key people and events in Ireland's and Dublin's history. For anyone visiting Dublin, *TIMEOUT DUBLIN* is an essential tool for thorough enjoyment of the city.

Meanwhile, summer is here, come enjoy it here at Logos Bookstore, where on good weather days, one can relax in the patio in back of the store. There are books, gifts and greeting cards available for Dads and Grads!

Upcoming Events At Logos Bookstore

• Wednesday, June 7, 2006 at 7 P.M., KYTV Reading Group will discuss *TALES OF THE CITY* by Armistead Maupin.

• Monday, June 12 at 7 P.M. The Sacred Texts Group led by Richard Curtis will discuss the book of *JONAH*.

• Wed., July 5, 2006 at 7 P.M., KYTV Reading Group will discuss *THE NIMROD FLIPOUT* by Keret Ertget.

Transit: 4,5,6 subway to Lexington Ave. and 86th St., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Aves.)#

Review of The Art Of Justice: An Eyewitness View Of Thirty Infamous Trials



Lou Young

The Art of Justice:

An Eyewitness View of Thirty Infamous Trials

by Marilyn Church and Lou Young

Published by Quirk Books—Philadelphia (2006): 160 pp

By MERRI ROSENBERG

The Marla Hanson slashing. The Bernard Goetz subway shooting. The John Lennon assassination. The terrifying summer of the Son of Sam murders.

It seems slightly peculiar to view a book that depicts these, and other sensational trials from the past 30 years as nostalgic. Yet as I read through these gripping accounts, I was transported back to those decades of high school, college, and early adulthood when these cases were the stuff of gossip and water cooler conversation.

For long before Court TV or the relentless stream of "Law & Order" episodes, a craving for the criminally sordid and seamy was usually satisfied by the local evening news show or newspaper articles

And few were as gifted at conveying the drama of those trials as Marilyn Church, one of the foremost practitioners of the art of the courtroom artist. With a few specific strokes of her pencil,

or a distinctive angle that captured the unfolding drama among a defendant, judge and prosecuting attorney, Church distilled the essence of the case at hand. These may be still images, yet their power to convey the emotional expressions of remorse, indifference, shock—or even the chaos of a particular courtroom—can't be duplicated by video images. Church's eye is impeccable, and infallible, at picking the precise moment to draw for the record.

This addictive volume (bet you can't read just one at a time) is enhanced by the skillful, vigorous and precise prose of Lou Young, a reporter with WCBS-TV in New York who has covered many of these trials during his 30 year career.

The book moves from the 1970s, with the Karen Ann Quinlan "right to die" case, to notorious 1980s cases like Jean Harris (the Scarsdale "diet doctor" murder) and the Robert Chambers "preppie murder", through the 1990s Woody Allen and Mia Farrow custody battle and O.J. Simpson murder trial, up to the more recent Martha Stewart insider trading case.

I found this fascinating, and compelling. Given the current interest in forensics among students and others, this book should find a ready audience among those who might not be among the "usual suspects" for this kind of work.#

Review of Seducing The Demon: Writing For My Life



Erica Jong

Seducing The Demon: Writing For My Life

by Erica Jong

Published by Jeremy P. Tarcher/Penguin,
New York (2006) 279 pp

By MERRI ROSENBERG

"There are three rules for writing novels," Somerset Maugham said; "unfortunately, nobody knows what they are." Erica Jong, the prolific, popular and best-selling novelist who wrote the literary and cultural phenomenon *Fear of Flying* while still in her twenties, offers this quotation from Maugham towards the end of her intensely personal explanation of why she writes. Although she states that she wrote this book initially as a "book of advice to fledgling writers", it is anything but a how-to, step-by-step prescription. Strunk & White it's not. Instead, Jong provides an intimate, (sometimes painfully so, with more information than you want to know), provocative memoir that distills critical events of her life through the prism of serving the writing demon. She doesn't shirk from discussing her casual sexual encounters, some of which fuel her prose; her marriages; her long-term affairs; her flirtations; neither her problems with alcohol nor her daughter's drug addiction.

