

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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GUEST EDITORIAL

The Child is Father to the Man

By HAROLD S. KOPLEWICZ, M.D.

Mental illness has a negative impact on many aspects of our lives, no matter our age. It can manifest itself through troubled **behavior**, such as withdrawal, aggression, temper outbursts, poor school performance; through troubled **feelings**, for example fearfulness, worries, depression, and through troubled **thinking**, such as poor judgment, irrational beliefs. However, it is often difficult for parents and school professionals to judge the needs of a child for mental health intervention. This genuine dilemma stems from several sources. For one, most of children's problems are not strikingly abnormal; rather, they are exaggerations of what we rightfully consider normal. We all get inattentive, restless, cranky, nervous, or blue at times. At what point do these common behaviors and feelings cause concern for our children? Another cause for dismissing or minimizing problems is the expectation that children go through phases, and that current problems are temporary and will pass.

How can we tell when our children need mental health intervention? Several rules of thumb help in determining the need for seeking professional attention for a child. How much do the problems impact on the child's quality of life? Do they restrict activities that other children her age typically engage in, such as enjoyment of playdates, sleepovers, family activities, social interactions with children his age, looking forward to fun activities? Children spend much of their time in

school, so we want to know whether the child is flourishing in this important social and learning environment. Do the child's academic accomplishments match her intellectual ability? Finally, does the child experience unhappiness or misery on a consistent basis?

Importance of Childhood Mental Health for Adult Adjustment. Children's mental health problems afflict the child, the family, as well as children's schoolmates. For anyone who has lived with a child who experiences difficulty, it is easy to appreciate the importance of helping children, and to wish for the search for the best treatments possible. Our children's happiness and success are clearly a priority. Besides the desire for immediate relief, there are other reasons for us to be concerned. Over the past 10 years, we have accumulated information about the importance of child mental illness on adjustment in adulthood. We now have evidence documenting that trouble in childhood is not regularly a passing phase or a stage. Indeed, for many, the child is father to the man.

We now understand that severe anxiety in childhood is a harbinger of depression and anxiety in later life, that learning disorders don't just go away, that ADHD places children at risk for antisocial or criminal behavior and substance abuse, that depressed adolescents will much more likely struggle with depression in adulthood than their non-depressed peers. In fact, all adult chronic mental disorders start in childhood. This

is not to say that all affected children become affected adults, but they are much more likely to be so than other children.

Importance of Treatment and Prevention. The negative consequences of child mental disorders has made the need for effective treatments all the more important. We have also learned a lot about treatment over the past 10 years. We now have treatments that work in many instances and that hold the hope of reversing ill-fated trajectories from childhood, adolescence into adulthood. Prevention efforts are just beginning, but hold promise.

Yet, most children, in fact the overwhelming majority, do not receive treatment. Many factors account for this sad state of affairs. There is a dearth of mental health professionals well-trained in diagnosis and knowledgeable about a variety of treatments. Cost is also a factor. But, in addition, stigma about mental illness is alive and well. Seeking help is still viewed as shameful, as defining parents as failures, and is pejorative toward the child. We face multiple challenges in reversing these barriers to caring for our children. The focus of this issue of *Education Update* on children's mental problems sends the right message. It is a step toward keeping us informed and for us to be diligent in our support to parents and teachers. It also reminds us that we need to enlist the interest of our political representative so that the needs of children are met. #

Dr. Harold S. Koplewicz is the Founder and Director of the NYU Child Study Center.

LETTERS TO THE EDITOR

*The Bard College Prison Initiative***To the Editor:**

I am very impressed with the BPI. I have a brother incarcerated in Florida who is expressing interest in such a program. He is very intelligent and wishes to better his chances of success upon release. Do you have any information on similar programs in FL? Thanks,

Alex Jackson Louisville, KY

*Daniel Rose & Harlem Ed Activities Fund***To the Editor:**

I truly respect this kind and smart man. I wish that Mr. Rose had a top office in the United States. I am an artist/painter from New York, now living in L.A. Please view my work on Google. I think it is important for the youth to know that they do not spawn from slaves but that we are from enslaved people, captives, people that loved, tried to learn. And felt deeply. I am painting a series titled "cotton series, place of reference."

Chaz Guest, Los Angeles, CA

*The Imprisonment of Jean Harris***To the Editor:**

I really enjoyed this article. I intend to go out and buy this book *Marking Time*. I've seen Mrs. Harris on TV and watched the made for TV movie starring Annette Benning. I feel Mrs. Harris is a highly intelligent woman who fell deeply in love, but that love was betrayed. That love for him was still evident after the murder as she didn't want

anything negative to be said about Dr. Tarnower during her trial. That truly shows how much she loved him and that she is a unique individual. I hope she has some peace in her life now.

Mary Teresa, St. Catharines, Ontario, Canada

*Paleontologist Mark Norell at AMNH***To the Editor:**

I think this article is great. I am actually doing a report on Paleontology for my TAG class this week. I was excited to do a report on this career because I have always thought about positions in this particular career. Researching this topic and finding information on it was very well...challenging. I have books on dinosaurs which really motivated me and Dr. Norell's story inspired me in a career in Paleontology. Thank You!

Andi, Daleville, AL

*Dr. Eric Kandel Discusses Maimonides & Medicine***To the Editor:**

What an amazing man. Adversity propelled him to the US environment of academia and research. Risks taken during all times of history, can pay off!

I am an RN that has a huge interest in neurobiology as I was a Guillian-Barre survivor as well as a care-giver for an Alzheimer's patient, my father. I have done extensive studies on neuro-transmission. Kandel is a fascinating scientist.

Sherry Endresen, Makawao, HI

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COVER CAPTION

President George W. Bush greets Greece Athena High School senior, Jason McElwain and McElwain's mother, Debbie, upon arriving in Rochester, New York recently. Cover Story on Page 11.

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CAREERS

Lou Young: Veteran CBS Newscaster and First-Time Author

By EMILY SHERWOOD, Ph.D.

April 17, 2006: "Crime scene technicians verify the path of the fatal bullet tonight but there's really no mystery," booms out the sonorous voice of Lou Young on the CBS evening news. "A shot fired in anger on West Tremont Avenue missed its target and instead hit a passing minivan full of children being ferried to Easter services, causing fatal injury to a toddler [David Pachecho] strapped in a carseat." As Young interviews the emergency medical technician, Angel Cruz, who unsuccessfully tried to revive the dying boy, he leans over and pats Cruz on the shoulder. "I'm sorry," Young says simply.

And so Young continues to weave an on-camera magic that combines solid journalism with a humane yet consummately professional interviewing style, qualities that have served him well in a three decade long broadcast journalism career that began in Gainesville, Florida in 1974. "I was blessed with an accidental career path that allowed me to take lots of tiny steps," Young says of his early days in the industry following graduation with a B.S. in Broadcasting from the University of Florida. As one of only three employees for WCJB-TV, "I would go weeks without being live because I had to shoot the film... Then I also wrote and edited... By starting out that way, you can make mistakes without having your career implode on you," reminisces Young.

Far from imploding, Young's broadcast career skyrocketed, and he packed his bags for the bright lights of New York City at the tender age of 28 to work for ABC (1981-1990), then NBC (1990-1994), and finally his current boss, CBS, in 1994. From his first story about a multiple fatality

car wreck in 1974, Young has since gone on to report on the most monumental headline grabbers of our times. "When I covered TWA Flight 800 [in 1996], I thought it was the biggest story I'd do," recalls Young. "Then I covered President Clinton's impeachment proceedings. Then there was the election of 2000, then 9/11 and the Iraq War... The news just seems to get bigger and bigger. We live in strange and exciting times," he concludes. But Young's most memorable story was his exclusive interview with now-convicted serial killer Nathaniel White in Orange County, New York, complete with all the sensational trappings—an on-camera confession and gory details of how and why White murdered each of his victims. "I had a killer exclusive that gave my station [Channel 4 at the time] number one ratings for the first time in years," he recollects with a kind of "aw shucks" humility.

Despite a grueling schedule that keeps Young traveling to wherever the next story is breaking (he spent months in Israel reporting on the Arab-Israeli conflict), he has found time to co-author a brand new book with renowned sketch artist Marilyn Church entitled *The Art of Justice*, which offers an inside look at some of the most sensational trials of the last thirty years. The book combines Church's artistry (for years, television cameras were banned from courtrooms and artists like Church were commissioned to record the day's proceedings at lightning pace) and Young's painstaking research and riveting prose to help readers relive some of the biggest headlines of recent decades: Bernhard Goetz, Amy Fisher, Woody Allen, and John Gotti, to name a

continued on page 9



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BEYOND THE STETHESCOPE

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REVERIE IN A HARDWARE SHOP

By D. A. FEINFELD, MD

If only I were an axe murderer,
boy, would my poetry sell!
Think of me honing this blade
till I see my face flashed
on its steel screen. . .
Planning's the hard part. It can't
be mindless, like God's wind

shaking down shacks, zapping trees.
No, I'll kill someone of substance:
a chief personage, politico,
beauty queen of either sex,
doesn't matter so long as I blow
my name across the nation's TV's,
a public blurb. And then,
to keep my name current,

blab at last to the press

I did it for literature!

I'm a martyr to Art; in truth,
so's my victim—isn't it seemly,
even sweet to die for the sake
of someone's unknown poems?

Dr. Feinfeld teaches nephrology and medicine at Beth Israel Medical Center in NY. His third collection, Rodin's Eyes, appeared in 2004.



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THE DEAN'S COLUMN

WHEN NUMBERS ARE FRIENDLY (TO EACH OTHER)

By ALFRED POSAMENTIER, Ph.D.

What could possibly make two numbers friendly? Your students' first reaction might be numbers that are friendly to them. Remind them that we are talking here about numbers that are "friendly" to each other. Well, mathematicians have decided that two numbers are considered friendly (or as often used in the more sophisticated literature, amicable) if the sum of the proper divisors of one equals the second and the sum of the proper divisors of the second number equals the first number.

Sounds complicated? Have your students look at the smallest pair of friendly numbers: 220 and 284.

The divisors of 220 are 1, 2, 4, 5, 10, 11, 20, 22, 44, 55, and 110.

Their sum is $1+2+4+5+10+11+20+22+44+55+110 = 284$.

The divisors of 284 are 1, 2, 4, 71, and 142, and their sum is $1+2+4+71+142 = 220$.

This shows the two numbers are friendly numbers.

The second pair of friendly numbers to be discovered (by Pierre de Fermat - 1601-1665) was: 17,296 and 18,416.

$17,296 = 2^4 \cdot 23 \cdot 24$, and $18,416 = 2^4 \cdot 1151$.



The sum of the factors of 17,296 is $1 + 2 + 4 + 8 + 16 + 23 + 46 + 47 + 92 + 94 + 184 + 188 + 368 + 376 + 752 + 1081 + 2162 + 4324 + 8648 = 18,416$.

The sum of the factors of 18,416 is $1 + 2 + 4 + 8 + 16 + 1151 + 2302 + 4604 + 9208 = 17,296$.

Here are a few more friendly

pairs of numbers:

1,184 and 1,210

2,620 and 2,924

5,020 and 5,564

6,232 and 6,368

10,744 and 10,856

9,363,584 and 9,437,056

111,448,537,712 and 118,853,793,424

Your students might want to verify the above pairs' "friendliness!"

For the expert the following is one method for finding friendly numbers:

Let $a = 3 \cdot 2^n - 1$

$b = 3 \cdot 2^{n-1} - 1$

$c = 3^2 \cdot 2^{2n-1} - 1$

where n is an integer ≥ 2 , and a , b and c are all prime numbers, then $2^n ab$ and $2^n c$ are friendly numbers. (Notice that for $n = 2, 4$, and 7 we have a , b and c all prime for $n \leq 200$.)#

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.

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HARVARD'S HOWARD GARDNER RECEIVES STANDING OVATION AT BANK STREET EVENT

By LIZA YOUNG

Professor Howard Gardner is at it again, never ceasing to create innovative approaches to traditional conceptions of thinking and learning. His groundbreaking theory of multiple intelligences spawned a re-evaluation of school curricula, highlighting the importance of including the arts and culture in mainstream learning.

Recently, at the annual conference of the National Association of Laboratory Schools (NALS), co-hosted by the Bank Street College School for Children and The School at Columbia University, Gardner's keynote included the framework for his upcoming book, *Five Minds for the Future*. "It's in part an essay in psychology and education, but it's also a programmatic book in the sense that I think these are the five minds we need to develop in the future," Gardner explained. The book takes into account the intellectual thirst of the individual as well as the role of a person within the framework of society and humanity.

The five minds—disciplined, synthesizing, creating, respectful, and ethical—differ from multiple intelligence in working in a more synergistic fashion as opposed to separate categories of intelligences.

