

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XI, No. 7 • New York City • MARCH 2006
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

Jill Levy photo courtesy of Adrienne Haywood-James



**RANDI
WEINGARTEN**

**JILL
LEVY**

EDUCATION LEADERS

PSRT STD.
U.S. POSTAGE PAID
Permit No. 500
VOORHEES, NJ

GUEST EDITORIAL

Lucy Sprague Mitchell: A Pioneer in an Age of Pioneers

By DR. AUGUSTA SOUZA KAPPNER
President, Bank Street College of Education

Lucy Sprague Mitchell came of age at a time of great changes in the United States. The country was becoming increasingly industrialized and urbanized; waves of immigrants were arriving, and poverty—especially urban poverty—was on the rise. These changing conditions inspired an intense period of social and educational reform between 1890 and 1920, led by pioneers, many of them women, who believed that the world could be changed. An age of often appalling social conditions was also an age of great optimism for people who wanted to remake the society America had built.

A graduate of Radcliffe, and the first Dean of Women at the University of California at Berkeley, Lucy Sprague Mitchell knew that she wanted to be a force for change, and shared the

optimism of the reformers that change was possible. She herself saw in education the best possibility for a more just and humane world.

With several like-minded women, she established the Bureau of Educational Experiments to determine how children grow and learn by carefully studying and recording their behavior, their language, and their interactions with each other and with their environments. In 1930, convinced that the teacher was key to education, the Bureau added teacher preparation to its activities; in 1943, the Bureau was well enough known for the New York City public schools to invite staff members to offer workshops onsite in the New York City Public Schools, thus realizing a goal for Mrs. Mitchell, who knew that educational reforms that did not take root in the public schools would never be of great value. In 1950, the Bureau was chartered by the Regents of the State of New York and became Bank Street

College of Education.

Today, we live in another age of educational ferment and reform. Reformers from all perspectives seek to change our schools and early education programs in order to improve outcomes for children. There are often just tiny areas of agreement in the school debates, except for the recognition of the importance of teachers and good teaching. As Lee Iacocca said: "... passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have." That's what our teachers and graduates do every day—pass civilization along to our children and grandchildren. Expressed that way, it is clearly a daunting task, and one worthy of the highest respect—and gratitude—our society has to offer.

And yet, perhaps because teaching is still mainly a woman's profession, we pay our teachers—to whom we entrust our children and their future—no better, and often less well, than we pay people who perform much less critical tasks. And we accord them equally little respect. It is a challenge for all of us to find ways to compensate our teachers adequately for the vital role they play, and to restore to teaching the respect it once commanded—and so richly deserves. It is time—and past time—to join Mrs. Mitchell in understanding that teachers are the key to our children's learning.#

EDITORIAL

Women Shaping History

Women have come a long way since the days of our grandmothers who were content to raise children, stoke the proverbial fire in the hearth, and be the ballast in the family, maintaining a sense of equilibrium and security.

The women appearing in this issue, may do all that their forbears did, but in addition, have used their talents to improve the lives of others.

Education Update is proud to have interviewed twelve illustrious women who have made significant changes in the field of education, music, medicine, veterinary medicine, human-

ism, domestic violence, history, public policy, circus education, corporate contributions to education and unions and education. We salute these women who truly are our leaders: Marin Alsop, Kathryn Anderson, Mary Brabeck, Yaffa Eliach, Temple Grandin, Kati Haycock, Yolanda Jimenez, Jill Levy, Diane Ravitz, Randi Weingarten, Peggy Williams and Kathryn Wylde.

We also welcome the commentaries of our contributors President August Souza Kappner and Dr. Mary Blake.

Read, reread and savor their words of wisdom#

LETTERS TO THE EDITOR

RE: The Incredible Maxine Greene**To the Editor:**

Arts education owes much to Maxine Greene, Mark Schubert and LCI. I had the opportunity to be a part of the formation of Arts Unlimited, and spent several hours with Mr. Schubert and later interviewed him for my dissertation. I had the chance to be part of a Nashville Arts Institute that Maxine served as philosopher in resident. They changed the way I view, taught and even choreographed. Thank you for highlighting LCI and these two incredible contributors to the arts and society.

Ann Shea,
Chattanooga, TN

RE: An Immigrant Finds Success at Seward Park High School**To the Editor:**

June 2006 Seward Park High School will be closing down its offices, giving way to new schools. It is very sad to see that our library was closed at the beginning of this school year. Our Principal and staff members have been very supportive towards its students. I migrated from Latin America, and faced prejudice.

It would be special if someone famous would give a speech for the last graduating class.

Sarah Perez, New York, NY

RE: Bilingual Education for the 21st Century**To the Editor:**

I agree with this article, but I've got to say that no one can understand what we Hispanics think when we meet someone that is interested and cares about our language.

Elizabeth Velazquez,
San German, Puerto Rico

RE: Rikers High: A Filmmaker's View of Prison Education**To the Editor:**

It was said that Island Academy is an "official high school", so why weren't the kids awarded an official high school diploma?

It's hard in society, and that's the reason the kids are there. One adolescent in the class made a statement, "The GED isn't enough anymore." The honest truth is, Rikers Island Academy is a joke to these guys. Give them a high school diploma!

Jameela, Brooklyn, NY

IN THIS ISSUE

Editorial & Letters	2
COVER STORY	3-7, 9, 12, 13, 19
Colleges & Grad Schools	8,9, 11, 16, 17
Special Education	14-15
Superintendent's Seat	18
Music, Art & Dance	19
Movies & Theater	20
CAMPS	20-21
Books	22
MetroBEAT	23

Errata:

In the February issue of *Education Update* "The Studio Museum of Harlem" should have been "The Studio Museum in Harlem."

Manhattan Chamber
of Commerce

Board Member of the Year
2001

Dr. Pola Rosen

Education Update



Winner
of the
Best
Business
Award

Manhattan
Chamber of Commerce

To
Education Update

FROM

Silver Hill Hospital

Mental Health
Media Award
2000



Excellence in Education Journalism,
1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen

EDUCATION UPDATE

Mailing Address:

17 Lexington Avenue, A1207
New York, NY 10010
Email: ednews1@aol.com
www.EducationUpdate.com
Tel: 212-477-5600
Fax: 212-477-5893

PUBLISHER & EDITOR-IN CHIEF:

Pola Rosen, Ed.D.

ADVISORY COUNCIL:

Mary Brabeck, Dean, NYU School of Education; Charlotte K. Frank, Ph.D., Senior VP, McGraw-Hill; Augusta S. Kappner, Ph.D., President, Bank St. College; Bonnie Kaiser, Ph.D., Director, Precollege Program, Rockefeller University; Harold Koplewicz, M.D., Director, NYU Child Study Center; Alfred S. Posamentier, Ph.D., Dean, CCNY; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch, Chair, Center for Arts Education

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman, Rob Wertheimer

ASSISTANT EDITOR:

Liza Young

GUEST COLUMNISTS:

Mary Blake, Ed.D., Mayor Michael R. Bloomberg, Dr. Carol Hankin, Augusta Souza Kappner, Ph.D., Alfred Posamentier, Ph.D., Jerrold Ross, Ph.D., Dean, St. John's University; Randi Weingarten

STAFF WRITERS:

Jacob Appel, J.D., Stevanne Auerbach, Ph.D., Joan Baum, Ph.D., Gillian Granoff, Richard Kagan, Sybil Maimin, Martha McCarthy, Ph.D., Merri Rosenberg, Emily Sherwood, Ph.D.

BOOK REVIEWERS:

Harris Healy III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

EDITOR-AT-LARGE:

Steve Bailey

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

POLITICAL COMMENTARY:

Stuart Dunn

ART DIRECTOR:

Neil Schuldiner

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Steve Bailey, Nancy Kontos,
David Edelman

ACCOUNTING MANAGER:

Michael Portnoy

EDITORIAL INTERN:

Timothy Brunner, Hofstra University

Education Update is published monthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER:

Send address changes to:
Education Update
P.O. Box 1588
NY, NY 10159
Subscription: Annual \$10.
Copyright © 2006 Education Update

EDUCATION UPDATE
IS AN INDEPENDENT NEWSPAPER

WOMEN SHAPING HISTORY

Jill Levy, CSA President: From Behind the Scenes to Center Stage

By EMILY SHERWOOD, Ph.D.

When Jill Levy was in high school, her drama teacher taught her that she didn't want to be on stage. "My best work was behind the scenes," recalls Levy. But since 2001, Levy has returned to center stage as President of the New York City Council of School Supervisors and Administrators (CSA), a 5700 member affiliate of the AFL-CIO, where she'll be the first to tell you that public schools are more than just teachers in the classroom. "They are communities of people linked by strong principals and assistant principals and supported by administrators and supervisors," explains Levy.

Levy's road to union leadership was far from direct. As a student at the Bronx High School of Science in the early fifties, she mingled with bright, articulate students. "We learned the art of questioning; debate was encouraged," recalls Levy. Although she was a precocious and verbal child, her parents thought that girls didn't go to college. "They thought that you took a job as a secretary or nurse or in a bank...the options were very limited." Yet ultimately she did matriculate and quickly entered the teaching profession, where, prior to the UFT getting the official nod as the representative union for teachers, she agreed to help disseminate pro-union literature in her building. Later on, she became a special education supervisor and then a mentor, helping to design the supervisory support program that provides mentoring to supervisors who feel they need help. Levy attributes her visceral need to champion the rights of others to her years of work in the special education arena. "Seeing children who were not accepted into public schools," says Levy, "who were rejected and had to be separated

from their parents and their community, gave me the challenge to do more for these people. I decided that I was not going to quit until every child had access to a quality public education."

While Levy learned to fight her professional crusades with courage and compassion, spurred on by her first special education supervisor, Dennis White, who "taught me to have heart and faith and how to laugh", she was facing her own personal battle with cancer. "At that time [in the late eighties] we didn't have the chemotherapy that we have today, or the drugs that would help you get through chemo." But true to form, Levy turned her private struggle into a campaign to help all breast cancer survivors, founding a Florida-based not-for-profit organization called the Women's Health Education Network in 1989 whose mission was to inform women about self-examinations and stress-related issues. (She has since disbanded that organization when "other organizations took up the cudgel and breast cancer became something that people spoke openly about.") "When something happens that's not good," reflects Levy, "I think about how to turn it around and make it into something meaningful, not just for yourself but for other people."

While Levy is quick to admit that, personally and professionally, life is easier in 2006 for a woman, she believes that the glass ceiling still impedes upward mobility for females. Even in a female-dominated field like education, "the fact that we don't have a female chancellor and we've never had a female chancellor is still an issue," she notes.

One of Levy's primary issues as CSA President is to get out the message that "the principals

continued on page 9

UFT President Randi Weingarten Speaks Out: A Family-Friendly Agenda for Teachers and Child Care Workers

By EMILY SHERWOOD, Ph.D.

There's hardly a New Yorker today who is not intimately familiar with United Federation of Teachers (UFT) President Randi Weingarten and her passionate crusade for fair salaries and benefits for the 140,000 teachers and other non-supervisory educators who work in the city's public schools. During the protracted, two-and-a-half year labor dispute during which New York City teachers worked without a contract, a bitter clash that ended in October 2005 with a four year, 15 percent pay hike for teachers but a longer workweek, Weingarten's message screamed from the front pages of local newspapers: "It's time to invest in the three R's. Respect for teachers. Retention of qualified staff. And resources for schools."

But with the teachers' contract finally settled, Weingarten is hardly resting on her laurels. "We need to have more family-friendly policies for teachers," Weingarten told *Education Update*. "I would like us to be able to negotiate innovative child care arrangements so that if teachers who have children who are not in school yet, child care opportunities will be available close to where they're teaching." And there's more. "I think educators should have the ability to enjoy professional courtesy so that their school-aged children can attend schools located close to where they are teaching. Right now, that's the exception rather than the rule," adds Weingarten. Better maternity policies and the ability to donate days toward caring for an elderly parent or sick child are other benefits that Weingarten would like to see as part of her "family friendly" agenda.

Weingarten's passion and tenacity are in her blood. Her grandfather, a Jewish medical student

in the Ukraine during the Bolshevik revolution, gathered together a group of family members, including members of his in-laws' family, and fled to the U.S. to escape religious persecution. "He risked everything to come to the United States...He was my hero growing up. He was a tough guy, he was a stubborn guy, and he had a heart of gold," Weingarten reminisces.

Weingarten cut her teeth on union politics as a child growing up in Rockland County, where she watched her mother, a schoolteacher, "in total solidarity with virtually every other Nyack schoolteacher on strike for six weeks when I was a senior in high school." Beyond the firsthand experience of watching a labor dispute, Weingarten was dismayed to observe "people making terrible budget decisions that really hurt kids and teachers." Yet what propelled her most to want to make a difference in the lives of kids was "the comparison between what I got as a student in the Clarkstown school system versus what schoolteachers and kids got in the New York City school system." Weingarten went on to teach history for six years at the Clara Barton High School in Brooklyn, where she remembers having to "scavenge for chalk" and work with markedly higher class sizes than in the suburbs. "So there's that fundamental unfairness between the people who, by dint of where they are born or where they live, get a privileged education, versus people who live in the city, kids who are basically minority, who are bereft of those kinds of resources." After getting a degree from Cornell's School of Industrial and Labor

continued on page 9



Kindergarten — Twelfth Grade

CLAREMONT PREPARATORY SCHOOL

is the first independent ongoing school to open in Manhattan in 50 years and the first nonsectarian, K-12 school below Canal Street. We are located just south of Wall Street and convenient to public transportation. Our new facility of over 100,000 square feet includes state-of-the-art classrooms, art studios, language and science labs. Students enjoy a brand new library, cafeteria, outdoor play spaces, a regulation gym and a swimming pool.

For more information, **CALL 212-232-0266**



Claremont Preparatory School

41 Broad Street, New York, NY 10004 • Tel 212.232.0266 • Fax 212.232.0284 • www.claremontprep.org



"Without Data, you're just another person with an opinion."

Scott Ebbrecht, Principal, Mark Twain Elementary School, OH
Published: Education Week, September 15, 2004

Join the thousands of schools LifeTrack Services has helped gather data for since 1989. Services include:

- ◆ Comprehensive Graduate Follow-up Programs
- ◆ Middle School Exit Surveys
- ◆ High School Exit Surveys
- ◆ School Climate Surveys
- ◆ Athletic Satisfaction Surveys
- ◆ Activity Satisfaction Surveys
- ◆ Teacher Surveys

Utilize this cost-effective data for:

- School Improvement Strategies
- Curriculum Adjustments
- Accreditation
- Enhancing your public relations
- Documenting your graduates' success
- A lifetime alumni database

LifeTrack Services, Inc.

1271 Port Drive, Clarkston, WA 99403
1-800-738-6466 Fax: 509-758-2162
info@lifetrack-services.com www.lifetrack-services.com



Union Settlement Home Care Services, Inc.



Commitment / Professionalism / Excellence

CELEBRATING OVER 25 YEARS OF SERVICE TO THE COMMUNITY

- ◆ Registered Nurses
- ◆ Personal Care Aides
- ◆ Home Health Aides

"Care Through Knowledge and Understanding"

www.UnionSettlement.org

Tel: 212.828.6182 • 174 East 104th Street, 3rd Floor, New York

THE UNIVERSITY OF FINDLAY



EARN A BACHELOR'S DEGREE AT THE UNIVERSITY OF FINDLAY

The University of Findlay's degree completion program offers a bachelor's degree in criminal justice, business or environmental, safety and health management.

[Be] PREPARED

DISCOVER WHO YOU WILL BE

Classes meet once a week for eight weeks and are available live in Toledo or online.

- Accelerated classes
- Associate's degree or 62 college credits required
- Complete an entire degree online

WHO WILL YOU **[Be]**?

FINDLAY
THE UNIVERSITY OF FINDLAY



Views on All-Girls' Education: Convent of the Sacred Heart

By MARY BLAKE, Ed.D.

Do you believe academic achievement is higher for girls in an all-girls academic setting?

There is a growing consensus, based on an increasing amount of solidly researched data from around the world, that single sex-schools allow children to achieve greater success.

Within the last ten years, we have gained a much better understanding of the functioning of the brain, and it has been established that girls think, interact,

lead and make decisions in ways psychologically and developmentally different than boys.

A single-sex school can address girls' specific developmental needs by fostering what Dr. Joann Deak calls "against-the-grain" learning. That is, all-girls settings can emphasize skills involving motor, spatial and strategy tasks. They can also ensure that math, science, and technology are vital parts of the curriculum, breaking through the stereotypes of girls' perceived inferiority in

these subject areas and promoting less gender-polarized attitudes.

Is there a benefit to single sex education in non-academic areas?

The brain imaging that shows that female and male brains are wired quite differently applies not only to academic skills but to social and emotional development as well. Girls approach all the skills of living—not only learning but also communicating and interacting—in a different way than boys. Single-sex schools, therefore, allow young women not only to become successful students but also to realize their full potential. An all-girls setting fosters opportunities to resist societal pressures, allowing a young woman to cultivate a strong understanding of her own identity. As young women experience the changes in body, mind and spirit that occur during adolescence, they need an encouraging and supportive environment in which to take risks as they recognize themselves as scholars and athletes, artists and leaders. Single-sex schools offer girls the opportunity to develop the confidence to make important choices and lead them to believe that they can achieve their dreams. American University professors Myra and David Sadker put it this way: "When girls go to single-sex schools, they stop being the audience and become the players."

Is your faculty predominantly women?

The majority of our educators are women, but we strive to find faculty members who are mentors and role models no matter what their gender. Our teachers—female and male—are dedicated to helping girls grow and learn, and they each set an example of scholarship and integrity for their students. While female teachers can provide examples of what it means to be a successful woman, male teachers can challenge young women to defy society's traditional limits on female achievement. Together they offer our students powerful

messages about who they might become.