She also reveals herself as a besotted grandmother, in some of the book's more charming scenes, and a ferociously dedicated and devoted mother to her only child, Molly, who is a writer as well. A child who grew up addicted to reading—the Oz books, Gulliver's Travels—and to worshipping writers like Dorothy Parker and Louisa May Alcott, Jong says that "I always

knew I was a writer and that writing would define my life." She exults in the mystical flow that happens when the writing seems to arrive as if by osmosis, when "we are in tune with the world and ourselves."

Jong was a gifted writer from the time she entered Barnard, one of the college's authentic stars in a cluster of talented poets, playwrights and novelists. She has the academic credentials, and skills, to carry off dazzling historical fiction, steeped in precise detail of the time period, with novels such as *Fanny: Being the True History of the Adventures of Fanny Hackabout-Jones and Serenissima: A Novel of Venice*.

There's no mistaking Jong's passion for writing, even if it's sometimes obscured by the gossip and name-dropping that pervades this text. When she talks about the special relationship of Eastern European Jews to writing, Jong says "Writing is the first antidepressant...you were doing something godlike—emblazoning words of fire on a tablet of stone and handing them to Moses, any Moses."

For Jong, writing is also about getting attention, whether positive or negative. Controversy is fine. As she writes, "What use is a writer if she doesn't rile people up? What use is a teacher if he isn't made to drink hemlock in the end?"

Jong need have no fear of ever being ignored. You may not agree with everything she has to say in this energetic book that practically crackles with Jong's particular kind of spark, but you won't regret the ride.#

LEONARD BERNSTEIN'S YOUNG PEOPLE'S CONCERTS

Leonard Bernstein's Young People's Concerts

Foreword by Leonard Bernstein (1962)

Editor's Note by Jack Gottlieb (1992)

Introduction to the New Edition

by Michael Tilson Thomas.

Amadeus Press, 380pp., including notes, index, discography, photos, drawings. \$22.95

Reviewed BY JOAN BAUM, Ph.D.

"Deliciously," to use one of his favorite words, Leonard Bernstein comes to life here, even though this "special reprinting" of his award-winning television lectures for young people back in the late 50s through the early 70s, with The New York Philharmonic, can only hint at the excitement he generated with his voice, facial gestures and body movements. Genius that he was—and superb teacher—his words here, tone, examples, analogies, his gentle humor and playful wit—nonetheless do recreate some of the dazzling energy and brilliance of those lectures, though only 15 of the 53 are included in this book. Now out on DVD in black and white and, from November 1966 on, in color—Bernstein called attention to this fact, noting that he was wearing a "modishly colorful tie—for the lecture on mode—the programs are wonderfully represented here. The book has great value for student performers, no matter what level, and for teachers of any grade—not to mention for those who just love to listen to music and who will undoubtedly love it even more—Bernstein's goal—after reading what he has to say about topics usually considered difficult (intervals, for example).

The range of the topics, selected by composer, author, and lecturer Jack Gottlieb, who was Bernstein's assistant, then editor, until the Maestro's death in 1990, is thoughtful and indicates Bernstein's broad passions, which cover jazz, folk, classical, contemporary. Obviously Sibelius and Berlioz are special favorites, for they each get their own chapter, but then as

much could be said for Bernstein's regard of Bach, Beethoven, Haydn, Mozart, Debussy, The Beatles. While parts of some chapters may be more of a reach than others, all the lectures make sense. It should also be noted that this is not just an informative and entertaining book but a visually pleasing one as well. Throughout, charming ink and wash sketches by Madeline Sorel highlight points being made and serve to diminish the sense of a textbook or formal guide. Then, of course, there are Bernstein's personal remarks—would you believe, he asks, that he was originally blond?—a point he brings up when he's talking about the exposition of a musical theme and its development.