The "disciplined mind," Gardner argues, is not simply knowing a particular subject but "learning to think the way people who are experts in the field think," and should develop by the end of secondary school.

The second type of mind, the "synthesizing mind," is defined by "deciding what to focus on, what's important, what to ignore, and putting that together in a way that makes sense." With a dearth of information about synthesizing in text-

books, Gardner has become most intrigued by this concept. Gardner considers himself primarily a synthesizer, but now as a "fish that has suddenly discovered he's in water," Gardner is faced with the challenge of uncovering what goes on as people synthesize, what is good versus bad synthesis, and how to enhance the process.

Discussing the creative mind, Gardner points out that today "creating is a premium and not an option." While one needs a certain amount of discipline and synthesizing to create, too much of either will stifle creativity.

To foster creativity in the classroom, Gardner recommends that teachers "model novel approaches and answers to questions and indicate [to students] that those responses are legitimate." Students should be encouraged to come up with innovative approaches, discussing ideas that did not work and alternative models. There should also be study of "examples of creative ideas, actions, behaviors," figuring out how success was attained, and what obstacles had to be overcome.

While the first three minds are more cognitively oriented, the last two, respect and ethics, have more to do with personality and emotion. The respectful mind, Gardner indicated, has to do with "how we think and relate to other people, most importantly to other people around us."

While this mind develops at a relatively young age, a kind of intuitive altruistic sense of reaching out to those around us, "attempting to understand differences and work with them," the ethical mind is more abstract, and generally develops during adolescence. It has to do with fulfilling one's responsibility in the world in terms of job role and as citizen, thinking in terms such as:

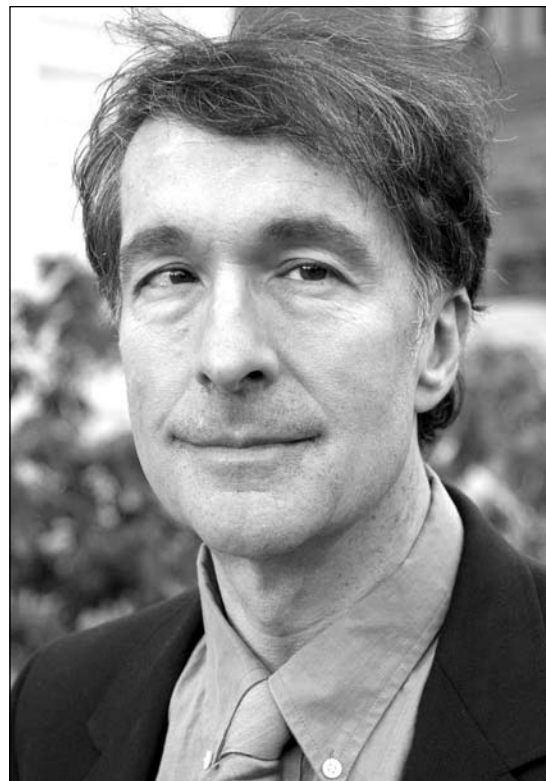


photo by Jay Gardner

tion of the difference. While Lincoln's respectful mind longed to free slaves, it was his ethical mind that chose not to abolish slavery in favor of preserving the union.

Lincoln's case is an indicator of the conflict that may arise between respect and ethics. Gardner described the dilemmas teachers often face, struggling between respect and ethics. In the latter part of his book, Gardner explores the interaction between five minds. He doesn't see them as isolated categories, but as a general taxonomy followed by respect before ethics, discipline before synthesis, ultimately creating. Within the classroom, a teacher is faced with the challenge of deciding whether to have students work synergistically, or focus and build on strengths.

In today's educational system, teachers often must deal, as was the case with Lincoln, with personal challenges of respect versus ethics. The battle, for example, of teaching to the test versus presenting a broader, richer curriculum, leaves a teacher with the choices of: "maintenance"—the job is simply a necessity in order to pay one's rent;

"I'm a teacher...journalist...physicist, carrying out that role in the most professional way I can."

Contemplating these two minds for the past two decades, Gardner points out that the difference between them is clear for him, but he's still working on conveying the difference to others. He finds the conflict faced by Abraham Lincoln during the civil war period as a good illustra-

"guerilla warfare," saying yes, and then asking for forgiveness after acting in the opposite manner; or "domain expansion," changing the current institution, or finding a new one.

Five Minds for the Future holds promise for a positive, resounding impact, intellectually and socially, for students, educators, and lifelong learners.#

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LAB SCHOOLS LEAD THE WAY IN EDUCATIONAL PRACTICE

By SYBIL MAIMIN

Laboratory, or lab, schools generally associated with colleges or universities are prime sources of research, experimentation, curriculum development, clinical training, and staff development at the cutting edge of education. This year's annual conference of the National Association of Laboratory Schools, hosted in New York City by the Bank Street College School for Children and The School at Columbia University, presented four days rich in provocative workshops, presentations, school visits, keynote speakers, and sharing of ideas and practices. Similar to recommended classroom approaches, much of the activity was hands-on and interactive. Sessions were wide-ranging and included such topics as "Transforming Math Education with Music and Technology," "Addressing Issues of Sexual Orientation in a 4th Grade Classroom," "Doing the Right Thing with High Stakes Testing," "Social Emotional Learning in School," and "Stop-Motion Animation and Digital Video Editing." A keynote speaker, Howard Gardner, professor of cognition and education at the Harvard Graduate School of Education and a highly respected and influential developer of the concept of multiple intelligence, has inspired two lab schools to operate under his name. One, in Scranton, Pennsylvania (coincidentally, Gardner's home town), The Howard Gardner School for Discovery, (K-8), presented a lively workshop at the conference that focused on curricular development based on his theories.

The Gardner school has developed an apprenticeship model that utilizes adult mentors from the "real world" and a system of peer tutoring. Experiences and assessments reflect real world expectations. Workshop participants were introduced to the concept of The Howard Gardner Store where 3rd and 4th graders, working three to a shift, sell items ranging from school supplies to gifts to nutritious snacks to the entire school community. Interest is maintained with special promotions such as cookie-grams for Valentine's Day and "Birthday Blasts." A local advertising agency mentors. Math, reading, social, and work skills are developed. New vocabulary would include "marketing," "discount," "supply," "demand," "profit," "inventory," and "display." The students take their work very seriously and each receives a \$50 savings bond from profits at year's end. Another real life experience is an on-line stock market competition between ten schools in the area. Teams are given a hypothetical \$100,000 to invest. They learn about companies, choose investments, and graph activity; winners are rewarded with a pizza party. Following the apprenticeship model, stock players at Gardner are mentored by 88 year old Howard Sprung, a stock market maven who shares his knowledge and advice with the students during weekly visits to the school. The school literary magazine and

newspaper are put together using professional processes with outside mentors, student workers, and the incorporation of diverse skills. Each grade has responsibilities, peer tutoring, and interaction with adult volunteers from the community. Referencing the multiple intelligence model, teacher Jeri Hubbard explains, "Kids are all over the place doing all kinds of things. They drift toward what they are good at, build confidence, and then go on to other things. In many of these activities they don't even realize they are doing math or writing."

"We don't do anything that can't be done in a public school," advises director (or principal) Frank Rizzo. "As a lab school, we can inform instruction for other educators." Class size does not matter, he explains, because students learn in small groups. The school does not "teach to the test," a big issue. "We truly trust our program," says Rizzo. "We trust the process and trust our students."

Many laboratory schools are being divested by their university backers. The University of Scranton severed its ties to the Gardner School which then incorporated as an independent school in 2005. To continue their missions of research and experimentation, many lab schools are collaborating as groups with local institutions of higher education. Director Rizzo reports that so far 24 institutions in the Scranton area have joined together in a regional public/private/higher education collaborative that benefits all participants. Schools and universities decide together about filling slots for student teachers and field experiences. Staff development is pursued with a regional vision. A respected regional program can market itself to community partners as producer of teachers and students at the cutting edge of educational practice. Speaking to the importance and potential of the collaborations, Rizzo explains, "Real reform begins with preparing teachers. If we don't change teacher prep programs, it will be taken from us and others will tell us what to do, like No Child Left Behind."#

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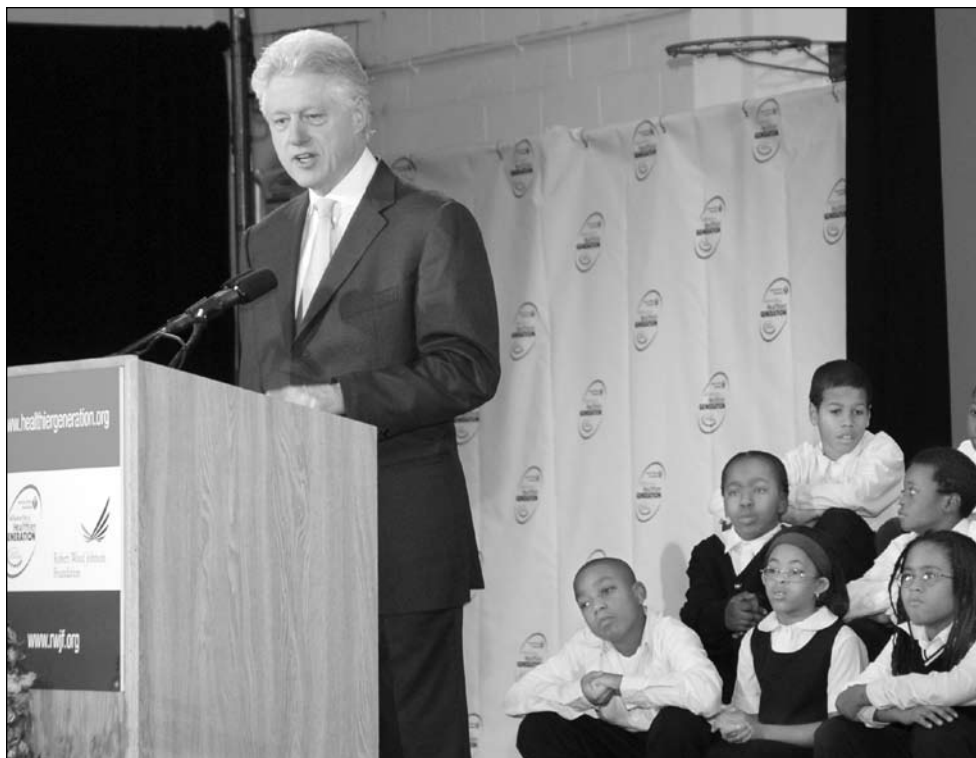


Former President Bill Clinton Combats Diabetes & Obesity at PS 197

By SYBIL MAIMIN

It was a day filled with excitement at PS 197, the John B. Russwurm Elementary School in Harlem, as former President Bill Clinton stood on a makeshift stage in the gym to launch an attack on childhood obesity, a major initiative of the Alliance for a Healthier Generation, a partnership between the William J. Clinton Foundation and the American Heart Association with critical support from the Robert Wood Johnson Foundation.

Looking fit and trim after facing his own health problems, Clinton explained to an attentive group of students and teachers that "childhood obesity is a national emergency" and "if the present trend continues, this generation could have a shorter life span than their parents." In fact, the number of overweight youngsters tripled between 1980 and 2000, putting children at risk for "adult" illnesses such as type II diabetes and cardiovascular disease. Exacerbating the problem, young people are opting out of exercise to watch TV, play video games, or surf the Internet, and many schools are reducing their physical education programs. The Healthy Schools initiative, which focuses on healthier life styles, hopes to halt the obesity trend by 2010 and end it by 2015. Schools are the chosen venue because, explained Clinton, they are "the most effective ways of reaching our children." Fifty-four million youngsters attend 123,000 schools nationwide, and six million adults work in schools. Children cannot be expected to make healthy choices on their own, explained Dr. Robert H. Eckel, president of the American Heart Association. "They get mixed messages all around. Schools must set an example." Studies show, he advised, that good health benefits both the body and the brain, and healthy children do better in their classes.



The proud host of the launch, PS 197 has been chosen as one of 285 schools from 13 states for the first, pilot phase of the program. Additional schools will be added in coming years. "At-risk" schools, those whose socioeconomic and demographic base indicate greatest vulnerability for obesity, will be targeted. Goals include improving the nutritional value of foods served in and out of school, increasing physical activity, classroom lessons on healthy lifestyles, and encouragement of staff wellness. The program will work with food and beverage

companies, sporting goods manufacturers, the fitness industry, and health care providers. A "for kids, by kids" movement will empower youngsters to become agents of change. In an example of community support, Sylvia's, the well-known soul food restaurant in Harlem, with assistance from dietitians and endocrinologists from North General Hospital, is offering cooking lessons for children that will show how to bake rather than fry chicken, cook collard greens without fat, and add black-eyed peas to salads. Speaking to the children, Dr. Risa Lavizzo-Mourey, president of the Robert Wood Johnson Foundation, exclaimed, "It is your health and your future which is important to us and the world. We aren't going to settle for anything less than a healthier generation."