Approximately what percent of your students go on to single sex colleges? Coed colleges?

In general, the majority of our graduates choose coeducational colleges and universities. Many colleges and universities that were founded as single sex schools have become coeducational, which, in part, is reflective of the research that single sex education is most effective in the developmental years. More important is the fact that no matter what institution our students choose to attend, they have a competitive advantage because of their girls' school experience during the most important developmental time of their lives. They are not afraid to take charge of their learning, they are not afraid to defend their positions, and they have the confidence in their own skills and talents to face whatever challenges come their way.

Are there any other aspects of all-girls education that you wish to discuss?

Our foundress, Saint Madeleine Sophie Barat, started the Sacred Heart schools over 200 years ago because there was a huge disparity between the education offered to women compared to that offered to men. While there is no longer such a drastic discrepancy between educational opportunities, St. Madeleine Sophie's mission is as relevant today as it was in 1800. Our commitment to educating young women offers an alternative to the messages of materialism and superficiality—telling young women they must look and act a certain way—with which they are bombarded. At Sacred Heart, we counter these messages by giving girls a chance to cultivate a spiritual and value-centered dimension, which provides them with a deep sense of confidence, hope, and self-worth..#

Dr. Mary Blake is Headmistress of Convent of the Sacred Heart.

Help your students help themselves.

Now New York City students, K-12, can find everything they need to finish homework in record time—all in one place!

Explore **homeworkNYC.org**:

- full text databases • live homework help
- test taking tips • digital images
- recommended websites • and more!

Download a library card application to access even more resources. Get access to databases from NOVEL (New York Online Virtual Electronic Library): password homework.

Get your students connected and get rid of the excuses!

homeworkNYC.org
Powered by New York City's public libraries

homeworkNYC.org is made possible by a major grant from The Wallace Foundation as part of the Learning in Libraries initiative. For more information about what the Foundation has learned about out-of-school time, education leadership and arts participation, visit the Knowledge Center at www.wallacefoundation.org. homeworkNYC.org was developed by The New York Public Library, Brooklyn Public Library, and Queens Library, with the New York City Department of Education.

Darrow School

110 Darrow Road, New Lebanon, NY
Sean Fagan, Director of Admission
518-794-6008

New Fitness Center now open!

Open House • April 29

Call 518-794-6006 to RSVP or to schedule a visit at your convenience.

"Darrow has brought out qualities that I never knew I possessed ... Darrow has brought out the person in me who loves to learn."
Zoë, Class of 2006



Darrow School is a co-ed, college preparatory boarding and day school for grades 9-12, offering hands-on, active learning in small classes and excellent college placement. We are located at the historic Mt. Lebanon Shaker Village in the Berkshires on the NY-MA line. Visit us on-line at www.darrow-school.org.



THE LEARNING WHEEL

Teachers' Store - Parents Always Welcome
BEST SELECTION OF EDUCATIONAL MATERIALS AT THE LOWEST PRICES

Now Later Evening Hours For Your Convenience

Featuring these outstanding products this month:

- * "On-Track Software" by School Zone Interactive (Reading and Math practice for pre-school through grade 4)
- * "Four Square Writing Method" by Teaching & Learning Company (levels for grades 1-3, 4-6, & 7-9)
- * "Get Ready To Read" by Hooked on Phonics (comprehensive instructional program for pre-readers)



Present this ad (with purchase of \$25 or more) to enter our \$250 prize drawing! Five (5) \$50 gift certificates will be awarded this month!!

THE LEARNING WHEEL IS LOCATED AT 1514 AVENUE Z (East 16th Street), BROOKLYN, NY (1 block from Sheepshead Bay Rd. subway stop)
Phone: 718-934-5540

STORE HOURS: MONDAY-FRIDAY - 11:30 AM TO 6:30 PM
SATURDAY - 11:00 AM TO 5:00 PM
SUNDAY - CLOSED

www.TheLearningWheel.com



WOMEN SHAPING HISTORY

Dr. Temple Grandin: Veterinarian, Advocate for Autism

By EMILY SHERWOOD, Ph.D.



Temple Grandin was not your typical student. Growing up as an autistic child in New England in the fifties, at a time when little research had been done into this fast growing developmental disability affecting social interaction and communication, she encountered powerful learning barriers and painful social stigmas. Yet by adulthood, Grandin went on to get a Ph.D. in Animal Science and to design livestock handling facilities that are used worldwide. She is currently an Associate Professor of Animal Science at Colorado State University, has written several books (including a New York Times best seller, *Animals in Translation*) and hundreds of scholarly articles on both livestock handling and autism, and travels extensively as a lecturer and guest professor.

Education Update tracked Grandin down in between a five day guest lecture on animal behavior at Cornell University and a speaking engagement in Kansas. Recalling her childhood at a time when autism was referred to as an "emotional disturbance," Grandin described herself as "a goof around student who just didn't care about studying...I was very motivated to do a lot of things, like making sets for the school play, but it just wasn't studying." Like many children on the autism spectrum, Grandin had uneven academic skills. "I did fine in English, history, and bio, but I had problems with math and foreign language," she recalls. "I didn't know as a little kid that everyone didn't think in pictures...I

see everything visually," she adds. And of course there was the teasing, so hurtful by adolescence that Grandin was kicked out of the public high school she was attending for engaging in a fight with a girl who called her a "retard." During those years, the bright light for Grandin was a kind and caring science teacher named Bill Carlock, who "gave me a reason to study...We did interesting science projects in his lab. We learned about optical illusions, electronics...we made a light show...He was an incredible mentor to me."

Following her expulsion from public high school, Grandin enrolled in a small boarding school for gifted, "emotionally disturbed" children. She was accepted into Franklin Pierce College in New Hampshire "through the back door" as she did not have the requisite strengths in all areas of academic study. (Grandin worries that state and national testing initiatives are making it harder for students like her to get to college: "We're screening a lot of very talented people out," she regrets.)

Even in the working world, Grandin had to overcome prejudice and sexual harassment. "I was once kicked out of a feed yard because they said cowboys' wives wouldn't like me," she recounts humorously. Yet she persevered, obtaining her masters and doctoral degrees part-time while gaining valuable work experience in livestock management and design. Today, almost half of the cattle in North America are handled

continued on page 7

Kathryn Wylde: CEO, NYC Partnership

By JOAN BAUM, Ph.D.



If ever there was a turning point in her life, it was the summer after her sophomore year at St. Olaf College in Minnesota, when she first visited New York. There she was, a young girl from the "homogenized Midwest" working in a Lutheran Day Camp in Brooklyn, an area at the time that was not only full of diversity and excitement but challenge, as one of the more impoverished regions of the city. But she knew then that New York City was where she wanted to be. The turning point turned out to be a jumping off point as well, and the young honors graduate with a B.A. in Political Science soon showed her mettle and determined compassion when she came to live and work in the city in 1968. Although her first career choice in college had been political journalism, the cultural changes wrought by the sixties had not yet affected women in many fields, and so Kathryn Wylde took a side step into public relations in Lutheran Hospital, at the time, an institution in crisis, where she honed her management skills.

David Rockefeller's vision that "big banks and business must commit to neighborhoods" was in formation and Kathryn found herself volunteering to write a task force plan for a housing program to take abandoned city-owned land and turn it into homes to attract the middle class. Soon after that she found herself tapped to assume a leadership role in the Partnership and began to apply her grassroots experience in Brooklyn to the larger urban problem of leveraging public and private joint ventures city wide. Today Kathryn Wylde is president and CEO of the New York City Partnership and Chamber of Commerce, the city's leading business organization, and founding president and CEO of the NYC Investment Fund (the Partnership's economic development arm) and the first woman to receive the Harvard Business School Club of Greater New York's Business Statesman award—an internationally

known expert in housing and economic development and one of the city's most ardent and optimistic champions.

Although the Partnership has many areas in which it works public education is its number-one focus these days. Building an educated labor pool means building a strong economic base for the city—stimulating job creation and economic growth by attracting business and ensuring that the city remains a major player in the global economy. Kathryn Wylde thinks that the Mayor and the Chancellor have got it right in reducing bureaucracy, which often got in the way of negotiating school construction and renovations (now from several, down to only one, she laughs), and providing a model for how the private and public sectors can work together to address educational needs, such as the Leadership Academy for principals. It's been a good budget year, she points out: the city has shown it has recovered from the trauma of 9/11 and cost efficiencies have kicked in, with surpluses available for the schools. And there has been a change in the academic culture. In the past, she says, school leaders tended to look inward and avoid larger public policy proposals related to education. Now they see that the business community really cares.

Though funding allocation studies show that the city is doing well on a pro-rata need—so many dollars for so many school children—the facts are that the city is under-funded in many areas that depend on ESL, Special Ed and resources for poorer neighborhoods. The Catch 22 situation does not escape her: Those schools in difficult urban areas that have somehow pulled through and demonstrated achievement—such as the Trey-Whitfield School in East NY, a private

continued on page 7

IS YOUR CHILD **DYSLEXIC**
OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.

WE STRIVE TO HELP CHILDREN
NOT ONLY HAVE THE SKILLS NEEDED
TO LEARN, BUT WANT TO LEARN.

The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
- ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502

RUTH ARBERMAN, DIRECTOR OF THE STERLING SCHOOL
299 PACIFIC STREET, BROOKLYN, NEW YORK 11201

It takes more than an apple to reach today's teachers...
It takes

New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United teachers
- Read by 500,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call (800) 448-4237
800 Troy-Schenectady Road, Latham, NY 12110



The Salvation Therapeutic Foster Boarding Home Program

is looking for individuals to become a part of our team and
Help a Child in Need

We are looking for homes in Brooklyn and Manhattan.
You will receive a generous stipend to cover your expenses.



Please call Luisa Warshaw at The Salvation Army Homefinding Dept.
at 516-746-1484 ext. 235 or ext. 241



Temple Grandin

continued from page 6

in a center track restrainer system that Grandin designed for meat plants. She's designed curved chute and race systems for cattle that are used globally and her publications on the flight zone and other dynamics of grazing animal behavior are used as fundamental guides to animal handling. (Grandin attributes part of her design acumen to her grandfather, a Ph.D. in engineering from M.I.T. who was one of the inventors of the auto pilot mechanism in aircrafts.)

Although she is a heavily demanded speaker and writer in the autism field, Grandin intentionally allocates two-thirds of her professional time to livestock issues, calling it her "real job." Of the dozens of awards that dot her resume, she's particularly proud of the 1995 Industry Advancement Award from the American Meat Institute ("it's recognition from my own indus-

try"), and there are numerous awards for her humane treatment of animals.

With the remaining one-third of her professional time, Grandin is a tireless advocate for families and children who live with autism, using a discussion format that "gives people very specialized information mixed in with my personal experiences." In addition to covering the scientific and research aspects of autism, Grandin advises people on the autism spectrum to get into clubs that foster shared interests, like robotics or chess clubs in their schools. ("Socialization alone doesn't really interest me," says Grandin.) She also discusses the use of medications candidly ("if I didn't take anti-depressant medication, I wouldn't be functioning," she confides.) Finally, she lays out career options for different kinds of thinkers, including the visual thinkers who think in pictures like her, the music/math thinkers who think in patterns, and the "word specialists" who are most like Dustin Hoffman's portrayal of "The

Rainman."

While Grandin admits that, despite setbacks, she has found success by using her mind to solve problems and create inventions, like Holden

Caulfield, she worries about those with autism who may not be as lucky as she. "I'm concerned about young people lost in big high schools who don't have a Mr. Carlock," she muses.#

Kathryn Wylde

continued from page 6

nonprofit school with an African American population that met for years in a temporary building in a church—are now recipients of Partnership funding and have a new building. Success breeds success, but at the same time becomes an excuse for those [the state, the feds] who see that success and won't "ante up."

Other Partnership endeavors show the breadth of the Kathryn Wylde's goals: providing start up funding for the construction of an East River Science Park, a natural in a city known for its research hospitals and universities but ironically not yet competitive in the health care industry and bio-tech sector because of high real estate and low-incentive tax structure, she says. New York is an expensive town in which to do business. The brain power is here but not the commercial development. She would like to retire the old joke that venture capitalists come to the city with money and a moving van. She is nonetheless excited by the challenge of seeing how improved education can turn things around. In particular, she points to initiatives such as School Net, a nation-wide for-

profit company based in NY but not yet operating here that can build online partnerships among all professionals involved in education—teachers, principals, medical personnel, coaches, parents—to institute, first, record keeping—"20% of NYC kids change schools each year." Kathryn Wylde also puts her heart where her head is: she still lives in Brooklyn.#

CLAREMONT PREPARATORY SCHOOL Independent K-8 School 2006-2007 SCHOOL YEAR OPENINGS:

- Head Teachers (K, 1, 3)
- Science Teacher (K-5)
- Middle School English/History
- Guidance Counselor
- Drama teacher (immediate opening)

Completed Masters Degree &
3-5 years school exp. required
Forward resume to hrdept@claremontprep.org
For more information,
go to www.claremontprep.org

The Parent Teacher Store

Educational Supplies For Home and Classroom

WE OFFER:
Educational Toys
Imaginative Games
Children's Story Books
Children's Activity Books
Science & Nature Kits

Arts & Crafts
Teacher Resource Guides
School Supplies
Activity Books
Gift Certificates
And Much, Much More

63 North Front Street
Kingston, NY 12401
(845) 339-1442

Poughkeepsie Plaza Mall
2600 South Road Route 9
Poughkeepsie, NY 12601
(845) 559-0037

515 Troy-Schenectady Rd
Latham, NY 12110
(518) 785-6272

10% Discount with this Ad

www.ParentTeacherStore.com

Cool Field Days!




What do you get when you cross an Educational Sightseeing Cruise or a Thrilling Speedboat Ride with an Entertaining Tour Guide?
Answer: An Informative and Fun-Filled Excursion for You and Your Students!

All cruises depart from Pier 83, West 42nd Street.


- 3-hour Full Island Cruise
- 90-minute Liberty Cruise
- 30-minute BEAST Speedboat Ride

Children must be at least 40" / 100cm tall to ride the Beast.



Please call our Group Sales Office at 212-630-8885 for reservations, special requests and information.

Email: groups@circleline42.com • www.circleline42.com



LYCÉE FRANÇAIS DE NEW YORK

505 EAST 75th STREET, NEW YORK, NY 10021


70 years experience in French-American Education


- Multicultural and bilingual Private school
- Graduates attend the most prestigious North American colleges and universities as well as French institutions of higher learning,
- New York High School Diploma and Preparation for the Baccalaureat
- More than 50 nationalities represented from nursery to 12th grade

Information and Admissions :

tel. 1 212 439 3834
admissions@lfnny.org
www.lfnny.org

My own weekly newspaper!
Wow!





New York Studies Weekly is enjoyed by tens of thousand of students in New York. The 3rd, 4th, and 5th grade publications support the New York State Social Studies Resource Guide.

New for 2005-2006

- Teacher's guide which supports non-fiction reading and writing.
- Reading Up—a non-fiction reading and writing workbook
- Student journals, and more!

To receive your free sample, call Studies Weekly Inc. 1-800-361-0502 or visit our website at www.studiesweekly.com Order now, and receive a FREE DVD of "A More Perfect Union" plus a pocket Constitution for Constitution Day—Sept. 17th.



No generation
better reflects
the American Dream
than ours.

Generation Baruch.

We may not look like we're part of the same generation, but while we grew up at different times, we come from the same place. We attended a college whose campus was New York. And we got there via the IRT, not the LIE, which was good, because it's easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like the American Dream at work, it is. It's what brings us together and makes us one generation.

Now we need your help so that future generations can join Generation Baruch and help keep the dream going.

Above, from left: Max Berger, Class of '68, Senior Partner, Bernstein, Litowitz, Berger and Grossmann • JoAnn Ryan, Class of '79, MS '83, President and CEO, Con Edison Solutions • Alan Liang, Class of '05, Baruch BBA in Finance, CUNY Honors College • Evelyn Taveras, Class of '96, Baruch BBA in Marketing Management, Senior Media Planner, Della Femina Rothschild Jeary & Partners

For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf/.

BARUCH IS
CUNY



THE DEAN'S COLUMN

THE WORTHLESS INCREASE

By ALFRED POSAMENTIER, Ph.D.

Suppose you had a job where you received a 10% raise. Because business was falling off, the boss was soon forced to give you a 10% cut in salary. Will you be back to your starting salary? The answer is a resounding (and very surprising) NO!

This little story is quite disconcerting, since one would expect that with the same percent increase and decrease you should be back to where you started. This is intuitive thinking, but wrong. Convince yourself of this by choosing a specific amount of money and trying to follow the instructions.

Begin with \$100. Calculate a 10% increase on the \$100 to get \$110. Now take a 10% decrease of this \$110 to get \$99—\$1 less than the beginning amount.

You may wonder whether the result would have been different if we had first calculated the 10% decrease and then the 10% increase. Using the same \$100 basis, we first calculate a 10% decrease to get \$90. Then the 10% increase yields \$99, the same as before. So order makes no difference.

A similar situation, one that is deceptively misleading, can be faced by a gambler. Consider the following situation. You may want to even simulate it with a friend to see if your intuition bears out.

You are offered a chance to play a game. The rules are simple. There are 100 cards, face down. 55 of the cards say "win" and 45 of the cards say, "lose." You begin with a bankroll of \$10,000. You must bet one half of your money on each card turned over, and you either win or lose that amount based on what the card says. At the end of the game, all cards have been turned over. How much money do you have at the end of the game?