It's hard to imagine a more intuitive and intelligent book for youngsters on the nature of music, its methods, language, techniques, technical aspects. Though all the lectures are clearly aimed at those who can find their way around a keyboard, and to a record player, such are the charm and ease of the presentations here—on orchestration, genres, humor, the concerto, impressionism, melody, sonata form,—that adults who never studied piano or gave up years ago might be moved to start again. Some may even have seen the original programs and recall the "enormous affection and feeling of connection to Bernstein," as Michael Tilson Thomas puts it in his foreword, and if they are moved now to share Bernstein's message with their own children and grandchildren "there can be no greater tribute to an educator." With due respect for arts teachers and musicians who work with schools on music appreciation, Bernstein has so many fine ideas about what to do and how to do it—and so many surprising demonstrations (the section on Ravel's *Bolero* alone should do it for even the most recalcitrant of youngsters)—they'd be mad not to tune in. The meaning of music, Bernstein says, "is the way it makes you feel when you hear it." It is this book's great achievement that Bernstein's simple, elegant explanations resonate deeply and indelibly.#



WHAT ABOUT SOCIALIZATION?

By REBECCA KOCHENDERFER

If only homeschoolers had a nickel for every time they heard the question, "... but what about socialization?" That infamous socialization question, for any seasoned homeschooler, is quite a humorous one!

Although non-homeschoolers worry that homeschooling may turn children into social misfits, we know that the opposite is true and that POSITIVE socialization is one of the best reasons to homeschool your children. "Socialization is actually meant to prepare children for the real world, which means learning to interact and deal with people of all ages, races, and backgrounds," says Diane Flynn Keith. "In this case, homeschooling actually does a better job of this because homeschoolers spend more actual time out in society."

Research supports this. According to Home Schooling and the Question of Socialization by Richard G. Medlin, "Home-schooled children are taking part in the daily routines of their communities. They are certainly not isolated; in fact, they associate with—and feel close to—all sorts of people."

He continues, "Home schooling parents can take much of the credit for this. For, with their children's long-term social development in mind, they actively encourage their children to take advantage of social opportunities outside the family. Home-schooled children are acquiring the rules of behavior and systems of beliefs and attitudes they need. They have good self-esteem and are likely to display fewer behavior problems than do other children. They may be more socially mature and have better leadership skills than other children as well. And they appear to be functioning effectively as members of adult

society."

This and other studies support the irony of the socialization issue in homeschooling that we have known for years, which is that traditional schools are actually more on a path of de-socialization. In traditional schools students learn to stay in a class to which they've been assigned and are grouped according to age and academic level, and generally with students from the same geographic area and socio-economic background.

So in a sense, as I like to say, many people are homeschooling because of socialization reasons. Diane Flynn Keith agreed that traditional schools are not conducive to socialization and in fact, that students are actually punished if they try to socialize in the classroom. She shared this ironic story, "I recall distinctly that my son spent a great deal of time in the classroom in the first grade, with his head down on his desk because he wanted to talk all the time to all his little friends around him and the teacher kept saying 'We're not here to socialize, young man.'"

The structure and reality of traditional schools are teaching students to be passive and compliant, which can follow the children throughout life. Children can learn to take abuse, to ignore miserable bosses or abusive spouses later on. In a traditional school someone else usurps authority.

This is where homeschooling comes in. Kids in homeschooling develop self-confidence and self-esteem; they learn to deal with difficult people when they are developmentally ready. When they are ready to go out into the world they know they have choices, a foundation developed in homeschooling.#

This article originally appeared in Homeschool.com's online magazine which is available for free at: www.Homeschool.com/subscribe.

Undergraduate Program for Homeschoolers

Stay on the Goddard Campus: September 8-10, 2006

This 3 day residency is followed by a 12-week semester working from home.

The Undergraduate Program for Homeschoolers at Goddard College provides young people, ages 14-19, who have learned independently outside of schools, an opportunity to begin earning college credit while continuing to learn in a self-directed style.



The program offers options for part-time study, enabling students to engage in the equivalent of one or two 3-credit courses per semester, and features brief (3 day) residencies at which students interact with other homeschoolers as well as Goddard faculty advisors who guide and evaluate their independent study when they return home.

For information contact Dr. Ron Miller at millerr@goddard.edu.
website: www.goddard.edu/academic/Homeschool.html
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Mitchell Levine, Education Update

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Jack O'Brien, Isanti Elem., MN

"PhonicsTutor brought our children from reading on a second grade level to 7th & 8th grade levels in six short months."