Former President Clinton made the Healthy Schools launch a memorable day for all. He was generous with his time and happily sat for photos with groups of children neatly decked out in navy and white attire and with teachers grinning from ear to ear. He seemed to relish the contact and also seemed sincere in his desire to inspire change and bring about a healthier generation. #

Applications for new schools wishing to participate in the program will be available July 1 at healthiergeneration.org or 1-800-AHA-USA1.



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COLLEGE CORNER

Compiled BY TIMOTHY BRUNNER

New York University

New York University will once again have its commencement ceremony in Washington Square Park. The New York City Parks Department informed the city that the timetable for the completion of renovations to the park would be completed in time for the May graduation ceremony. Washington Square Park has been home to the NYU graduation ceremony since 1976.

Columbia University

Columbia received a \$200 million gift to establish a new Neuroscience facility. The center is made possible by a gift from Dawn M. Greene and the Jerome L. Greene Foundation. The dona-

tion is the largest private gift received by any United States university for the creation of a single facility.

University of Pennsylvania

The University of Pennsylvania announced that it will replace loans with grants for students whose families are struggling financially. President Amy Gutmann announced that students who qualify for the new benefit come from families earning \$50,000 or less. "By eliminating loans for low-and-middle income students, our financial aid program now enables students from every family income-level to enroll at Penn" said Gutmann.#

Voices from Campuses Around the City

CAMPUS CRAWLER

By TIMOTHY BRUNNER

Question: What books would you remove or add to the reading lists in class today?

Taylor Long

Senior

Hofstra University

Journalism major

"I would take away *Heart of Darkness* because I feel that those who read the book take away its general understanding. I do not think it necessarily needs to be taught in the classroom."

"I would however add Salman Rushdie's *Satanic Verses* because it is a book that is more

interesting and complex and there is a lot which can be taught from it."

Lisa Flores

Junior

Hofstra University

English Major

"The book I would probably eliminate from my English curriculum would have to be J.D. Salinger's *Catcher in the Rye*. I feel schools should teach less known works by really popular authors."

"An example of a book which is less known by Salinger which I would add would be *Franny and Zooey*."

CARTOON
CORNER



"Before I read about my summer vacation, I'd like to ask that all pagers, beepers, and cell phones be turned off."

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Recommended Readings by Education Update's Advisory Board

(For additional member's suggestions see April 2006 on www.educationupdate.com)

Augusta Souza Kappner, President, Bank Street College of Education

Plato's *Republic*
Night by Elie Weisel
Wouldn't Take Nothing for My Journey Now by Maya Angelou

Harold Koplewicz, MD, Founder & Director of NYU Child Study Center

Portrait of the Artist as a Young Man (James Joyce); one of the first novels to use stream of consciousness writing, changing the way we look at narrative.

Mythology (Hamilton or Bulfinch)
Communist Manifesto (Marx); has there been a more powerful or influential text in the past 150 years?

The Bible; like it or not, the old testament stories explain the foundation of western morals; add to that the *Bhagavad Gita*, the *Koran*, and *Siddhartha* (Hesse) and you've got a pretty good spring-board for understanding the modern global society.

1984 (Orwell); portrayed the alienization of humankind from a totalitarian government, which "ruled" much of the world and frightened the rest of it for most of the past century

Hamlet or *MacBeth* (Shakespeare); probably the plays which epitomize Shakespeare the best
Hedda Gabler (Ibsen); toyed with the structure of the "well made play" and introduced modernism into drama

Absalom Absalom (Faulkner); a fantastic journey through the south and post-war southern guilt that helps to explain the south's different line of development

Where the Wild Things Are (Sendak); wonderful children's story about how kids employ fantasy to manage anger and fear

The Grapes of Wrath (Steinbeck); the struggle to provide for one's children, change your future, and the settling of the American west

Fathers and Sons (Turgenev); a generative tale of striving for independence while trying to maintain closeness, sort of a Russian "rapprochement"

Night (Wiesel); a chilling portrait of the greatest tragedy humankind has ever witnessed

Grimm's Fairy Tales (Brothers Grimm); for all the right reasons

Honoring Outstanding Teachers & Administrators of the Year

On Thursday, June 22, 2006 at 9 am at the Harvard Club, *Education Update* will be honoring teachers and administrators for their outstanding contribution to children in the public schools of New York City. Keynote speaker will be Matthew Goldstein, Chancellor, City University

of New York, introduced by President Augusta Souza Kappner, Bank Street College of Education. Roberta Guaspari (played by Meryl Streep in 'Music of the Heart') and her violinists will perform.

For more information email EdNews1@aol.com.

Lou Young

continued from page 3

few. Through his research, Young reinforced his belief that "there's not one version of the truth. The longer you look at something, the more sides there are...It's like a prism," he muses. Yet, according to Young, "sometimes the justice of the case has nothing to do with the verdict." Was there any one case that did the best job of equating justice with truth? Thoughtfully, Young replies, "Perhaps it was the Karen Ann Quindlan case. Everybody thought they were deciding this [comatose] woman's fate...Yet when they finally unplugged her [from the ventilator], she continued to live on her own. She died many years later of natural causes."

Young attributes his career success to key mentors he encountered in his years of schooling

—not only the journalism professors who taught him how to capture the salient facts and reveal the essence of a story, but also his Newfield High School English teacher in Selden, Long Island, Warren Glass, who taught him to appreciate classic authors and good writing. "Whenever I get into a box in a story I'm writing, I don't try to write more; I read," Young explains. His advice to up-and-coming broadcasters? "If you can write, there will always be a place for you in the industry."

Revealing a modesty uncharacteristic of a multiple Emmy Award-winner who has earned a sheaf of distinguished accolades from such gold standard organizations as the Associated Press and United Press International, Young has no higher aspirations than to continue in his supremely rewarding profession. "I go to work every day liking what I do...Most days I go into the office thinking, 'This is a cool job.'" #

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PROFESSOR SALLY L. SMITH: THE LAB SCHOOL OF WASHINGTON, DC

By JOAN BAUM, Ph.D.

In response to a question about why she founded and became director of The Lab School of Washington D.C. 40 years ago, Professor Sally L. Smith, a nationally recognized leader in the field of learning disabilities (LD), doesn't hesitate: one of her sons. It became clear to her early on that he had difficulty processing information, and it also became clear to her that the available tutoring did little to help. Today, she also doesn't hesitate to add, he has his own entrepreneurial



business, and though he may need an assist with financial matters, he's doing well. As she has written many times—five books, hundreds of articles, including a section on LD for the 1985 Medical and Health Annual of the *Encyclopedia Britannica*—in the late sixties, she felt there were no adequate services for intelligent children with learning disabilities—the term wasn't even around, then. Enter the energetic focused Sally Smith, who had majored in dance and then went on to study psychology and cultural anthropology, earning along the way an extraordinary number of awards and becoming a professor in the graduate School of Education at American University, in charge of the Master's Program in Special Education: Learning Disabilities. The Lab School methodology has already been replicated in Baltimore and is being adopted by a school in Philadelphia.

Known for, among other innovative programs and techniques, the Academic Club Method, Prof. Smith, a soft-spoken woman who takes pride in attracting celebrities to talk about their own LD problems, remains unflagging in her efforts to educate the public about how much has been and can be done to bolster the self-esteem of LD students, K-H.S. (92 percent go on for higher education) and to train teachers. Although she began with Primary Programs for elementary schools, she moved 17 years later to address the needs of adults. The challenges, of course. The older LD population was a real "eye opener" for her, she recalls. Many adults had been in other programs, other schools, and felt they had failed. She analyzed some basics. Though it took "great courage" for the LD adults to call to ask for help, she noted that if the voice at the other end didn't say the right thing, quickly, the callers would hang up. She also saw that even when

they did follow, they often didn't show up or showed up late. She appreciated their organizational problems—and moved to address them, creatively, compassionately. When someone says, "I'll meet you around the corner in 15 minutes," that remark means little to someone with LD. What's time, what's space? She got them to call in, in stages, as they readied themselves for an appointment. At the heart of Sally Smith's Academic Club Method—so named because it addresses all subject disciplines—history, science, humanities—but does so in a way designed to be fun and to promote a sense of belonging—is application of the arts, particularly the visual arts. Robert Rauschenberg, who has talked at the Lab School about his own LD, became a strong supporter of the school by way of The Rauschenberg Foundation, and this year, his son Chris will be coming to speak to the children at a teachers' May weekend workshop gathering, which will be filmed for The Today Show to air on May 12. So many LD students are imaginative, creative, responsive to the arts, she notes, though they may appear passive to the unprofessional eye. It is no accident that many graduates go on to careers in graphics, fashion, the arts, proving that difficulties in sequencing, organizing, have been adequately met. A second Ph.D. is on the way, she announces with pride.

The method, the Sally Smith Method, it could be called, comes up with incredibly imaginative ways to get children to use all their senses in learning to remember and to process what they learn and to engage in problem solving. Some classrooms are themed, but others use the arts to study the disciplines. In a 4th grade class, for example, "Lorenzo di Medici" leads activities, and costumed children have to devise and recall passwords to get into certain worlds. In later grades, they open restaurants, including dealing with business matters, get to try out careers, and design booklets on the arts. She would, ideally, have the public better appreciate how so many LD children and adults can make solid contributions to society, and teachers better understand what it's like to have a learning disability. To that end she has instituted training sessions that place teachers in situations where they will have difficulty learning something.#

because it addresses all subject disciplines—history, science, humanities—but does so in a way designed to be fun and to promote a sense of belonging—is application of the arts, particularly the visual arts. Robert Rauschenberg, who has talked at the Lab School about his own LD, became a strong supporter of the school by way of The Rauschenberg Foundation, and this year, his son Chris will be coming to speak to the children at a teachers' May weekend workshop gathering, which will be filmed for The Today Show to air on May 12. So many LD students are imaginative, creative, responsive to the arts, she notes, though they may appear passive to the unprofessional eye. It is no accident that many graduates go on to careers in graphics, fashion, the arts, proving that difficulties in sequencing, organizing, have been adequately met. A second Ph.D. is on the way, she announces with pride.

JODY BERNSTEIN: FACILITATING LEARNING THROUGH ASSISTIVE TECHNOLOGY

By LIZA YOUNG

Technology has reached the point where it's possible to capitalize on strengths and adapt to weaknesses in learning through assistive technology devices. However, finding the perfect match of technology and specific needs requires some expertise.

Jody Bernstein is a Learning and Assistive Technology Specialist. Her personal background and education make her the ideal candidate for creating a tailored program of assistive technology for individual disabilities, whether they are physical, mental or emotional.

She has a master's degree from Bank Street

College in elementary and secondary special education and extensive experience designing appropriate curriculums to meet the varied needs of students. Her early experience adapting programs to specialized needs began through her work at the 92nd Street Y in working with teens with mental disabilities, teaching them socialization and life-skills. She took features of the curriculum she was using with nursery school students such as the idea of patterns, and used it to facilitate the learning of the teenagers.

Weinstein herself grew up with a learning disability, dyslexia. But she was bright and had strong family support and a tutor who was a

DR. MARTHA BRIDGE DENCKLA: AN EXPERT VOICE FROM JOHNS HOPKINS

By JOAN BAUM, Ph.D.

She loves to talk—before gathering her thoughts for another scientific research paper—she has over a hundred to her credit—and she therefore welcomes the opportunity to address a mixed audience of professionals—medical and educational—when she appears at NYU's Child Study Center this month. Much of what she says will also constitute at least the opening chapter of a book she is preparing for parents. She has something extremely important to say on a subject that has her passions roused. Dr. Martha Bridge Denckla, internationally known researcher and clinician in the area of developmental cognitive neurology, has pushy parents and too-earnest educators in her sights. Let them beware: she comes well armed—with numerous studies in brain science and telling anecdotes—not to mention an engaging sense of humor and down-to-earth delivery she proudly ascribes to Brooklyn roots..



were more complex than previously thought. Yes, they are, so why not pursue what studies show young children can do well early on—learning foreign languages, music and gymnastics. But do most schools act on these studies? No, they're obsessed with inculcating academic skills, and in their drive to get pre-K children to read, write, and exercise behavioral control at age three, they ignore

"readiness," a concept that brain studies show is much more various and discrete than parents and pedagogues appreciate. And so the anxious pull down the skills curricular age, demanding of a four-year-old what formerly had been presented to a five, six, or seven year old—indeed, up to grade nine is fine! And they ignore the fact—and it is a scientific fact—that different children are ready for different skills at different ages. Nursery schools increasingly adopt global grade curricula, totally indifferent to "readiness." Dr. Denckla has no doubt that many components if not causes of ADD (Attention Deficit Disorder) can be traced to such misbegotten concepts about learning and intelligence. She talks about three-year olds, boys particularly, whose motor skills hardly allow them to manipulate a pencil properly. Watch them, she says, they are still at an age when they simply can't work the thumb and index finger, and so, pushed, they try to write with their hands, different musculature. The habit will be hard to break when they are older and computers notwithstanding, they will suffer difficulty, if not pain.

