

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIII, No. 4 • New York City • DECEMBER 2007  
FOR PARENTS, EDUCATORS & STUDENTS

[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)

## TONY BENNETT



U.S. POSTAGE  
PAID  
THE EDUCATION  
UPDATE  
PRESORTED STANDARD

## THE ARTS IN EDUCATION

## GUEST EDITORIAL

Partnerships Make  
Universities Good Citizens

By MARY BRABECK, Ph.D.

Earlier this year, the Carnegie Foundation for the Advancement of Teaching awarded a special classification to New York University as a research university with “an outstanding and mutually beneficial relationship with its host community.” The classification is reserved for universities that have reached a point of distinction for high quality teaching, learning, and research, and also giving back to their communities. Our host community is, of course, New York City.

As dean of the NYU’s Steinhardt School of Culture, Education, and Human Development, I take enormous pride in this award and in Steinhardt’s contributions to community-based learning and research. The Carnegie Foundation’s award validates NYU founder Albert Gallatin’s belief in the power of a university that is deliberately built, in Gallatin’s words, to be “in and of the city.” This distinction also highlights NYU’s advantage in the twenty-first century: to be in and of a *global* city like New York is implicitly to be a global university. A global university is one prepared to meet the demands of the twenty-first century, to prepare students to be citizens of a global society and to bring added value to the global community, to be, “in and of the world.”

NYU Steinhardt’s reach within New York City belies the notion of the university as an “ivory tower.” The very nature of our School’s mission—to advance knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being—depends on strong relationships with myriad organizations, large and small, throughout the city, such as clinics and hospitals, performance venues, schools, and art, media, and cultural institutions.

Examples of Steinhardt faculty and students in the community include economists researching school funding policies; occupational therapists helping students with disabilities; educational theater professionals bringing Shakespeare to public schools; speech therapists treating adolescents with communication disorders; professional artists helping to develop the portfolios of

talented high school students from low-income families; educators reducing the numbers of our youth who end up in prisons instead of college, and much more.

One example: recently, members of our department of nutrition, food studies, and public health collaborated with the New York City Department of Health and Mental Hygiene to help group daycares improve the diets of preschool children and their families. Students in the department visited 30 centers in underserved communities in the South Bronx, East/Central Harlem, and Central Brooklyn. They studied the current diet in the schools and some of their recommendations—like making sure children had healthy foods (fresh fruit and vegetables) and beverages (low-fat milk and water)—influenced the city’s new nutritional policies that went into effect on January 1, 2007.

NYU Steinhardt’s engagement with the City is also reflected through the Partnership for Teacher Excellence, which brings together various schools within NYU, The City University of New York, and the NYC Department of Education. Funded by the Carroll and Milton Petrie Foundation, the partnership addresses New York City’s need for highly qualified, well-trained teachers by locating more of teacher training in the schools themselves and by offering incentives to college students to become teachers of mathematics, science, TESOL, and special education, all of which face critical shortages in New York City.

These are just a few examples of recent initiatives that have brought NYU Steinhardt students and faculty into New York City schools and other organizations. I look forward to expanding this reach in the coming years. Together, NYU Steinhardt and its partners are committed to educating New York City’s diverse students so that all might achieve at high levels. If you are interested in learning more about our most recent partnerships, please visit our website at [#www.steinhardt.nyu.edu/news/2007.#](http://www.steinhardt.nyu.edu/news/2007)

Mary Brabeck is dean of the Steinhardt School of Culture, Education, and Human Development at New York University.

## LETTERS TO THE EDITOR

## ORLANDO, FL

## Harvard’s Howard Gardner Receives Standing Ovation at Bank Street Event

## To the Editor:

Dr. Gardner has contributed so much to the teaching of diverse students with his theories. I wish he could see the relief spread over the faces of my community college students when I explain Multiple Intelligences. For the first time, I think some students understand that they are not dumb and that they have their own strengths. It must be a relief to them after years of being put down by our traditional views.

Dr. Shelby Morrison  
Orlando, FL

## NEW YORK, NY

## About Dr. Muriel Petioni

## To the Editor:

Dr. Muriel Petioni believes that everyone should have access to medical. She not only demonstrated that here in the U.S., but now to a less fortunate Chiefdom—Gbonkolenken Chiefdom, in the war-torn country of Sierra Leone. Thanks for continuing to pointing us all at Women for Women of Sierra Leone USA in the right direction.

Women for Women of Sierra Leone  
New York, NY

## SPARTANBURG, SC

## Prison College Programs Unlock the Keys to Human Potential

## To the Editor:

How about instead of being complacent with

the criminal society, why do you not focus on the younger children who are statistically more likely to end up in prison based on social factors including poor educational opportunities? The prisoners need spiritual rehabilitation first and then they can get out in the world and pursue an education like everyone else that wants one. I cannot believe that our justice system allows for so much crime to continue happening with little deterrent for committing crime. Think back to Singapore when an American broke the law, they carried out justice immediately, not like we do here where someone can have a history of assault or robbery and other crimes and is still roaming free, and only after repeat crimes and a casualty do they get put away. Do you raise money or help the victims of these prisoners in counseling and furthering their education, or seeing to their needs? Why do we work for the benefit of the criminal? Prevention as I understand it is the best medicine, Prison is not rehab. It is not supposed to be glamorous it is supposed to be punishing, that is the idea. When you think about going out of your way to educate and rehabilitate these individuals, do the victims ever cross your mind? I am for rehabilitation, but prisoners should be the last society we worry about educating. These efforts are an injustice to society. Why is it in this country that we go so far out for the criminal?

Julie  
Spartanburg, SC

## SEATTLE, WA

## Katie Haycock

## To the Editor:

I just read the article on Katie Haycock, and

## THE DEAN’S COLUMN

## The Regular Pentagon That Isn’t

By DR. ALFRED S. POSAMENTIER

The geometric construction of the regular pentagon is one of the more difficult constructions to do using only an unmarked straightedge and compasses. There are many ways to do this construction, none particularly easy. Your students might try to develop a construction on their own, realizing that the Golden Section is very much involved here.

For years engineers have been using a method for drawing what appears to be a regular pentagon, yet careful inspection will show that the construction is a tiny bit irregular\*. This method was developed in 1525 by the famous German artist, Albrecht Dürer, who was aware of its shortcomings, but nevertheless found it a useful and simple procedure to produce an (almost)-regular pentagon.

We refer to the diagram below. Beginning with a segment  $AB$ , five circles of radius  $AB$  are constructed as follows:

1. Circles with centers at  $A$  and  $B$  are drawn and intersect at  $Q$  and  $N$ .
2. Then the circle with center  $Q$  is drawn to intersect circles  $A$  and  $B$  at points  $R$  and  $S$ , respectively.
3.  $\overline{QN}$  intersects circle  $Q$  at  $P$ .
4.  $\overline{SP}$  and  $\overline{RP}$  intersect circles  $A$  and  $B$  at points  $E$  and  $C$ , respectively.
5. Draw the circles with centers at  $E$  and  $C$ , with radius  $AB$  to intersect at  $D$ .

DIAGRAM A

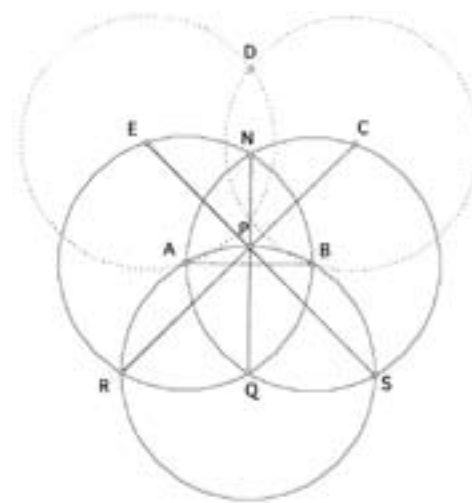
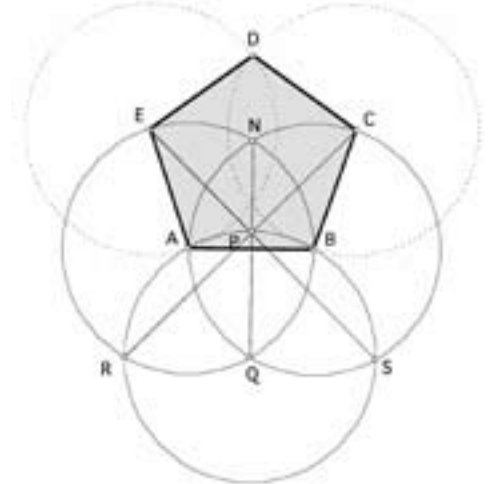


DIAGRAM B



## IN THIS ISSUE

|                            |       |
|----------------------------|-------|
| Guest Editorial            | 2     |
| Letters to the Editor      | 2     |
| Spotlight on Schools       | 3-9   |
| Book Reviews               | 9, 21 |
| Special Education          | 10-11 |
| COVER STORY                | 12-13 |
| Scholarships               | 14    |
| Colleges & Grad Schools    | 15-20 |
| Calendar of Events         | 21    |
| Resource & Reference Guide | 21    |
| Medical Update             | 22    |
| Theater                    | 23    |

would very much like for her to speak to our district leaders here in Seattle. How do I go about contacting her, and do you know if she is available in August 2008? Thank you.

Sandra Nance  
Seattle, WA

## KUALA LUMPUR, MALAYSIA

## Prison College Programs Unlock the Keys to Human Potential

## To the Editor:

Am a Ugandan junior prisons officer, currently in Malaysia, how can I benefit from prison courses or scholarships in order to help inmates.

Frederick  
Kuala Lumpur, Malaysia

## NEW YORK

## To the Editor:

Your article is incisive and enlightening. Can



6. The polygon  $ABCDE$  is (supposedly) a regular pentagon.

[SEE DIAGRAM A]

Joining the points in order, we get the pentagon  $ABCDE$ .

[SEE DIAGRAM B]

Although the pentagon “looks” regular its  $m\angle ABC$  is about  $22/60$  of a degree too large. That is, for  $ABCDE$  to be a regular pentagon, each angle must be  $108^\circ$ ; instead we have that  $m\angle ABC \approx 108.3661202^\circ$ . Student may be enchanted with this geometric situation and might like the challenge of determining why it is not regular—as it appears to be. It is nice to provide your students with some geometric novelties—especially in light of the new found highlight of geometry in the new New York State standards.

\*For a discussion of where the error lies see A. S. Posamentier and H. A. Hauptman *101+ Great Ideas for Introducing Key Concepts in Mathematics*, (Thousand Oaks, CA: Corwin Press, 2006). Pp. 153 – 158.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including *Math Wonders to Inspire Teachers and Students (ASCD, 2003)* and *Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003)*, and member of the NYS Standards Committee on Math.

you give me a mission statement, aims and objectives for proposed program on prison education? Thank you.