Roxanne & Michael, Dallas, TX

THE UNDERGRADUATE PROGRAM FOR HOMESCHOOLERS GODDARD COLLEGE, PLAINFIELD, VERMONT

The Undergraduate Program for Homeschoolers opened at Goddard College in March, 2006. This unique innovation in higher education enables 14-19-year-old homeschoolers to earn college credit while pursuing self-directed independent study. In this program, there are no assigned texts, no fixed curriculum, no exams, and no grades. Learning arises from students' own passionate curiosity and interests. Instead of conventional courses, the program gives independent learners the opportunity to design their own studies and work one-on-one with academic mentors who guide, encourage, and critique their work. Goddard is fully accredited, and credit earned in the program may be applied in most colleges or universities.

Each semester begins with a long weekend residency (Friday morning through Sunday afternoon). During this time, each student creates a personal semester study plan, and cultivates a relationship with his or her academic mentor. Although they may be working from a distance for the rest of the 12-week semester, this personal contact provides a strong foundation for a caring, attentive advising relationship. The residency also gives teen homeschoolers a place to share experiences and intellectual excitement.

Because homeschooling parents are so integrally involved in their children's education, they are expected to attend residencies if their children are under age 18. Students will attend most residency sessions without their parents, gaining academic independence, but parents will be asked to approve their study plans. A separate program of discussions and workshops will be offered to parents during the residency.

Study plans explicitly describe each student's particular learning goals, the resources they will use, and the form their academic work will take (written papers, artistic works, field study, and so on). Students send a series of packets containing their academic work to their faculty mentors, who respond with extensive comments, suggestions, and questions for further inquiry. At the end of the semester, both the student and mentor write detailed narrative assessments that comprise the student's academic record.

The Undergraduate Program for Homeschoolers is designed to support broad areas of personal inquiry in the liberal arts and interdisciplinary study. The faculty are academic generalists who can support students' growth in critical inquiry, academic research and writing, reasoning and reflection on their learning.

This program is open to students who demonstrate an ability and strong desire to engage in self-directed learning, whether they have homeschooled for many years or only briefly, and whatever the philosophical orientation of their home learning environment. Goddard College actively invites a diverse student population to join its programs. We believe that people learn best in a welcoming, supportive community that respects individual and cultural differences. A Goddard residency is a place to learn from each other's different life experiences and perspectives.

For more information, contact Dr. Ron Miller at Ron.Miller@goddard.edu or by cell phone (802) 310-2169; visit www.goddard.edu/academic/Homeschool.html ;or contact the Admissions Office at (800) 906-8312
Goddard College
123 Pitkin Rd.
Plainfield, VT 05667



GRADUATION AROUND THE NATION

MAYOR BLOOMBERG ADDRESSES GRADUATES OF JOHNS HOPKINS U SCHOOL OF MEDICINE

[Portions of this speech have been excerpted]

I've been given special degrees before, but being made an honorary doctor by real doctors in front of future doctors is the ultimate and may be about the best news my mother has ever heard. Considering the anemic academic record I amassed during my undergraduate years here at Hopkins, this really reaffirms my belief that anything in life and at JHU is possible.

Now, like all good scientists, I've done some research in preparation for this occasion. And I've learned a lot about today's distinguished graduates. Here's what I found out: Some of you will practice medicine or do research; others will manage fancy Mexican restaurants in Federal Hill. Some of you took anatomy with Doctor Rose; others actually enjoyed anatomy with Doctor Rose. Some of you have studied here for four years; others have for six, seven, or eight — and I think one MD/PHD started just around the time The Dome was built!

All of you, though, shared a few experiences: Those first-year lectures in the beautiful, windowless confines of the Wood Basic Science Building basement. The glamorous and nutritious take-out dinners from "Taste of China."

And I know you all share a deep, personal satisfaction that whatever happens in your professional life, you probably won't ever again live in Reed Hall.

But you also share something quite serious. Two things, in fact. Each one of you has had two important principles deeply embedded in you through your association with this amazing institution: An unwavering allegiance to the power of science and a profound commitment to use that power to help people. And this is a good thing, because now more than ever, these two fundamental concepts are being ignored, or are under attack.

Today, we are seeing hundreds of years of scientific discovery being challenged by people who simply disregard facts that don't happen to

agree with their agendas. Some call it "pseudo-science," others call it "faith-based science," but when you notice where this negligence tends to take place, you might as well call it "political science."