When her book is finished, Dr. Denckla insists it be a paperback and cost no more than \$20 because she wants to get her message out. "Older is better." In fact, brain circuitry isn't fully completed until about the age of 30. Want to know why more girls are going to, and succeeding in, college? It's not because they're more intelligent but because they're more mature and can organize their brain circuitry and skills earlier. When she was a girl, she sighs, algebra used to be presented in the 9th grade. Now it's introduced years earlier: "we're pushing kids over the edge." Parents, teachers, principals, superintendents would be well advised to get a copy of Dr. Denckla's (see it, say it and do it with speed) Rapid Naming Test, and, of course, to heed her heartfelt words and expert findings.

Dr. Denckla will be speaking on Friday, May 19th at the NYU's Child Study Center. Call for info.#

There is nothing wrong with exposing the very young to a rich environment but No Child Left Behind accelerated a movement originally ignited by studies showing that infants' brains wonderful mentor. Bernstein had the courage to advocate for herself, and even the self-discovery to realize that as long as information was read aloud to her, she was fine. In listening to her mother's collection of recordings for the blind, Jody realized that she is "someone who processes best in the auditory mode." She easily absorbed the same information by listening that she struggled to understand on paper. She began to have exams read to her including the SATs, but with the same time constraints other students faced. She also sought out additional assistive devices that she could use for optimal learning. Bernstein, while at Calhoun High School in New York City, received the National Award for Learning through Listening. While in college, as both an undergraduate and graduate, Bernstein continued to have her books scanned and read aloud. She

even found a program that read her papers aloud to her as she wrote them.

It was at Kingsborough Community College, while tutoring college-age students, that Bernstein first began to synthesize her own experience and knowledge towards helping others optimize the use of assistive technology. Her supervisor encouraged her to apply for a job at a grant-funded technology center at Kingsborough that she helped to design for students with learning and physical disabilities. She points out emphatically "these devices are not a crutch. They are not taking the place of reading or writing, but are a different way of accessing the information."

Currently, Bernstein is in private practice in Manhattan, providing services to students seven

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JASON MCELWAIN SCORES BIG FOR MAINSTREAMING

By MIKE COHEN

In February Jason McElwain scored 20 points in his high school basketball game in Rochester, New York. He measures only 5-foot-6. Jason registered his point total in four minutes of play. And, to the excitement of advocates of children with disabilities, he did all of this as a mainstream special education student. Jason has a form of autism.

"McElwain's success story demonstrates that children with disabilities can indeed achieve goals in a mainstream environment," said Sudha Ramaswamy, Ph.D., a behavior analyst. "Furthermore, it reiterates society's obligation to not only improve the capacity of individuals with special needs, but also increase their opportunities."

Jason's six long-range three-pointers in the game brought the Greece Athena High School home crowd to such a frenzy that fans stormed the court and carried him away as the final buzzer sounded. But even they couldn't imagine the celebration they had begun. International media attention followed; so did a meeting with President Bush, who warmly hugged Jason at Rochester airport and asked if he could call him "J-Mac."

"I ended my career on the right note," Jason told the Associated Press after his team's 79-43 victory. "I was really hotter than a pistol."

This would be Jason's first and last high school basketball game. McElwain, a senior, served as the team's manager during his high school years. Coach Jim Johnson gave him the chance to play as a sincere thank-you for a job well done.

Mainstreaming, or inclusive education, integrates children with disabilities into an entire school community. Since Jason is considered to be high-functioning within the autistic spectrum, he has been able to greatly benefit from going to a typical school. "He's a fun, high self-esteem kid," said Mike Butler, the adaptive physical education teacher and girl's basketball coach at the school. "Being on the team helped him feel part of the community."

Despite his recent success and popularity, life has not been easy for Jason. "He could not always find his way," said Butler. He did not begin speaking until he was 5 years old, and he still displays social shortcomings, such as misreading social cues and asking the same question repeatedly, according to Linda Pickering, 12th-grade Assistant Principal at Greece Athena as well as the school's Special Education Supervisor. Displaying appropriate social interaction is a major deficiency for people with autism. Pickering adds that Jason receives "speech and language services for social skills and pragmatic language"; he no longer gets occupational therapy, but still takes English, social studies, and math classes in a special education setting.



Columbia Pictures and Earvin "Magic" Johnson have teamed up to make a feature length film about Jason McElwain's life.

No obstacle curbed his passion for basketball. "It was his dream to play in a varsity basketball game," said Johnson, "and I promised him I would give him this gift. Now he's given a bigger gift to the world. He has given inspiration to people who need it."

During the Big East men's basketball tournament at Madison Square Garden in March, Rutgers coach Gary Waters played Jason's tape before the opening game against Seton Hall. "The reason why we showed it," said Waters, "is that regardless of the obstacles or the setbacks that you have in your life, it doesn't deter you from being successful at what you believe in."

For Jason, though, it was back to the job he loved so much. The Greece Athena Trojans still faced the regional playoffs, and Jason would not let the team lose sight of winning the title.

"He handled the situation with so much dignity," said Coach Johnson. "At the same time he was being treated as a celebrity, his main focus was on the team. He just wanted to help the team win the sectionals." And for the first time in more than 10 years, Greece Athena did just that.

Does Jason symbolize a movement toward finally embracing people with disabilities as capable of outstanding accomplishments? Maybe. Jason, who wants to attend community college in the fall, has appeared on ESPN and has fielded dozens of movie offers.

While educational debate continues, the real life lesson Jason has taught us is to seize the moment, and make the most of our opportunities.

Mike Cohen is the founder and director of Throwback Sports, an individualized and small-group sports program for children. #

JODY BERNSTEIN

continued from page 10

years of age and older who have the maturity to be able to use technology. As part of her consultation, she meets with the family and child, ascertaining the source of learning problems, and figuring out strengths and weaknesses. Based on the information, she develops an array of programs, individually designed to suit the child's needs. The family then purchases the appropriate programs and in following consultations, Bernstein's assistant—a computer expert—installs the devices, while Bernstein trains the child, and, depending on the child's age, the family, on how to use the new technology.

Bernstein's assessments are comprehensive, taking into account the child's emotional and psychological needs as well as learning prefer-



ence, whether it be auditory or visual. Some of Bernstein's innovative solutions, which she initially used at the Kingsborough lab, include adapting technology for low vision to individuals with reading difficulties. In addition to the zoom text, lines can be inserted to highlight one's place in reading. Bernstein recommends zoom text for Attention Deficit Disorder as well as to keep students focused on their task. In cases such as dysgraphia—difficulty in writ-

BLIND MOUNTAIN CLIMBER ERIK WEIHENMAYER CONQUERS EVEREST

By JOAN E. SHERMAN

Erik Weihenmayer has never let blindness stand in the way of achieving his goals. Although he lost his sight at the age of 13, Erik has climbed the seven highest peaks in the world, including Mt. Everest. He's also an accomplished wrestler, skier and sky-diver. In his most recent project, Erik, now 37, is helping to make Braille textbooks more widely and rapidly available to vision-impaired youngsters.

Erik's advocacy of the Braille Textbook Transcription project arises directly from his own experience. At Westin (CT) High School and Boston College, Erik struggled with the need to move beyond his loss of sight, to be more than "the blind boy." His success reflected many factors, including a strong support system that helped him build self-confidence. But as Erik notes, "Confidence without skill is empty." For the blind, the essential skills include reading Braille and navigating with a cane.

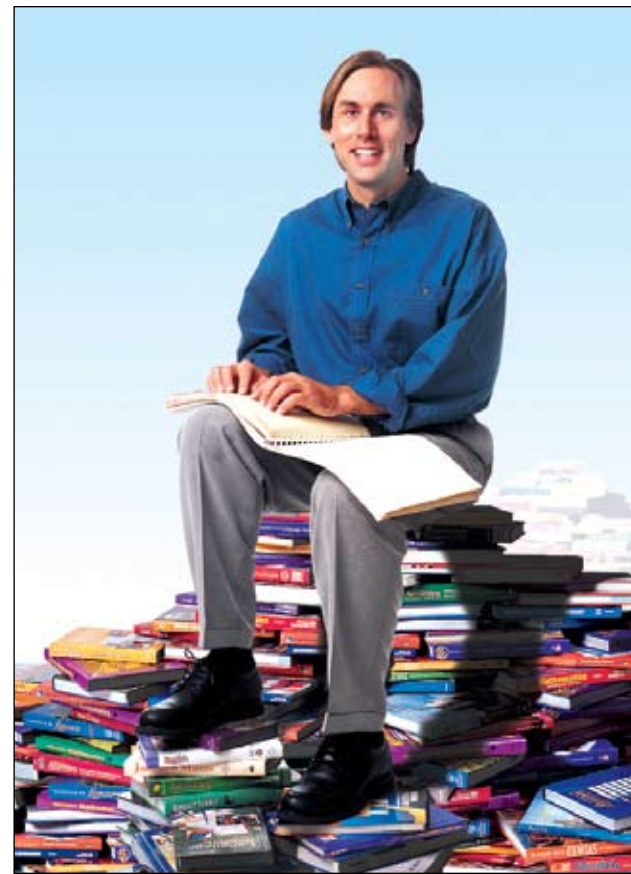
Although initially learning to read Braille symbolized to Erik an embarrassing difference from his classmates, he soon found that it was a way for him to be reintroduced to the world. Now, for example, he could read aloud to his class a poem that he'd written himself. If he could do this, he thought, what else could he do?

Sports provided another way for him to connect with his surroundings. Climbing, he found, had a special appeal. "I loved rock climbing because I thought it was a wonderful way to problem-solve my way up the rock face," Erik says. "Finding the patterns in the rock with my hands and my feet and my brain, using my leverage and my balance and my strength to work my way from point A to point B to point C was really super exciting and encouraging." Through climbing, Erik deepened his understanding of friendship, teamwork and trust, learning how literally to put his life in the hands of friends.

Erik's many other accomplishments include six years of teaching math and English to fifth-graders in Phoenix, AZ—a challenge even for the sighted!

Although Erik had exceptional support from parents, teachers and friends, his struggle to deal with his loss of sight was compounded by delays in obtaining Braille textbooks.

While books on tape and other audio technologies are enormously helpful to the visu-



ally impaired, Braille remains crucial. As Erik explains, "Braille is active. You're engaged with the words and the images under your fingertips." There are also times when sound can't substitute for the written word—making a grocery list, using diagrams and maps, speaking from notes, and for Erik, reading a story to his five year-old daughter.

The transcribing of textbooks into Braille is now done almost exclusively by volunteers who are extremely dedicated but simply cannot keep up with the demand. Erik has worked with the American Foundation for the Blind, with the support of the Verizon Foundation, to develop a new college curriculum, the Braille Textbook Transcriber program, which aims to develop a cadre of trained individuals who can greatly speed the process. The Internet-based courses are being presented by Northwest Vista College of San Antonio, Texas. Participants who successfully complete the 36 credit hours will earn a national Braille Textbook Transcriber certificate.

Erik draws special inspiration from Helen Keller, whom he sees as a true pioneer—someone who can, as he puts it, "push an idea through all the uncertainty and chaos of life." By this definition Erik is also a pioneer, using his extraordinary capabilities to help others meet their special challenges and achieve their full potential. #

ing—Bernstein will recommend a program that allows for the creation of flash cards and perhaps a mouse that's easier to maneuver, as these students often have difficulty with traditional mice. Bernstein works to make sure that all her students are as organized as possible, and uses color coding with folders, as well as on the computer to facilitate learning.

Other general software that Bernstein recommends to students includes advanced dictionary and spell check programs. Bernstein indicated that Recordings for the Blind and Dyslexic (RFB&D) provides unique listening devices for books, with the special feature of allowing the listener to bookmark pages. When becoming a member of the National Services for the

Blind and Physically Handicapped, the Andrew Heiskell library, Bernstein indicated, individuals diagnosed with a print disability, are eligible for a free lifetime loaner of a four track cassette player for the special book recordings.