Steven Ugonna  
New York

## GREELEY, CO

## Rikers High: A Filmmaker’s View of Prison Education

## To the Editor:

I have been trying to find out if Rikers High will ever be released to the public. I am a teacher in an Alternative HS and this documentary would be a tremendous teaching tool for my students. I have tried to go through Showtime, but have had no luck. Please let me know even if I can contact Mr. Bhuler for info. Thanks.

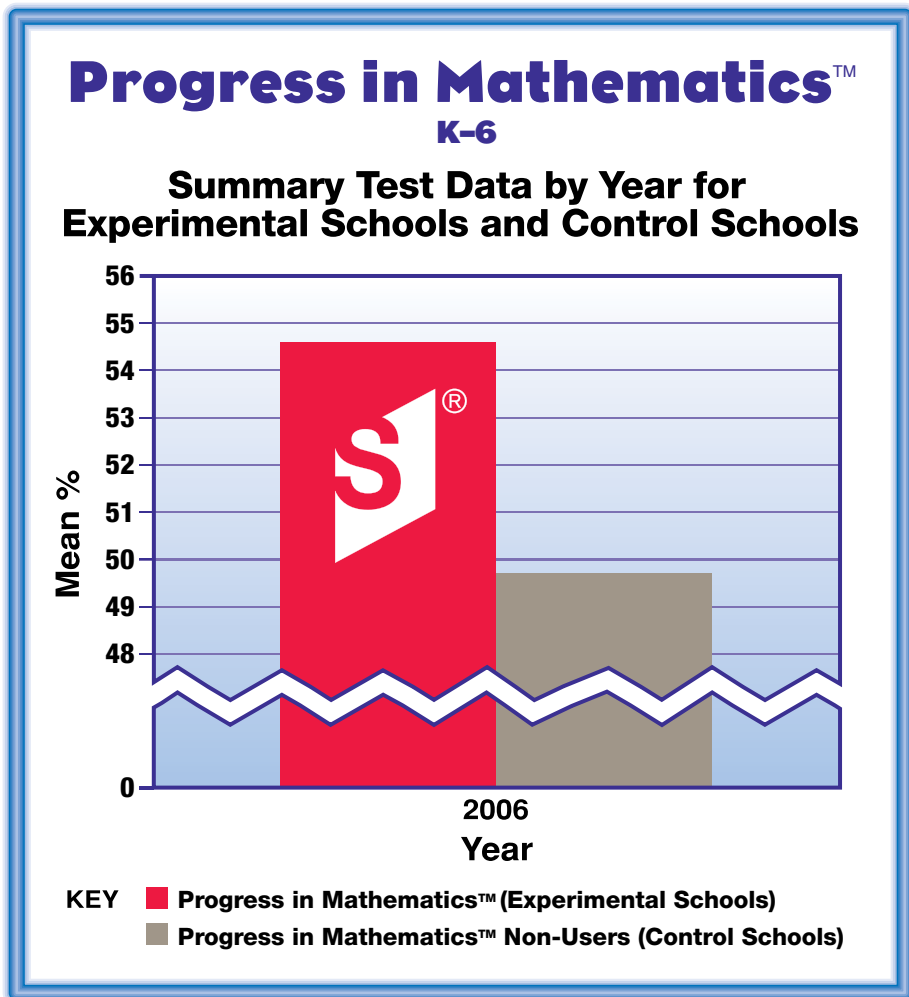
Cindy  
Greeley, CO

# Attention

Accountable for Results?

# Empowerment Schools

Proven, research-based, standards-aligned materials give you high levels of student achievement...and we can prove it!



“Progress in Mathematics Users showed significantly increased mathematics achievement relative to a matched group of control schools.\*”

\*Quantitative Analysis of California Standards Test Results for Progress in Mathematics Users, Beck Evaluation & Testing Associates, Inc.

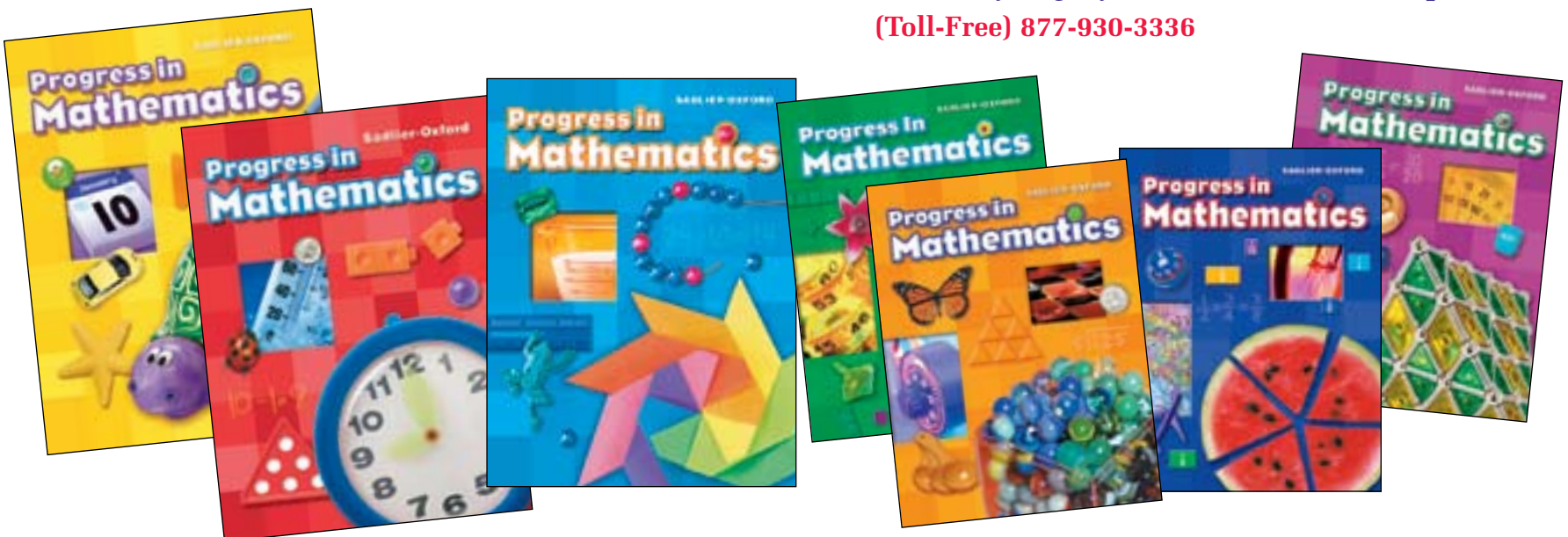
- Rigorous content fully aligned to New York standards
- Superior teacher support with easy-to-use Teacher Editions
- Assessment to analyze performance, provide intervention, guide instruction, and monitor progress

[www.progressinmathematics.com](http://www.progressinmathematics.com)

See for yourself!

Call today to get your **FREE** evaluation copies.

(Toll-Free) 877-930-3336





## HELPING MORE OF OUR SCHOOLS MAKE THE GRADE



By **MAYOR MICHAEL BLOOMBERG**

This year many public schools have geared up for parent-teacher conferences. This year, for the first time, they'll be able to see the school's grade too.

Last week, we released the results of the largest, most comprehensive evaluation of schools ever undertaken by any city. More than 1,200 schools were given a letter grade of "A" through "F." Those grades are based on several factors, such as the school's learning environment—as described by parents, teachers, and students on the survey we conducted last spring, student performance in reading and math, and most importantly, student progress—how the school is helping its students improve from one year to the next.

In some cases, these progress reports have challenged our perceptions about individual schools. They have shown us whether schools are moving the lowest-performing students forward, and they have allowed us to see, for the first time, how each school matches up to schools with similar student bodies. Parents in particular deserve to have this information at their fingertips. Not only will it encourage them to get more involved in their child's education, it will also help inform such decisions as which middle and high schools their sons and daughters should apply to.

Having this information will also help all of us in City government to keep our schools moving in the right direction. Now that we know where our schools' strengths and weaknesses lie, we will set a new standard for each school to meet over the next year. And, we will hold our educa-

tors responsible for results. The progress reports will also help schools at all levels learn from each other. For example, we'll ask top schools to be demonstration sites for other schools.

Yearly rankings keep our nation's best colleges on their toes, and these progress reports will do the same for our city's highest-performing elementary, middle, and high schools. At the other end of the spectrum, these evaluations provide the schools that received the lowest grades with a real opportunity to turn themselves around. The Chancellor has already met with the principals of some of these schools to support them in creating an "Action Plan," which they must follow as they work to help students improve. If these schools can't meet the new standards, they could face leadership changes, or even closure.

I know that not every parent will be happy with the grade their son's or daughter's school receives, but that's exactly the point: to resist complacency and to challenge our schools to do better this year and every year going forward. And I know that some have questioned the grading formula. We'll take those concerns into account, but the most important thing is that parents now know more about their children's schools than ever before.

We've made some tremendous gains over the last five years: graduation rates are at a 25-year high, the achievement gap is narrowing, and more students across the city are succeeding. But we still have a long way to go before we can say that all of our students are getting the education they deserve. By rigorously tracking school progress and performance, and by making that information available to the public so they can hold us accountable for results, we can help more of our schools—and more of our students—make the grade. #



## Food Allergies in Schools

By **STATE SENATOR LIZ KRUEGER**

I am pleased to report that Governor Spitzer has signed S298A/A4051A, the Allergy and Anaphylaxis Management Act of 2007. The legislation is the first in a series of steps the state must take to ensure that schools statewide implement an action plan that protects students with food allergies, or who suffer allergic reactions. If left untreated, within minutes an allergic reaction can lead to anaphylactic shock, which can lead to death. According to the Food Allergy Initiative, food allergies claim over 200 lives and are responsible for over 30,000 emergency room visits each year. The law sets up a commission to implement an action plan for all schools under the guidance of the State Departments of Education and Health. The way that things are currently handled is not adequate considering the severity of anaphylaxis. Though the majority of reactions can be remedied quickly, in a world of allergies and allergic reactions, our current system does not allow for immediate medical attention, potentially allowing anaphylaxis shock to set in. Waiting too long can cause permanent damage, or in some cases, an unnecessary loss of life. We need a comprehensive response system in place in every school across New York. If a food-allergic child accidentally ingests even a minuscule trace of the wrong food, it can trigger a reaction that can kill within minutes. By implementing the recommendations of the American Academy of Asthma, Allergy and Immunology, every school across the state will abide by guidelines that keep these kids safe. The American Academy of Asthma, Allergy and Immunology

Position Statement on Anaphylaxis in Schools recommends the following guidelines for schools to implement:

1. Developing a system that identifies children with allergies;
2. Reviewing treatment protocols, as prescribed by a physician, by all school personnel, and staff involved with the child's care be instructed about the potentially severe nature and proper treatment of allergic reactions;
3. Allowing for prescribed epinephrine auto-injector devices to be clearly labeled with the child's name and classroom number, with children old enough to self-administer allowed to carry their own kits. Students not old enough should have their kit easily accessible by school personnel. In the event that the kit is administered, the child would be immediately transported to a hospital;
4. Informing cafeteria staff, in writing, of foods to be avoided while preparing meals, along with a list of "safe" substitutions;
5. Requiring that food brought in from outside vendors have complete ingredient declarations. The Asthma and Allergy Foundation of America says that at least 8-percent of children less than 3-years of age have allergic reactions to food, and 2-percent of adults. More than 3-million children are allergic to peanuts and tree nuts. Life-threatening reactions most often come from peanuts, tree nuts, shellfish, fish, and eggs. Children with asthma are more frequently subject to severe reactions.