The same principle as above applies here. It is obvious that you will win ten times more than you will lose, so it appears that you will end with more than \$10,000. What is obvious is often wrong, and this is a good example. Let's say that you win on the first card; you now have \$15,000. Now you lose on the second card; you now have \$7,500. If you had first lost and then won, you would still have \$7,500. So every time you win one and lose one, you lose one-fourth of your money. So you end up with....

This is \$1.38 when rounded off. Surprised?# You may find other such examples in *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (ASCD, 2003) see: www.ascd.org. or *Math Charmers: Tantalizing Tidbits for the Mind*, by Alfred S. Posamentier (Prometheus Books, 2003) see: www.prometheusbooks.com. If you wish to learn more about π , see: *π : A Biography of the World's Most Mysterious Number*, by Alfred S. Posamentier (Prometheus Books, 2004) see: www.prometheusbooks.com.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math.

THE STERLING SCHOOL

The Sterling School, a school for Dyslexic children and those with Language Based Learning Disabilities, in brownstone Brooklyn is proud to be a member of a professional community devoted to the needs of children and a participant in the WNET/WLIW conference, "Celebration of Teaching and Learning." Now, in our sixth year, we serve elementary age children (grades second to sixth) who need a small, structured environment a low student to teacher ratio and an Orton-Gillingham curriculum. In addition, all of our students receive one-to-one or one-to-two remediation daily to address their academic deficits and a rich hands-on challenging multi-sensory program in social studies, science and math. The parent of a recent graduate recently wrote the staff the following "Without you I truly believe our son would have had a pretty bleak future. You took a chance on him when no one else would, and gave him a chance for a better life (other schools wanted to enroll him in a mentally challenged program). You and your school really had a positive impact on all of our lives and when you could do no more you helped us find a place for him in a fabulous Junior High. I give thanks every day for finding you and wish the very best for you and yours."—Mary Ann and John P.

You can visit us on the web at www.sterlingschool.com or call Ruth Arberman, the director, at 718-625-3502.

For Artists Who Want To Become Teachers

The School of Visual Arts offers a Master of Arts in Teaching in Art Education. This 36 credit, three-semester program, leads to a New York State Initial Certification in Art. The MAT curriculum centers on a community-oriented approach to art education. The faculty of artists offer expertise in a range of areas, including arts-integrated curricula, technology and museum education.

For further information, please request a Graduate Programs catalog from the Office of Admissions, 212.592.2107, OR gradadmissions@sva.edu OR www.sva.edu



School of VISUAL ARTS®

209 East 23 Street, New York, NY 10010-3994

Tel: 212.592.2107 E-mail: gradadmissions@sva.edu

Web site: www.sva.edu



WOMEN SHAPING HISTORY

Mary Brabeck, Dean, The Steinhardt School of Education, NYU

By EMILY SHERWOOD, Ph.D.

The offices of Dr. Mary Brabeck, Dean of NYU's Steinhardt School of Education, reflect her incredible passion for interdisciplinary fusion: colorful artwork fights for space on the walls, a complex yet subtly mirrored sculpture demands careful inspection, and a "constantly changing" collection of faculty-written books on all subjects adorn the shelves. From her office overlooking Washington Square Park, Brabeck reflects on an illustrious 25 year academic career that began in 1980 at Boston College and in 2003 brought her to "the largest private university in the world and the largest urban school district."

If there's one theme that defines Brabeck's professional vision, it's collaboration. "I see myself as a connector," she says modestly about her lifelong quest to bring together disparate educational programs and professionals to try to improve the human condition. As Dean of the Boston College School of Education from 1996-2003, she focused on using the schools to connect children and families with a network of integrated services such as health care institutions and community service agencies. "About 45 percent of the variance [in student learning] is attributable to out-of-school factors. If you don't remove the out of school barriers to children's learning, even as you provide them with high quality teachers, you won't reduce the achievement gap. Schools can't do this alone; we have to partner," explains Brabeck. Similarly, she worked hard to develop an inter-professional, collaborative model of teaching at Boston College. "I believe that the reason services are so disjointed in the real world is because in universities, we educate children in silos. Teachers don't talk to psychologists, and



psychologists don't talk to lawyers, and so on," Brabeck cautions. "We need to bring professions together...so that kids don't fall between the cracks that professionals create." Brabeck and her team also engaged in multi-pronged research initiatives to carefully document the success of educating the whole child. "We're learning lots of things about how referrals to hearing clinics, dental clinics, and other resources remove barriers and increase attendance. And you now have kids in the classroom who are more inclined to learn," she concludes.

At NYU, Brabeck was able to realize her

dream with a Steinhardt mission statement that encourages cross-collaboration among schools, with overlapping curricula in psychology and education, visual arts, culture and communications, journalism and media studies, music and health. And—no surprise—she's building bridges in her new back yard, albeit a larger one than Boston. A four year, \$15 million grant-supported Partnership for Teacher Education is bringing together The City University of New York (CUNY), NYU (including both Steinhardt and the Faculty of Arts and Sciences), and the NYC Department of Education to prepare high quality teachers and to get more educators, particularly those in the fields of math, science, English language learning, and special education, in areas of New York City where there's a shortage. Brabeck is understandably proud that "a district and a university can sit down together and say, 'What do we know about teacher preparation?' and then create something together... That's huge!"

Brabeck traces her collaborative roots to her early days as a teacher in Bryant Junior High School in Minneapolis during a period of intense racial unrest in the early seventies. "We had to walk through armed National Guardsmen to get into our classrooms," she remembers. "But then we got a new principal, Dave Roffers, and we got rid of the armed guards, we got the parents back into the schools, and we got the teachers collaborating. And I saw what a difference leadership makes." Brabeck went back to school to get

her Ph.D. in psychology because "I didn't know enough," and has since published more than 80 book chapters and professional articles, as well as a 2003 book chronicling her inter-professional collaborations at Boston College, entitled *Meeting at the Hyphen: Schools-Universities-Communities-Professions in Collaboration for Student Achievement and Well Being*.

In her modest, soft-spoken, yet articulate manner that has won her accolades nationwide, Brabeck looks forward to a new endeavor that will bring together schools of social work, medicine and education to maximize work on helping students with disabilities. Indeed, if there's anything that sums up Mary Brabeck, it's her parting statement as she delves into a pile of unanswered phone messages that await her: "I try to get as many circles as I stand in to be overlapping."#

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971

www.schoolsandyou.com



Queens College is Ranked #8
in the 2006 Princeton Review
America's Best Value Colleges

We offer a wide variety of graduate and undergraduate programs, including new majors in Graphic Design and Neuroscience. We also offer honors programs, affordable tuition, and a beautiful, 77-acre campus. Our Welcome Center is open daily.

UNDERGRADUATE 718-997-5600

GRADUATE 718-997-5200

SUMMER SESSION 718-997-5818

ACE (ADULTS 25+) 718-997-5717

WEEKEND COLLEGE 718-997-4848



Queens College

65-30 KISSENA BLVD., FLUSHING, NY 11367, WWW.QC.CUNY.EDU

GLOBAL EDUCATION. GREAT CAMPUS. REAL COMMUNITY.

Jill Levy

continued from page 3

are not the CEO's of the schools. They are the instructional leaders of the schools and they have to be freed up to do that and not be saddled with chores that take them away from their primary tasks." And if there was ever a doubt that Jill Levy would not get what she wanted, she offers the following advice to young people starting out in their careers: "Follow your dreams. Don't let people tell you that you can't achieve what you want."#

Peggy Williams

continued from page 12

to create a circus show. Williams, as a clown instructor, saw the animosity of the two groups diminish, as they worked towards their shared goal of creating a successful show.

With reference to her experiences as the first female clown, Williams has rolled with the punches, seeing it as an opportunity to create a female character completely from scratch, without the bias or influence of earlier role models. There was, however, prejudice in her early years working, especially from older clowns, some of whom refused to sit in the clown cars with her, and even from younger clowns who refused to participate in slapstick—so as not to violate the maxim "don't hit a girl." Being together in the traveling circus, the "town without a zip code," as Williams refers to it, helped to some degree to overcome prejudice and she still keeps in touch with many of male members of the cast.

Williams equates the circus to a kind of United Nations, and one of her messages to youth is, "If you aren't getting along, keep trying to get along until you do." She attributes Ringling's success for 136 years to abiding by this philosophy. Williams' advice is also: "Don't be afraid to try." Using the word try rather than do is what got her to the successful place she's at today.#

Randi Weingarten

continued from page 3

Relations, Weingarten went on to get her law degree from the Benjamin N. Cardozo School of Law, where she also became an adjunct professor.

So what's next for Randi Weingarten, in addition to leading the UFT, serving as vice-president of the million-member American Federation of Teachers (AFT) and trustee of the New York State United Teachers? Well, she's added one more job to that rather impressive list of credentials. "The UFT is embarking on the biggest organizing drive that the city has seen in years," she exclaims. "We're trying to organize, with ACORN [a community group], 30,000 family day care providers...in an effort to help kids from the youngest ages and the people who serve them." Over 6,000 family day care workers have already signed cards saying that they want the UFT to represent them, and enabling legislation has been introduced in Albany. Noting that family day care workers, who are mostly black and Hispanic women, get "totally and completely exploited" with low pay, no benefits, and no days off, Weingarten hammers home her message yet again: "They serve as very important teachers to our children...We want to help them with their economic benefits and help the children they serve."

Indeed, Weingarten's heroes in life are not the sports stars and hip hop artists who dot the covers of celebrity magazines, but rather, "true heroes in my book are regular, working people who struggle every day...and people who have decided that they will forsake getting rich but are willing to spend their professional lives dedicated to making a difference in the lives of children." One senses that Randi Weingarten's job will never be done. But if she continues to rally the crowds and fight for what she believes is right, Weingarten will assuredly improve the lives of generations of families to come.#



JOIN A REVOLUTION in imagination & innovation education & professional development

NEW YORK'S INAUGURAL CELEBRATION OF TEACHING AND LEARNING™

Celebrity Speakers

- A Town Hall meeting on educational policy, moderated by TOM BROKAW
- Actor RICHARD DREYFUSS "On Democracy"
- Forum on Global Education hosted by GWEN IFILL of PBS's *Washington Week*
- FRANK McCOURT, best-selling author of *Teacher Man*, discusses his own urban teaching experiences

Professional Development

Celebration '06 is an all-discipline professional development conference for K-12 educators. Distinguished speakers from GEOFFREY CANADA to CATHY SEELEY to PEDRO NOGUERA will cover a diverse range of topics from *Adolescent Literacy* to *The Missing Ingredient in Education Today*.

In-the-classroom sessions

Dozens of intimate workshop presentations will give teachers exciting new and practical ideas to take back to their classrooms.

plus...

Performances by Dancing Classrooms and the young stars of the 2005 documentary, *Mad Hot Ballroom*, plus Rafe Esquith's fifth-grade *Hobart Shakespeareans* as seen on PBS. Trade show and exhibit hall open to all registrants.

and don't miss...

The Schools We Want, The Schools We Need

A conference-within-a-conference. Topics range from high school reform to differentiated instruction to school culture and more. For building and district administrators, teacher leaders, BOCES and professional association staff, school board members, PTA/PTO leaders, and state-level policy makers.

AN ESSENTIAL SUMMIT FOR LEADERS IN EDUCATION!

March 24–25, 2006

Pier 94—The UnConvention Center
New York City



register today at thirteencelebration.org

thirteen WLIW21

In partnership with NJN and CPTV

Celebration '06 presented in partnership with Eastern Suffolk, Nassau, Western Suffolk, Putnam/Northern Westchester, Rockland, and Southern Westchester BOCES.

Founding Sponsor is JPMorgan Chase. Premier Sponsors are The Prudential Foundation and the United Federation of Teachers. Major Sponsors are Pearson Education, McGraw-Hill Education, New York State United Teachers, and Kumon Math and Reading Centers. Presenting Sponsors are Borders and Scholastic.

EDUCATION UPDATE

is a proud Media Sponsor of Celebration of Teaching and Learning, as are Edutopia, New York Post, NJEA, Parent Guide, WRC Media, and Tri-State public radio stations WBGO, WFUV, WNYC, and WSHU.



TAKE CONTROL OF YOUR FUTURE AT TOURO COLLEGE

Turning dreams into reality begins with a solid education. Whether you are a recent high school graduate or a professional interested in career advancement, Touro College can help fulfill your professional goals and educational needs. The New York School of Career and Applied Studies (NYSCAS), a division of Touro College, offers an array of career-oriented programs that prepares students for today's ever-changing economy and job market.

Do you like the fast-paced world of business? Are you good with numbers? Do you like helping others? If so, NYSCAS has a program for you. NYSCAS provides a high quality, caring, educational experience with varied degree options. At Touro College you can study and earn an associate or bachelor degree in areas such as: *Business Management, Human Services, Education, Health Sciences, Liberal Arts and Sciences, Computer Science, Desktop and Web Publishing, and our newest program, Digital Media Arts.* For non-native speakers, an English as a Second Language (ESL) program is also available at several branches. To help make higher education affordable, NYSCAS has financial aid packages which include scholarships, grants, loans and work study programs.

Combining convenience with flexibility, NYSCAS programs accommodate today's busy college students with flexible day, evening, and weekend classes. By offering small classes, taught by experienced and supportive faculty, Touro affords students the best of both worlds: quality learning in a manageable campus environment.

Administration and Staff work with students at all levels to help secure success through exceptional academic services and support systems. The NYSCAS Career & Job Placement department can assist you with outstanding, professional internship opportunities and job placement.

NYSCAS also has computer labs at each location, which offer students unscheduled access to all programs. Lab Assistants are available to answer basic software and hardware questions and provide technical assistance. In addition, NYSCAS recently renovated its two computer learning centers for the Desktop and Web Publishing programs. The Touro Computer Centers (TCC) offer new, up-to-date equipment and software. If you enjoy art, graphic design, and computers, you can apply your creative talents towards a college degree. Visit both TCC locations in Brooklyn at the King's Highway campuses.

With convenient locations throughout the city, NYSCAS provides easily accessible educational facilities to residents of Brooklyn, Queens, and Manhattan, while also providing superior college education in underserved communities.

Touro College not only provides students with a dream but a reality that makes higher education achievable. Touro College's NYSCAS graduates often continue their studies at one of Touro College's many graduate schools, including its International School of Business and Management, Graduate School of Education and Psychology, Jacob D. Fuchsberg Law Center, and School of Health Sciences. Transfer credits are also easily accepted from most regionally accredited colleges and universities.

Come tour one of our many campuses throughout New York City. For more information or to receive a catalog, call (212) 463-0400 ext. 500 or (718) 2 SCHOOL ext. 1003. Or visit us online at www.touro.edu.

Dr. Pola Rosen Appointed To New Position At Barnard College



Education Update
 Publisher Dr. Pola Rosen was just named director of Project Continuum at Barnard College, as well as Director at Large on the Associate Alumnae Board of the College.

Conference — PDK

On April 1st the International Phi Delta Kappa President, JoAnn Fujioka, will be the keynote speaker at PDK's Leadership Conference being held at Hunter College, 695 Park Avenue, NYC, 9 A.M. -1 P.M. The topic is "How to Disagree and Survive"-Developing Leadership. There will be refreshments, continuing ed credits, and hands-on individual and group activities.

You can contact Irma Godlin at 212-475-7981 or 917-763-7567 or fax at 212-475-7048, or contact Barbara Johnson, Pres. of the Hunter PDK chapter, at 718-822-7588, email: twoann1343@aol.com.

Making a difference together through student directed learning



Bachelor of Arts in Education Master of Arts in Education

-Study at home-
 Short intensive residencies in Vermont

Join an engaged learning community with a rich history in adult and progressive education.

Community Education, Licensure, School Guidance, Partnership Education, Elementary Education, Early Childhood, Art, Social Studies, Middle Grades, Math, Science, Individually Designed Education Study

The next semester begins July 10, 2006
 Begin with an eight-day intensive residency in Vermont
 3/4 time study now available-no required winter residency

GODDARD COLLEGE

123 Pitkin Road, Plainfield, Vermont 05667
 NEASC ACCREDITED

1-800-906-8312

www.goddard.edu

admissions@goddard.edu

NY SCAS A DIVISION OF TOURO COLLEGE

New York School of Career and Applied Studies

212.463.0400 x500
 718.265.6534 x1003
 Manhattan Brooklyn Queens

- Have a busy schedule?
 •We offer day, evening, and weekend classes!
- Looking to transfer from another school?
 •We accept credits from most accredited colleges!
- Can't afford school right now?
 •Financial aid is available for qualified students!
- Didn't finish High School?
 •Get your High School Equivalency while studying for your degree!
- English is not your native language?
 •Learn English in our outstanding ESL program!
- Worried about future employment?
 •We offer job placement assistance for all graduates!
- Afraid of being just a number in a crowd?
 •Go where everyone knows your name!

WWW.TOURO.EDU

JOIN US ON THE ROAD TO SUCCESS!

Get Your Associate or Bachelor Degree in:

**Business Management and Administration | Computer Science
 Desktop and Web Publishing | Human Services | Education
 Health Sciences | Liberal Arts and Sciences**

Certificate Programs
 ESL Classes

Touro College is an equal opportunity institution

OPEN HOUSE | 212.463.0400 x500
 27-33 West 23rd Street, New York, NY
 EVERY SUNDAY 10am-3pm

Open House Saturday

For reservations call 800.263.1074

Looking for a 4-year public university where students never get lost in the crowd? UWF is the perfect choice for people who value excellent programs, a mid-sized private school atmosphere and a natural park-like environment.