Bernstein is very active in the educational community, providing consultations for tutors affiliated with private schools as well as for individual children and their families. She has the perfect mix of empathy, understanding and expertise to make her uniquely poised as an effective, dynamic and unusual educator who gets results! Her own personal saga is a testament to surmounting the odds. #

For a consultation with Jody Bernstein, please call 212-249-2412, or email jody.bernstein@gmail.com



Heiskell Braille & Talking Book Library Honors Selis Family

By TIMOTHY BRUNNER

The New York Public Library's Andrew Heiskell Braille and Talking Book Library held a ceremony recently to celebrate the naming of the second floor in honor of Irving and Sara Selis. Library officials, Selis family members and library regulars gathered to express gratitude to the Irving and Sara Selis Foundation for its considerable gift to the library.

Both visually impaired, Irving and Sara Selis dedicated their lives to helping those who were in the same position as them. Operating a newsstand in Greenwich Village for over 14 years, the Selis' contributed to the creation of the New York Association of Blind newsdealers in 1928. Then, in 1938 Irving and Sara founded The Associated Blind, an organization dedicated to the welfare of the blind.

Carol Heller, niece to the Selis' recalled her aunt and uncle's pioneering mission. They wanted "to bring light to those who sat in darkness and help the visually impaired become self-sufficient," said Heller.

The library boasts a significant collection of Braille texts, as well as audio books for those with visual disabilities. The facility contains a vast selection of fiction and nonfiction, spanning from the classics to the bestsellers. The library also features audio equipment for recorded texts, magazines, and special format materials.

Susan Kent, Director and Chief Executive for the Branch Libraries acknowledged the library's diverse collection. "We even have weight-training for Dummies," Kent said. With the Selis Foundation contribution, the library will be able to acquire more resources, allowing the library to continue to flourish, she said.



(l-r) Michael D. Robbins, President, Irving and Sara Selis Foundation; Lois Robbins, a Director, Irving and Sara Selis Foundation; Carol Heller, Vice President, Irving and Sara Selis Foundation; Dr. Paul LeClerc, President of The New York Public Library

New York Public Library President, Paul LeClerc was also present for the naming of the second floor of the library. LeClerc recognized the significant need for a facility, such as the Andrew Heiskell Braille and Talking Book Library. "We are reaching an enormously broad audience with other forms of need," LeClerc said.

The ceremony ended with a poetry reading of Walt Whitman's "Song of Myself," by a professional actor who is part of a volunteer program that records books for the blind.

Although the Andrew Heiskell Braille and Talking Book Library is supported by funding from New York State, as well as New York City, the biggest impact is felt through private donations. A plaque, emblazoned with Irving and Sara Selis's name in script and Braille, can be read by those who visit the second floor of the library. It

Organ Transplant Recipient Leads Team to Victory

By RICHARD KAGAN

Brittney Kroon is quite a young woman. Kroon, a 6' 4" senior starts at the center position for the Seattle Pacific University women's basketball team. She has excelled at that position for nearly four years, and is currently ranked fourth all-time for career blocked shots in Division II Competition.

Kroon, 21, holds the Great Northwest Athletic Conference (GNAC) record for blocked shots in a career, which changes with every game she plays. And she averages 8.2 points per game, 5.6 rebounds per game, and has an impressive 4.7 blocks per game. She is one of the four co-captains of the Falcons, who are second in the conference with a 13-1 record.

What is all the more remarkable about Kroon's accomplishments is that she is the only second athlete ever to compete in the National Collegiate Athletic Association who has had a liver transplant. Kroon was just 16 when she learned that she had auto-immune hepatitis and needed a liver transplant operation. She was playing in her native Alaska's high school basketball championship tournament when the call came that a liver was available. She underwent a successful operation in 2002.

Coach van Beek, new head coach, admires what Kroon deals with on a day-to-day basis. Kroon takes 11 pills daily to make sure her liver is working properly. "She has to take medication that suppresses the immune system," said van Beek. "She has to live a life different from most college kids."

is a testament to an extraordinary couple whose lack of physical vision was surmounted by their inner vision and spirit to help future generations of beneficiaries to this great library.#



She spends a lot of time in the gym, practicing either free-throws or just shooting the ball. All the practices and the pain of getting in shape has paid off for Kroon and her teammates. The team has 107 wins and just 9 losses in the almost 4 years that Kroon and the returning seniors have played together. Kroon's hopes that this season will have a special ending have come true. Seattle Pacific University went to the Division II Regionals where they won their first two games, including defeating rival Western Washington by 20 points. Kroon led the Falcons with 20 points and 7 rebounds in that game. The Falcons lost to Chico State (CA.) in the Regional Finals and finished the season with a 24-6 record. Kroon averaged 9 points, grabbed 5 rebounds, and had 119 blocks for the season.

Kroon plans to graduate in June. Her great joy in playing basketball will always be with her as she thinks of pursuing an internship in the Department of Athletics at the University of Anchorage.#



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CAMILLE PAGLIA SPEAKS AT THE WRITING CENTER

By ALEXANDRA SMYTH

Camille Paglia has an opinion and she's not afraid to share it. She is one of the more controversial writers of our time, according to Lewis Burke Frumkes, director of the Writing Center at Marymount Manhattan College, who introduced her. Paglia, is a professor at the University of the Arts in Philadelphia and has been voted one of the world's top twenty intellectual figures. Camille Paglia has also authored several books, including *Sexual Personae*, *Sex, Art, and American Culture*, and the recent bestseller, *Break, Blow, Burn*. Paglia spoke about her experiences as a writer recently at Marymount Manhattan College as a part of the Writing Center's Best-Selling Authors lecture series.

Paglia made it clear from the beginning of her lecture that she was present to speak about her life as a writer and not as the controversial firebrand as she is sometimes perceived. She began her talk by discussing how she formed her sense of self as a writer. Born into an Italian-American family in Endicott, New York, Paglia developed an appreciation for language at a young age. She was influenced by the rapid and lively conversational style of her Italian relatives. She said, "Language is a matter of the moment—almost choreography." She found herself drawn to the colorful language of billboards, newspaper headlines, and advertisements, which would go on to influence her later writing.

As she continued with her talk, Paglia discussed how she developed as a writer. She was highly influenced by the colorful language of Lewis Carroll's *Through the Looking Glass*, as well as *The Epigrams of Oscar Wilde*. She said she found herself fascinated by Wilde's ability to create sharp, memorable one-liners. Soon her ambition

as a writer was to concoct a one-liner "so strong and penetrating that it will be memorable." The influence of advertising continued over from her childhood as well. Paglia spoke about her love for "high-impact, exclamatory sounds," and her attempts at creating contrast in her writing by mixing slang with higher-level commentary. First-wave feminism also had a large influence on her work. She recalled when she was given a copy of Simone de Beauvoir's *The Second Sex*, and how much it influenced her.

Paglia also discussed her latest book, *Break, Blow, Burn*, an anthology of what she considers to be forty-three of the world's greatest poems. Paglia told her audience that *Break, Blow, Burn* is meant to make poetry accessible to the every day person. It took Paglia several years to compile and narrow down her list of poems to be included in the book. She discussed her criteria, saying, "Poetry that lasts is poetry that understands what it is. It uses words to get beyond words. It is a point of contact between the mind and nature."

Paglia concluded her lecture by taking questions from the audience. There were many questions about her writing process, which she graciously answered. She had many words of advice for aspiring writers in the audience. Paglia first discussed the importance of understanding language. She expressed distress over reliance on spell-check rather than the use of dictionaries to check the spelling of words. Paglia stressed the use of dictionaries to check the spelling of words as well as studying the etymology and meanings of words. She stated that word study is the basis of much of her work. Her simplest piece of advice for the audience about her writing process was, "First I write sentences, then I write paragraphs." Makes sense to us!#



Another Attack on Principals?

By JILL LEVY

Even before I began to read The New York Times front-page article, "Principals Face Review in Education Overhaul" (April 12) about the new school report cards it was clear from the headline alone that Joel Klein was following his basic instinct, one he shares with the Queen of Hearts in Alice in Wonderland. The headline might as well have screamed: "Off with their heads!"

Of course, the public is conditioned to salivate over the prospect of a Principal being raked over the coals as well as to believe that the answer to failing schools is simply to change the Principal. One can see how these notions only serve to obscure the underlying issues in some schools and further remove the Mayor and his Chancellor from public scrutiny and blame. It is a clever marketing and public relations scheme.

Couched in the article was my favorite phrase that Klein uses time and time again: a "work in progress." What does that phrase conjure for the reader or the listener? I envision an artist reworking his canvas over and over while the public eagerly awaits the unveiling. I am fairly certain that "works in progress" are rarely concluded and when they are, they never satisfy the waiting public.

So here we are well into the Mayor's second term and the buzz around town is that we are again heading for a DOE reorganization. All the buzzwords are out there; Regions, ROCs, LISes and as always the promise of more autonomy for Principals. Principals savor that word and rightly so. Yet, autonomy in public service is limited by federal, state and local laws as well as local regulations. Budget demands, contracts and funding sources also may minimize autonomy. The roles of other city agencies and guidelines often interfere with the presumed authority and autonomy of Principals. And certainly, let us not forget the

dynamics of internal and external politics swirling around Principals and Assistant Principals on a daily basis.

I am anxious to see what the Chancellor has in mind when he promises more authority to Principals in his Autonomy Zone. Will his new contract for Zone Principals pass the sniff test in relation to the current negotiated evaluation process and format for Principals' ratings? I am anxious to see how many Principals will exercise their right to legal counsel before signing any contract.

What the public knows and cares about, however, is that Klein & Co. have a new way to grade schools. In his pitch to the public, the grading system has a direct link to the evaluation of Principals. CSA has yet to see the details of the plan. We have, however, demanded impact bargaining on the issue of Principal evaluations.

We are in for a colossal change in our thinking and approach to testing and instructional strategies. It appears that after extraordinary efforts by the DOE to control curriculum, strategies and learning materials, this new phase may place those decisions back into the schools. Is this part of the "work in progress"? It seems to me that progress implies "going in the right direction," another phrase that this administration loves to use. If one is always going in the right direction, does that mean the goal will be attained or does it mean that, like Sisyphus, the goal will always be unattainable? In the world of public relations, painting the picture that every change is simply a new phase of the original reorganization diverts any blame and buys time. After all, change is a process that takes place over time. The only thing we know for sure is that this administration's "time" is limited.#

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

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CCNY Receives \$500k NOAA Grant To Increase Underrepresented Minority Participation In Sciences

The City College of New York (CCNY) has received a \$499,314 grant from the National Oceanic and Atmospheric Administration (NOAA) to introduce undergraduate students to applied research applications. The grant, one of five awarded by the federal agency for an "Environmental Demonstration Project," is part of an initiative to develop and enhance educational opportunities at minority-serving institutions.

CCNY will partner with the NOAA Cooperative Remote Sensing Science and Technology Center (NOAA-CREST), which is based at the college, to introduce students to applied research applications and the mechanics of constructing business model ideas in oceans, satellites, fisheries or research.

NOAA-CREST was established in 2001 to, among other things, conduct research consistent with the agency's missions and to create a framework to recruit and train students from underrepresented minorities for professional opportunities with NOAA and related industries. Dr. Reza Khanbilvardi, NOAA Chair Professor of Civil Engineering, serves as its Director.

"As the home of NOAA-CREST and an institution with a long tradition of providing quality education and opportunity to the underprivileged and underrepresented, City College will benefit enormously from this support from the National Oceanic and Atmospheric Administration," said Dr. Khanbilvardi.

"These grants will help students pursue careers, advanced degrees, or environmental entrepreneurship opportunities in the sciences directly related to NOAA's mission," said Jacqueline Rousseau, director of NOAA's Educational Partnership Program (EPP).

The other institutions that received grants were Clark Atlanta University, Savannah State University, the Northwest Indian College in Bellingham, Wash., and Oxnard College in Oxnard, Calif.

The EPP program, in its fourth year, provides funding to cooperative science centers and undergraduate scholarship and graduate sciences programs to support educational and research opportunities. A new "high school pipeline" project was added this year.

"This educational initiative is a special partnership between NOAA, several academic institutions and the public-private sector aimed at preparing the next generation of students to pursue careers, advanced academic studies, and new

opportunities in the NOAA sciences," said retired Navy Vice Admiral Conrad C. Lautenbacher, Ph.D., Undersecretary of Commerce for Oceans and Atmosphere and NOAA Administrator. #

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Target First Saturday Features Afrobeat Dance Party, Steel Band Music, Poetry Slam, Music Concert, and Films on May 6 at the Brooklyn Museum

At the Brooklyn Museum's Target First Saturdays, thousands of visitors enjoy free programs of art and entertainment each month. May's event celebrates the special exhibition *Symphonic Poem: The Art of Aminah Brenda Lynn Robinson*. Some Target First Saturday programs have limited space and must be ticketed; lines for free tickets often form 30 minutes in advance. Programs are subject to change without notice. Museum galleries are open until 11 p.m. Parking is a flat rate of \$4 from 5 to 11 p.m.