Every day that our schools are left without an actual response system, someone's life remains at risk. The Commissioners of Education and Health should immediately follow these suggested guidelines, and move to enact such a system, as well as educate school personnel, parents, and students of their rights, and what should be done in the event of an anaphylaxis reaction. #

Education Update



Winner  
of the  
Best  
Business  
Award

Manhattan  
Chamber of Commerce

To  
Education Update

FROM  
Silver Hill Hospital

Mental Health  
Media Award  
2000



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

Manhattan Chamber  
of Commerce

Board Member of the Year  
2001

Dr. Pola Rosen

## EDUCATION UPDATE

### Mailing Address:

695 Park Avenue, Ste. E1509  
New York, NY 10065  
Email: ednews1@aol.com  
www.EducationUpdate.com  
Tel: 212-650-3552 Fax: 212-772-4769

**PUBLISHER & EDITOR IN CHIEF:**  
Pola Rosen, Ed.D.

### ADVISORY COUNCIL:

Mary Brabeck, Ph.D., Dean, NYU School of Education; Sheila Evans-Tranum, Assoc. Comm. of Education, NYS; Charlotte K. Frank, Ph.D., Senior VP, McGraw-Hill; Joan Freilich, Ph.D., Trustee, Barnard College & College of New Rochelle; Andrew Gardner; Cynthia Greenleaf, Ph.D., Director, Partnerships, Chicago Public Schools; Augusta S. Kappner, Ph.D., President, Bank St. College; Bonnie Kaiser, Ph.D., Director, Precollege Program, Rockefeller University; Harold Koplewicz, M.D., Founder & Director, NYU Child Study Center; Ernest Logan, Pres., CSA; Cecilia McCarton, M.D., Dir., The McCarton Center; Alfred S. Posamentier, Ph.D., Dean, School of Education, CCNY; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch, Chair, Center for Arts Education

## LYCÉE FRANÇAIS DE NEW YORK



- Bilingual and private school from Nursery to 12th grade;
- More than 50 nationalities represented on a brand new campus;
- Mandarin classes in Elementary and Secondary schools;
- Preparation for the Baccalauréat (100% passed in 2007) and New York High School Diploma;
- Graduates attend the most prestigious North American and French colleges and universities.
- Information: (212) 439 3834, admissions@lfny.org, www.lfny.org

LYCÉE FRANÇAIS DE NEW YORK - 505 EAST 75TH STREET, NEW YORK, NY10021

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

**New York Teacher**

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

To make your media plan the apple of a teacher's eye, call (800) 448-4237

800 Troy-Schenectady Road, Latham, NY 12110



## TESTING FAILS THE ARTS

By RICHARD KESSLER

As New York City public schools begin to receive new funds from the state as part of the agreement in the long-standing Campaign for Fiscal Equity lawsuit, schools will undoubtedly face enormous pressure to improve scores on standardized tests. This is understandable, but should not come at the expense of social studies, foreign languages, physical education—and the arts. All of these make for a well-rounded education but are not measured on standardized tests.

While the “Contracts for Excellence” recently agreed to with the state forgo the funding for additional standardized tests that the Bloomberg administration had sought, the bulk of the funds—\$442 million—are not governed by these agreements. And the \$248 million that they represent is a very small part of the city’s \$19 billion budget for public schools.

The Department of Education had to come to terms with the governor and so earmark funds to reduce class size and improve training for teachers and principals. Similarly, one would hope that decision-makers will also begin to rethink the emphasis placed on standardized testing in reading and math.

While the drive toward accountability and the focus on reporting is well intentioned, the over-reliance on standardizing testing has been met with growing public criticism. In fact, the recently released Department of Education Progress Reports and their assigned letter grades to schools, have left many parents and school communities scratching their heads, while others are just plain angry.

### An ‘Incomplete’ for the Report Cards

What strikes many observers is how narrow the reporting scheme for the Progress Reports developed by the Department of Education is. The major portion of a school’s score, 85 per-

cent, came down to how well students did on two standardized tests, the state math and English language arts multiple-choice exams. While these are indeed very important measures, relying too heavily on them and penalizing those schools and principals that receive failing grades, ultimately cheats our students and our city. What is more, many people fail to understand the relationship between the Progress Reports and Quality Reviews issued for each school, the latter of which consider a much wider array of data.

While both the Department of Education and the federal government identify the arts as vital to a good education, the grades—and the standardized testing approach—fail to acknowledge the central role subjects beyond reading and math play in a child’s education. Arts education may very well be the “incomplete” in these report cards.

After the recent release of the Progress Reports, a vice principal at I.S. 318 told the New York Sun that his school would not give in to the pressure to up its “grade” from a B to an A. “We...care about the test, but not enough to sacrifice...art, music, chess, robotics—just to make sure they get a better or equal score than they got the year before,” he said. More test prep, according to the principal, would leave students bored, not stronger learners.

What this administrator understands is that test prep, often called “drill and kill,” has its limits. Parents know it too. They want a well-rounded education for their children, and that may be why some send their children to private schools or flee the city to enroll their children in suburban schools.

### The Importance of the Arts

Multiple studies show that learning in the arts enhances learning in other subject areas and contributes to a student’s overall development. In addition to the skills taught in the individual arts disciplines—visual art, dance, music and

drama—the arts provide students with unique opportunities to work collaboratively, to develop creative and critical thinking skills, to solve problems and develop innovative solutions—all 21st century skills that employers in New York City and around the world want.

In fact, a national poll released in early November by Harris Interactive, an independent research company, showed that 83 percent of people earning \$150,000 or more had a music education.

In New York City, arguably the arts capital of the world, the arts in our public schools have only recently begun to recover from the devastating budget cuts of the 1970s. The scarce data that exists indicates that more New York City public school students have access to arts education now than they did 25 years ago. In 1991, only one-third of the schools indicated having at least one arts specialist, but in 2006, according to a Department of Education study, two thirds of the schools reported having at least one full or part-time arts specialist. Evidence also indicates that school partnerships with cultural organizations have expanded, although children living outside of Manhattan are half as likely to go to a school with such a partnership as those in Manhattan.

There is still, however, a long way to go to restoring arts education for all of New York’s 1.1 million public school students. According to the Department of Education’s parent survey for the 2006-2007 school year, 41 percent of parents surveyed say their children receive zero arts education. A 2006 department study found that hundreds of schools did not have a single certified arts teacher. Other studies have indicated that, even in schools where arts are offered, only a fraction of the students receive the instruction.

Recognizing the value of arts, New York State in 1996 developed a minimum set of state requirements that, if adhered to, would be an improvement on the current instruction in the

arts. The city has also developed a “Blueprint for Teaching and Learning in the Arts” that emphasizes arts instruction. However, it is no secret that principals and teachers are feeling the squeeze to sacrifice the elements of an education that do not directly relate to what appears on standardized tests.

The Department of Education has also launched ArtsCount, with a focus on holding principals accountable for meeting the minimum state requirements in arts education. It is not at all clear how ArtsCount, which is separate from the well-publicized school report cards, will ensure that every child receives the minimum arts education required by New York State. Moreover, many people remain skeptical of the department. The school system has, after all, eliminated Project Arts, the only real guarantee, a financial guarantee, that no matter what else happened, there would be funding for arts education for every single child in every public school.

In this age of high stakes testing and accountability, a focus on the arts is more important than ever. Fortunately, New York State has set minimum state requirements that all public schools across the state must meet for the arts. However, this minimum is little more than a starting point, as all it requires in the critical middle and high school years is a total of two years of arts. As a matter of equity and of access, the city should redouble efforts to ensure that all New York City public schools at the very minimum meet these requirements and provide a high quality well-rounded education to every child in the city.#

*Richard Kessler is the executive director of the Center for Arts Education, a not-for-profit organization committed to restoring, stimulating, and sustaining quality arts education as an essential part of every child’s education.*

*This article originally was published by the Gotham Gazette on November 26, 2007. For more info visit [www.gothamgazette.com](http://www.gothamgazette.com).*

## Get back to business with CUNY’s New Online Baccalaureate in Business.

- Complete your degree — on your own time
- Advance your career with a baccalaureate taught by distinguished CUNY faculty
- An affordable degree open to students who have earned at least 30 credits from an accredited college or university



The City University of New York  
**Online Baccalaureate**

**Apply Now...  
Start Next Spring**

**[www.cuny.edu/online](http://www.cuny.edu/online) or  
212-652-CUNY(2869)**

Ask our admissions counselors about financial aid programs available for working adults.

**OPEN HOUSES:**  
**Saturday, December 1, 11 a.m.**  
**Wednesday, December 5, 6 p.m.**  
**Tuesday, December 11, 6 p.m.**

CUNY Graduate Center, 365 Fifth Avenue  
at 34th St., NYC





## PROFILES IN EDUCATION

### Alice Wilder: Publisher & Creator of Think It Ink It

By VICKI COBB

There are two problems that face every writer from the grade-school child to the professional author. First, you must have something to say. That means content. Second, you must find a way to say it. That means style. It goes without saying, that if you don't solve the first problem, you can't begin to address the second. You're stopped before you even get started. Dr. Alice Wilder doesn't want to see that happen to children. She believes that literacy means more than just reading. It means writing and writing means using the imagination.