March 11, 2006
 April 22, 2006

University Commons
 Conference Center
 Pensacola, Florida

University of West Florida
 Visit uwf.edu/admissions

PEGGY WILLIAMS: MAKING A DIFFERENCE THROUGH THE CIRCUS

By LIZA YOUNG

Talking with Peggy Williams the catch phrase “greatest show on earth” takes on deeper meaning. Williams’ career began in 1970 when, through a serendipitous turn of events, she joined the circus, becoming, to her own surprise, the first female clown.

During her senior year at the University of Wisconsin, majoring in Speech Pathology, planning to work with deaf children, she came across an article in *Parade* magazine, indicating that Ringling Brothers in Venice, Florida, was accepting female students. Williams planned to take the eight week course and pursue a master’s degree.

Instead, after receiving a job as a clown, she began a dynamic career in the circus, an adventure, continuing today, enriching the lives of children and adults.

A career as a clown is “not a walk in the park” but rather physically and mentally challenging, requiring tremendous endurance and the need to “put all your cares and woes aside the minute you put your make-up on.” But through the circus—the place “with a culture and language all its own”—there’s the opportunity to touch lives of all ages, according to Williams.

Williams throughout her career has maintained her passion for reaching out to children with special needs. During an interview with *Education Update*, she recalled a poignant story while doing a one person show as a Good Will Ambassador at the School for Autistic Children. Williams “shed the human” and became clown before the audience. When at one point she asked if anyone wanted to have their nose painted, one little girl made eye-contact—an extremely rare occurrence among autistic children—with Williams, responding that she wanted a red nose. She even made eye-contact with herself—also, rare among autistics—looking at her painted face in the mirror. The nurses were shocked, exclaiming that they had never seen the child connect



with anyone before. The child even posed for a photograph with Williams. “I’m no magician, she was really connecting with the clown,” Williams matter-of-factly recalled.

Williams has additionally been able to reach out to the blind and deaf community through resources such as Bell Volunteers, which provides auditory descriptions of circus acts for the blind. Williams has learned all circus terminology in sign language to be able to communicate with the deaf during circus tours.

While doing outreach with children in schools, introducing them to life in the circus, Williams began to develop Ringling materials for classrooms. She asked Dr. Mildred Fenner, an editor for NEA, to develop materials along with her. Williams did some of the writing as well, and did field testing while Fenner researched the data.

The endeavor came to be known as CircusWorks; today, circusworks.com allows teachers access to curriculums for pre-school and elementary school age children. Williams is currently Education Outreach manager for CircusWorks. Writers for the program now match the curriculum with national educational standards.

CircusWorks incorporates geography, math, science, physics; character building is a major theme. As Williams points out, there’s “no better example than teamwork, trust, and getting along than at the circus,” for children to emulate.

A striking example of this occurred over the course of two summers when Williams went to Northern Ireland, during the late 80’s, at the height of the conflict between Christians and Protestants. Through the Belfast Community Children’s Circus, a program joining kids from different sides of the wall to work collaboratively

continued on page 9

COMMISSIONER YOLANDA JIMENEZ: COMBATING DOMESTIC VIOLENCE

By JOAN BAUM, Ph.D.

Yolanda B. Jimenez, a long-time public servant devoted to crime prevention policies and programs, is cautiously optimistic about the initiatives she has been advancing since the Mayor appointed her in 2002 to serve as Commissioner of the Office to Combat Domestic Violence. The agency was established in November 2001 to analyze, coordinate and dispense services related to victims of domestic abuse. The Commissioner has a long and dedicated record working in law enforcement and social services and solid knowledge of New York City. Coming to The United States as a young child from Colombia, she attended public schools in Queens, then Queens College, where she earned a B.A. and M.A. in Political Science, and then went on for additional graduate study at The Police Management Institute Program at Columbia University.

Though she originally thought she might want to be a lawyer, it took only a summer internship working for then Mayor Ed Koch some years ago to convince Yolanda Jimenez that she should pursue a professional career in social service. The statistics, she knew, were horrific, but the challenge was great, and the rewards inestimable. She recalls a family she once counseled who, so moved by her assistance, gave her a box of cannolis. The gesture was an eye-and soul-opener for her. She was just doing her job, she thought, but she realized how important a job it was to others. Her parents as well as an encouraging third-grade teacher, had taught her to revere education and to act for the community. She has never forgotten those lessons, and indeed, partnering, connecting with other agencies, other professionals, is at the core of what she does as Commissioner.

Her office receives over 600 reports a day regarding domestic violence, and the hotline itself gets 400 calls daily. Only by coordination of services and resources can such volume be dealt



with. Every single call is investigated she points out, not all calls, incidentally, are from women, and not all of them reflective of abuse in intimate relationships. “Domestic violence,” the Commissioner points out, covers not just abuse between men and women but also children against the elderly, adults against the young, and though the overwhelming number of callers are poor, her office also receives complaints from so-called Park

Avenue victims. The numbers are depressing, but the Commissioner notes that victims of domestic violence seem to be opening up more these days, are more willing to talk, to seek help and to show up at the new federally funded Family Justice Center in Brooklyn. The center, which opened last year, has made possible one-stop service, providing victims of domestic violence with legal assistance and counseling, help with public assistance and shelter, filing a police report or confiding in a clergy member. The multilingual center allows clients to access any or all of these services under one roof “while their child plays in the next room.”

A soft-spoken woman, Yolanda Jimenez says that what most impresses her about her office is the “passionate dedication” of those who work there. Her manner is positive. Where others might focus only on the horrors of domestic abuse, the Commissioner is joining religious, ethnic, civic and educational institutions wherever she can, using trained peers to talk to peers and stressing healthy relationships as well as warning signs. If a woman’s boyfriend calls her beeper 20-30 times a day, for example, that’s not a good sign, the woman is being monitored, controlled. Abuse can be verbal as well as overtly physical. But of course, as the Commissioner well knows, educating young people about domestic violence is difficult. The baleful influence of rap lyrics

continued on page 17

PROFESSOR YAFFA ELIACH: ARDENT ADVOCATE OF HUMANITY IN A POST-HOLOCAUST WORLD

By JOAN BAUM, Ph.D.

Like Purim, the March holiday that celebrates one of Judaism’s favorite heroines, Esther, an orphan who daringly, and with charm and determination, went, unsummoned, to Ahasuerus, King of Persia, to tell him of a plot to destroy the Jews, the story of Yaffa Eliach recounts the heroic deeds of a woman who would save her people by enlisting besides other Jews the aid of non-Jews, as she did Pope John Paul II, to keep alive the trials and spirit of the Jewish people in a world with short memory and continuing anti-Semitism. Because she suffered as a young girl—but lived—Yaffa’s tale bears an even greater educative value perhaps than Anne Frank’s, about how to endure and triumph after tragedy. New York State mandates that the Holocaust be taught as part of the social studies curriculum, but it does not indicate how much time should be spent or describe the nature of instruction. Nor does it imply that study of Jewish heritage be as important as study of the Holocaust.

Yaffa Eliach, a survivor with a horrific past that began at the age of four when she and her family went into hiding in 1944—her mother and a baby brother were murdered by a Polish mob,



Yaffa Eliach & Pope John Paul II

their bodies thrown on top of her, her father sent to Siberia—somehow came through with a commitment to commemorate the Jewish people in a positive way rather than with a descent into cynicism or depression. Her story, which she tells often around the world and writes about constantly (*Hassidic Tales of the Holocaust* and the award-winning *There Once Was a World: A 900 Year Chronicle Of the Town of Eishyshok*) con-

tinues to gain widening attention, particularly as it is presented as part of a larger photographic and cinematic archive, much of it incorporated into her new Museum: The Shtetl: The Living History Museum of the Jewish World, about life prior to the Shoah.

Professor Eliach, who has held numerous university appointments, in addition to being for years, professor of Judaic Studies at Brooklyn College, is involved in just about every major institutional initiative to bear witness, but her own particular interest is in telling the story of the Holocaust by putting it in the larger context of Jewish history and by emphasizing the plight and the courage of the surviving Jewish children who were its victims many times over: the Nazis wanted to kill them, seeing that they could not use younger ones to work in the camps. Later, the children who survived found themselves alone, burdens to many who would want to help them, including impoverished members of their own families. Indeed, says Professor Eliach, telling the story of the survival of the Jewish people from the perspective of children, and noting the compassionate Christians who hid them, at great risk, emphasizes the common bonds between Jews and non-Jews. Amazingly, she says, so

many of those children, despite horrific events, came through, as she did, with a “positive attitude” toward life. She attributes much of her fortitude to the teachings of her beloved father, a religious Jew. She prayed back then when she was a child. And she lived, the only one among many others, in the forests of the night.

Teaching is, obviously, important to her. She engages her students in interviewing their parents and grandparents, telling them to collect photos and texts and to make videos and audiotapes of the immigrant experience. It’s amazing, she says, what such a prompt unearths. Students tell her that they never knew, until such a project, who they were, where they came from, what their heritage means. Some youngsters in fact discover they have Jewish roots. It is for them, perhaps, even more than for Jews, that she has created her latest exhibit “Pope John Paul II [Karol Wojtyla] and the Jewish People” in addition to her contribution to the U.S. Holocaust Memorial Museum in Washington DC, the “Tower of Life.” The name says it all. So does her life story.#

Inquiries should be addressed to Dr. Eliach at museum@shtetl.foundation or by writing to Shtetl Foundation, 300 E. 54th St, Suite 23K; New York, NY 10022.

DR. KATHRYN ANDERSON: FIRST WOMAN PRESIDENT OF THE AMERICAN COLLEGE OF SURGEONS

By JOAN BAUM, Ph.D.

A striking photo of two hands clasped over a third graces the cover of a recent bulletin of *The American College of Surgeons* (ACS) which carries the presidential address of Kathryn Anderson, M.D., FACS, FRCS. The picture simply and elegantly suggests the quality of this premier organization's 2006 advocate of "humanity." Dr. Anderson, the College's 86th president and its first woman to hold this prestigious position. Dr. Anderson, professor emerita of the Keck School of Medicine, University of Southern California in Los Angeles and VP of Surgery and Surgeon-in-Chief of the Division of Pediatric Surgery at Childrens Hospital in LA, has a quiet, compassionate manner, not to mention subtle wit and charming British accent that reflect her Oxbridge education. A Fellow of The College, a scientific and educational association of surgeons founded in 1913, Dr. Anderson oversees an organization of 64,000 Fellows, including 3,700 in other countries, the largest and most influential medical association of its kind (www.acs.org).

A pediatric surgeon specializing in esophageal replacement in infants and children, surgical implantation of gene-engineered hepatocytes and transplantation of vascular grafts, Dr. Anderson would be only too happy to translate these phrases. Indeed, she is a strong believer in communication with the public, in getting surgeons to forego jargon and renew the reasons that made them want to go into the medical profession. She

is particularly proud of being a "visible" ACS president. Her election last year was hailed as a "groundbreaking achievement." Despite numerous gains, she says, women still face an uphill battle for respect. She herself, despite an incredibly impressive record, had to fight to get people to take her seriously, in every rotation, every hospital, although—significant pause—she "never had to prove herself to patients, male or female." Though it may sound cliché, she says, she believes that women bring "something different, a greater sense of community, sympathy, than men", and she is proud to have overcome the odds when she went to university and then to medical school (Harvard) and then was asked to join prominent hospitals in Boston and Washington in leadership positions.

Whence the interest in medicine? A slow laugh. The prompt to be a doctor came by way of art! A loving aunt took young Kathryn and her sister to various cultural events, and in one gallery she found herself staring at a drawing of an English "theatre" (operating room). The picture was by Barbara Hepworth (d. 1975), a Henry Moore-influenced sculptor, and it



obviously made a strong impression on the 7 or 8 year old. Perhaps it was that the time was shortly after the war and that Manchester had been so severely bombed, but Kathryn Anderson knew medicine was for her. She had discussed it often with her father, who, having expected perhaps to have a boy instead of an inquisitive young girl, encouraged her to think about career. Years later, when she met her husband "over a dead body" (in autopsy class) he, an American, studying medical research

in the UK who would go on to be known as the "father of gene therapy" she found support. She would "put her head down and work" at being the best she could be. Professors, women and men in the UK and the US told her that she would have to make sacrifices, do more than men did, make hard decisions at crossroads. Conditions have eased since then, and prospective women doctors think a lot more now about "life style"—what

branch of medicine will let them spend time with family—considerations that have created problems in some areas such as emergency surgery.

Dr. Anderson has already put in 50,000 miles of travel since her election to the ACS presidency, and she is determined that ACS be an effective "voice of surgery." Two issues are paramount on her agenda: improving patient safety (no more sponges left inside bodies) and patients' rights (ensuring informed consent). But most of all—she returns to her chosen ACS theme—she wants to address the "crisis in humanity." Too many doctors, surgeons, are "disgruntled," burnt out cases. ACS, which she describes as primarily an educational organization, can address and correct this medical illness by way of courses, lectures, online chat and perhaps most of all by heeding her words. Being president of ACS she says is a great "personal honor," a landmark for the College, and a role model for women everywhere, a reminder that medicine is "the greatest humanitarian profession in the world."#

DIANE RAVITCH: EDUCATOR, WRITER, GREAT AMERICAN THINKER

By EMILY SHERWOOD, Ph.D.

Diane Ravitch is not afraid to say what she thinks. And why not? As one of the leading scholars in the field of education today, in the parlance of the erstwhile T.V. ad for E.F. Hutton, when Diane Ravitch talks, people listen. Her list of credentials is legendary and spans work in government, academia, think tanks, boards and task forces too numerous to detail. From 1991-1993, she served as Assistant Secretary of Education under President George H.W. Bush, where she led the federal effort to promote the creation of state and national standards. She is currently Research Professor of Education at New York University (NYU) and a Brookings and Hoover Scholar, but don't let those titles deceive you. Ravitch's frenetic pace of authorship (dozens of titles fall on her list of "Selected Publications") and literally hundreds of op eds in the nation's top newspapers, lectures and talk show appearances garnered her the "most quoted individual" status in a LexisNexis search for a three month sweep in 2005-2006.

"I do whatever I can to raise consciousness," explains Diane Ravitch when *Education Update* caught up with her by phone on a snowy day in early March, her boots on, ready to face the enveloping blizzard on foot. "Our biggest challenge that we face as educators is that we're not improving fast enough. Other countries are improving their educational systems faster, and in some instances, copying ours and moving beyond us... There's a long list of countries that now have a greater percentage of students graduating high school than we do," explains Ravitch. To counteract the erosion of American education, Ravitch recommends a relatively simple solution, "an education that is rich in the humanities – not just reading



and math and science, but also history and literature and the arts." In Ravitch's opinion, No Child Left Behind (NCLB) has created a teach-to-the test mentality in many districts, which are subsequently ignoring subjects that don't fall under federal testing requirements. And we're "neglecting the need to challenge the students who should be high performing."

The key question, according to Ravitch, is "how can we have high expectations—high standards—and really bring out the best in children at all levels?"

Ravitch is not one just to spout theory, however, preferring to roll up her sleeves and get the job done the way *she* believes it should be. In the eighties, she was one of the authors of California's K-12 history curriculum, which has proved to be a model for many other states, and which bolstered students' knowledge of their world by building on the elementary grades' study of biographies and expanding secondary school world history to a three year sequence. Concerned with the dearth of a strong literature program in schools, Ravitch has written a series of books that prescribe meaningful resources for students. Her most recent book, *The Language Police*, includes a list of recommended readings that are classics for children from kindergarten through middle school, "and it identifies best books that children should read at each of these ages." While researching her

continued on page 17

Remember *Your* Favorite Teacher?



- Flexible • Comprehensive
- Affordable



Your favorite teacher made learning fun. Now it's your turn to become a favorite teacher.

Delta Science Modules (DSM™) can help you capture students' interest because all 58 modules are filled with neatly organized, content-rich, quality science materials. Use DSM as your complete science curriculum, or use DSM to support your existing program, leaving no child behind.



Visit us online at www.deltaeducation.com or call us at 1-800-258-1302



When you contact us mention School Specialty Science and receive a free Delta Science Reader!



GROUP FOR ADHD: ASK THE CLINICIAN

My child has just been diagnosed with ADHD. After consulting with the psychologist treating my child, I realize that I had many of the same difficulties growing up and still have many of the same issues. Can adults have ADHD?

ADHD is a developmental disorder of childhood that can be carried over into adulthood. About 1/3 of children with ADHD carry it into adulthood. A first diagnosis of ADHD in adulthood can happen due to several reasons. One reason may be either a lack of diagnoses or misdiagnoses in childhood. A second reason is that some children with ADHD are not identified because they are able to develop compensatory skills spontaneously. These spontaneous skills are not always useful for the adult, due to the increased challenges of adulthood. In such cases,

adults begin to feel the effect of the ADHD disorder as it interferes with their ability to achieve increasingly complex goals. These goals include education, work and/or relationship skills.

It is important to remember that just because you recognize yourself in your child's difficulties, doesn't mean that you are impaired. Adult ADHD, like other disorders, is treated only when it seems to be detrimentally impacting the functioning level of the adult. Adults who have not been identified with ADHD as children, sometimes have learned to live with it and have adapted their lives around it to some level of success. When this has not occurred treatment is available.

What is the difference between having a Learning Disability and having ADHD?

Learning Disabilities (LD) is a disorder that

interferes with one's ability to process information in a particular pattern. Consequently, a person with a Learning Disability will have difficulties in a particular area such as reading, writing or math. Having a learning disability doesn't mean that the child is unable to learn under different circumstances. It just means that the child is unable to process the information in the venue being used. For example, a child with a reading disability may not understand a story when he/she reads it silently; but if the story is read out loud to the child then he/she can comprehend it to a high level of age appropriate proficiency.