May 6 SCHEDULE OF PROGRAMS

5:15-6 p.m. Performance: The Young Hoofers perform innovative improvisational tap dance routines that incorporate hip-hop and challenge steps.

6-8 p.m. World Music: Members of the Brooklyn Philharmonic perform the music of Daniel Bernard Roumain (DBR) that blends funk, rock, hip-hop, and classical.

6:30 p.m. Performance: CASYM Steel Orchestra performs traditional steel pan music. Presented by the Carnegie Hall Neighborhood Concert Series. Free tickets available at the Visitor Center at 5:30 p.m.

6:30-8:30 p.m. Hands-On Art: Celebrate spring by sketching a colorful still life of cherry blossoms using pastels. Free timed tickets available in the Education Gallery at 6 p.m.

7 p.m. Gallery Talk: A Museum Guide leads a tour of *William Wegman: Funny/Strange*.

8 p.m. Modern Voices: Spoken-word poets from Brooklyn's Slam Team perform new and original work inspired by *Symphonic Poem: The Art of Aminah Brenda Lynn Robinson*.

8:30 p.m. Film: *Four Eyed Monsters* (Ain Crumley and Susan Buice, 2005, 81 min., adult themes) presented by the Brooklyn International Film Festival. Free tickets available at the Visitor Center at 7:30 p.m.

9-11 p.m. Dance Party: DJ Scientific spins Afrobeat and more in the Beaux-Arts Court.

Sponsored by Target

The New York Times Community Affairs Department, media sponsor.

BROOKLYN MUSEUM

200 EASTERN PARKWAY BROOKLYN NY 11238-6052

LANDMARK COLLEGE, Putney, Vermont

Phone: (802) 387-6718; Web: www.landmark.edu

Spring 2006 Open House: Saturday, May 20, 9am - 2pm

Summer 2006 Open House: Friday, June 23, 9am - 2pm

TOURO COLLEGE NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES; 1870-86 Stillwell Avenue, Brooklyn, NY 11223

Phone: 718-265-6534 x1015, Fax: 718-265-0614

Every Tues. & Thurs. from 10:00 am - 7:00 pm, Sun. 11:00 am - 5:00 pm. at 27-33 West 23rd Street, New York, NY 10010, 212-463-0400 ext.500

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Public Programs

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

ADULT PROGRAMS

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

Artists-in-Residence Open Studio; Sunday, May 7, 2-6pm

Tours for Seniors! (Each tour explores a different aspect of the exhibition.) Sat., May 6, 2pm; Sat., June 3, 2pm; Sat., July 1, 2pm

Uptown Fridays! music, cocktails, culture

Friday, May 19, 7-11pm (w/Hoofers' House); (rain date: Friday, June 2)

Friday, June 16, 7-11pm (w/Hoofers' House); (rain date: Friday, June 23)

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

Vital Expressions in American Art: Performance at the Studio

Presented in collaboration with the JVC Jazz Festival

Thursday, June 15, 7:30pm

Andrew Hill Trio; Andrew Hill on piano, John Herbert on bass, Eric McPherson on drums. The JVC Jazz Festival is presented by George Wein and Festival Productions, Inc.

Thursday, June 15, 7:30pm

Andrew Hill Trio; Andrew Hill on piano, John Herbert on bass, Eric McPherson on drums. The JVC Jazz Festival is presented by George Wein and Festival Productions, Inc.

SARAH LAWRENCE COLLEGE- May Events

FESTIVAL - Mayfair - Sat., May 6; Sarah Lawrence Main Campus; Noon - 4:30p.m. This year's Mayfair theme is "Rocket Boys and Astro Girls."

Admission is free though ticket prices vary. In case of rain, Mayfair will be held in the Campbell Sports Center Mayfair will feature food, entertainment, crafts, and rides. Proceeds benefit the Students for Student Scholarship Fund (SSSF), the oldest student-initiated scholarship fund in the U.S. For more information, please call (914) 395-2411.

EXHIBIT - Capturing the Moment - May 1 - May 15; Esther Raushenbush Library. Sarah Lawrence College faculty member Lee Edwards will display photography for this May exhibition that is both free and open to the public. The exhibit will be open Mondays - Fridays from 8:30a.m. until midnight and on the weekends from 11:00a.m. until midnight. For more information, please call 914-395-2474



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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

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The American Dream still works.

BARUCH IS NY



SPECIAL EDUCATION IN BORDEAUX, FRANCE

By MYRIAM PICHON

[Special to Education Update from France]

I met Mrs. Françoise Mevel, the head of St. Joseph school located in the center of Bordeaux in France. St Joseph School has 67 children, primarily girls, from 6 to 17 years. Educators, social workers, head, administrator, speech therapist and psychologists work together in this school which is part of the Medico Pedagogical Institution (IMP) that provides services for children who suffer from mental disorders.

Ms. Françoise Mevel, 52, has been the school head for 10 years. Her background includes a study of philosophy, teaching in elementary schools and later becoming a trained educational psychologist, working with very small groups of children who had learning difficulties. She began to work with her husband, a psychiatrist who works with families with very young children later working with psychoanalyst René Kaës, in Lyon for 4 years.

The following is an interview between Myriam Pichon (MP) and Françoise Mevel (FM).

MP: What do you think about our French educational system? Do you think we could improve it?

FM: Yes. I think our elementary system is good, but I think the propositions we offer for the handicapped children are too complex and heads are not well trained. I think the head enables the team to be the best. Another point is it would be efficient to have two more teachers in a team working in a specialized school to help children who need more attention, and extra time to progress.

MP: What do you think about the last violent

events in our inner suburbs?

FM: I think today we are in a political system which chooses to use repression and abandon the educational system. Our problem has existed for many years. The immigrants were useful to build back France after WWII, but we did not have the ability to fit them in our society. So now their children are in a very difficult situation in a society that increases the failures that teenagers cannot manage psychologically. Then the French school is not adapted enough to the problems of different cultures. We feel that teenagers' violence is against schools because they burnt many schools. Teenagers hold resentment against a school that does not help them to fit into our society. There is also family responsibility.

MP: About the teachers training, which are the points we could improve?

FM: Teacher training makes engineers of knowledge. The contents are very numerous; they study languages, history, geography, sciences. Maybe that profession that works with human beings needs to think of group management; teachers need to think about their way of teaching. Very often new teachers repeat what their teachers did, they repeat the system they knew when they were students. They need to learn how to meet families.

To conclude we can say today France really needs to do something concrete to give to our children a future. They need to feel we support them. That is not the case at the present time. The very sad events which happened a few months ago, prove to us the feeling of uneasiness of our young people.#



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Gerald Schoenfeld: Broadway Power Broker and Arts Supporter

By EMILY SHERWOOD, Ph.D.

To many Manhattanites, Gerald Schoenfeld's name is synonymous with the revitalization of Broadway. As Chairman of the venerable Shubert Organization, he oversees the operation of sixteen Broadway theaters in New York City, including their extensive refurbishment efforts, while spearheading the extraordinary community effort to rehabilitate the Times Square Theater District.

The son of a fur coat manufacturer who was born and raised in New York City, Schoenfeld attended NYU Law School and started his career on the legal end of the entertainment industry. "My mentors were all lawyers," he says. Schoenfeld got a job in a law firm that represented Shubert and ultimately became its chairman in 1972. Among other accomplishments, the Shubert Organization pioneered the use of credit cards and automated ticketing services and was instrumental in the creation of the TKTS ticket booth in Duffy Square.

In a brief hiatus from the demands of his dawn to midnight schedule, which includes appearances at numerous Broadway ceremonies, Schoenfeld talked to *Education Update* about his lifelong passion—and perhaps his greatest challenge – “to stimulate awareness of the importance of the arts. Economically it is just given lip service. There is no continuous, sustained effort to support the theater,” he adds. Ultimately, he realized that “we needed to energize the educational system by including artistic and cultural awareness in the school curriculum.” Over the past decades, Schoenfeld helped introduce two programs into the New York City schools that blossomed for a short time but ultimately were discontinued—a “drama-enriched program” with the New York City Board of Education which once had 110 participating high schools, and a program of awards to teachers who included arts in their curriculum.

Yet sometimes a door closes in one area and opens in another, and that is precisely what happened to Schoenfeld. In September 2005, the New York City Department of Education announced its partnership with Freddie Gershon, Chairman of Music Theater International (MTI), initiating a ground-breaking musical theater mentorship program in eight NYC middle and intermediate schools using Gershon's Broadway Junior musi-



cal. (See *Let the Show Go On: Freddie Gershon Brings Musical Theater to Students* in this issue.) As a show of support for the key role of arts education, Schoenfeld's Shubert Foundation is donating \$75,000 to support the project.

“Getting this curriculum underway has been a lifelong effort,” explains Schoenfeld. And he's betting that the third time is the charm: “Once people understand what this does for schoolchildren and their ability to appreciate the arts, it will be a success. Not everyone can be a sports figure,” he adds.

Although Schoenfeld's accolades are many, he is particularly proud of a Lifetime Achievement Award bestowed upon him in December 2005 by NYC Comptroller William Thompson lauding him for the “vision, dedication, and expertise [he has brought] to the world of New York theater.” And though most know of Schoenfeld's esteemed legal expertise, few may be aware that he holds an honorary Doctorate of Humane Letters from both CUNY and Emerson College. But what may be his most lasting memento is the recent renaming of the former Plymouth Theatre on West 45th Street in his honor by the Shubert Organization's Board of Directors. The new Gerald Schoenfeld Theatre now ensures that his name will be permanently in lights.#

Legendary Educator And Author Bel Of The Ballroom Still Hip At 95

The author, educator and humorist Bel Kaufman, who turns 95 on May 10, will be honored by the Folksbiene Yiddish Theatre, at a gala concert at Town Hall on June 12. Her novel *Up the Down Staircase*, which drew heavily on her experiences as a teacher in the New York City public school system, is still in print and has sold over 7 million copies world wide since its publication in 1963.

She taught English at a dozen high schools in Manhattan, but her longest and most memorable years as a teacher were spent at the famous High School of Performing Arts (formerly on West 46th Street), where her students included the actors Richard Benjamin, Jessica Walter, Cora Cahan (president of The New 42nd Street), the choreographer Elliott Feld, and Michael Kahn, the director of Juilliard's Drama Division. The granddaughter of the legendary Yiddish novelist and social commentator of his day Sholem Aleichem (her mother was his daughter), Ms. Kaufman is the last of her family to have known Aleichem. She credits him with inspiring her to become a writer, and still treasures many of his letters to her, the last of which he wrote in 1915

(the year before his death).

At the time of his death in New York, Kaufman, who was born in Berlin (where her father attended medical school), lived with her parents in Moscow where she witnessed pivotal events in the Russian Revolution. On the family's crossing to America in 1922 she remembers meeting the stage director Stanislavsky who was headed to America with his Moscow Arts Theatre colleagues for the first time. A magna cum laude graduate of Hunter College and of Columbia University where she earned her masters degree in English Literature, Ms. Kaufman has been married to the photographer, artist, textile designer and China authority Sydney Gluck for the past 34 years. She published another novel, *Love, Etc.* in 1990, about love marriage and divorce. Currently, in addition to her still impressively frequent appearances as a lecturer on education, the Jewish identity and the art of aging, Ms. Kaufman ballroom dances twice a week. Her partner, who is not her husband she is quick to point out, is a professional ballroom dancer.#

Let the Show Go On: Freddie Gershon Brings Musical Theater to Students

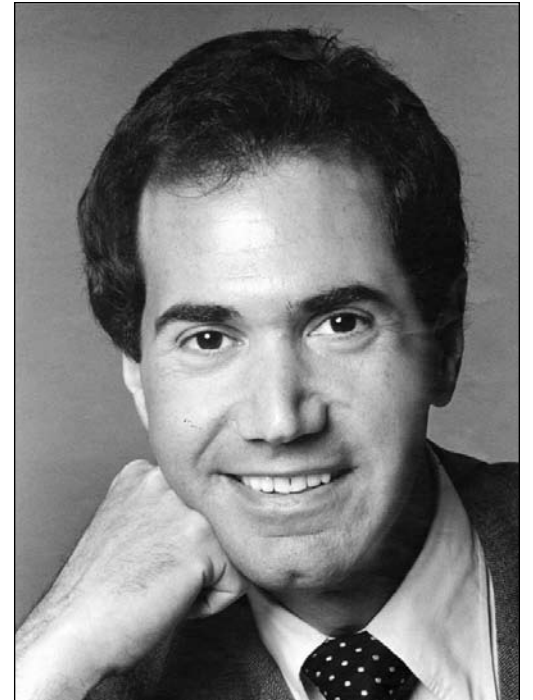
By EMILY SHERWOOD, Ph.D.