"Imaginative" is the perfect word to describe the four new products to come from Dr. Wilder's brand-new company Think It Ink It Publishing. Her mission is to have children write a book that has already been illustrated by a professional illustrator—a book that can end up as a beautifully produced hard cover complete with the child's title, name as author, personal dedication and photo on the back with a bio. In the process of producing such a book, the child learns to write a draft, and rewrite it until satisfied, with lots of tips on how to think about language and create a story. The key products to make this happen are four wordless books, professionally illustrated in different styles, and designed so that children can write their own words. A high quality workbook in full color in each style comes with a pad of lined sticky notepaper and a pencil and sells for \$12.95. The child can draft the story in the space under each picture on the notepaper, adhering it to the page with the appropriate drawing. (There is plenty of notepaper for rewrites.) When satisfied with the story the child can copy it (in ink) directly onto the workbook page or go on the website: [www.thinkitinkpublishing.com/](http://www.thinkitinkpublishing.com/), where the custom hardcover can be purchased, and type in the text for each picture. For \$29.95 the child will receive a beautifully produced, full color, hardcover picture book, taking advantage of the relatively new print-on-demand technology.

It is important to Alice that, "the focus is on writing, not drawing. The art serves as "scaffolding" to give them something to think about, to spark their imagination and creativity. She says, "A lot of times the blank piece of paper is intimidating to children. I wanted to give them something that is both educational and empowering." The project began about two years ago when a colleague, Frances Black, whose company



Arts Counsel Inc. represents artists to publishers, approached her with a beautiful illustrated wordless picture book that told the story of *Sleeping Beauty*. Fran asked Alice how children reacted to wordless picture books. This is exactly the kind of question Alice loves to research. Why not ask kids? So they made several mock-ups of wordless picture books each from a different artist, including *Sleeping Beauty*, and went to a second grade class in Brooklyn. The kids could choose the book they wished to write about and work in groups or singly. After forty-five minutes, time was up and Alice asked to collect the work. Not so fast, the kids protested. Ideas and words were flowing. Writing was happening. When Alice finally read the results, she went back to the illustrators with suggestions for revisions. *Sleeping Beauty* didn't make the cut because the kids already knew the story and that was the only story they told. Think It Ink It Publishing needed to offer art that encouraged a variety of interpretations. After much field-testing, the four different styles they ultimately produced are very different from each other, giving each budding author a real choice.

Think It Ink It Publishing is the latest step in Alice Wilder's career. Since 1995, Alice has

*continued on page 8*

## TEN LESSONS FROM NYC TO IMPROVE EDUCATION



By ERIC NADELSTERN

### 1. Invest in Leadership.

The position of principal is the most pivotal when it comes to reforming schools. The legitimate role of a central education authority is to recruit the best principals, support them, develop them, reward them when they do good work, protect them from external political interference, and hold them accountable for high levels of student achievement. Look among your best teachers to find your next principals.

### 2. Devolve responsibility, resources and authority to schools.

The central relationship in a school system is between students and teachers in classrooms. Everyone else exists to support that work. Those closest to the students and their families, principals and their teachers, should have the authority to make the important decisions about how students learn best, along with the resources necessary for success. Closing at least 50% of the regional offices and devolving the resources saved to the schools, is a good way to begin.

### 3. Make everyone directly responsible and accountable for higher levels of student performance.

Most school systems are designed around compliance to the next higher authority. The real measure of a school system must be whether students are succeeding. Everyone in the system, from teachers, to principals, to regional office staff, to central office employees must understand their responsibility to improve student performance. All decisions regarding staff retention, granting of tenure, promotion and bonuses must be based on demonstrated ability to improve student performance. Such data must be readily available, and everyone who works in the system must know exactly what they are accountable for, and what their annual student performance targets are. Such targets should reflect student attendance, retention, course and exam pass rates, promotion and graduation.

### 4. Reward success and exact consequences for failure.

Teachers and principals who successfully improve student performance should receive bonuses and promotions. Those who persistently fail to do so should be replaced. Students who perform well should receive cash incentives. The lowest performing schools should be closed.

### 5. Create small schools.

The most significant variable in determining student success is school size. Schools of no more than 400 students should replace large low

performing schools. This can be accomplished by phasing out large failed schools and replacing them with several new small schools that occupy the same building.

### 6. Reduce teacher load.

Each teacher at the secondary level should be responsible for no more than 100 students. This can be accomplished by doubling instructional periods, and providing students with fewer, longer classes. This type of scheduling change does not require a significant infusion of additional resources.

### 7. Focus on improving student learning.

The principal's primary responsibility is to create a relentless school wide focus on improving student learning. Student performance data, in the broadest sense, should inform that work on a daily basis. Evidence of such improvement must extend beyond test scores to include excellent examples of student work (research papers, literary essays, original scientific experiments, applications of conceptual mathematics, works of art, etc.), which must be visible throughout the school.

### 8. Partner with the private sector.

In a competitive global economy, the distinctions between public, not-for-profit and private sectors within national borders lose the significance they held for most of the 20th Century. It will take all three segments of society to build 21st century school systems. Not-for-profit organizations and private companies should be asked to sponsor schools, and provide seed money for promising innovations. Involving these sectors is also the key to the sustainability of reform.

### 9. Reform the central office.

Schools cannot be reformed unless the central office undergoes transformation as well. Such reforms must include direct responsibility and accountability for student achievement. Large insular divisions and offices should be replaced with cross-functional teams responsible and accountable for a limited number of schools. These teams should work for, and report to, the schools.

### 10. Be bold!

When asked what Great Britain should have done differently in its school reform efforts, Sir Michael Barber, former education advisor to Prime Minister Tony Blair responded by saying, "We weren't bold enough." Large failed governmental agencies cannot be transformed through incremental change. Such organizations need to be rebuilt from the idea on up. #

*Eric Nadelstern is CEO, Empowerment Schools, NYC DOE.*



## PHILOSOPHY DAY SCHOOL

Nursery - Grade 5

Providing a rich classical education and emphasizing a love for the pursuit of wisdom and the development of exceptional character.



12 East 79th Street,  
New York, NY 10075  
212 744-7300  
[www.philosophyday.org](http://www.philosophyday.org)



# New York has a big appetite for energy. We're building to feed it.

**NEW YORK KEEPS GROWING.** More people. More homes. More kitchens where young chefs prepare great meals. That means more energy. Con Edison is growing, too. We're investing \$7.5 billion over the next five years in new substations, transformers, more than 11,000 miles of new cable and other improvements. So power is there when you want it, now and in the future. Learn more at [www.conEd.com](http://www.conEd.com). You'll also find tips on how to save energy and help the environment. And remember to report electric service problems to us online or by calling **1-800-75-CONED**.



## Wilder

*continued from page 6*

been the Director of Research and Development and Producer/Writer for Nick Jr.'s breakout preschool series *Blue's Clues*. In this capacity, she ran the formative research process of working with the show's audience (2-5 year olds), co-authored the curriculum on which *Blue's Clues* and spin-off *Blue's Room* were based, and wrote scripts, books, educational workbooks, and columns for the magazine and Nick Jr.'s website. She has been nominated for Daytime Emmys for Outstanding Preschool Children's Series as well as Outstanding Writing in a Children's Series. Wilder also served as the Director of Research and Development for *Little Bill* and *Oswald*, both animated series on Nick Jr.

A graduate of Columbia University Teachers College, Wilder earned her doctorate in

Educational Psychology, where she was awarded the Miriam Goldberg Research Award for her dissertation and the Early Career Award.

What's next for *Think It Ink It Publishing*? Alice would like to see it catch on in classrooms. She would like to create art to stimulate stories from different regions of the country starting with New Orleans. She has seen how a book signing for one ten-year-old was a transformative event for this inner-city child. Ultimately she would like *Think It Ink It* to create a foundation to support writing from kids. If Dr. Alice Wilder had her way "writer's block" would be two words permanently eliminated from every potential writer's vocabulary. #

*Vicki Cobb is a well-known science author of more than 85 nonfiction books for children. All the products mentioned are available on the Think It Ink It Publishing website: www.thinkitinkitpublishing.com.*

## 11 Nobelists Honored in Los Angeles

The Consulate General of Sweden in Los Angeles and the University of California hosted the Sixth Annual Nobel Laureate Dinner at the Getty Center recently. Consul General of Sweden Nina Ersman welcomed the 240 guests that attended the black-tie event that honored the 11 attending Nobel Laureates of California's more than 100 Nobel laureates awarded the Swedish prize since 1901. Actor David Krumholtz, of the popular CBS "Numb3rs" show, introduced keynote speaker, UC Santa Barbara Nobel laureate Alan J. Heeger. In addition to Dr. Heeger were Rudolph A. Marcus, 1992, Chemistry, Caltech; Kary Mullis, 1993, Chemistry, UC San Diego; F. Sherwood Rowland, 1995, Chemistry, UC; Paul D. Boyer, 1997, Chemistry, UCLA; Louis J. Ignarro, 1998, Physiology/Medicine; Dan McFadden, 2000, Economics, UC; David

Gross, 2004, Physics, UC Santa Barbara; Finn E. Kydland, 2004, Economics, UC Santa Barbara; Robert H. Grubbs, 2005, Chemistry, Caltech; and George F. Smoot, 2006, Physics, UC Berkeley.

The gala evening also showcased science and math projects during the reception presented by 18 high school students enrolled in UC's California State Summer School for Mathematics and Science, known as COSMOS. Former First Lady of California, Gayle Edlund Wilson, who is on the Advisory Board of COSMOS, also made some special remarks.

The California Nobel Laureate Dinner is organized and hosted by the Consulate General of Sweden Los Angeles and the University of California, not only to recognize California's rich trust of Nobel laureates, but also to highlight the importance of math and science education. #



**LEAD. INSPIRE. TRANSFORM.**

ENSURE HIGH ACADEMIC ACHIEVEMENT FOR EVERY STUDENT:

**BECOME AN URBAN  
PUBLIC SCHOOL PRINCIPAL  
IN NEW YORK CITY.**

New Leaders *for*  
New Schools

**Pursue a unique pathway to the principalship.  
Our comprehensive program offers:**

- Administrative certification
- Rigorous coursework by national experts
- Year-long, paid residency in a NYC school
- Ongoing training and support from successful principals
- A national community of like-minded peers

FINAL DEADLINE **FEBRUARY 28, 2008**  
All applications must be submitted online

For more information, visit us online at [www.nlins.org](http://www.nlins.org)  
or contact [newyorkinfo@nlins.org](mailto:newyorkinfo@nlins.org)

## Lago del Bosco

the Italian Language Village



### You Just Gotta Go!

Each year, hundreds of kids from New Jersey and New York learn more about the languages and cultures of the world at our beautiful sites in Minnesota, Georgia and now New Jersey! We offer Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Russian, Portuguese, Spanish and Swedish. It's the fun of summer camp and the excitement of visiting another country!

**Lago del Bosco**  
Blairstown, NJ (65 miles west of NYC)

| Youth Immersion | Dates           | Ages |
|-----------------|-----------------|------|
| 2 week          | Aug 4-16, 2008  | 8-14 |
| 1 week          | Aug 18-23, 2008 | 7-11 |

Registration Forms Are Now Online!