On the other hand, ADHD is a disorder that affects both selective and sustained attention. ADHD is an inability to block stimuli or to focus on only the relevant stimuli. However, unlike the Learning Disabilities, ADHD is not limited to affecting only one information-processing venue. When ADHD does interfere with learning, it does so across the board. ADHD

does not always affect learning but always affects behavior through expressed behavior deregulation. By contrast, Learning Disabilities do not typically express themselves with difficulties controlling behavior.

Oftentimes the two different disorders are seen together. ADHD occurs more frequently than Learning Disabilities in the general population. A person with ADHD is more likely than the average person to have a Learning Disability. However a person with a Learning Disability is no more likely than the average person to have ADHD.#

Group for ADHD is a private mental health clinic in Manhattan, founded by Lenore Ruben, LMSW, CHT, EMDR, and Orly Calderon, Psy. D., a NYS licensed psychologist. The mission of Group For ADHD is to create effective methods of coping with ADHD and LD by focusing on the individual's strengths. Please email your questions to: info@GroupForADHD.org.

CONNECTING SCIENCE AND LITERACY: ARE WE READY FOR THE CHALLENGE?

by Gary Standafer, Delta Education

Reading for information is a key literacy skill. Research and classroom experiences have shown that systematic instruction in reading informational text is very important for success in school and in life.

But gaining meaning becomes more challenging when students are required to read text that contains a high level of information, such as the text in a typical science program. To address this challenge, Delta Education has developed a set of stand-alone readers that connect science and literacy for the early reader. This 10-book series, winner of the Teachers' Choice Award for Children's Books, introduces basic science concepts and helps early readers develop the skills and strategies they need for reading and writing about science.

Presenting Delta Science First Readers

Delta Science First Readers give students their first look at important nonfiction text elements such as tables of contents, glossaries and headings. The standards based science content provides opportunities for literacy skills and strategies development accompanied by the spectacular four-color photos.

Page-by-page teaching support for science and literacy

While the vast majority of elementary teachers consider themselves to be very well qualified to teach reading and language arts, only 28 percent consider themselves well qualified to teach life sciences, and 14 percent consider themselves well qualified to teach physical sciences, therefore Delta has developed a comprehensive Program Teacher's Guide, which includes strategies for meeting individual needs and assessment tools.

For more information about Delta Science First Readers, call 800-442-5444 or visit www.deltaeducation.com. Delta Education has also developed a science and literacy reading program for grades K-8, titled Delta Science Readers.

DIFFERENT ROADS TO LEARNING

Different Roads to Learning strives to meet the needs of the autism community by providing a comprehensive array of products proven to be effective in behavioral intervention programs. The entire product line supports the Applied Behavior Analysis teaching method, which utilizes scientific behavioral principles to enhance academic and social skills, while reducing problematic behaviors. Everyday skills like communicating a need, such as being hungry or tired, or conceptualizing can be extremely difficult tasks for children with autism spectrum disorders to comprehend and learn.

Applied Behavior Analysis, or ABA, is a structured program that relies on breaking skills or behaviors down into small, concrete steps. Each component is introduced with a particular instruction or visual cue. This series of learning opportunities is referred to as a Discrete Trial, which is usually adult directed and implemented in a one-on-one situation. With one-on-one teaching, every task can be individualized to meet the unique needs of each student thereby maximizing their potential.

In order to structure an intervention program and curriculum, a child must be assessed to discover what critical skills they have and in which areas they are deficient. An incredibly useful tool for doing this is *The Assessment of Basic Language and Learning Skills*, by Mark Sundberg, PhD and James Partington, PhD. Using this extensive assessment, parents, teachers and therapists can establish a baseline and structure an effective Individualized Education Plan that is appropriate to each child's needs.

Once a baseline is established, a customized ABA program is set up and a curriculum is critical to implementing lessons. Different Roads to Learning offers all of the visual supports that are crucial to implementing an ABA Program. Since individuals with autism are often incredibly visual learners, picture flashcards are used to teach and reinforce different skills. The Language Builder Set offers 350 Noun cards, with each one introduced first on a plain, non-distracting background. Once the child can identify and label the noun, there is a second set of cards that introduces variations of the noun with increasing contextual cues to teach generalization skills.

To learn more about Applied Behavior Analysis and the educational materials which support this instruction, please visit www.difflearn.com or call Different Roads to Learning today!

The Marvelwood School

A Guided Journey to Achievement



- Grades 9 – 12
- College prep curriculum
- 4:1 student teacher ratio
- Community service
- Full interscholastic sports program, clubs
- Excellent faculty: friendly, supportive
- Summer school program for grades 7-11, focusing on reading, writing, ESL, and math skills
- Beautiful mountaintop campus: hiking, canoeing, biking, fishing

1-800-440-9107 or 860 927-0047

www.marvelwood.org

Email: admissions@marvelwood.org

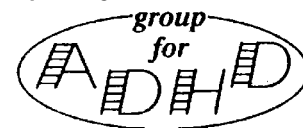
Teacher & Student Reunite After 21 Years

Twenty-one years ago, Lauren Epstein was in a second grade play in Hewlett, New York, under the direction of her teacher, Joan Jones. Epstein played a key role in the production, *Tahiti*, a

Hawaiian play. Today she is head of marketing for the Gap. She serendipitously ran into Jones at a wedding in Palm Springs, CA. "Joan Jones was the best teacher I ever had!" exclaimed Epstein.

Lenore Ruben, LMSW, CHT, EMDR
Orly Calderon, Psy.D., NYS Lic. Psychologist
Cathy Wein, Ph.D., NYS Lic. Psychologist

Assessment Diagnostic
Healing and Development



SOLUTION FOCUSED APPROACH

Psychological & Psychoeducational Evaluations

Adults, Adolescents & Children

Individual, Group & Family Psychotherapy

Parenting Skills • Play Therapy

Hypnotherapy • Educational Coaching

212.586.2135

250 West 57th Street, Suite 723, NY, NY 10107 •

דוברים עברית

MARY McDOWELL



CENTER FOR LEARNING

20 Bergen Street, Brooklyn,
NY 11201
Phone: (718) 625-3939
Fax: (718) 625-1456
Email: info@mmcl.net
Web:
<http://marymcdowell.org>

The Mary McDowell Teaching and Learning
Center

PRESENTS

PROFESSIONAL DEVELOPMENT WORKSHOPS

- **Curriculum Planning in the Real World** \$50
1 Evening Session Wed. Apr. 26
6:00 - 8:30pm
- **Basic Orton Gillingham** \$450
2 Full Day Sessions Wed. Apr. 26 and Wed. May 3
9:30am - 3:30pm
and 2 Evening Sessions Mon. May 8 and Tues. May 9
6:00 - 8:30pm
- **A More In-Depth Look at Learning Disabilities and Modifications for Success** \$125
1 Full Day Session Fri. Apr. 28
9:30am - 3:30pm
- **Promoting Positive Social Skills in the Classroom** \$50
1 Evening Session Wed. May 3
6:00 - 8:30pm
- **Providing Organizational Systems for Notetaking, Study Skills and Homework** \$125
1 Full Day Session Fri. May 5
9:30am - 3:30pm



New \$200 Million Child Mental Health Facility at NYU

By JOAN BAUM, Ph.D.

Although the recent announcement of a new \$200 million-dollar child mental health facility to be built at New York University (NYU)—which will be the largest such center in the world—was major news, the political and educational movers and shakers who envisioned and put into motion this extraordinary, much-needed initiative, to open in 2009, put their own personal mark on their investment when they gathered at the NYU First Avenue and 33rd Street Child Study Center recently, which Mayor Bloomberg formally proclaimed Child Mental Health Day. Governor Pataki, credited with ensuring that substantial state funds would support such a facility, especially for those on Medicaid, reversing a long-term state policy of not budgeting for such a project, noted that the new center's emphasis on research would be carried out by the city's "fourth largest employer" and would fill "a great void." Besides, he added, NYU was a superb institution—his own daughter, told by others that effects of a hand injury would have to be endured for life, found otherwise at NYU.

In introducing the governor, Dr. Harold S. Koplewicz, the founder and director of NYU's Child Study Center, dramatically declared that his first remarks would be "grim"—ten million Americans under 18 have psychiatric disorders, 70 percent of whom never get help. For New York the figures were especially depressing,



Brooke Neidich, Chair, Board of Trustees, NYU Child Study Center

as other speakers also noted: one out of three able to get some help, but only one out of five African Americans and one out of seven Hispanics. Mayor Bloomberg, who made his own NYU connection—his younger daughter is an undergraduate and his mother was a graduate—wondered aloud why mental health problems seemed to be on the increase but said the new center would surely focus on this peculiarity and set its research in the context of global health initiatives. In turn speaker after speaker cited NYU's unique reputation to carry out the new initiative, invoking the school's motto—"a private university in the public service." Indeed,



Dr. Harold S. Koplewicz, Founder & Director, NYU Child Study Center

NYU President John E. Sexton, recalling the call of Thomas Jefferson's Secretary of the Treasury Albert Gallatin for a campus "in and of the city," proudly noted that NYU has no grass or gates but plenty of heart and intellect, and NYU Dean of the School of Medicine Robert M. Glickman renewed the university's dedication to do in less time for mental health what Drs. Salk and Sabin had marvelously effected for polio years ago.

Though the tributes were sincere and impressive, with particular thanks to the governor for his commitment of over \$30 million for creating a New York State Center of Excellence at the Child Study Center at NYU, clearly the most

moving part of the announcement ceremony was the incredibly emotional testimony of four family members who said, simply and briefly, choking up at times, how much the NYU Child Study Center has meant to them, how in fact, it saved their lives. Kate and Tony Alicea, Nancy and Michael Davis, Jeremy Snyder and Gabriel Shaikh were eloquent spokespeople for what NYU has already accomplished and thus prophets in a way of what the new 120,000 square foot facility might achieve with 12 laboratories, 500 research faculty, trainees and staff, and the largest child and adolescent psychiatry training program in the country, including "a comprehensive clinical and research Eating Disorders Program, a state-of-the-art Autism Center and a lab school for public school students at risk for violence and conduct disorders." The Center will also operate in conjunction with a new Orangeburg, Rockland County Children's Psychiatric Center. Board of Directors Chair Brooke Garber Neidich, of course, is thrilled, but the applause by those who crowded into the room to hear the announcement was spontaneous. The project means that the 2,000 children now attending the center as outpatients may triple, even quadruple, and that thousands of pediatricians will be trained to recognize and treat depression, anxiety and ASDHD, and many more encouraged to enter this growing field. Those seeking immediate information on the Child Study Center should log onto www.AboutOurKids.org.

HIGH SCHOOL GRADUATE FOLLOW-UP: FROM A NEED, TO A SERVICE

Imagine having access to graduates of your high school for information about how the school has done in providing readiness for their post-graduate experience. Imagine having this information with a "rolling" population so you see trends each year. Imagine that as your school makes adjustments, creates new delivery plans, and changes curriculum and instruction you have an excellent, easy to access, relatively inexpensive set of data to inform decisions and evaluate progress toward your mission.

It is available now from LifeTrack Services, Inc. LifeTrack Services builds surveys to provide input directly from graduates. Our 1-800-REUNION program keeps your student contact information current allowing us to get phenomenal response percentages at survey time. Think of it as an opportunity for a Senior Exit Survey, Initial Graduate Survey (18 months after graduation), Advanced Graduate Survey (5 years after graduation), and multiple opportunities for public relations letters to alumni. Customized survey questions

insure you're gathering data you can use. Often times, our community, staff, and parents are surveyed, but we forget about those with the best feedback regarding the education provided...THE GRADUATES! You may want to know about: Specific school programs, Feelings about school atmosphere, Candid student views on school safety. In this time of challenge for public schools, as we examine most of what we do, from business practices to curriculum and instructional delivery, accountability has become a leading byword. Many schools have found excellent help in the engagement of a professional survey company that focuses on their

student and graduate population. Additionally, check out our middle school exit survey and athletic/activity satisfaction survey programs as well. Let LifeTrack do the paperwork and you spend your time analyzing the results! Learn more about how collecting survey data can benefit your school or district by calling 1-800-738-6466 to request a 15-minute presentation on CD. For further questions, contact: Larry Ledgerwood, CEO, Phone: 1-800-738-6466. E-mail: info@lifetrack-services.com

Different Roads To Learning

Your Complete ABA Resource

Shop Online Today!

www.difflearn.com

Call for a free catalog or order at

800-853-1057

Helping Children With Autism Learn and Grow Since 1995

Being a kid isn't always fun and games.

For most kids going back to school means getting a new notebook and supplies. For parents of kids with Attention Deficit Hyperactivity Disorder it can be a time of worry and concern. More than 4 million children in the United States are affected by ADHD. Treatment can help these children learn skills to get school work done, get along with other kids, and even help parents be more effective at being a parent. If your child has problems with inattention, impulsivity, and/or hyperactivity that get in the way of his daily life, call the NYU Child Study Center today to find out how your child can be helped.

NYU Child Study Center

GIVING CHILDREN BACK THEIR CHILDHOOD

WWW.ABOUTOURKIDS.ORG - (212) 263-6622



New York Bird Club

Wildlife Presentations and Parrot Toy Making Workshop, Sat., March 11, 1-4 pm
242 E. 53 St, NY (bet. 2nd and 3rd Ave.)

Ducks Gotta Swim and Geese Gotta Fly
Carol Moon, Farm Sanctuary (www.farmsanctuary.org) From Mother Goose's tales to Donald Duck, our childhoods are filled with images of cute, carefree waterfowl. Contrast the natural beauty of ducks and geese with their shocking abuse in meat and foie gras production.

Canada Geese - Their Rise and Fall
Anne Muller, Wildlife Watch

(www.wildwatch.org) What the government is currently doing in response to complaints from towns and NYC facilities during times of overpopulation. How bird lovers can become more involved in protecting this magnificent species.

Parrot Toy Making Workshop (for members only) Dawn Polichetti—Organizer. We will be making toys for Powder, a Cockatoo residing in the De Witt Nursing Home and for Foster Parrots Sanctuary (www.fosterparrots.org).#

For more information call 212.987.8299 or nywildlife@yahoo.com. Visit www.manhattan-birdclub.com for more events.



THE BANK STREET APPROACH

Explore the education master's program that's right for you.

Bank Street College
Graduate School of Education


610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4404



Bank Street

INNOVATION IN
TEACHING AND LEARNING

Master Your Education



Union Institute & University's M.Ed. Program can help.

Student-designed, individualized study


Low-residency program

Professional development

Licensure in:
Teaching
Counseling
Leadership

Also offering:
B.A. • M.F.A. • Ph.D.
M.A. in Psychology

Contact:
888.828.8575
www.tui.edu



A Different Approach
UNION INSTITUTE & UNIVERSITY

STEPHEN SONDSHEIM VISITS POLY PREP'S PRESTIGIOUS DRAMA PROGRAM

Poly Prep's cast of *Into the Woods* welcomed an amazing guest to the Richard Perry Theatre on Wednesday afternoon: Stephen Sondheim. The Pulitzer and eight-time Tony winner offered a question and answer session to help our performers tackle the musical he wrote in 1987.

Mr. Sondheim beamed from the back row of the front section as Woody, playing Rapunzel's Prince, sang "Agony" with fellow cast member Ed McCole. He then welcomed questions on *Into the Woods* and his life in American theater.

This musical, he told the cast, is about community responsibility. The characters learn that a series of individual wishes can lead to public calamity, and they must work together for the public good. "I would hope the audience leaves feeling there's some hope for this community," he told them.

Cast members then sought help in portraying their characters. Alyssa Gold said she was puzzled by her role as Red Riding Hood—she's just a girl, but she seems kind of tough. Exactly the point, Sondheim told her. It's a complex character, not the stereotype of sweet little girl. As for Red, "she's tough and independent," he said. "She doesn't lie. She demands. But she is just a little girl."

Sondheim explained to Dan Dimant, a great fan that his work hinges on extensive collaboration with a librettist. As the book for a musical is being written, he tries to mimic the diction and direction of his partner. When it comes to concept, he and his partners always aim for fascinating stories about people, not ideas. "I think it's fatal to start writing a show and say, I'm going to write about war," he told the students. "It's better to say, I'm going to write about this soldier. Then you're still writing about war. But theater and literature are about people."

See *Into the Woods* at 8:00 pm on March 3 and 4 or at 3:00 pm on March 5.

To learn more, contact Sonya Baehr at 718-836-9800, extension 325, or communications director Melissa Tyrrell at 718-836-9800, extension 323.

Poly Prep Country Day School: 9216 7th Avenue, Brooklyn, NY 11228-3698; Tel: 718-836-9800 Fax: 718-836-0590 Email: mtyrrell@polyprep.org

CLAREMONT PREPARATORY SCHOOL

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

We have recruited a faculty with myriad experience, wisdom, warmth, and developed a challenging, rich and sophisticated curriculum. Our philosophy combines the best of tradition and innovation, providing our students with a solid foundation in humanities, social and natural sciences, foreign languages, the arts and technology.

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

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

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

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

For information and admissions, please call 212-232-0266.