How do you save “a generation lost to video games and the Internet?” If you're Freddie Gershon—entertainment attorney, teacher, lecturer, and Broadway aficionado—you develop a “Broadway Junior” program that exposes students to kid-friendly, shortened versions of full-length shows, and you persuade the New York City public schools to incorporate them into the curriculum.

Gershon, who attended Columbia Law School in 1964 and whose bio reads like a who's who of the entertainment business (he was lawyer to such musical greats as Neil Sedaka, Marvin Hamlisch, and Eric Clapton), is only too happy to talk enthusiastically about his development of “Broadway Junior” in his current role as CEO of Music Theatre International (MTI), one of the largest and oldest licensing companies of theatre musicals in the world. “In the old days, the radio played Broadway songs. That doesn't exist anymore. No hit singles come out of Broadway these days,” explains Gershon philosophically.

Gershon used his prodigious talent (he studied piano, composition, and theory at Juilliard for eight years) and ample connections to flesh out a concept: working with the authors of great musical productions, Gershon created a series of 70 minute shows that are specifically tailored to young student performers who are no longer familiar with the Great White Way. “Everything had to be transposed for children's voices in ranges they could sing,” notes Gershon, illustrating the enormity of the task of bringing adult theater to kids. Gershon completed his first show, “Annie Junior”, in 1998. The first school to buy into his dream was located in Gowanda, New York, near the Canadian border, population 2800. “It was initially scary for the teachers, but we got wonderful feedback from them,” recalls Gershon. On the backs of “Annie Junior's” success, came a host of others, including “Guys and Dolls,” “Fiddler on the Roof,” and “Into the Woods.” “Putting on a musical translates to life-enhancing experiences for children and the school community,” sums up Gershon. “By the final curtain, each of these teachers will have had the practical experience of staging a musical in their schools.”

But Gershon wasn't content to stop there. Ever the promoter, Gershon convinced the New York City Department of Education to partner with MTI in bringing “Broadway Junior” to inner city children. Currently eight middle and intermediate schools from New York City have been selected to participate during 2005-2006, with



expansion planned annually to include all ages and additional schools. Gershon is particularly enthusiastic about the “showkit” of materials that's been developed to guide both cast and crew through the intricacies of rehearsals and production, including fully orchestrated CD's to accompany the cast so that students can practice their singing parts individually and even at home. What's more, there are curriculum guides that teach students relevant historical information about the shows they are studying. “In ‘Annie,’ the students learn about the 1920's and the stock market crash, the New Deal, who millionaires are... In ‘Music Man,’ they learn about the Wells Fargo wagon and then compare it to the Pony Express and the Federal Express,” he expounds with an excitement that is nothing short of electrifying. The curriculum guides were developed by moonlighting NYU Tisch School students. Talk about a public-private partnership!

It's no wonder that Gershon is giving back his love of the theater. His mother played Rose in “Gypsy” and “she took me to see everything on Broadway when I was a kid,” he remembers fondly. He's also arranged for 68 countries to view Broadway shows through his extensive licensing arrangements (“we're half of the global market”). “We just translated ‘West Side Story’ into Mandarin,” he adds proudly. Undoubtedly there will be an Act Three for Freddie Gershon, but where his vision and talent will take him next is anyone's guess.#

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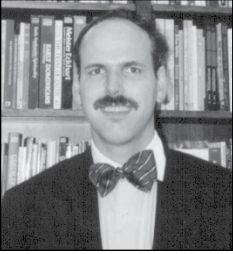
We educate students from K-12, through college and adulthood, in subjects ranging from English, reading, spelling, social studies, mathematics, algebra, geometry, calculus, biology, chemistry, physics, ESL-ADD, computer training, art, music, and a multitude of foreign languages. We provide assistance for all grades, all subjects, and all levels, including preparation for PSAT, SAT, Regents, TOEFL, GED, CPA, LAST, ATS-W, ATAS, USMLE, and LSAT. We maintain constant communication between student, teacher, administrator, tutor, and parent. Our new *Tutors on Wheels Tutoring Center* is located in a safe, noncommercial area and within the vicinity of several schools and accessible transportation. Our participants—as members of a comfortable and centralized learning community—can additionally benefit from mutually sharing their adventures in education.

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“I will study and get ready and someday my chance will come.” (Abraham Lincoln)
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Party Of The Century: The Fabulous Story Of Truman Capote And His Black And White Ball

By Deborah Davis
John Wiley, \$24.95

Forty years ago this coming November 28 occurred one of the most glamorous events of the late 20th century, Truman Capote's Black And White Ball at the Plaza Hotel. Deborah Davis' *Party Of The Century: The Fabulous Story Of Truman Capote And His Black And White Ball* is certainly the book to read on this subject. Not only does she provide a concise, short biography of Capote's early years, but she provides as well profiles of his various lady friends or 'swans' like Babe Paley, Slim Keith, Gloria Guinness, Lee Radziwill and C.Z. Guest and the guest of honor for his ball, Katharine Graham, publisher of *The Washington Post* and *Newsweek*. In addition, Davis informs the reader about all the people, items and procedures involved in getting the guests ready for the ball whether it be the making of the masks, and the choice of dresses and hairstyles (for the women).

At the back of the book is the famous guest list for this party. Not everybody on the list was able to make the ball, but if one was not on the list, it was almost impossible to crash the party as the author points out in the book, while also writing about the many people who begged Capote for an invitation. The Black And White Ball was the height of Truman Capote's fame, glory and prestige, coming in the year of the publication of *In Cold Blood* and before he antagonized his 'swans' and other rich friends with the published excerpt, 'La Cote Basque' of his roman a clef, *Answered Prayers*, and had his career and literary output take a downward slide. Deborah Davis' book captures the fabulousness of the preparations for the event and the event itself.

Meanwhile it is the month of May, the time of year for Mothers' Day, baptisms, first communions, confirmations and college graduations. At Logos there are greeting cards, books and gift items appropriate for those events. Also on Thursday, June 1, 6-9 P.M. at Logos will be an evening of much interest. Guest hosted by Bonnie Manter, speakers will include Lisa Dennison of the Guggenheim Museum and Brian Gill of the Metropolitan Museum of Art, discussing what will be new and noteworthy at their respective museums this summer, Mark Bozzuti-Jones, published author and member of the clergy of St. Bartholomew's Episcopal Church and Dennis Krukuski, award-winning photographer.

UPCOMING EVENTS AT LOGOS BOOKSTORE

Wednesday May 3, 2006 at 7 P.M., KYTV Reading Group will discuss *The History Of The Siege Of Lisbon* by Jose Saramago.

Monday May 8, 2006 at 7 P.M., The Sacred Texts Group led by Richard Curtis, literary agent, will discuss the books of *Ezekiel* and *Daniel*.

Thursday June 1, 2006, 6-9 P.M. Lisa Dennison, the Guggenheim Museum, Brian Gill, the Metropolitan Museum, The Reverend Mark Bozzuti-Jones, St. Bartholomew's Episcopal Church and Dennis Krukuski, award winning photographer will speak, Bonnie Manter, guest host.

Wednesday, June 7, 2006 at 7 P.M., KYTV Reading Group will discuss *Tales Of The City* by Armistead Maupin.

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

FROM THE SUPERINTENDENT'S SEAT

Mothers, Celebrate Your Day

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

Yes, there are those who say that Mother's Day is just a profit-maker for the greeting card company, but then they are probably not mothers themselves. With all due respect to fathers, mothers deserve far more appreciation than flowers and a card once a year. Of course, the truth is, even with all the work it entails, being a mother is the most wonderful, incomparable experience on earth.

I was a young mother, and nothing makes you grow up quicker than being responsible for a new baby. I remember reading all the books, listening to all the advice of grandparents, friends, neighbors, and everyone else who thought they had something to tell me. Well, I may have heard it all, but I listened only to whatever advice I thought was worthwhile. Most of all, I took my cues from my children. I learned through experience what they needed from me, and the best ways that I could help them get through all the passages and milestones of their lives. The years have gone by very fast. As a Superintendent, I feel a great responsibility for all my students—there are nearly 7,000 in my district. It's a large number,



but I never allow myself to forget that every one of these students is someone's very dear child, and his or her needs are unique and ever-changing. Having had three children with very different strengths, academic styles, and interests helped teach me some important tenets of education. As a mother, I saw first hand the need to individualize instruction and programs and the need to offer choices that appeal to a child's interests in order to provide motivation. I saw that children learn at different rates of

speed and through different methods.

In fact, it was being a mother that inspired me to go back to school and devote my professional career to education. Thinking of my own children, I couldn't imagine anything more important than their having excellent teachers. I wanted to be one, and eventually, I chose to pursue administration, where I could help many more students by ensuring that they had the best teachers.

This Mother's Day, we wish all mothers a day of celebration and appreciation of the very important job that you do each day. A mother is her child's first teacher. She often starts the moment he or she is born, teaching a child to be calm and to feel loved as she holds the infant in her arms. If all goes well, the teaching will never stop.#

Read And Turn Thru The Pages Of Your Own Imagination!

By SELENE S. VASQUEZ

PICTURE BOOKS: AGES 5 THRU 8

Miss Kindergarten Celebrates the Last Day of Kindergarten

by Joseph Slate. Illustrated by Ashley Wolff
CIP, unpagged, \$16.99.

An end-of-year read aloud favorite on the cooperative good cheer of this tightly knit class.

Follow along as they engage in a classroom clean-up, a farewell pizza party with sprinkles, painting rainbows on take-home bags, and the distribution of certificates and awards for all manner of kindergarten excellence.

Mabel O'Leary Put Peas In Her Ear-y

by Mary Delancy. Illustrated by Kathy Couri
CIP, unpagged, \$15.99.

Since she can't leave the table "until every pea has been chewed," Mabel hides the little green remainder in her ear! A pea-inflicted hearing loss leads to a supreme comedy of errors as she misinterprets all of her mother's requests. An engaging cautionary tale of extreme silliness.

FAIRY TALE: AGES 5 THRU 8

The Princess And The Pea

by Lauren Child. Illustrated by Polly Borland
Hyperion, 32 pp., \$16.99.

A visually fabulous retelling of a finicky prince searching for that special princess. "She must be more mesmerizing than the moon and I must find her more fascinating than all the stars in the sky." Wonderfully detailed color photographs of a three-dimensional miniature world of dolls.

BIOGRAPHY: AGES 5 THRU 8

Through Georgia's Eye

by Julie Paschkis
CIP, unpagged, \$16.95

O'Keeffe was a unique female painter at the turn of the century. The bold shapes of flowers, skulls and mountains in cut-paper collages gives a feeling for the openness of Wisconsin's rolling prairies and New Mexico's expanses so influential in this artist's works.

Selene S. Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida. She is formerly a children's librarian for the New York Public Library.

CAREERS:

The Metamorphosis of a Writer: An Interview with Gary Shteyngart

By LIZA YOUNG

To read Gary Shteyngart's work is to experience his politically and socially keen eye, with his satiric wit often generating a laugh out loud response. His rich and evocative descriptions illuminate real life oddities through humor.

His latest novel, *Absurdistan*, explores the tale of Misha Vainberg—weighing in at 325 pounds and the son of the 1,238th richest man in Russia—who finds himself caught in the middle of a civil war in the country 'Abusurdistan,' by chance becoming the Minister of Multicultural Affairs.

Shteyngart travels extensively, fueling ideas for his novels, and his work as a contributing editor to *Travel & Leisure* and the *New Yorker*. Recently Shteyngart, returned from Brazil, and shared with *Education Update* his wit, humor and insight about the metamorphosis of a writer.

As the first generation in his family to grow up in the United States, or generation 1.5, as he calls it—as he's had to navigate back and forth between his own generation and that of his parents and grandparents—Shteyngart has faced challenging times. But he credits his early experiences with his success today. His first published novel, *The Russian Debutante's Handbook*, received vast critical acclaim, including the Stephen Crane Award for First Fiction.

Shteyngart immigrated to NY with his family from Leningrad at age seven during the early 70's. In contrast to today's global society, the experience for him was like "landing on Mars." He recalled the first time he ventured into the new territory of eating a pizza and almost choked trying to "scarf down the cheese in one bite." His experience at Hebrew Day School was a struggle as he had to learn Hebrew, in addition to working on mastering English. Although his parents did not choose to live in a predominantly Russian neighborhood such as Brighton Beach, Brooklyn, Queens, they spoke Russian exclusively at home, limiting English even further by not purchasing a television for the next four years. Shteyngart thus faced yet a third barrier at school, unknown television terminology (actors, programs) and endured the ostracism of his classmates.