A program of Concordia College, Moorhead, Minnesota USA

**1-800-222-4750**

[www.ConcordiaLanguageVillages.org](http://www.ConcordiaLanguageVillages.org)

[clv@cord.edu](mailto:clv@cord.edu)



# William Sadlier Dinger, Pres. of William H. Sadlier, Inc. and Maureen Dinger Receive Child of Peace Award

William Sadlier Dinger ('63), President of William H. Sadlier, Inc. received the *Child of Peace Award* at the 22nd Annual *Child of Peace Award Dinner* together with his wife Maureen Dinger on Thursday, September 27th at Jumeirah Essex House in New York City in recognition of their exemplary commitment to bettering the lives of those in need. All proceeds from the Dinner benefited the **Maternity Services Program** of the **Catholic Guardian Society and Home Bureau**, a human services program addressing the needs of mothers-to-be and mothers with newborns.

William Sadlier Dinger received his BA from the University of Notre Dame in 1963. After college, he joined the family firm, where he served as salesperson, sales manager, Director of Marketing, and National Sales Manager before assuming the responsibilities of President. His professional affiliations are numerous. His interest in the community has led Mr. Dinger to become involved in a number of activities outside of publishing such as offering handicapped children from the Manhattan Occupational Training Center a vital work experience at Sadlier, participating in the Principal for a Day program for New York City Public Schools



and volunteering at Lenox Hill Hospital.

Mr. Dinger is an advisory Board Member of the Institute for Latino Studies at Notre Dame reflecting his commitment to strengthen the U.S. Latino community, an interest stemming from time he spent in Mexico as an undergraduate. He also participates in the Families Achieving New Standards (FANS) Literacy Project at Rutgers University. He is past President of the National Catholic Educational Exhibitors (NCEE). In the aftermath of Hurricane Katrina, Mr. Dinger organized a task force that went to Mississippi and Louisiana to replace much-needed school books for those communities.

Among many honors, Mr. Dinger received the Distinguished Service Award from the NCEA and the Leadership Award from the University of San Francisco Institute for Catholic Educational Leadership.

Maureen Dinger received her BA from St. Joseph's College. A proven leader who has recruited, motivated and supervised other com-

mitted individuals to achieve extraordinary goals, Mrs. Dinger has been instrumental in boosting the fundraising efforts of the American Cancer Society, Winthrop University Hospital, and Southampton Hospital. She is also a board member of the Save the Children organization and affiliated with the Inner-City

Founded in 1925, the **Maternity Services Program** of the **Catholic Guardian Society and Home Bureau** provides pregnant women with access to pre- and post-natal care, free counseling, safe new cribs with bumper guards and mattresses, blankets, layettes, baby clothing, baby formula, assistance with immunizations and other supportive services. The Program serves over 500 women each year in metropolitan and upstate New York. It also offers full-service adoption and post-adoption programs, conducts domestic and international home studies and places infants in approved homes. The **Maternity Services Program** is one of several Catholic Guardian Society and Home Bureau programs designed to help families, children, and individuals with special needs. While many of the agency's programs are supported by public funds, the Maternity Services Program relies exclusively on private charitable donations to provide its much needed services.

This year marks the 175th Anniversary of **William H. Sadlier, Inc.**, a leading educational publishing company, which for nine generations has been helping educate students from Kindergarten through High School. William Sadlier Dinger and his brother, Frank Sadlier Dinger, continue the tradition of family management by publishing a broad array of mathematics and language arts programs designed for today's classrooms.#

Scholarship Fund, the Committee for Mission Responsibility, The International Catholic Organizations Information Center at the United Nations, and the Metropolitan Museum of Art. She is currently a teaching volunteer in the Learning to Look program. She is the recipient of the 100-Hour Service Award from Winthrop University Hospital and the Volunteer of the Year Award from the American Cancer Society.

The couple resides in Manhattan and has two married sons, William, Jr. and Michael, and a grandson, Andrew.

**Math Tutoring**  
High School & Junior High  
2 Sample Hours, No Charge  
Arithmetic → Advanced Calculus  
**917.297.2389**

## Logos Bookstore's Recommendations



By H. Harris Healy, III, President, Logos Bookstore  
1575 York Avenue, (Between 83rd and 84th Sts.)

New York, NY 10028

(212) 517-7292, Fax (212) 517-7197

[WWW.LOGOSBOOKSTORENYC.COM](http://WWW.LOGOSBOOKSTORENYC.COM)

### Ahab's Wife or, The Star-Gazer

by Sena Jeter Naslund  
(Harper Perennial, \$15.95)

As the year-end holidays come and go, and as winter approaches and one is looking for a good book to read during these long winter nights, *Ahab's Wife or, The Star-Gazer* by Sena Jeter Naslund is the book to read. As mentioned in *Moby Dick* by Herman Melville, captain Ahab has a wife. The premise of *Ahab's Wife or The Star-Gazer* is who is Ahab's wife and what is her life like.

The narrative flows as Una, Ahab's wife, tells the reader of her pregnancy in Kentucky, helping a runaway slave named Susan, Una's childhood, her bad relationship with her father, and her parents' decision to have her go live with her mother's sister and her family in a lighthouse on an island off of the Massachusetts coastline. Una runs off to sea disguised as a cabin boy and has momentous adventures there. Later after her marriage to Ahab, she meets such historical figures as Margaret Fuller, Fredrick Douglass, and John Brown.

Naslund's best incorporation of a historical figure into the story is a lesser-known person, whom I thought was another fictional character, because she and her family interact considerably with Una in the course of the novel. Maria Mitchell was America's first woman astronomer and the first woman to join the American Academy of Arts and Sciences later becoming in 1865 the Astronomy department at the newly created Vassar College. Her claim to fame and monumental triumph was that of discovering a telescopic comet in 1847 that happens in chapters 150 ('During The Pleasure Party') and 151 ('Celestial') of the book. The author's triumph with this novel are the seamless interaction of a historical figure, Maria Mitchell, with the fictional narrator and chief protagonist of the story, Una, the wonderful storytelling Una weaves of her life, the rich atmosphere present in the book as 19th century America and the sea come to life, and for the reader the sense of being witness to an

exciting adventure and life.

Holiday shopping time at Logos Bookstore is a great time to find music for all occasions, as there are many world music CDs from the Putumayo label as well as recordings by Ruben Gonzalez, Ibrahim Ferrer and Compay Segundo of Buena Vista Social club fame. Also there are recordings by Machito and his Afro-Cubans, Jesus Alemany's 'Cubanismo', Dave Samuels Caribbean Jazz Project, music by Gal Costa, newcomer Nanny Assis, Leny Eversong, an old-time Brazilian cabaret singer, and Herbie Mann, Dexter Gordon, Dizzy Gillespie, Sammy Davis Jr., as well as Berlin Cabaret music, and music of New York collections from the Metropolitan Museum of Art. Also for Christmas the Metropolitan Museum of Art's fine collections of 'Medieval Christmas', 'Renaissance Christmas', 'Classical Christmas' and 'Baroque Christmas' are available for purchase as well as many other fine Christmas collections. Also available at Logos are Holiday greeting cards and gifts and books for many occasions. Come shop the holidays at Logos!

### Upcoming Events At Logos

Wednesday, December 5, 2007 at 7 P.M., KYTV Reading Group will discuss *A Pair Of Blue Eyes* by Thomas Hardy.

Tuesday, December 4 and 11, 2007 at 7 P.M. Sit-n-Knit Group will meet.

Monday, December 17, 2007 at 7 P.M. the Sacred Texts Group led by Richard Curtis will hold its holiday party and conclude its discussion of Jesus and the Sermon on the Mount.

Wednesday, January 2 or 9, 2008, KYTV Reading Group will discuss *The Gathering* by Anne Enright.

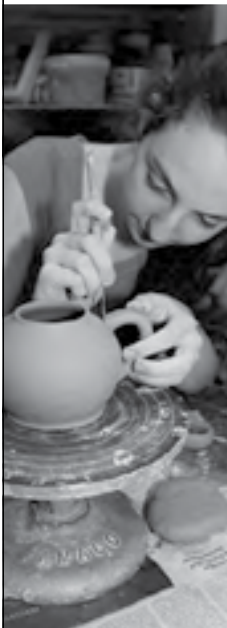
Check with the store for which date.

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

# 92nd Street Y

The possibilities are endless!

Spring classes begin January 28—Enroll Today.



Art • Music • Dance • Architecture  
Aquatics • Cooking • Kid's Fitness  
Gymnastics • Sunday Science Spectaculars  
And so much more!  
Weekday and Saturday classes available!

We also offer programs for children with developmental disabilities. To learn more call Melanie Mandel, Neshet Director, at 212.415.5626.



92nd Street Y  
Lexington Avenue at 92nd Street  
Lillian & Sol Goldman Family Center for Youth & Family  
May Center for Health, Fitness & Sport • School of the Arts  
An Agency of UJA-Federation

For complete class listings visit [www.92Y.org](http://www.92Y.org) or call 212.415.5500 to register and request a catalog.



## NEW PROGRAMS FOR GIFTED & TALENTED STUDENTS

By RICHARD KAGAN

Over 100 parents came out on a chilly evening to hear the latest Department of Education's (DOE) proposals for their gifted and talented students.

Dr. Marcia Lyles, Deputy Chancellor for Teaching and Learning, Terrence Tolbert, Executive Director for Intra-governmental Affairs, Ms. Anna Commitante, Director of English Language Arts, Social Studies, and Gifted and Talented Education, Marty Barr, Executive Director for Elementary School Enrollment, and John White, Chief Operating Officer of Portfolio Development, were present for the hearing. Parents got a three-minute window to ask questions or make comments.

Dr. Lyles presented the department's proposal that targets pre-K to 3rd grade. Opportunities for openings in the upper grades will be determined later in the year when tests are administered. The DOE said two tests will be used in assessing who might be eligible for the gifted and talented programs (G&T). The Otis Lennon School Abilities Test (OLSAT) and the Bracken School Readiness Assessment (BSRA) will be given to students whose parents send in the Request for Testing Forms, which can be gotten at local schools or online. Tests will be given at the students' local schools and those students who score 95 percent will be eligible for gifted and talented programs at the district level. Students who score 97 percent will be eligible for the citywide Gifted and Talented School, located in Manhattan. A test score will be weighted to include 75 percent of the OLSAT, which was first used in



New York City last year, and 25 percent of the BSRA, which replaces the Gifted Rating Scale measurement, this year. School officials stressed the importance of having as many students as possible take the test. School officials noted that greater resource-

es and attention would be available to make sure teachers are adequately prepared for the G&T curriculum as well as measurable levels of assessment of both teachers and students, throughout the program.