You can see "political science" at work when it comes to global warming. Despite near unanimity in the science community there's now a movement—driven by ideology and short-term economics—to ignore the evidence and discredit the reality of climate change.

You can see "political science" at work with respect to stem cell research. Despite its potential, the federal government has restricted funding for creating new cell lines—putting the burden of any future research squarely on the shoulders of the private sector. Government's

most basic responsibility, however, is the health and welfare of its people, so it has a duty to encourage appropriate scientific investigations that could possibly save the lives of millions.

"Political science" knows no limits. Was there anything more inappropriate than watching political science try to override medical science in the Terry Schiavo case?

And it boggles the mind that nearly two centuries after Darwin, and 80 years after John Scopes was put on trial, this country is still debating the validity of evolution. In Kansas, Mississippi, and elsewhere, school districts are now proposing to teach "intelligent design"—which is really just creationism by another name—in science classes alongside evolution. Think about it! This not only devalues science, it cheapens theology. As well as condemning these students to an inferior education, it ultimately hurts their professional opportunities.

Hopkins' motto is *Veritas vos liberabit*—"the truth shall set you free"—not that "you shall be free to set the truth!" I've always wondered which science those legislators who create their own truths pick when their families need life-saving medical treatment.

"Hopkins' motto is *Veritas vos liberabit*—the truth shall set you free—not that you shall be free to set the truth!"

—Mayor Michael Bloomberg,
The City of New York

GRADUATIONS IN U.S. HISTORY

By CHRIS ROWAN

In 1642, the first class graduated from Harvard—the nation's oldest university. The commencement took place on October 3d, (September 23d according to the Julian calendar that was used by England and her colonies until 1752).

In 1823, Alexander Lucius Twilight became the first black American to earn a degree when he graduated from Middlebury College in Vermont.

In 1841, Oberlin College in Ohio, the first co-educational institution in the United States, began granting degrees to women.

In 1849, Elizabeth Blackwell became the first woman in the United States to receive a medical degree (from Geneva College in New York).

In 1850, Lucy Ann Stanton became the first black American woman to earn a college degree when she graduated from Oberlin College.

Presidential Quiz

(1) Who was the first U.S. President to graduate from college? Where did he attend?

When did he graduate?

There's no question: science—the very core of what you have been living and breathing these past several years—is being sorely tested. But the interesting thing is this is not the first time that graduates of the School of Medicine have faced such a challenge. When the institution was founded more than a century ago, medicine was dominated by quacks and poorly-trained physicians. In that world, Johns Hopkins and its graduates became a beacon of truth, and trust and helped to revolutionize the field.

Now, the second ideal that has been ingrained in you by Hopkins is a commitment to use science to help people. That's true at the Medical School and it's true across Wolf Street at the Schools of Public Health, and Nursing. In fact, it is a calling that is at the very essence of the entire East Baltimore campus.

When Johns Hopkins developed the original principles by which the hospital should operate, he specifically decreed that it should "treat the indigent sick of the city... without regard to sex, age, or color."

It may sound obvious that the goal of every doctor and scientist is to use knowledge to improve the lives of others, but this cannot be taken for granted anymore. Look at some of the recent federal and state governmental, medical, and scientific policies and then tell me that, in every case, the end goal is always about helping the patient. I don't think so!

(2) Although 26 Presidents were lawyers, only one attended Harvard Law School. Which President?

(3) Which of these Presidents never attended Harvard?

(a) John Quincy Adams (b) William Howard Taft (c) Theodore Roosevelt (d) Franklin D. Roosevelt (e) James Monroe

(4) Which President dropped out of Princeton but graduated from Harvard?

(5) How many Presidents never attended any college?

(6) Which President dropped out of the Stanford University School of Business?

Answers: (1) John Adams, Harvard, (class of 1775), (2) Rutherford B. Hayes, (3) William Howard Taft and James Monroe, (4) John F. Kennedy, (5) Eight (Washington, Jackson, Van Buren, Taylor, Fillmore, Lincoln, Andrew Johnson, Cleveland), (6) John F. Kennedy.