SARAH · LAWRENCE · COLLEGE

The Art of Teaching Master's Program



- Small seminar classes connecting theory with teaching practice, leading to a Master of Science in Education
- Student teaching and fieldwork in tri-state area public and alternative schools
- Students prepared for certification in Early Childhood, Childhood or dual certification
- Students of diverse backgrounds and experiences are encouraged to apply

Part-time/full-time study and financial aid available

For information contact:

Sarah Lawrence College Office of Graduate Studies
1 Mead Way, Bronxville, NY 10708
(914) 395-2371 x236, grad@slc.edu or visit us at
www.sarahlawrence.edu/teaching



COLLEGE PRESIDENTS SERIES

PRESIDENT MARK SCHULMAN, GODDARD COLLEGE

By POLA ROSEN, Ed.D & TIMOTHY BRUNNER

Q. How is Goddard different from other schools?

Goddard is not a traditional undergraduate residential college. Since 2002 we have been exclusively for adult students. Twice a year, every student comes to Vermont or Washington State for 8 days. Then everyone, including the faculty goes home. Some students like to go off and work alone. We have no grades, we have no tests, we have no courses. Each student becomes the center of his or her curriculum. Also, every student has a commitment to social justice. Learning for learning's sake, while that may be satisfying, is insufficient.

Q. How do students communicate with professors?

By email, by FedEx, US Postal Service, telephone. We don't prescribe how that is done. We also don't prescribe if the students feel it necessary to communicate with other students. If they feel like they need to be in contact with their peers they can set up chat rooms. We have been integrating much more technology into some students' programs.

Q. What do most students study at Goddard?

The bulk of our undergraduate majors are in the individualized Bachelor of Arts. Students are responsible for describing their degree themselves. There is supervision and advising, and the student must have the distribution requirements that are part of a general education. The arts are very popular. Also social sciences, sociology; although it may not be called sociology when the student has completed their studies. There are those who come in for the psychology or education programs. We're primarily a graduate institution. We do not award doctorates, though we're actually thinking about that. About two thirds of our students are graduate students. We have MA programs and MFA programs.

Q. How do students get hands-on lab experience?

They might decide to take that course at a community college or find a laboratory and ask to be an intern for six weeks. Again, we help them to find the resources they need. The same is true with the library system. We've been very aggressive in building our electronic resources.

Q. It seems like Goddard students have to be really self-motivated?

I would say it's true, but I would quickly add that people have more motivation and resources than they sometimes know. The Goddard experience can be very overwhelming, even for the most resourceful and motivated students. The question you're asked in your first semester is literally, 'what do you want to learn and how do you want to learn it?' That question, even for students who have been very successful in traditional educational settings for



their whole lives kind of throws them off. Goddard is not for everyone but it is for more people than you would think.

Q. What is your vision of the future of Goddard College?

A. We're putting together what is called a 'Green MA.' Which is going to be in areas in sustainable communities and socially responsible business.

That will be a new MA program we hope to start in the fall. We're experimenting with a home school initiative. Our goal is to expand the size of Goddard. I would like to see it double its current size. We would like to be able to reassert ourselves as an innovator in higher education.

Q. How did you come to a career in higher education?

Diane Ravitch

continued from page 12

book, Ravitch bought a lot of the most popular young adult literature now used in schools, and was shocked to find that "some of it is just plain junk...Someone has decided that these grown-ups who write books for children have to put themselves into the voices of the most alienated, angry, desperate, lonely children, and that this is what kids should be reading!"

In 1990, Ravitch came out with *The American Reader*, an anthology of the best poetry, speeches and songs from American history, all chronologically arranged. "In most schools, I think it's fair to say, the content is not classic, is not written by recognized authors," adds Ravitch, who is following up with *The English Reader* in the fall of 2006, a compilation of must-read classic British literature that she is co-editing with her son, Michael.

How would Ravitch, a public school girl from

Houston who came north in 1960 to attend college at Wellesley and ultimately attained her Ph.D. from Columbia University, advise young people to get ahead today? "Get the best education you can—that's your human capital, your investment in yourself...And make yourself well-informed about the world...Read, read, read!" exhorts Ravitch emphatically.

To wit, Ravitch – the very model of a lifelong learner – is writing a new book that is a glossary of "ed speak" (educational jargon), designed to be partly tongue-in-cheek and partly a serious guide for parents and teachers who are negotiating the system. And she'd like to do a book about what's been happening in New York City ("we've given complete power to the mayor's office with no checks and balances...we've gone from total decentralization to total centralization...this won't survive into the future!") And, almost as an afterthought, Diane Ravitch adds, "I want to write a memoir, also." It may take a while for Ravitch to clear her calendar, but it will be worth the wait!#

Yolanda Jimenez

continued from page 12

that condone, even encourage, abuse is a disgrace. Increasing public awareness is critical. The Commissioner is particularly pleased to be the keynote speaker at Hostos Community College's graduation Ceremonies this June, where she will ensure that the work of her office is recognized and supported. Meanwhile, those interested in serving as volunteers for the Family Justice Center should call (212) 788-3156, and those in need of assistance can call the 24-hour hotline 1-800-621-HOPE. Cell phone users should also know that if they donate their phones to Verizon Wireless, a partner in domestic violence prevention, all proceeds will go to the cause.#


"My advice to young people is to teach. We need you."

—Randi Weingarten, President, UFT

COLLEGE & UNIVERSITY DIRECTORY

①

Master of Arts in Teaching Information Sessions




EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

Fifth and Sixth Floors
325 Hudson Street
(corner of Vandam)
New York City

www.esc.edu/MATinfo
800 468-6372 ext. 2230

②



GODDARD COLLEGE

Come to Goddard as you are.
Leave the way you want to be.

1-800-468-4888
www.goddard.edu

③



NY SCAS A DIVISION OF
TOWN & COUNTRY COLLEGE
New York School of Career and Applied Studies

Manhattan: Midtown 212.463.0400 x500
Uptown 212.722.1575 x101

Brooklyn, Queens: 718.2.SCHOOL x1003

Get Your Associate or Bachelor Degree in:

Business Management and Administration
Computer Science | Human Services
Desktop and Web Publishing | Education
Health Sciences | Liberal Arts and Sciences

④



THE BANK STREET APPROACH

Explore the education master's program that's right for you.

Bank Street College
Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4404



⑤

SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: slcadmit@mail.slcc.edu



I Am Interested In Applying

- Freshman Transfer
- Day Evening

As My Status

- H.S. Student College Student
- Teacher

Please circle catalogs you wish to receive:

- 1 2 3 4 5

Please mail to:

College Directory - Education Update
17 Lexington Ave., Box A1207
New York, NY 10010

Please include your phone number

MARCH 2006

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____

FROM THE SUPERINTENDENT'S SEAT

Challenges of MotherhoodBy DR. CAROLE G. HANKIN
With RANDI T. SACHS

We are now celebrating Women's History Month. It brings to mind a conversation I used to have with my own children. It came up every May and June when we observed Mother's Day and Father's Day. They would ask, "Why isn't there a Children's Day?" To which we, as so many other parents also responded to their children, "Every day is Children's Day."

The role of women in our society has undergone such an evolution that every month could also be Women's History Month. However, it is fitting to take the time to honor the legacies of the many great women throughout history and at the same time, to acknowledge the women of

today and how they are continuing to transform traditional roles into futures in which our daughters and granddaughters can be whatever they choose.

Being Superintendent of an extraordinary school district is an enormous responsibility and a privilege for which I am very grateful. My greatest joy, however, comes from seeing my own nine grandchildren begin to navigate their worlds. My grandchildren have three wonderful mothers, each of whom is choosing her own path regarding career, parenting, and educating the children. All three mothers have advanced graduate degrees of their own.

Erica has the oldest three children, a girl and two boys ages nine, six, and three. Laura, the

**The Hankin Family**

mother of a five year old, a three year old, and a one and a half year old, is currently back in school pursuing a graduate degree in educational guidance. Tracy is a graduate of Wharton and a full-time executive. Her daughter is five and her sons are three years old and seven months old. Regardless of their job or school status, all three of these women are full-time mothers with many concerns about how to ensure their children receive the best educations possible. Each is also fortunate to have a supportive, involved husband and father to share the joy of parenthood.

I asked Erica, Laura, and Tracy to share with me and with the readers of *Education Update*, what most concerns them about their children's educations, and what they believe should be a parent's role in school. This is what they had to say:

Erica: Staying home full time with my children has enabled me to see how important a role the schools play in their overall development. Parents should be involved in their children's school without being intrusive. The role should

be as a helper. The same is true for a child's schoolwork. Parents need to let the children do their own work and enable them to take pride in their accomplishments.

Laura: My children are young and very close in age. My biggest challenge is to give each child the individual attention they might need from me. I'm an advocate of early and preschool education and also the importance of physical ability skills. I've enrolled the kids in dance now and hope that I can continue to keep them involved in activities that will serve them well.

Tracy: As a mother of three who works full time in a demanding corporate position I face the stress of having to juggle the school's schedule with my work schedule. I am hoping that schools will continue to be more sensitive to working mothers, although I realize that it is an issue that has no easy remedy.

To be continued...#

Dr. Hankin is Superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.

GET YOUR STUDENTS TO DO SOME DEEP THINKING.

Sea life in a whole new way.

IMAX DEEP SEA 3D

Narrated by **JOHNNY DEPP** and **KATE WINSLET**
Music by **DANNY ELFMAN** (Directed by) **HOWARD HALL**

IMAX WWW.IMAX.COM

LOEWS·IMAX® THEATRE

LOEWS LINCOLN SQUARE

Broadway & 68th Street, NYC • enjoytheshow.com/imax

Group Sales 212.336.5025 or Fax 212.336.5028

Showtimes & Info. 212.336.5000 • Advance Tickets 800.FANDANGO

IMAX® IS A REGISTERED TRADEMARK OF IMAX CORPORATION.

Are You Meeting NCLB Requirements? Collect data easily and affordably from Assessments, Tests, Surveys and other forms.

Enables Data Driven Decision Making!

With **Remark Office OMR®**, you can design your own forms using any word processor, print them on your printer, scan and recognize data with your image scanner and then analyze the data or export the data to the application of your choice! It's that easy! The software recognizes optical marks (bubbles and checkboxes) and barcodes. Forms can be printed on a laser printer, photocopied, or sent out to your local printer.

- Grades and analyzes tests and assessments.
- Produces reports
- Supports most scanners and MFP devices
- No special forms to purchase
- Export data to many file formats including: Access, Excel, dBase, HTML, Gradebooks and many more

"With Remark Office OMR, I've been able to help more individuals conduct surveys and needs assessments. This software provides an inexpensive way to effectively assess needs and evaluate programs." *Tech Specialist, TX School District*

"The Remark software has been vital in the collection, analysis, and reporting of student testing data.

The software is an exceptional value."
Assistant Principal, FL High School.

Student Statistics Report							
Overall	Student	Grade	Total	Percent	Benchmark Difference	Benchmark 75.0%	
						Objective	Subjective
Overall	Total		85.00	15.00		26.00 / 30.00	18.00 / 20.00
Ben Nefel	B	44.00 / 50.00	88.00	15.00		26.00 / 30.00	18.00 / 20.00
Brenda Harrison	D	31.00 / 50.00	62.00	11.00		21.00 / 30.00	15.00 / 20.00
Elmer Hunt	B	42.00 / 50.00	84.00	16.00		26.00 / 30.00	18.00 / 20.00
Elise Taylor	A	46.00 / 50.00	92.00	21.00		28.00 / 30.00	20.00 / 20.00
Judy Caldwell	F	25.00 / 50.00	50.00	10.00	(15.00)	17.00 / 30.00	8.00 / 20.00
Willie Williams	A	45.00 / 50.00	90.00	19.00		27.00 / 30.00	20.00 / 20.00
Warren Goodale	B	41.00 / 50.00	82.00	17.00		26.00 / 30.00	18.00 / 20.00
Geneva Smith	B	40.00 / 50.00	80.00	16.00		24.00 / 30.00	18.00 / 20.00
Erny Barber	D	33.00 / 50.00	66.00	12.00	(4.00)	23.00 / 30.00	16.00 / 20.00
James Jackson	D	34.00 / 50.00	68.00	12.00	(1.00)	22.00 / 30.00	15.00 / 20.00
Hudson Norman	F	27.00 / 50.00	54.00	11.00	(1.00)	21.00 / 30.00	15.00 / 20.00
Mean			57.07	23.53	6.33	23.00	13.75

Reading							
Overall	Student	Grade	Total	Percent	Benchmark Difference	Benchmark 75.0%	
						Objective	Subjective
Overall	Total		100.00	25.00		10.00 / 10.00	5.00 / 5.00
Ben Nefel	A	9.00 / 10.00	90.00	15.00		9.00 / 10.00	5.00 / 5.00
Brenda Harrison	B	6.00 / 10.00	60.00	11.00		6.00 / 10.00	5.00 / 5.00
Elmer Hunt	A	9.00 / 10.00	90.00	15.00		9.00 / 10.00	5.00 / 5.00
Elise Taylor	B	8.00 / 10.00	80.00	16.00		8.00 / 10.00	5.00 / 5.00
Judy Caldwell	D	6.00 / 10.00	60.00	10.00	(15.00)	6.00 / 10.00	5.00 / 5.00
Willie Williams	A	9.00 / 10.00	90.00	19.00		9.00 / 10.00	5.00 / 5.00
Warren Goodale	B	8.00 / 10.00	80.00	17.00		8.00 / 10.00	5.00 / 5.00
Geneva Smith	A	9.00 / 10.00	90.00	16.00		9.00 / 10.00	5.00 / 5.00
Erny Barber	C	7.00 / 10.00	70.00	14.00	(1.00)	7.00 / 10.00	5.00 / 5.00
James Jackson	D	6.00 / 10.00	60.00	11.00	(1.00)	6.00 / 10.00	5.00 / 5.00
Hudson Norman	B	8.00 / 10.00	80.00	10.00		8.00 / 10.00	5.00 / 5.00
Mean			7.00	28.17	-1.17	7.00	5.00

Remark
Office OMR®

1-800-858-0860

www.PrincipiaProducts.com



WOMEN SHAPING HISTORY

Conductor Marin Alsop

By JOAN BAUM, Ph.D.

Although she is quoted as having said on her appointment last July as Music Director of the Baltimore Symphony that she was not only “thrilled” and “honored” at the opportunity to lead one of the country’s largest orchestras, and that she hoped being the first woman to head a major American orchestra would point the way “for the women who follow me,” Maestro Marin Alsop does concede that progress so far has been slow. In the twenty years she’s been in the field, she says, “the number of women on the podium has not changed.” Clearly, however, the excitement over her selection and her critically acclaimed recordings and video-taped performances (a stage production of *Candide* with the New York Philharmonic in 2004 was nominated for an Emmy) mean that the 49-year old Alsop, who also won a MacArthur Fellowship last year—the first time a conductor was a recipient—will be a de facto inspiration for women who want to conduct: “Ultimately” the numbers “will change,” and women in conducting will become a “nonissue.” In a provocative article on women conductors that appeared in *Contemporary Review* some years ago, freelance writer Anna Hodgson refers to conducting as “the last bastion of male supremacy,” sexism attributable not to audiences or orchestras but, albeit unconsciously, to boards of directors who buy into stereotypes. The article also suggests that prospective women conductors have a tougher time than men in a world that turns on patronage, contacts, and image. Conductors “have for so long been promoted as imposing, larger than life, acceptably aggressive, personalities.” Such alpha myths make it difficult for women to compete, especially in regard to getting positions with major orchestras.

Maestro Alsop attributes her success to being “a superb student”—putting in long hours of dedicated practice, a “work ethic” that began with playing the violin and continued with conducting. She believes, however, that everyone can learn



valuable lessons studying music—how to budget time, how to develop self-esteem. A violinist who studied with the legendary Ivan Galamian and Margaret Pardee, Marin Alsop fell in love with conducting at the age of nine, inspired particularly by Leonard Bernstein, whose “charismatic, engaging, all embracing” personality and iconic lectures on music for youngsters confirmed her own leanings. She studied with Bernstein at Tanglewood, as well as with Seiji Ozawa and Gustav Meier. Though she never considered any discipline other than music as a profession, she always wanted to have a leadership role, and conducting offered a way to be involved “in the architecture of pieces,” beyond playing an instrument. Like Bernstein, Maestro Alsop says she enjoys people, and no doubt her disposition to address audiences and build community was central in her selection by the Baltimore Symphony board which, reportedly, went to unusual lengths in the winnowing process, including polling local residents and holding town hall meetings.

She loves the Romantics, Brahms and especially the Russians—Tchaikovsky, Stravinsky, Prokofiev Shostakovich—but recent raves also have come in for her lyrical interpretations of

FAMOUS FOR DISCOUNTS SINCE 1924!

Sam Ash®
THE MUSICAL INSTRUMENT MEGASTORE™
ALL MUSICAL INSTRUMENTS

- GUITARS
- KEYBOARDS
- DRUMS
- AMPLIFIERS
- ACCESSORIES
- BAND & ORCHESTRAL
- SOUND
- SOFTWARE
- RECORDING
- LIGHTING
- SHEET MUSIC
- DJ EQUIPMENT
- RENTALS
- REPAIRS

Manhattan
160 West 48th St. • (212) 719-2299

Brooklyn
2600 Flatbush Ave. • (718) 951-3888

White Plains
178 Mamaroneck Ave. • (914) 949-8448

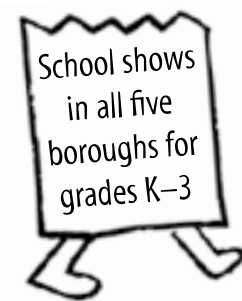
Edison
1831 Route 27 • (732) 572-5595

Visit our website: www.samashmusic.com

contemporary American composers—Copland, Barber, Bernstein. Reviews of her concerts stress her energy and passion but also her controlled elegance, wit and warmth of sound. Her success in the U.K. particularly as Principal Conductor of the Bournemouth Symphony, led to numerous awards, and wherever in the world she has appeared as guest conductor, the media responses have been consistently laudatory. Her tenure as Music Director of the Baltimore Symphony formally begins in 2007, but she will be continuing as Conductor Laureate with the Colorado Symphony, where she has been Music Director for the last 12 years. Maestro Alsop also gives master classes, though not to her two-and-a-half year old son, who often sits with her at the piano having “fun” with “The Magic Flute.” He also attends rehearsals and will call out, “good job, Mama.” This July Education Update readers will have a chance to concur in his judgment, when his mother, a native New Yorker who attended Juilliard, leads The New York Philharmonic as part of the summer program in the park.#

THE PAPER BAG PLAYERS

A CULTURAL MUST!—*The New York Times*



Students, teachers, parents saw your show, WOW! You were fabulous!
—*First Grade Teacher, NYC*

Call 800-777-2247 for dates & tickets

Katie Haycock: Director of the Education Trust

How did you choose your career?