Key dates in this year's application process include: December 3-January 3rd, Request for Testing Forms completed. January 22-Feb15th, OLSAT/BSRA testing at school sites for public school students. In late January to early February, testing will be held at selected sites for non-public school students. By March 31st, score reports and application mailings will be completed, By April 23rd, applications will be returned with program choices, and by May 31st, placement offers will be made to parents.

Parents were keen advocates for their children and asked many questions about the level of teaching competence at the G&T program. They wanted to know if teachers were properly credentialed. Parents asked for the possibility of having a citywide facility for the Gifted and Talented program outside the borough of Manhattan. When Mr. Torrence said that they

## SUBSCRIBE

to  
**EDUCATION UPDATE**

**Only \$30 Per Year**



Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Payment Method:  Check  Credit Card

Credit Card (Please circle one): AMEX VISA MC

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Please make checks payable to EDUCATION UPDATE, INC.

Mail to: Education Update Subscriptions

695 Park Avenue, Ste. E1509, NY, NY 10065-5024

Or Call us at (212) 650-3552

would review this issue, a hearty round of applause by the parents was heard.

Marcia Kolb is a parent who has a child in 5th grade in District 24, in Woodside, Queens in a Gifted and Talented program. She is skeptical about the quality of the proposal and how it will be executed. "I think with everything, they

already have their minds made up as to what they're going to do," said Kolb. "They don't take a lot of the stuff that we think is important and incorporate it into their proposal." The Department of Education is currently evaluating parental input it received in the recent meetings.#

REBECCA  
SCHOOL

REBECCA SCHOOL  
*Learning Through Relationships*

The **Rebecca School** offers a model program promoting the education and development of children ages 4 - 18 with neurodevelopmental disorders including **PDD** and **Autism**. Curriculum based on educational and developmental model of **Drs. Stanley Greenspan and Serena Wieder**.

- Therapeutic program includes OT, PT, Speech and Counseling
- Art, music, science, gym and technology in small, flexible classes

Please call **212-810-4120** for an admissions packet and a tour schedule. Check website for dates.

Contact Tina McCourt, Director  
tmccourt@rebeccaschool.org

40 East 30th Street New York, NY 10016  
www.rebeccaschool.org

WE ARE IN POSSESSION OF YOUR SON.  
WE ARE MAKING HIM SQUIRM + FIDGET  
UNTIL HE IS A DETRIMENT TO  
HIMSELF + THOSE AROUND HIM.  
IGNORE THIS + YOUR KID WILL PAY.

ADHD

Don't let a psychiatric disorder take your child.  
The NYU Child Study Center is dedicated to giving children back their childhood by preventing, identifying, and treating psychiatric and learning disorders.  
To learn more, call (888)7-NYU-MED or visit AboutOurKids.org.

NEW YORK UNIVERSITY  
CHILD STUDY CENTER



## Private Placements for Children with Disabilities: Who Pays?

By MARTHA MCCARTHY, Ph.D.

On October 10th, the U.S. Supreme Court divided evenly in *Board of Education of New York City v. Tom F.*, which affirmed the Second Circuit's decision without setting a national precedent. Justice Kennedy excused himself from the Supreme Court decision, which made the four-four vote possible. As customary with tie votes, there was no written opinion, so we can only speculate as to the justices' reasoning.

The Second Circuit had vacated the district court's ruling in light of its opinion in a companion case, *Frank G. v. Board of Education of Hyde Park*, which in effect became the appellate holding in *Tom F.* Essentially, the Second Circuit ruled that parents can get reimbursed for private school tuition for their child with disabilities even though the child has never received any special education or related services from the public school district. The appeals court concluded that the private placement need not satisfy state education standards as long as the program allows the child to receive educational benefits and the proposed public school program is not considered appropriate. Of course, parents who unilaterally place their child in a private school do so at their own risk. In prior decisions, the Supreme Court ruled that parents can get reimbursement for unilateral private placements *only* if ultimately determined through the appeals process that the available public school program for the specific disabilities is *not* appropriate. It was assumed

until recently that parents would have to give the public school program a fair trial period for the "appropriateness" determination to be made.

The *Tom F.* case is significant because some fear that it will be very costly for school districts and will provide an incentive for parents to select private programs over public school offerings. Also, there is some sentiment that the ruling favors wealthy parents. Those without financial means may not be willing to take the risk of unilaterally placing their child in a private school, since ultimately they may be responsible for the tuition. The New York City school system argued that the Individuals with Disabilities Education Act (IDEA) was not designed to allow parents to enroll their children with disabilities in private schools without giving the public school program a chance to meet their needs. School officials are concerned that some parents who *never* intended to enroll their children in public schools will seek to have their child qualify for IDEA services solely to be eligible for private school tuition.

Only New York, Connecticut, and Vermont are covered by the Second Circuit ruling, but other jurisdictions may decide to follow this decision. The Supreme Court declined to review the *Frank G.* case, and until it renders a decision on the merits of this issue, the legal requirements may vary across jurisdictions. #

*Dr. Martha McCarthy is the Chancellor's Professor and Chair, Educational Leadership and Policy Studies, Indiana University.*

### ADVERTISE ON

[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)

Choose an animated or stationary online banner ad. Call (212) 477-5600 for rates.

IS YOUR CHILD **DYSLEXIC**  
OR EXPERIENCING SCHOOL FAILURE?  
IF SO, WE MAY BE THE SOLUTION.  
WE STRIVE TO HELP CHILDREN  
NOT ONLY HAVE THE SKILLS NEEDED  
TO LEARN, BUT WANT TO LEARN.

# The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

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

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502

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

### FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT



## "Play is a child's job"

By GLENN S. HIRSCH, M.D.

My grandson Tani started kindergarten this year and I don't remember the process being this stressful when my own children started school and I certainly know that we believed that playing was the major task of children this age. Nowadays, getting ready for kindergarten seems to start shortly after birth. Children barely (or not quite) out of diapers are being taught to sing the alphabet, recognize letters and watch Baby Einstein. Prepping for the preschool interview takes precedence over allowing time for imagination and creativity and fun. The fact is, however, that play actually enriches children's development and prepares them for learning. The years from 2 to 6 are often called the "play years" since play thrives during these years.

A child at play is working hard; in addition to having fun, she's busy learning lots of things. Make-believe and imaginative play really relate to her everyday life; she's finding out how her world works and where she fits in. Play reflects a child's world in miniature; through play children act out relationships—they assume the roles of parents, bus drivers, storekeepers, doctors and even television characters. They set up scenes from different points of view and explore different ways of mastering situations. Play can help children deal with changes in their lives such as the birth of a new baby, moving, parental separation and other events.

Play is a safe way of expressing emotions that may be too complex to verbalize. In play a child creates a magical world in which he can safely be anyone and do anything, such as playing an aggressive game involving punching, hitting or

tearing down a structure. He may create scenes reflecting anger, fear, disappointment or jealousy. Play can also help a child cope with fears; in play he can master scary situations by being brave and fearless—a doctor sewing up a cut, a runner winning a race, a lifeguard saving a struggling swimmer.

Learning through play is happening all the time. In addition to conventional toys, children are constantly experimenting with whatever is available; they construct things, tear them down, compare objects and use them in different ways. As they experiment they learn about math, words, symbols and science (what floats, what sinks; heavy/light; large/small; in/out; backwards/forwards).

It is through play that children gradually learn which activities they enjoy and excel in—from music to science to sports to art. Through group play they learn to get along with others and to understand the viewpoint of another person.

Parents can encourage their children's play by making space and props, and most of all, uninterrupted time, available. For preschool children making time for play is more critical than time for structured classes in reading, math, and ballet. Play reflects the predicaments of childhood and can give parents insight into what their child is thinking, worrying about, and wishing for. Finally, play is just plain fun, so get down on the floor and join in.

*This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at [glenn.hirsch@med.nyu.edu](mailto:glenn.hirsch@med.nyu.edu). To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit [www.AboutOurKids.org](http://www.AboutOurKids.org) or call 212-263-6622.#*

## Do As I Do, And As I Say: Experiential Training for NYC's Principals

By MARISA SUESCUN

On a recent school day, the large wall calendar hanging in Phuong Nguyen's office at East Bronx Academy for the Future—a small public middle school where she served as a principal in training, an understudy for the role she will fulfill on her own next year—was jam-packed with color-coded tasks and appointments, all written in Nguyen's neat print.

If the calendar was full, it reflects only a fraction of what Nguyen—a 2007 participant in New Leaders For New Schools, a national non-profit that selects and trains accomplished educators to become urban principals—got done in a day. Nguyen is part of a growing cadre of educators across the city and country who are training to become principals by spending a year essentially doing what principals do, guided by targeted sup-

port and rigorous training.

During her residence year, Nguyen's typical work day looked like this: she arrived at school by 7 am for an hour of what she called "quiet time," which amounted to completing hefty amounts of paperwork, including writing observations and suggestions for teachers whose classrooms she had visited. At 7:45, Nguyen walked the halls and greeted students and staff; at 8 am, she performed "morning duty," supervising breakfast in the cafeteria. For the rest of the morning, once classes began, Nguyen visited classrooms and worked on three ongoing projects: developing a math literacy curriculum, enhancing data driven instruction, and building instructional leaders among her staff. Then, it was lunch duty in the

*continued to page 17*

## The Brain Clinic

NEUROPSYCHOLOGICAL, LEARNING DISABILITY AND ATTENTION DEFICIT DISORDER EVALUATIONS AND TREATMENT

Extended time evaluations, Cognitive Remediation, Neurofeedback, Tutoring, Psychotherapy  
Children, Adolescents, Adults

J. Lawrence Thomas, Ph.D. Director  
Faculty, NYU Medical Center  
International Dyslexia Association, Board of Directors

19 WEST 34TH ST., PENTHOUSE, NEW YORK, NY 10001 • 212.268.8900  
NUROSVCS@AOL.COM • WWW.THEBRAINCLINIC.COM

## YOUNG ARTISTS MAKE THEIR MARK AT THE NOGUCHI MUSEUM

By KATARZYNA NIKHAMINA

"When someone walks through our doors, you know they've been motivated," said Heather Brady, head of Education at the Isamu Noguchi Museum, an oasis tucked away in Long Island City, Queens. For eight New York City high school students who attended Making Your Mark, the Museum's free four-week summer art program, the converted factory building encircling a garden served as a space for reaction and synthesis.

"Some of our students attend schools with developed art programs; for others, this was a rare opportunity," said Brady, who came to the Museum as a freelance educator in 1999. (The program was first held in 2001.) She co-taught the summer session with Maryann Kranis, who is earning her Masters in Art and Art Education at Teachers College and interned at the Museum in the spring.