I work at the city level, dealing with real world problems and delivering actual services. We have to put the care and treatment of our neighbors front and center. We can't let ideology get in the way of truth.

If you think about it, the cardinal rule of medicine—"Do no harm"—really aims too low. To improve health means being rigorous, being inquisitive, keeping up to date with scientific progress, and always pursuing the truth. It also means thinking beyond just medicine, and addressing the broader social, political, and economic issues that affect health: Housing, education, discrimination, and most of all, poverty.

Addressing these issues will increase access to care and improve patient outcomes, but there's no doubt, it will take courage and strong leadership to make society confront them. Fortunately, as graduates of this institution, I believe you can be those leaders.

Despite the obstacles that will be placed in your path, you must lead us to a stronger, safer, healthier world. I have no doubt that you will succeed. Today, you celebrate. Tomorrow, your great work begins. So get up early. Have that last 8A.M. beer at Jimmy's. And then welcome to the battle. It is one we not only can win; it is one we must win.

Congratulations on your graduation, and all the best in your lives and careers.#

The 238th Commencement Brown University conferred eight honorary degrees

Brown University conferred eight honorary degrees at the University's Commencement ceremony recently upon author and children's advocate Geoffrey Canada; Juliet V. Garcia, president of the University of Texas at Brownsville; business executive and Trustee emeritus Martin J. Granoff; Kay Redfield Jamison, an international authority on manic-depressive illness; Ngozi Okonjo-Iweala, finance minister of Nigeria; architect Friedrich St. Florian; HIV specialist Suniti Solomon; and economist Paul A. Volcker.#

**"Education is what survives
when what has been learned
has been forgotten."**

—B.F. Skinner

**"Life is my college. May I
graduate well, and earn
some honors!"**

—Louisa May Alcott

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PUBLIC PROGRAMS

The Studio Museum in Harlem has a long tradition of presenting programs that address prevalent issues in contemporary art by artists of African descent. Through the Department of Education and Public Programs, we offer a range of activities and programs that engage a diverse cross-section of artists of various

disciplines, writers, scholars and critics who share diverse perspectives with our audiences. For a complete list of programs, please visit www.studiomuseum.org or call 212/864-4500 x264. Please call 212/864-4500 x264 for more information, tickets sales and program registration.

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By SYBIL MAIMIN

Published and unpublished authors eagerly attended twelve panels of well-known writers, editors, publishers, agents, and publicists at the recent Marymount Manhattan Writers' Conference. During a day that featured "meat and potatoes" information and advice as well as inspiration and networking, participants listened, learned, and questioned. The 220 participants were welcomed by Lewis Burke Frumkes, director of the college's Writing Center and able and enthusiastic organizer of the conference, who noted that "each panel is special unto itself." As moderator of the Editors Panel, *Education Update* publisher Pola Rosen asked the panel to explain how a manuscript gets selected for publication. Will Murphy, an acquisitions editor at Random House, "looks for something he hasn't seen before, something that will change him and change his mind." Elfrieda Abbe suggested *The Writer* magazine (she is its editor) for detailed information about the craft of writing including how to write book proposals, get an agent, and find your voice. Elly Tatum, publisher of the black-targeted *Amsterdam News*, advised starting in a community newspaper where you can "write about what you know" and assemble clips. Grace Mirabella, famed editor of *Vogue* magazine, maintained "Reading, reading, and reading a lot is how you learn how to write." For magazine submissions, "Get a sense of the tone and belief of the magazine and write to that." Sarah Crichton, who is about to launch her own imprint for Farrar, Straus and Giroux, noted that magazines "have a clear sense of who the reader is," and "books, too, need to be engaged in a dialogue with the reader." Rosen advised that readers look at a newspaper to get a sense of the types of subjects that might be accepted. For example, in *Education Update*, she said, a series that generated one of the greatest reader responses dealt with education behind bars. "Our newspaper however, is also interested in art, profiles of university presidents and leaders in education, to name just some of the topics explored," she stated.