Most of the time, I feel like my career chose me, rather than the other way around. What that means is that I literally can’t remember a time when I wasn’t galled by injustice, especially in education, and determined to do something about it. Fortunately, there’s always been a route for me to put that passion to work, first in California, then here in Washington DC. Sometimes that meant creating something new—like the Achievement Council in California and the Education Trust, both organizations that I founded. Other times I found that I could work this issue through an established organization, like I did as Executive Vice President of the Children’s Defense Fund. It turns out that the vehicle doesn’t much matter; what matters most is moving the ball forward.

What were some of the challenges you faced? How did you overcome them?

In many ways, I faced the challenges that most women of my era faced—getting to the table where decisions were made, then, once there, getting heard. Even today, that’s not always easy. What works, though, is a combination of persistence, preparation and passion. If you really care, prepare your case well, and never, ever give up, you’re likely to make a difference.

Describe a turning point in your life?

There were at least two major turning points in my life. The first was motherhood. I have two fabulous daughters and my life is infinitely richer as a result. But they have been important to my work, as well, giving me four additional



eyes through which to see the problems of education, and two additional hearts to feel the impact of educational inequities. The second turning point was moving to Washington, which we did in 1989. Needless to say, moving from state to national advocacy is a real stretch. And serving as number two to Marian Wright Edelman was both a huge challenge and an incredible opportunity to learn from an extraordinary woman leader up close and personal. I carry those lessons with me today.

Who were some of your mentors?

Oddly, my first professional mentors were mostly male: Steven Goodspeed at the University of California Santa Barbara and Robert Johnson at the University of California System Headquarters. But over the years, I’ve also had the opportunity

to learn from other women leaders, including my former boss Marian Wright Edelman.

What is your advice to young people today?

My main advice is to follow your heart—to do something that you can be passionate about. When you’ve got passion, you can weather almost anything else. That said, I also feel strongly about preparation. Know your stuff. Learn how to communicate—including both orally and in writing—very well. Think hard and think for yourself. And never, ever give up.

Name some of your favorite books.

I just finished Barack Obama’s *Dreams from My Father*. It is fabulous. I strongly recommend it.#

MUSIC STUDY MAKES KIDS SMARTER

There’s a lot of research about how learning to play music helps children with math and language skills, finger dexterity and getting along in a group, but now new benefits have been found. Study of infants’ reaction to music shows that early on they react to melody, rhythm and relationships of sounds. This transfers to the learning of language. Playing music for them and singing to them is of great benefit. Later on, actually learning to play could start as early as three years old, although most start between 5 and 10

Sam Ash Music makes choosing an instrument a no-brainer. There’s the broad selection, the great prices and helpful advice. The Sam Ash credit card gives you interest-free time before you pay. And they have a guaranteed buy-back

TUTOR IN:

**H.S. Math A & B ♦ SAT Prep
Adv. Pl. Calculus**

**Languages: Spanish/French
German/Italian/Latin**

Sciences: Chem & Physics

Coll: Pre-Calc ♦ Calculus ♦ Stats

♦ Physics ♦ Chem

\$20/hr Call Ray Bacchos

**718-493-6942
(Brooklyn) After 2 pm**

Math Tutoring

High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

**212.228.1642
917.297.2389**

plan and generous trade ups. Visit Sam Ash to see all the exciting instruments and learn more.

But making music is not just for kids. If you play an instrument or ever dreamed about playing this is a great time to come to Sam Ash. The selection and value for your money have never been better. See how easy it is to get that guitar, keyboard drum set, sax, violin or flute you wished you had.

Sam Ash Music—81 years of making musical dreams come true.



THEATER REVIEW

Pineapple Soup: Paper Bag's New Treat

By JAN AARON

Got a recipe for "Pineapple Soup?" As concocted by The Paper Bag Players and the title of the group's newest fun show, it's spiced with giggles, dancing and cheers from 3-to-8-year olds. At my performance of "Pineapple Soup," I saw some graying heads, accompanying kids, also delightfully cut loose, and perhaps recalling their own past experiences: The OBIE-award winning Paper Bag Players is now in its 47th year.

Creativity and imagination, as well as paper in many guises, are main ingredients in The Paper Bag's remarkable shows. As the name implies, props and costumes, from buses and bananas to an oversized washing machine, are conjured from a variety paper products. Scene-stealers in this show are plain brown paper bags topped with ordinary kitchen mops transformed into shaggy dogs.

Created, written and directed by Judith Martin,

the troupe's artistic director, the new show consists of nine lively sketches that speak directly to children. Her current mix combines new skits with those newly adapted from former productions. Aficionados in my audience gleefully greeted "Dinosaurs," a skit in which prehistoric creatures prove to be amazing dancers, accompanied by toe-tapping tunes by John Stone and Donald Ashwander. They also cheered the return of "Kitty," in which Hannah Wolfe, in lovely lace-like paper dress, searches for her super-sized cat.

Among the newer offerings are a loopy sketch,

"Big Bully," where the featured character (Kevin Richard Woodall) learns to mend his ways after accidentally knocking himself down, and "Laundry Day on Avenue A," during which Ted Brackett (as a flustered homemaker) can't get ornery laundry—mischievous Kathy Dee, Ms. Wolfe and Mr. Woodall—to stay in a big new washing machine. In another scene, the audience fell quiet while Mr. Brackett drew on a large paper easel a picture so real it came to life and he stepped in to its world.

The title number "Pineapple Soup," the 50-minute show's finale, refers to an uninhibited dance that has the entire audience bumping, singing, and jumping to a lively beat. No pineapple chunks are served, but who needs them? "Pineapple Soup" is its own sweet treat. #

(In theaters throughout New York through March 25; \$10-25; information: paperbagplayers.org)

INCARNATION CAMP

Founded in 1886, Incarnation Camp offers both overnight and day camping to boys and girls ages 7-15. Incarnation Camp is located in Ivoryton, Connecticut on 700 wooded acres, which surround a mile-long private lake. Camp alum and New York Times columnist David Brooks calls Incarnation "The most successful institution I've ever been involved with."

In the spirit of the traditional camp experience, Incarnation Camp offers a well-rounded program including boating and swimming instruction; ropes course; archery; hiking; drama; land sports; arts and crafts; horseback riding; farm and more. Off-site camping and canoe trips are also offered during the summer. Sessions for children ages 7-13 include 2, 4, 6 and 8 week options.

Pioneer Village offers two 4-week programs for boys and girls ages 14 and 15. Leadership and personal responsibility are at the core of this program. Teens take part in Adventure Treks, which include hiking the Appalachian Trail, biking throughout New England and canoeing the Connecticut River. Campers learn to cook on open fires and work in teams as they plan and prepare for these trips.

Many parents claim that the strongest element of Incarnation Camp's program is its team of counselors and staff. Members of the staff are carefully chosen on basis of maturity, responsibility, and experience. Training is provided to further develop leadership skills, personal sensitivity and a special understanding of children's needs. The ratio of campers to staff is less than 5 to 1.

Parent Quotes from Summer 2005: "This was like finding an emerald in a haystack! I am elated at his experiences." "Thank you for providing my son with such a wonderful experience. He matured, had fun, gained confidence, learned new things and made new friends." "She really wants to see the rest of the world as a result of meeting all the counselors from different places." "I love the wacky camp songs she still sings." "My daughter loves it there, and it seems her peers and the staff do as well. There is a strong spirit of shared joy and caring that permeates Incarnation Camp and that is the best thing!" ACA Accredited. Scholarships and group discounts are available. Please call Nancy Nygard Pilon (Director) at 860-767-0848 to inquire. www.incarnationcenter.org

THE CAMP EXPERTS & TEEN SUMMERS

30 EAST 81 STREET SUITE 7C, NEW YORK, NY 10028
TEL: 212-288-7892; FAX: 212-288-1069; WEB: WWW.CAMPExperts.COM

"The Camp Experts & Teen Summers" is a FREE advisory service for all your children's summer needs. Serving the NYC area for almost 20 years, Joanne Paltrowitz along with Alison Paltrowitz & Susan Zimny (special needs division) have done the research to provide you with appropriate summer choices. Representing over 900 programs this team of EXPERTS has visited and screened programs for your children. Call 212-288-7892 or email THE CAMP EXPERTS at: info@campexperts.com. www.campexperts.com
Joanne Paltrowitz
joanne@campexperts.com

SEE FLUTIST SIR JAMES GALWAY AT LINCOLN CENTER, MARCH 15TH. READ THE ARTICLE IN THE JANUARY 2006 ISSUE OF EDUCATION UPDATE ONLINE AT WWW.EDUCATIONUPDATE.COM

CAMP HORIZONS

in Connecticut For Children and Adults Who Are Developmentally Disabled

Camp Horizons is a summer camp program for both children and adults who are developmentally disabled. We offer exciting programs for our campers such as swimming, physical education, horseback riding, music, crafts and more. Camp Horizons offers a positive, supportive environment with well-trained staff to help campers have a great summer camp experience. Camp Horizons is a licensed camp and is ACA accredited. For more information please visit our website or email us at info@camphorizons.org.

Tel: (860) 456-1032 • Fax (860) 456-4721
www.CampHorizons.org
P.O. Box 323 • South Windham, CT 06266

Attention.

It is all any kid with Attention-Deficit/Hyperactivity Disorder wants.

At the NYU Summer Program for Kids, they'll get plenty of it. If you have a child, 7-11 years old with this disorder, this is the only day camp of its kind in New York. It's staffed by clinical psychologists and licensed teachers, assisted by psychology graduate students (one staff member to every one to two children). They'll give your child sustained, nurturing attention, while teaching an understanding of rules, academic discipline and teamwork. So she, or he, will start school next year better adjusted and socially more skilled. And all this in an atmosphere of fun, with swimming and sports every day. For parents, there's specialized training to aid you in helping your child. The program runs for eight weeks from June 26th at Riverdale Country School.



Call 212-263-0760 to register.
It may make your child's summer. And yours.
www.AboutOurKids.org

DUNNABECK at KILDONAN

06/23/06 - 08/04/06

Founded in 1955 by Diana Hanbury King



- Oldest summer camp program in the country for students with dyslexia.
- Daily one-to-one Orton-Gillingham Instruction
- Traditional camp activities including horsback riding, waterskiing, and art electives.

425 Morse Hill Road • Amenia, NY 12501 • 845-373-8111
845-373-8111 • Fax: 845-373-9793 • www.kildonan.org • www.dunnabeck.org

More Camp for Less!

Why pay double for the same camping experience that you can get at the oldest co-ed camp in America? For 120 years, kids have been making friends and enjoying a full range of activities including sports, hiking, boating, archery, and horseback riding on our 700-acre campground with private lake. Visit us to see for yourself what a great time your kids can have this summer.

OPEN HOUSE
April 20 & May 27
11 am - 4 pm

800.226.7329
IVORYTON, CT
www.incarnationcamp.org

Ages 7-15
ACA Accredited



THE LEARNING WHEEL

Teachers' Store - Parents Always Welcome
1514 Avenue Z; Brooklyn, NY 11235; 718-934-5540;
Web: www.thelearningwheel.com

Store Hours: Monday-Friday 11:30 AM to 6:30 PM
Saturday: 11:00 AM to 5:00 PM Sunday: Closed

A visit to The Learning Wheel in Sheepshead Bay, Brooklyn is like taking a trip backwards in time. If you remember the warm, comfortable feeling you had with that favorite teacher in that favorite classroom of your youth, you'll get the same feeling upon entering our store.

As you focus on the shelves you will probably be taken aback by the enormous variety of teacher resource books, reproducible books, theme books, arts & crafts supplies, pocket charts, stickers, banners, bulleting board kits, children's books, calendars, flash cards, plan books, record books, gifted books, maps & globes, decorations, test preparation books.

The Learning Wheel is a great resource for educational games, puzzles, and toys for children of all ages, from birth to toddler to early elementary on up. Our selection of learning resources from such top manufacturers as Melissa & Doug, Battat, Parent's Magazine, and Educational Insights is second to none. It's no wonder that kids enjoy our store as much as adults.

We work hard to acquire all the latest educational materials from all of the major school publishers, including Addison Wesley, American Map, Barron's, Carson-Dellosa, Creative Teaching Press, Curriculum Associates, Evan-Moor, Frank Schaffer, J. Weston Walch, McGraw-Hill, Mailbox, Pearson Education, Scholastic, School Zone, Steck-Vaughn, Teacher's Friend, Trend Enterprises, and many more. Take a book from any section of the store, whether it's Language Arts, Mathematics, Science, Social Studies, or Geography and you'll see that we carry all of the new 2006 copy-right editions.

Before you get the feeling that there is so much "stuff" at The Learning Wheel that you'll be overwhelmed, let me assure you that our helpful staff knows where everything is at all times. When you walk in the front door you'll immediately be asked "do you need any help?" So you have the option of saying "no, just browsing", which is fine with us, or of saying yes, "do you have a copy of ...?", or "what can I use with

a third grader who is learning ...?", or any one of a thousand different questions that pop into your head. I guarantee that one of our experienced staffers, Mary, Chris, Luda, and Sam, will be able to answer just about any question with respect to the right educational products for the right age, grade, and setting.

This formula for success, which includes the warm environment, the best selection of educational materials at the lowest prices, and the friendly, attentive staff, has been working for The Learning Wheel for thirty years now. And the store has been in its present location on Avenue Z near the corner of East 16th Street for more than twenty years. Interestingly, as established as the store may be, the ownership is new.

The Learning Wheel was acquired by Rob and Clare Resnick, a husband and wife team with a combined sixty plus years of experience in all facets of the education business. In fact, both Rob and Clare started teaching in the New York City schools back in 1969-70, he at a middle school in East New York, Brooklyn and she at an elementary school in Crown Heights, Brooklyn.

During her long career in education Clare worked as a first grade teacher, a fourth grade gifted teacher, a school librarian, and a staff developer at the district level. When you visit the store be sure to ask her advice if you have any questions about teaching Reading/Language Arts or about teaching gifted children, or about anything in the world of education that's on your mind.

Rob started out teaching Science and Math at the middle school and high school levels while he completed a Ph.D. in Experimental Psychology. Following that he taught Psychology at the college level, and then went to work for McGraw-Hill. After many years in the educational publishing industry he started his own business, Education Market Research, in 1995. Be sure to check in with Rob at the store, especially if you have questions about how to do that pesky Science Fair project.

Clare and Rob are excited about carrying on The Learning Wheel tradition, and about building on past successes to make the store even better and more vibrant than before. If you're planning a trip to scenic Sheepshead Bay please stop in and take a look around.#

Lycée Français de New York Summer Camp, 505 East 75th Street

Weekly Sessions June 26-July 28 (closed on July 4th), 3-5 year olds 9am - 12pm, 5-10 year olds 9am - 3pm
Our Camp: The Lycee Français de New York offers a unique day camp experience for children ages three through ten. Depending upon their level, children will have an introduction to the French language or have an opportunity to speak French throughout the day, as well as participate in exciting and fun activities. Our international staff consists of experienced teachers who are dedicated to making this a safe and entertaining summer for your camper. Many of the counselors teach at the Lycee or in our after school program. Each group of children will be based in a classroom that is well equipped to satisfy your child's natural curiosity.

Facilities: Our brand new building includes two gyms with walls padded by mats. For outdoor activities we have a roof play area cushioned with a rubber surface, as well as access to John Jay Park across the street. A smaller gymnasium is equipped with ballet bars, tricycles, and gross motor climbing structures.

Daily Schedule: 9am-3pm, Monday-Friday (1/2 option for children who have not completed kindergarten).

Activities: soccer, basketball, gymnastics, karate, fencing, swimming, circus, and many more group games. New this year we will have an interactive French music class with both the exposure to and the opportunity to play real instruments, a new approach to reading music, singing, and dancing. We will also offer chess for the children who have completed kindergarten. Our art program will include many opportunities for creation and artistic freedom through various materials. Each group of children will participate in a daily French course. French cooking lessons will allow the children to taste a new cuisine. Swimming will take place on a regular basis with lifeguard supervision and our WSI certified swimming teacher, as well as private bus transportation to and from the pool.

Trips: All of our field trips will be as a group on private buses provided by the school: visits to the Museum of Natural History, The Intrepid Museum, Marionette Theater, Central Park Zoo, Little Shop of Plaster, and the New York Hall of Science.

Registration Information: applications on a first come—first served basis. We urge you to register as soon as possible. Return your application form with a check made out to the Lycée Français to Director, Jessica Beer at Lycée Français de New York, 505 East 75th Street, New York, NY 10021, or you may download and complete the application online. Further information: 212-369-1400 ext. 5181 or email at summercamp@lfny.org.

CAMP HORIZONS IN CONNECTICUT FOR CHILDREN AND ADULTS WHO ARE DEVELOPMENTALLY DISABLED

CAMP HORIZONS; P.O. Box 323, South Windham, CT 06266; Tel: (860) 456-1032; Fax (860) 456-4721; Web:

www.camphorizons.org

Camp Horizons is a summer camp program for both children and adults who are developmentally disabled. We offer exciting programs for our campers such as swimming, physical education, horseback riding, music, crafts and more.