For the first three weeks of July, the young artists, most of whom had never visited the Museum before, experimented with a different material or medium each day, using Noguchi's life and work as a jumping-off point. Noguchi (1904-1988), born in Los Angeles to an American mother and a Japanese father, was a versatile artist who sculpted, painted and designed furniture, sets and buildings. When the Museum opened in 1985, it housed only Noguchi's work; it now hosts other exhibits, too, including the Making Your Mark group show (September 1 to 9).

In the program's last week, each student proposed a final project and developed a three-day plan for it. "Maryann and I questioned: why this material, why this idea," said Brady. Kranis called the studio setting "empowering."

The artists spoke confidently about the curatorial decisions they had made. Justin Calder, a sophomore at North Rockland High School, rearranged his ink sketches of ships, to see if people would discern the actual order. Maria Kozanecka, a sophomore at the LaGuardia High School of Music, Art and Performing Arts, hung her abstract paintings in the gallery's corner because she "wanted them to loom over the viewer. I wanted to create a sanctuary," she said.

Vivian Ho, a senior at Benjamin Cardozo High School, was inspired by Noguchi's sculptures



to create one out of plaster: it contains a small pool of water. She enjoyed the daily "homework letters" that Brady and Kranis tailored to each student. The sketchbooks which contained the responses to these letters were also on display, along with all eight final projects and two additional pieces by each artist.

Carolina Fung Feng, a senior at St. Michael's Academy in Manhattan, learned that you don't have to follow your blueprint. "The newspaper collage is the only remaining part of my original idea," she said, reaching up to run her fingers over the varying textures of her piece.

Kozanecka chose to portray Belgium, where she lived as a child, abstractly, because she only had memories of color and light. "I remembered chickens; I wanted toes mingling in the chickens' feathers. I wanted to create a sense of touch between two things."

Sybil Errazuriz, a sophomore at the Renaissance Charter School in Jackson Heights, dyed yarn with watercolors to create a bell that sways but does not sound.

Sheila Salazar, also a sophomore at Renaissance, made a series of plaster molds – the Peruvian flag, a brush and palette, a cross – to represent her life. The final mold? A wild smattering of color. "My many ideas," she explained.

To receive an application for the summer 2008 session of Making Your Mark, email [education@noguchi.org](mailto:education@noguchi.org) or call 718-204-7088, ext. 205.

## TONY BENNETT IN THE STUDIO: A LIFE OF ART & MUSIC

Reviewed By JOAN BAUM, Ph.D.

*Tony Bennett in the Studio: A Life of Art & Music* is the name of this big, handsome book, but note the order of the last two nouns: "Art" before Music." It's not a statement of preference but of appropriateness, considering the nature and content of the volume just published by Sterling. The sequence may seem surprising, however, because Tony Bennett is one of the greatest popular singers of the 20th century and, at 82, proving he can take on the 21st as well. Indeed, the day *Education Update* caught up with him last month, Bennett was getting ready for a forthcoming concert on Staten Island, and anticipating attending more performances by the

youngsters in the school he started with his wife, Susan, five years ago (see article on p. 13). Frank Sinatra called Tony Bennett simply "the best," high praise from the Chairman of the Board, but Tony Bennett's first love would appear to have been art. It's been with him all his life, early and late.

When he was but a youngster, an art teacher found Anthony Benedetto chalking up the sidewalk outside a railroad flat in Astoria, where the child lived with his mother. Impressed, the teacher offered to give him some lessons. Bennett confesses that he wanted to go to The High School of Music and Art but didn't make it. He wound up, instead, at Industrial Arts and that,

## MAKING PIANOS: HISTORICAL PERSPECTIVE

By JOAN BAUM, Ph.D.

There should be a limit as to how often the relatively unknown General Society of Mechanics and Tradesmen of the City of New York is identified as being across from the Harvard Club on 44th Street, but the fact is that this marvelous institution, founded in 1820 for the "general education of the apprentices of NYC," and filled with unique archival material, especially books and pamphlets on the "useful arts," still hasn't made it onto the radar screen, and that is a shame. The six-story Beaux Arts building also contains a collection of 370 locks in its Museum. The Library, the educational arm of the General Society, was the largest free circulating library in the city, before the public library system came into existence, and its 2007-8 Tuesday Lecture series on Labor, Landmarks & Literature is reason enough to come by. The recent presentation shows why.

Titled, "The Piano: Hammer and Hands"—a play on the General Society's motto, "By Hammer and Hand All Arts Do Stand," the audience was treated to an unusual educational experience—learning about late 19th century musical culture, seeing the "action" of the General Society's 1883 Weber piano, and hearing two gifted young musicians, Vita and Ishmael Wallace, brother and sister constituting The Orfeo Duo (violin and piano), play pieces that would typically have been heard in NY in the 1880s, including Schumann and Wagner.

Janet Wells Greene, curator of the lecture series ("bringing musicians to unexpected places"), introduced free spirit, Benjamin Treuhaft, 60, Vice President of the NYC Piano Technicians Guild, and piano tuner extraordinaire. Given his charm, modesty and humor—not to mention appearance—bandana, rolled up work shirt and, as the evening progressed, bare feet—he would particularly delight young people. A self-declared sixties hippie who roamed the country, looking for a profession that would turn him on, he finally found it tuning Steinway pianos, for, among many, Vladimir Horowitz. But, also, in the spirit of his parents, he took his passion to places where he felt he could do good, such as Cuba, where his nonprofit organization gave away over 237 pianos to churches and schools. His mother was Jessica (*The American Way of Death*) Mitford, his father the well-known trade union lawyer, Robert Treuhaft—both Communists (who left the party in 1958).

In his talk, much of which he said relied on *Men, Women and Pianos: A Social History* by Arthur Loesser (with prefatory pieces by Edward Rothstein and Jacques Barzun), Ben Treuhaft stressed how competitive piano making was in the late 19th century. The General Society's Weber

belongs to a slightly lesser line than the grand Steinway (whose major competition was Masson and Hamlin), but certainly served the Wallaces well. A bit brighter in sound than most pianists today would like,



Benjamin Treuhaft

and no longer showing off its elegant "ice cream" legs, the Weber seemed to strike an affectionate note with Vita Wallace who celebrated its distinct registers and tone. Surprising, perhaps to the lay public, were Treuhaft's remarks on America's place in the piano-making industry in the last quarter of the 19th century. In 1893, for example, the U.S. produced over half the pianos in the world, with factories concentrated in the East



and Midwest. Everyone fought over endorsements, and virtuosi like Liszt, who loved to love, endorsed everyone. But clearly, Steinway led the field. And then, sadly, by the 1920s, pianos fell into the hands of "unscrupulous dealers," who took advantage of a growing popular interest in piano playing and forged dates. And mechanical piano players moved in.

It would certainly be instructive for students to know about the culture of piano playing in the late 19th century, in the home and in concert halls. There was time when opera could not succeed in NY, unless it was in German (an open air opera house in Brighton Beach used to put on Wagner for 25 cents). As Vita Wallace also reminded the audience, the 1880s were a wonderful time for music. Amateur choirs and groups were everywhere and piano for four hands especially popular. Serious chamber music was played in the home. It was in the public forums where more accessible works were performed, flashy orchestral and operatic transcriptions. Quite a telling cultural comment.#

For information on the General Society, go to [www.generalsociety.org](http://www.generalsociety.org) or, better yet, just stop in.

he says, was the best possible place for him to learn how to draw and paint and perfect technical skills—a judgment articulated by many a well-known New York painter. Industrial Arts was also where young Anthony learned to appreciate hard work and discipline, both of which stood him in good stead when he left school at 16 to help support his family. But since those formative years, Tony Bennett has never gone anywhere without a sketchpad and paint box. He raises no eyebrows with colleagues in the music industry who know of his passion for drawing and painting and who know he's there, sketching them, not needing the

best lighting or a formal pose.

What becomes obvious early on in *Tony Bennett in the Studio* is clear evidence of his talent, especially for drawing and watercolor. The people (mostly musicians) and places he does over and over again (alas, no dates are provided) are instantly recognizable, not just because he's superb at capturing a likeness but because he also captures the spirit, expression and mood of his subjects. No rank amateur, Tony Bennett has enjoyed many well-reviewed exhibitions; his

*continued on page 21*

## KUDOS FOR THE FRANK SINATRA HIGH SCHOOL FOR THE ARTS, A.K.A. "TONY'S SCHOOL"

By JOAN BAUM, Ph.D.

Can Tony Bennett really be 81 when his speaking voice, clear and strong, suggests 31? He explains—when you're taught how to sing, you know how to conserve energy and project. What he's particularly delighted to project these days is his total delight in the public high school in Long Island City that he founded six years ago with his then companion, now wife, Susan Crow, former Principal of Instruction at the school and now president of Exploring the Arts, a nonprofit arts organization Bennett established with the enthusiastic support of former NYC Council President Peter F. Vallone. The Frank Sinatra School of the Arts (FSHS) bears the name of one of Tony Bennett's most significant mentors and friends—"Frank and I were good buddies, but I wasn't part of the Rat Pack".

The school's been such a success in its brief six years of existence that, for sure, there's "A Song In [Tony Bennett's] Heart"—not to mention Principal Donna Finn's. FSHS's dynamic leader has a background in Fine Art, a B.A. and M.S. Ed. from Queens College, a certificate in Administration, and great pride in having found herself in education, after years in the work force and starting college at the age of 32. But, as it's often said, love affairs started later in life often last for life, and the passion Ms. Finn exudes for FSHS—its mission, students and curricula in dance, drama, fine art, music and film—looks to be forever. Her great enthusiasm for the school is shared, of course, by its founder.

"Tony" shows up for every graduation, invites students to attend his concerts and TV specials, and tries to attend theirs. Recently, "the kids" performed at the 75th anniversary of Radio City



A "Degas" scene

have become more competitive, with auditions playing a central part. And how about those awards, Tony points out: The school's Wind Ensemble won a Level VI Gold with Distinction medal from the New York State School Music Association, a professional organization that tests secondary students in music, after students performed various pieces on June 1 this year. Music is the largest arts program at the school, though it is likely that in February 2009, when FSHS moves into its own building, a block away from the Kaufman Astoria Movie Studios and the American Museum of the Moving Image, the filmmaking program will expand. And probably the dance and drama programs as well, with overall enrollment expected to grow to over 900. So what sets FSHS apart from other art and academic high schools? A broad smile comes over Ms. Finn's face. Three things, she says, in addition to the school's relatively small size: (1) It's not enough to be a good performer; a student should also know about the history of an art form, aesthetic theory, interpretative differences in different cultures, and also have the ability to express these in writing. Students are also given a global sense of their discipline and taught to respect each other's preferences and gifts. For example, those who love classical music come to performances of pop and vice versa. (2) Because education also takes place outside school, partnerships with arts institutions are important: Among FSHS's many prestigious partners, including American Ballet Theater and the Metropolitan Museum of Art, the nearby Queens Museum of Art plays a major role in introducing students to the administrative, educational and business sides of the art world. Professionals visit the school and students visit organizations. (3) Typically, high schools intro-



Principal Donna Finn stands beneath her first watercolor painting



A vocal class

duce students to professional opportunities in their junior and senior years, but FSHS lets freshmen participate in performances, thus creating, in effect, an internal internship program where students learn from each other.