Taking all this in stride, he found solace in writing, a talent first fostered by his grandmother who paid him in cheese for a journal he wrote at the age of four in Russia. Solace turned into acceptance and admiration from his fellow fifth graders when he began reading his humorous stories for his creative writing class.

Shteyngart credits the absence of TV for the

opportunity to immerse himself in rich Russian literature, the great 19th century novels of Tolstoy and Chekhov. This coupled with growing up in a home filled with books, opera, and visits to museums provided Shteyngart with an intellectually rich environment.

At Stuyvesant HS, Shteyngart was surrounded by students with aspiring dreams to do great things, and there he found great support for his writing, particularly from his English teacher Ms. Kocela (today Kocela-Hawk). A tough teacher, she set high standards, but also gave him the sense that he could succeed in a career as a writer and actually did line editing for his first book, which he began as an undergraduate at Oberlin College.

There were some debacles in getting the novel into print. Upon graduating Oberlin, Shteyngart found that the "real world" did not provide the same culturally nurturing environment that was present in college, and following a hard day's work as a paralegal, he did not have the stamina to get back to his writing. After a summer in Spain and a less demanding job, he enrolled in the Master of Fine Arts (MFA) program at Hunter College, where author and professor Chang Rae-Lee, in reading his book, told him it was ready for publication.

Shteyngart's advice to aspiring writers is to choose a career that provides the luxury of being able to come home and write following a day of work. He also recommends that the writing group one joins be composed of members who share a similar taste in writing.

Getting an agent is critical to a successful writing career—publishing credits as well as completion of an MFA program are instrumental in getting an agent. The bottom line with the MFA program is that it's a worthwhile investment if one can afford it, but if money is short, the benefits from the program will not outweigh the cost of debt.

Shteyngart, who has taught at Hunter College and will teach at Columbia University in the fall, has cautionary advice for educators. He regularly reads the National Endowment for the Arts reports and is disturbed by the rapidly continuing decline in literacy rates.

He hopes for teachers to present classics, such as *Oliver Twist*, to children as young as 12 or 13, and to teach these novels not in a way where the book "is dissected as in a lab," but in an inspiring fashion—a sound recommendation from one whose talents burgeoned under the fertile words of Chekhov and Turgenev.#



photo by Marion Ettinger

ASSEMBLYMAN KARIM CAMARA ENDORSES ANDREW CUOMO FOR ATTORNEY GENERAL

Attorney General candidate Andrew Cuomo picked up the endorsement of New York Assemblyman Karim Camara (43rd District) of Brooklyn. In announcing his support for Cuomo, Camara pointed to the candidate's record of addressing issues important to the inner city and his lifelong crusade for social justice.

"People in Brooklyn want their next Attorney General to be someone who understands our communities and their needs," said Camara. "I know that Andrew will be an Attorney General who makes a real difference on behalf of Brooklyn's most vulnerable. I know Andrew will do it because he has done it before."

The two men's careers first intersected when Camara and Cuomo were both doing community-based development work. Camara worked with the American Red Cross of Greater New York in their Emergency Family Center and Cuomo was leading Housing Enterprise for Less Privileged (HELP). HELP, which became the nation's largest private provider of transitional housing for homeless individuals and families, began its work in the Borough of Brooklyn and Camara worked at HELP I on occasion.

"I began my career with Andrew, working in the HELP I program he pioneered," continued Camara. "Today, there is so much more to do to continue the social justice crusade we began

at HELP. When Andrew is Attorney General, I look forward to working with him as he enforces anti-discrimination laws, prosecutes predatory lenders, and battles the Bush Administration on behalf of the housing and community development funds we need and deserve."

"It's with great pride that I accept Assemblyman Camara's support," said Cuomo. "Every New Yorker deserves to live in a neighborhood that is safe, affordable, vibrant, and true to the promise of our state. As Attorney General, I'll fight to ensure everyone in this state gets the opportunity to live and work and raise their families with the dignity they deserve. Assemblyman Camara has my highest respect. He comes from a tradition and philosophy that I admire: using government to make a difference for New Yorkers who need help."

Assemblyman Camara joins the growing ranks of leading New Yorkers who have endorsed Cuomo's campaign, including City Council Speaker Christine Quinn, former Manhattan Borough President Percy Sutton, Bronx Borough President Adolfo Carrion, Congressman Edolphus Towns, Assemblyman Darryl Towns, Buffalo Mayor Byron Brown, former NYC Councilwoman Margarita Lopez, Queens County Democratic Chairman Tom Manton, Suffolk County Democratic Chairman Rich Schaffer, and State Senator Tom Duane.#

CELEBRATING MOTHER'S DAY: THE POWER OF 2 MOTHERS FIGHTING FOR PEACE

By LIZA YOUNG

John F. Kennedy once said: "There is an old saying that the course of civilization is a race between catastrophe and education. In a democracy such as ours, we must make sure that education wins the race."

Noni Darwish and Miri Eisen, two women from different sides of the Middle East, are using the power of education to plant the seeds for peaceful relations in the Middle East. Each with three children, they have joined forces, through the The Israel Project—an international, non-profit organization dedicated to informing the public and press about Israel and promoting freedom and peace—to work towards overcoming the harsh reality in their region. They strive to create a peaceful future for their children and children's children. Recently a series of conferences were held as part of the "Mothers for Peace" cross-country tour, with Darwish and Eisen speaking out about their mission.

Darwish is the daughter of the leader of the Fedayeen guerilla operations, Lt. Col. Mustafa Hafaz, an organization dedicated to the destruction of Israel. Hafaz who took part in the murder of dozens of Israelis, including women and children, was eventually assassinated by the Israeli Defense Forces. Darwish chose not to heed the words of Gamal Nasser—then president of Egypt—calling for revenge, and got past the culture of hatred she was exposed to throughout her childhood, which included songs with the anti-Semitic: "Arabs are our friends and Jews our dogs."

Through a series of turning points, Darwish came to the realization that the real solution to the Middle East crisis lies in a severe reform of education as well as re-evaluation by Arabs of their religion. One of her early epiphanies was when Israeli officers were searching for her father in her home and left without harming women or children in the household. Another occasion that left a strong imprint was when her brother was injured and the choice was made by Egyptian authorities to send him to Hadassah hospital rather than to Cairo hospital.

During her time in the US, after earning a degree in sociology/anthropology from the American University in Cairo, Darwish further broadened her horizons with varying viewpoints she was exposed to in the States. The catastrophe of 9/11 was the straw that led her to publicly speak out against terrorism.

Darwish today states that "The true freedom fighters are the brave, moderate voices in Arab media who live in the Arab world, the brave voices of Muslim men and women who speak from inside the Arab world." She longs for a revival of "the precious culture of exchange between Islam, Judaism, and Christianity." In the words of Golda Meir, Darwish indicated that "peace can be achieved when the Arabs love their children more than they hate the children of Israel."

Israeli Miri Eisen has roots in both the United States and Israel, having lived with her family in northern California until her family immigrated to Israel in 1970. She served in the Israeli army for twenty years, the last three years of which she served as a spokesperson for the media. On the brink of the elections in Israel, she highlighted them as being about the long term future of Israel, 25-50 years down the road.

Eisen describes life in Israel as a "life of high drama;" the last five years have been charged with danger with the Intifada and terrorist threats and attacks. At one point during her career, when Eisen heard, while at work, of a terrorist attack in her own neighborhood, she had to ask herself: "where is it safer, in the office or in the kindergarten my children attend?"

She indicated how hatred is bred among Palestinian children from early on in their education, with textbooks focusing on anti-Israeli propaganda. Working side by side with Darwish, the hope is not for a utopia, but to create an environment of tolerance and understanding.#

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Teacher's Network Offers Solutions in Science, Literacy & Technology

By JUDITH AQUINO

Recently, over 320 teachers and administrators gathered at P.S. 124 for the 5th Annual Curriculum, Community, Collaboration and Celebration Conference presented by Teachers Network, a non-profit organization. The conference consisted of workshops providing fresh approaches to helping students improve their academic performance, particularly in science and literacy. Teachers Network is trying to alleviate the chronic problem affecting secondary schools—lack of certified science teachers—by inviting experienced teachers to share their knowledge and ideas with other educators.

The workshops were a great success as attendees worked together on activities and strategies they would incorporate into their classes. "I'm excited about learning how to apply concepts to the actual classroom, concepts that I had only heard about in Teachers College," exclaimed Margaret Avila after attending the workshops, "How to Set Up an Effective Elementary Classroom" and "Teaching Science Across the Elementary Grades."

The workshops also provided many networking opportunities. "I appreciated the open discussion format of the workshops and it was really helpful to hear from other teachers," said Doris Mackey.

An increasingly popular topic among teachers is how to incorporate more technology into the curriculum. Educators are interested in learning how to harness the power of the Internet and integrate it into the classroom. According to Communications and Development Associate, Whitney English, two of the most popular workshops were "Technology Tools to Promote Scientific Thinking" in which science teacher Conrad Fernandez of the Mott Hall School discussed strategies for using computer

probes in the secondary classroom and the "21st Century Classroom" where teachers learned how to enhance their lessons with technological tools such as the Internet. Even workshops that did not directly address technology included websites for teachers to log onto for additional information. As more students rely on digital resources to complete their assignments, it is important that teachers become "tech-savvy" as well.

Supporting the needs of teachers has always been the purpose of Teachers Network. "There is a huge demand right now for Internet training, but we're ready for the onslaught," stated Teachers Network President and CEO, Ellen Dempsey. Dempsey pointed out that Teachers Network built its website ten years ago, long before it was common for companies to have websites. As Deputy Chancellor Carmen Fariña observed during her closing remarks, "Teachers Network has always been at the forefront of what teachers need to succeed." Just as today's conference empowered teachers to find new ways to improve student learning, Dempsey confirmed that Teachers Network will continue to address the challenges teachers face through workshops and other resources.#

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Student Statistics Report						
Student	Grade	Total	Percent	Benchmark Difference	Benchmark 75.00%	
					Objective	Subjective
Marisa Henderson	B	4200 / 5000	84.00	15.00	2600 / 3000	86.67 / 2500
Ben Hobel	B	4200 / 5000	84.00	15.00	2800 / 3000	93.33 / 2500
Brenda Henderson	D	2100 / 3000	70.00	(15.00)	2100 / 3000	70.00 / 2500
Elvira Hart	B	4200 / 5000	84.00	15.00	2600 / 3000	86.67 / 2500
Hilary Ford	A	4800 / 5000	96.00	47.00	2800 / 3000	93.33 / 2500
Sally Caldwell	F	2500 / 3000	83.33	(2.00)	1900 / 3000	63.33 / 2500
Willis Williams	A	4500 / 5000	90.00	15.00	2600 / 3000	86.67 / 2500
Warren Gonzalez	B	4100 / 5000	82.00	7.00	2600 / 3000	86.67 / 2500
Sandra Smith	B	4000 / 5000	80.00	5.00	2400 / 3000	80.00 / 2500
Henry Barber	D	3100 / 3000	103.33	7.00	2600 / 3000	86.67 / 2500
James Jackson	D	3400 / 3000	113.33	(7.00)	2300 / 3000	76.67 / 2500
Nelson Newman	F	2700 / 3000	90.00	(2.00)	2100 / 3000	70.00 / 2500
Mean		3767	75.33	0.33	2392	75.73

Reading						
Student	Grade	Total	Percent	Benchmark Difference	Benchmark 75.00%	
					Objective	Subjective
Marisa Henderson	A	1000 / 1000	100.00	0.00	1000 / 1000	100.00 / 0.00
Ben Hobel	A	900 / 1000	90.00	10.00	900 / 1000	90.00 / 0.00
Brenda Henderson	D	600 / 1000	60.00	(15.00)	600 / 1000	60.00 / 0.00
Elvira Hart	A	900 / 1000	90.00	10.00	900 / 1000	90.00 / 0.00
Hilary Ford	B	800 / 1000	80.00	5.00	800 / 1000	80.00 / 0.00
Sally Caldwell	D	600 / 1000	60.00	(15.00)	600 / 1000	60.00 / 0.00
Willis Williams	A	900 / 1000	90.00	10.00	900 / 1000	90.00 / 0.00
Warren Gonzalez	B	800 / 1000	80.00	5.00	800 / 1000	80.00 / 0.00
Sandra Smith	A	900 / 1000	90.00	10.00	900 / 1000	90.00 / 0.00
Henry Barber	C	700 / 1000	70.00	(10.00)	700 / 1000	70.00 / 0.00
James Jackson	D	600 / 1000	60.00	(15.00)	600 / 1000	60.00 / 0.00
Nelson Newman	B	800 / 1000	80.00	5.00	800 / 1000	80.00 / 0.00
Mean		792	79.7	4.7	792	79.2

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