Camp Horizons offers a positive, supportive environment with well-trained staff to help campers have a great summer camp experience. Camp Horizons is a licensed camp and is ACA accredited. For more information please visit our website or email us at info@camphorizons.org.

Marymount Summer

June 19-July 21 2006

MARYMOUNT
SUMMER



CAMPS FOR BOYS AND GIRLS

Day Camp - Ages 4-7

Features age-appropriate activities, including art, science, sports, swimming and, most of all, fun!

Performing Arts Camp - Ages 7-12

Children explore the world of dance, music, drama and set and costume design. The camp culminates with a full musical production.

Science and Technology Camp - Ages 8-12

Campers discover the world of science through laboratory activities, field trips and technology while taking advantage of Marymount's state-of-the-art facilities.

Marymount School

1026 Fifth Avenue, New York, NY 10028

Tel. 212-744-4486 Fax 212-744-0163

www.marymount.k12.ny.us

summercamp@marymount.k12.ny.us

HELP! CHEMISTRY TESTS, REGENTS

OVER 95,000 BOOKS SOLD
HIGH MARKS: REGENTS CHEMISTRY
MADE EASY BY SHARON WELCHER
(College Teacher, Chairperson, and
Teacher of High School Review Courses)

**This book is your private tutor-
Easy Review Book for NEW Regents
(second edition) with hundreds of
questions and solutions.
Get HIGH MARKS \$10.95**

Available at leading book stores
or call 718-271-7466
www.HighMarksInSchool.com



LYCÉE FRANÇAIS DE NEW YORK

More than 70 years experience in
French-American education

Summer camp sessions

June 26- July 28 2006

for children ages 3-10

Just hanging around?
Take off... and have a
swimming good time at the LFNY
summer camp!



Activities include...French, drawing,
music, swimming, soccer, art, basket-
ball, ballet, French cooking lessons,
tennis, sculpture, fencing,
group games, trips around
Manhattan... and more!



INFORMATION AND REGISTRATION

Jessica Beer, Camp Director,
(212) 369-1400, summercamp@lfny.org
505 East 75th Street, NY NY 10021

Logos Bookstore's Recommendations



By H. Harris Healy, III, President, Logos Bookstore
1575 York Avenue (Between 83rd and 84th Sts.), NY, NY 10028
(212) 517-7292, Fax (212) 517-7197
WWW.NYCLOGOS.CITYSEARCH.COM

As the winter winds it way down, a good cure for those winter blues are Ruth L. Williams' prints and original paintings of hearts and flowers and angels. The vibrant colors and flowing forms of her pictures will lift one's spirits during this changeable time of messy weather. Small prints go for \$10, large prints for \$15, framed large prints for \$20 and original paintings on canvas go for \$20. Ruth L. Williams has exhibited at the New York City International ARTEXPO to name one of many places that have been graced by her work.

'Here And Now- Live In Concert'
Caribbean Jazz Project, Dave Samuels
Concord Records, \$23.98

'Hecho En Cuba, the Complete Collection'
Escondida, \$25.98

'Romantica', Steven Pasero, Sugo Music, \$15.98

'Cosmopolitan' Gourmet Grooves
Sugo Music, \$15.98

Music is another good form of escape from the cold dreariness of winter. Recent new additions to the Logos musical collection are the double CD collection of Dave Samuels' Caribbean Jazz Project's 'Here And Now— Live In Concert', 'Cosmopolitan: Jazz & Cocktails', 'Hecho En

Cuba, the Complete Collection', and 'Romantica'. The mixture of jazz and Caribbean sounds of the trumpets, congas, piano and percussion create a sense of heat and undulating waves and being at the beach. 'Romantica' features the lyrical guitar of Steven Pasero, founder of Sugo Music. 'Hecho En Cuba' is a real deal. It is a three CDs collection of Cuban music featuring previously unreleased works of Ruben Gonzalez, Compay Segundo and Ibrahim Ferrer as well as Celia Cruz, Eliades Ochoa and the Afro Cuban All Stars for only \$25.98. 'Cosmopolitan Jazz & Cocktails' is as it sounds a smooth bright rendition of popular standards from the Jazz Age through the age of Rock.

The Scarlet Letter
by Nathaniel Hawthorne
Penguin Classics, \$6, Bantam Classics, \$3.95, W.W. Norton, \$13

Meanwhile Kill Your TV Reading Group (KYTV) continues with a string of classics. Having just finished discussing *The Scarlet Letter* by Nathaniel Hawthorne, the group will discuss *Bleak House* by Charles Dickens, Wednesday, April 5, 2006 at 7 P.M.

The Scarlet Letter is well—worth reading. Hawthorne creates a moving drama that keeps the reader wondering what will happen to Hester Prynne, her child, Pearl, Roger Chillingworth and the minister Arthur Dimmesdale. The last chapters of the book just fly.

Besides books, Logos has greeting cards for all occasions. So come check us out for St. Patrick's Day, Easter, Passover, Birthdays, new babies, whenever you need a card, a book, some music, some artwork, whatever!#

Upcoming Events At Logos

Monday, March 13, 2006 at 7 P.M. The Sacred Texts Group led by literary agent Richard Curtis will discuss the books of Ezra and Nehemiah.

Wednesday, April 5, 2006 at 7 P.M., KYTV Reading Group will discuss *Bleak House* by Charles Dickens.

Children's Story Time is at 3 P.M., every **Monday** and is led by Dvorah.

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

WOMEN SHAPING HISTORY

WOMEN AND MUSIC

By JERROLD ROSS, Ph.D.,

Dean, School of Education, St. John's Univ.

Reading the New York Times "Arts and Leisure" section of Sunday, February 19, I was reminded of just how far women still have to go to be fully recognized in the music profession. There were no women conductors listed among the major orchestras scheduled to perform over the next several weeks in New York. There were no works of women composers on the programs of these orchestras.

In another set of articles this past week, the Times detailed major changes at the Metropolitan Opera. It will devote more performances to contemporary music, but no new commissions or conducting positions are going to women. This adds to the lamentable record of opera. Even in her heyday, the great operatic conductor Sarah Caldwell was I believe only once invited to occupy the Met's podium.

Nor has the attention devoted to lyricists ever equated artists such as Betty Comden and her stunning predecessor Dorothy Fields with their male counterparts Oscar Hammerstein, Ira Gershwin, Irving Berlin or Lorenz (Larry) Hart.

Prime attention to women in music is most often accorded to operatic divas, especially those who dominated the Met in the past (Sutherland, Horne, Scotto, Callas, Price) and the newly minted superb and gorgeous (here goes some male chauvenism) Renee Fleming, Angela Gheorgiu and Anna Netrebko. Male singers who equal their acclaim, such as Placido Domingo, Bryn Terfel, and Robert Alagna (husband of Ms. Gheorgiu) are fewer in this realm.

While it is heartening to look at American orchestras to see them largely populated by women—as opposed to many European orches-

tras—these are relatively secondary roles, and mainly anonymous.

In another field, choral conducting, there are now few, if any, women to equal the conductors who once occupied prominent positions at universities (Elaine Brown, Helen Hosmer or Margaret Hillyer). Women pianists have also just about vanished except for, in my opinion, the greatest pianist on the stage today, Marta Argerich. Gone are the likes of Guiomar Novaes, Myra Hess, Rosalyn Tureck, Gina Bachauer or Alicia De Larrocha whose performances mesmerized audiences.

In the early 1990's the greatest American woman pianist Claudette Sorel approached me to initiate a Women In Music series at NYU where I was then Associate Dean in the School of Education; the series was begun. Women honored at the University included Ms. Falletta and Queler, and the superb popular artists Margaret Whiting and Judy Collins.

I haven't mentioned other forgotten women of the past—Fanny Mendelssohn, Clara Weick Schumann, Lili Boulanger, even Mrs. H.H.A. Beach who wrote lovely choral anthems in her time.

One of my great teachers, a woman, Modena Scovill, used to say "The older you get the more you shrug your shoulders and the less you wring your hands." This is the prevailing attitude about women musicians today. While it is acknowledged that a problem persists, most people shrug their shoulders and the pain in the neck is temporarily alleviated.

What we need is a good jolt from a woman to seek a cure for this occupational disease. Is there anyone out there?#

Caribbean Connections: The Dominican Republic



Oral histories, poetry, fiction, lesson plans, and sections on New York.

Forward by Julia Alvarez.

Grades 8 to adult. Spanish language companion available.

800-763-9131

www.teachingforchange.org

"Best Bookstore for Kids!"

—New York Magazine

Come see why!

To receive our monthly email newsletter featuring reviews of new and notable books:

EMAIL US AT

books@bankstreet.edu

(We respect the privacy of our customers and do not share private information.)

www.bankstreetbooks.com

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

knowledgeable staff • gift certificates • wrapping • phone orders • shipping worldwide

You invest in your neighborhood.

Now own a piece of it.



Our Teacher Flex® mortgage can make it happen.

As a teacher, you help children achieve their dreams every day. So Bank of America would like to help you achieve yours. With our Teacher Flex mortgage program,* it's easier to afford a home of your own. There's little or no down payment required. No income restrictions. Flexible credit guidelines. And a mortgage specialist to guide you — every step of the way. It's all part of how we bring Higher Standards to the people who serve the neighborhood.

Steven L. Auerbach
Retail Account Executive
516.559.8154: Office
347.613.3360: Cell
60 Hempstead Avenue
West Hempstead, N.Y. 11552

Bank of America Higher Standards



*Including full-time educators or employees at the elementary, secondary, or college/university education level, including administrators, librarians, counselors, administrative support and custodial staff. Part-time teachers are also eligible. *Credit is subject to approval. Programs, rates, terms and conditions are subject to change without notice. The Teacher Flex® mortgage program is available nationwide and in the District of Columbia for purchase or refinancing transactions on conforming loan amounts (higher loan amounts in California and select counties in Seattle, Washington). Other restrictions may apply. Bank of America, N.A. Member FDIC. Equal Housing Lender © 2004 Bank of America Corporation 3615CJ20506



What 20/20's Vision Didn't See

By **RANDI WEINGARTEN, PRESIDENT, UFT**

Recently, the ABC News program "20/20" devoted an hour-long broadcast to the subject of public education. In a segment called "Stupid in America," commentator John Stossel purported to analyze what's wrong with our nation's public schools, choosing to focus, in part, on New York City. But instead of a thoughtful, objective analysis of one of society's most urgent challenges, he presented a simplistic, erroneous and demonizing assault on teachers' unions, blaming them for all that ails the public schools.

It's unfortunate Mr. Stossel didn't look a little closer because what he would have found here in New York City is a group of dedicated educators who work hard every day to provide the best possible education to our public school children. It's easy to sit on the sidelines and judge. The real challenge—and reward—comes from rolling up your sleeves and working to help kids achieve.

Had Mr. Stossel looked closer, he also would have found that, even while we have our differences, the United Federation of Teachers and the city's Department of Education are working together to improve education in the nation's largest public school system and we are producing real results.

Earlier this month, for example, new tutoring sessions for struggling students were implemented in our schools. After 2 1/2 years of an often difficult and contentious contract negotiation, the UFT and the DOE came to a contract compromise that reconfigured the school day to include four 37-1/2-minute tutoring sessions. The UFT wanted a uniform 6-hour-50-minute day, spreading additional time across the school day for all students, but the negotiated settlement included the additional tutoring sessions for struggling students.

Implementing such a change in a school system so large is a challenge, and it has understandably caused some anxiety for students, parents and educators. As the department fields these parent concerns, teachers will do everything they can to make the tutoring sessions effective and meaningful for struggling students. We hope the department will work with parents and teachers

to address issues that arise during implementation and will show flexibility in allowing individual schools to craft solutions that work best for their students.

Educating 1.1 million school children in a city like New York is a multifaceted challenge. Tens of thousands of our students are mired in poverty. Thousands more have limited or non-existent English speaking skills. Even with crime at record lows, many live in neighborhoods where violence and despair are daily parts of their lives. Underlying these challenges is the chronic under-funding by the state of our city's schools. The Campaign for Fiscal Equity lawsuit resulted in a landmark decision affirming that our city's schools were not getting their fair share from the state and the city. We must end this gross inequity to give our kids the resources they deserve.

Many of the reforms the UFT would like to see implemented in our schools require a state investment and, with a \$2 billion state budget surplus, now is the time to invest. We want every child in the city to have access to full day pre-kindergarten to give them the running start they need to compete. We want to reduce class size so every child can get focused, individual attention. And we want to increase opportunities for career and technical education. Not every child will go to college. We need to give them options for their future so they can contribute to society and lead productive, happy and healthy lives. We also need more money to build schools, science labs, gyms and playgrounds.

Our world is changing rapidly. Preparing children to compete in an increasingly global economy is an enormous challenge faced by all schools, public, private and parochial. Certainly public education can be improved, but it is far too important a topic to be co-opted by politicians or treated superficially as in Mr. Stossel's brand of simplistic and derogatory finger-pointing.

Solving problems and making improvements require thoughtful discussion, open minds and hard work. It requires parties that don't always agree with one another to come together and work out solutions. If Mr. Stossel had approached the subject of education with that in mind, he would have seen those ideals at work right here in New York City. #



Let Albany Know Schools Matter

By **MAYOR MIKE BLOOMBERG**

Over the last four years, we have made great progress in reforming our public school system because teachers, parents, principals and elected officials have joined together to ensure that every child receives a sound education. Unfortunately, our State leaders are now making decisions that jeopardize that progress.

I made an announcement that no Mayor wants to make: we will not be able to break ground on a number of important new school projects because of the State's refusal to comply with a court order mandating a substantial increase in State funding to City schools. The failure by our leaders in Albany to resolve this issue comes at a tremendous cost to NYC's school children.

Twenty-one new school buildings with 15,000 new seats will now be delayed indefinitely, as well as nearly 40 new science labs, more than 40 new art facilities, nearly 60 new athletic facilities, 15 new libraries, nearly 20 technology upgrades, and almost 20 new heating systems. We had planned to start every one of these projects this year with money that the State is legally obligated to pay us.

We are asking for what legally belongs to our children. In 1993, a group of parents and advocates called the Campaign for Fiscal Equity sued the State on the grounds that its funding formulas short-changed City schools. In 2003, the courts ruled in the City's favor and ordered Albany to finally meet its obligations. But more than two years have now passed and the City has still not received any additional State funding for school construction and

repair. That's not just a bitter pill we must swallow today, but a direct blow to our future.

The City has moved forward on its historic school reforms, even without this State funding. When I came into office we increased our contribution to the schools' capital budget by \$2 billion—and maintained that commitment through a recession and a fiscal crisis. Last year, as we waited for the billions that we are owed by the State, we advanced \$1.3 billion of City funding to keep badly needed projects afloat. But this year, we cannot afford to continue covering for the state—particularly when we already send \$11 billion more in taxes to Albany each year than we get back in State services.

What will it take for our leaders in Albany to live up to their responsibility? They must know that New Yorkers—all of us—are determined to hold them accountable. And how do we show them that?

Call your Assemblyperson. Call your State Senator. Call the Governor's Office. (And if you need their phone numbers, just call 3-1-1.)

Tell them, "Enough is enough!" Enough excuses. Enough politics. Enough hoping we'll go away. We're not going away. The future of our children is too important.

New Yorkers are all in this together, and our unity on this issue can be our biggest strength. Over the past four years, we've improved the educational system by bringing accountability to the schools—and to City government. The days of tolerating failure are over. But now, we also have to hold the State accountable and not let it off the hook for the funds that rightfully belong to our children. So make your voice heard—and help us create the first-rate school system our children need and deserve. #

*Register Now for late start
Spring Weekend Graduate Courses at*

THE COLLEGE OF NEW ROCHELLE

GRADUATE SCHOOL



*Nicole Schwarz, Art Therapy
Graduate School, Class of 2006*



*Andrea Hamilton, Guidance and Counseling
Graduate School, Class of 2007*

17 New Weekend Courses starting this Semester
Approximately 5 Weekend Days, Classes begin April, 2006

Building upon the strengths of the College's Catholic tradition, a respect and concern for each individual student and responding to the needs of society through its educational programs and service activities, CNR's Graduate School is dedicated to professionals in the service field.

MASTER'S PROGRAMS AVAILABLE IN:

- Education
-
- Counseling & Psychology
-
- Art & Communication

Scholarships are available for qualified students.
For registration and scholarship information,
please contact Enrollment Management at (914) 654-5334

For more information or monthly open house dates,
Call 914.654.5334 today and create the future you deserve.
<http://www.cnr.edu/ACADEMICS/gs-index.html>

**Preparing for life's challenges.
One course at a time.**

Email gs@cnr.edu
www.cnr.edu



Wisdom for life.

© 2006 CNR

SUPER STARS CHOOSE CUNY



Fiona Smith
York College 2005
Jonas E. Salk Scholar 2005
Penn State Medical College 2009



Eugene Shenderov
Brooklyn College 2005
Rhodes Scholar 2005



Alice Michelle Augustine
Lehman College 2006
Soros Fellow 2006



Claudia Simpkins
CUNY Honors College
City College 2006
Truman Fellow 2005



Lev Sviridov
City College 2005
Rhodes Scholar 2005



Philipa Njau
City College 2006
Goldwater Scholar 2005



David Bauer
Hunter College High School 2005
CUNY Honors College
City College 2009
Intel Science Prize First Place Winner 2005



Oladapo O. Yeku
Medgar Evers College 2005
Jonas E. Salk Scholar 2005
Stony Brook School of Medicine 2009



Sybille Nyeck
LaGuardia Community College 2005
Audre Lorde Scholarship 2005
Swarthmore College 2009