Children's Panel member Karen Winnick explained, "A printed picture book is 32 pages. Everything I say has to fit and work in this format." She advised, "Mistakes glare" and rewrites are common. "Don't show your work to non-professionals. Get someone who is a writer and not a family member." She recommended joining writing groups. Panelists agreed the Society of Children's Books, Writers, and Illustrators (SCBWI) is an invaluable resource in the field and its conferences great places for information and feedback. Internet Panel members warned, "Writing for the web is not the way to make money" unless you own a site. Because web users can easily move on, writing must be succinct, too many links a distraction. If possible, show ability to converge writing, video, and photos. Bill Dyszel, author of computer technology books, spoke of different uses of new media

and the growing importance of blogs. Half the on-line public reads blogs, he reported; they are viewed as particularly "credible" and "are shaping events and influencing how we communicate." Anyone can start a blog for free on blogger.com. Journalism Panel attendees learned that journalism school is not essential, and patience, persistence, and, where possible, connections, helpful. Pitching a piece involves "walking a fine line...Pursue editors but don't stalk them," and, remember, "One piece leads to another." Mystery/Suspense Panel members often write series so must think about their characters long term. They suggested, "Keep writing all the time." Best-selling author Carol Higgins Clark advised, "No matter how much is out there, there is always room for more." Mystery writers agreed they have a camaraderie not found among other writers. The Publicity Panel stressed the importance of being your own publicist. Say "yes" to every opportunity to market your book. An author's job does not end when a book is published.

Highlights of the day were keynote speeches by Lewis Lapham, editor-in-chief of *Harper's Magazine*, and Joyce Carol Oates, prize-winning best-selling novelist. In a beautifully crafted talk, "The Pleasures of Reading," Lapham lamented "the decay of public expression." He explained, "All writing seeks to tell a true story, discoveries in our own being." But, he sees "newfound gifts for the art of saying nothing...I don't understand how words empty of meaning empower people." He "delights in the written word. T.V. seems clumsy and slow" and "looks for writers with whom I can imagine myself having a conversation." He reads with pencil in hand, making notes, and enjoys rethinking old comments on second readings. He dismisses a book if he cannot hear the author's voice ("as unmistakable as the sound of an oboe or the sea") and admires works that can be read at random and opened to any page. He regrets that "books have so little to do with the business of America" and that the country "doesn't possess the desire to know itself." Lapham is launching a new publication, *Lapham's Quarterly* that will feature a current theme, e.g., the law of war, and examine relevant texts throughout time, reinforcing the importance of historical memory.

Showing wit and wisdom in her keynote, Joyce Carol Oates spoke of "The Writer's Secret Life," focusing on "woundedness, rejection, and inspiration." Quoting Samuel Beckett and the channeling of rage, "It all came together between the hand and the page," she explained, "We rarely meet the writer's self." Many confront rejection, not just from editors, but from family and society. Non-conformist writers must leave their countries (Beckett and Joyce). Some loath their fathers or mothers (Hemingway). Many are low and mean-spirited. Oates believes flawed personalities may have empowered some writers. Eugene O'Neil's obsessive hatred turned his alcoholic father into

TEACHERS COLLEGE MEDAL RECIPIENTS 2006

Dr. William G. Bowen, President, Andrew Mellon Foundation. In addition to having served for 16 years as President of Princeton University, Bowen co-authored, with Derek Bok, the groundbreaking book, *The Shape of the River*, which marshals the academic, employment and life histories of more than 90,000 students.

Dr. Benjamin Carson, pediatric neurosurgeon, The Johns Hopkins Medical Institute. Inspired by a mother who required him to read two books every week and write a report about them, Carson, who is African American, overcame an impoverished background to earn a scholarship to Yale University. At age 32, he became the nation's youngest Director of Surgery.

K. Patricia Cross, Professor of Higher Education, Emerita, The University of California, Berkeley, Graduate School of Education. As a university administrator, researcher and teacher—as well as a former two-time board chair of the American Association of Higher Education—Cross has served as a catalyst of the community college movement and an architect of classroom strategies for connecting with widely varying student populations.

David Halberstam, journalist, author and social historian. First recognized for his coverage of the Emmett Till murder case, he is the author of such classic works of Americana as *The Best and the Brightest*, on the Kennedy and Johnson Administrations' roles in promulgating the Vietnam War; *The Powers That Be*, which chronicles the evolution of television and its impact on news coverage.

Frances Hesselbein, founder and guiding spirit of the Leader to Leader Institute. A recipient of the Presidential Medal of Freedom, America's highest civilian honor, and cited by *Fortune* magazine as "the Best Non-Profit Manager in America," Hesselbein has focused organizations in the private, public and non-profit sectors on maintaining greatness and helping America to sustain its democratic traditions.

Dr. Freeman Hrabowski, President, University of Maryland, Baltimore County. A Ph.D. recipient at age 24, Hrabowski has transformed the

little-known University of Maryland, Baltimore County into the nation's leading producer of black biochemistry majors. His innovative Meyerhoff Program, hailed as a national model by Dr. Rita Colwell of the National Science Foundation (NSF), annually recruits high-achieving high school students to UMBC and sends 90 percent of them on to graduate school.

Thomas Kean, former Governor of New Jersey and chair of the National Commission on Terrorist Attacks upon the United States. A TC alumnus and trustee emeritus, Kean increased school spending during his two terms as New Jersey's chief executive and created report cards for teachers. As President of Drew University for 16 years (he retired last spring), he tripled the school's endowment to over \$200 million.

New York Congressman Charles B. Rangel, the senior member of the New York State delegation and the ranking Democrat on the House Ways and Means Committee. In the 17 terms he has served since 1970, Rangel has authored or co-authored such landmark legislation as the \$5 billion Federal Empowerment Zone demonstration project to revitalize urban neighborhoods nationwide.

Dr. Ruth Westheimer, sex therapist and talk show personality extraordinaire. Through her two signature programs *Sexually Speaking* and *The Dr. Ruth Show*, as well as through the more than two dozen books she has authored or co-authored and the countless talks she has delivered to audiences of all ages, Dr. Ruth has established herself as the world's leading apostle of sane sexuality and healthy relationships. Dr. Ruth is both a TC alumna and the mother of a TC alumna.

Cleveland E. Dodge Medal Recipient for Distinguished Service to Education:

Robert Rubin, Chairman of the Executive Committee, Citigroup Inc. As Secretary of the Treasury under President Clinton, Rubin helped balance the federal budget, open trade policy to further globalization, resolve fiscal crises in Mexico, Russia and Asia, and win Most Favored Nation trading status for China. #

Calendar of Events JUNE 2006

Camp Fair

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

THE STUDIO MUSEUM IN HARLEM has a long tradition of presenting programs that address prevalent issues in contemporary art by artists of African descent. Through the Department of Education and Public Programs, we offer a range of activities and programs that engage a diverse cross-section of artists of various disciplines, writers, scholars and critics who share diverse perspectives with our audiences.

ADULT PROGRAMS

NOTE: For a complete list of programs, please visit www.studiomuseum.org or call 212/864-4500 x264.

Tours for Seniors! (Each tour explores a different aspect of the exhibition.) Sat., July 1, 2pm

Uptown Fridays! music, cocktails, culture
Friday, May 19, 7-11pm (w/ Hoofers' House); (rain date: Friday, June 2)
Friday, June 16, 7-11pm (w/ Hoofers' House); (rain date: Friday, June 23)

Sunday Salon; Sunday, June 4, 3-5pm

Vital Expressions in American Art: Performance at the Studio
Presented in collaboration with the JVC Jazz Festival

Thursday, June 15, 7:30pm
Andrew Hill Trio; Andrew Hill on piano, John Herbert on bass, Eric McPherson on drums. The JVC Jazz Festival is presented by George Wein and Festival Productions, Inc.

a mythic figure that inspires his work. "It might be that psychopathology that would have crippled others is channeled into great writing," she posits. Ironically, early, immediate success can be a "grim problem" with the "inevitable fall the next time round (Scott Fitzgerald and Ralph Ellison)." Others, afraid of success, take many years to write subsequent novels. While some authors are decent people (Whitman, Chekov), Oates maintains, an artist must "have experience

with emotions," and "failure makes people more thoughtful."

Summarizing the day, Samuel Sachs, a published non-fiction writer from Canada trying to break into fiction, was pleased to see the "human side of the industry...When all you get are formal rejection letters you become pessimistic and cynical. This experience has shown me the industry is being run in good faith, something to take hope from." #

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