For Tony Bennett FSHS is simply "the best." "I love this place," he says, and is especially proud that it is "public" school. That was important to him, and he looks to FSHS to provide a creative arts model for public schools nation wide. "There's not enough culture in the country today. If there's more involvement in the arts, perhaps there will be fewer wars." The arts teach the "history of the world, what it was like at certain times," an important lesson in humanity and civilization. He quotes Winston Churchill on WW II: "What else are we fighting for?" Most of all, Tony Bennett wants FSHS students to know that they must "never give up." His own mother inculcated that attitude in him. She may have made only one cent a dress ("can you believe that!"), but she got her message across: as her son would put it years later in one of his more famous songs, with hard work and faith, "the best is yet to come."#



String ensemble

# TEACHERS & PRINCIPALS: GRANTS & RESOURCES

## FREE DOE EdTECH GRANT DIRECTORY, 4TH EDITION

Bridge Multimedia and the National Center for Technology Innovation (NCTI) announced today the launch of the fourth edition of <http://www.EdTechOnline.org>, a user-friendly Web site that offers a "One Stop Shop" for the latest information on federal grants available to support educational technology funded by the U.S. Department of Education.

Available free of charge, EdTech Online links state and local educators, technology developers, vendors, and publishers to the latest data on current and upcoming grants that focus on increasing technological capacity within K-12 public schools. The online resource offers updated information on federal grant program summaries and strategic objectives, appropriations, contact information, and links directly to the government agencies offering specific grants.

"We are pleased to connect the education technology community with a wealth of timely information on available federal grants geared towards increasing capacity to assist the learning of all students," announced Tracy Gray, Ph.D., Director of the National Center for Technology Innovation.

The revised tool highlights current and upcoming grants for the 2007-2008 academic school calendar and offers two, new useful resources: Grants at a Glance, a snapshot of available technology funding and No Child Left Behind Titles I-X, a digestible overview of the various components of the law.

"Rather than searching multiple Web sites outlining various federal funding agencies, a visit to EdTech Online provides all of the necessary information in a comprehensive and accessible format, saving members of the education and technology communities valuable time," com-

mented Matt Kaplowitz, President of Bridge Multimedia.

EdTech Online will be one of many resources featured at the upcoming National Center for Technology Innovation's Eighth Annual Technology Innovators Conference. For the past eight years, this conference has provided opportunities for researchers, entrepreneurs, policymakers, technology developers, and venture capitalists making advances in educational technology to network and share innovative ideas. #

*About Bridge Multimedia*

*Bridge Multimedia is a New York City-based media services company that develops universally accessible media designed to make the 21st century classroom equally accessible to all learners. In partnership with the American Foundation for the Blind, Bridge was awarded a three-year grant from the U.S. Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) to build and test the Universal eLearner. Bridge Multimedia's website can be found at <http://www.bridgemultimedia.com>*

*About the National Center for Technology Innovation*

*The National Center for Technology Innovation (NCTI), funded by the Office of Special Education Programs at the U.S. Department of Education, advances learning opportunities for individuals with disabilities by fostering technological innovation, as well as by providing resources and promoting partnerships for the development of technology-related products by manufacturers, producers, publishers and researchers. For more information on NCTI, please visit their website at <http://www.nationaltechcenter.org>*

## National Memorial Seeking Educators for Fellowship Program

The Oklahoma City National Memorial & Museum invites educators from across the country to participate in a five-day fellowship at the museum in Oklahoma City, June 22-27, 2008.

The Educator Fellowship Program at the Oklahoma City National Memorial & Museum provides educators from across the United States an opportunity to study the events of April 19, 1995, and understand the impact of violence, the senselessness of using violence as a means to effect change and the importance of personal responsibility. Using what they learn, participants will create and use in their subject or program area lesson plans that promote nonviolent problem solving and conflict resolution as well as respect for self and others.

The Memorial Fellows will participate in a variety of activities geared toward helping them incorporate lessons learned in Oklahoma City about the impact of terrorism into their own lesson plans. Applications for the program must be postmarked by December 21, 2007, and participants will be notified February 1, 2008.

The Memorial Fellows will participate in workshops, tours and other sessions during the fellowship, which will be held at the memorial and museum. Last year, teachers from California, Michigan, Missouri, New Hampshire, South Carolina, South Dakota, Texas and Utah participated in the program. Their subject areas included American literature, English, reading, American Constitution and citizenship, world civilizations, social studies, U.S. history, technol-

ogy integration, communication arts, dramatic arts, and history. Years of teaching ranged from three to 32, and five had more than 20 years experience in the classroom.

"The fellowship was emotionally moving, gripping, and eye opening. From the opening activities, bringing in a counselor to talk about our reactions, to the private tour of the memorial with (Memorial designer) Hans Butzer, it was above and beyond my expectations," said Renee Semik, 2007 Memorial Fellow and Freshman Seminar and Advanced Placement US History teacher at Santa Monica High School in Hermosa Beach, Calif. "This fellowship raised the bar and I doubt another professional opportunity will be able to compete with the content I learned, support we all received, and all the materials we were given."

Applications for the Teacher Fellowship Program are available on the memorial's web site at [www.oklahomacitynationalmemorial.org](http://www.oklahomacitynationalmemorial.org). All applications must be returned to Lynne Roller, Deputy Director, Oklahoma City National Memorial & Museum, PO Box 323, Oklahoma City, OK 73101, and postmarked by December 21, 2007. The Memorial's Educator Fellowship Program is made possible through the generous support of JPMorgan Chase.

The Oklahoma City National Memorial & Museum was created to honor "those who were killed, those who survived and those changed forever" by the 1995 bombing of the Alfred P. Murrah Federal Building in Oklahoma City. The Memorial and Museum are dedicated to

## FREE TEACHING RESOURCES: ENERGY, LIFE SCIENCES, MARK TWAIN AND MORE

By PETER KICKBUSH & KIRK WINTERS

Renewable energy, life science careers, computers and health, space food and space suits, prehistoric sea monsters, Mark Twain, politics in antebellum America, and creative writing are among the topics of new resources at FREE, the website that makes teaching resources from federal agencies easier to find: <http://www.free.ed.gov>

**History**

*Colorado's Historic Newspaper Collection* features newspapers published throughout Colorado from 1859 to 1930. Topics include Colorado statehood, the 1908 Democratic National Convention, Denver mint robbery, early days of telephone service, and early gold mines. (Institute of Museum and Library Services)

[http://free.ed.gov/resource.cfm?resource\\_id=1974](http://free.ed.gov/resource.cfm?resource_id=1974)

*Getting the Message Out! National Political Campaign Materials, 1840-1860* looks at politics in antebellum America. Read about the presidential campaigns. See campaign biographies of the candidates—from William Harrison, Martin Van Buren, and James Birney to Abraham Lincoln and Stephen Douglas. Learn about the "second party system." (Abraham Lincoln Historical Digitization Project, Institute of Museum and Library Services)

[http://free.ed.gov/resource.cfm?resource\\_id=1975](http://free.ed.gov/resource.cfm?resource_id=1975)

**Language Arts**

*Mark Twain's Mississippi* examines what the Mississippi Valley meant to people in the 1800s and how these meanings influenced Twain's writing. Learn about economic development, politics, race, religion, culture, and the idea of "the West." Read a biography of Clemens. Find the full text of *The Adventures of Tom Sawyer*, *Adventures of Huckleberry Finn*, and *Life on the Mississippi*. (Northern Illinois University, Institute of Museum and Library Services)

[http://free.ed.gov/resource.cfm?resource\\_id=1973](http://free.ed.gov/resource.cfm?resource_id=1973)

*Poets and Writers* is a source of information and inspiration for creative writers. It features *Poets & Writers Magazine* and includes a discussion forum, a database of writers, and advice about publishing and copyright issues. A teachers guide offers a place to discuss essays on writing and teaching. (Poets & Writers, National Endowment for the Arts)

[http://free.ed.gov/resource.cfm?resource\\_id=1979](http://free.ed.gov/resource.cfm?resource_id=1979)

**Science**

*BioWorksU* introduces students to life science careers. It is set in a virtual university and uses games, experiments, and simulations to show jobs at a range of locations—a nurse's station, ambulance bay, diagnostic lab, pathology lab, radiology department, pharmacy, physical therapy room, dentist's office, and more. Watch videos of professionals describing what they do. Play the ambulance maze game. (IPIC, Department of Labor)

[http://free.ed.gov/resource.cfm?resource\\_id=1972](http://free.ed.gov/resource.cfm?resource_id=1972)

*Computing Life* looks at ways physicists, biologists, and even artists are harnessing the power

of computers to advance our understanding of biology and human health. Learn how computers are used to simulate the spread of flu through a school, the movement of cells in our bodies, and the beating of a heart. Find out how computers help in the search for gene variations that could lead to disease. (National Institutes of Health)

[http://free.ed.gov/resource.cfm?resource\\_id=1976](http://free.ed.gov/resource.cfm?resource_id=1976)

*K-12 Energy Lesson Plans and Activities* offers 350 lessons on energy efficiency and renewable energy. They're organized by grade level and topic—biomass, geothermal, fuel cells, ocean energy, solar power, transportation fuels, wind energy, and energy efficiency and conservation. Learn about passive solar buildings, advanced photovoltaics, or basic wind turbines. Take an energy awareness quiz. Estimate your carbon footprint; find ways to reduce it. (Department of Energy) [http://free.ed.gov/resource.cfm?resource\\_id=1969](http://free.ed.gov/resource.cfm?resource_id=1969)

*Sea Monsters: A Prehistoric Adventure Movie* provides photos and video clips from this movie about creatures that roamed the seas 82 million years ago. Discover sea monsters of the past and present using the interactive time line. Excavate fossils on a "virtual dig." See a video on how to survive a shark attack. (National Geographic, National Science Foundation) [http://free.ed.gov/resource.cfm?resource\\_id=1970](http://free.ed.gov/resource.cfm?resource_id=1970)

*Space Food and Nutrition Educator Guide* looks at the history of preparing and packaging foods that taste good, provide necessary nutrients, and travel well in space. The guide includes math and science activities in which students (K-8) classify space food, ripen fruits and vegetables using a chemical inhibitor, measure food packaging, determine the percentage of water reduction by dehydrating fresh food items, and plan a nutritionally balanced 5-day menu for astronauts. (National Aeronautics and Space Administration)

[http://free.ed.gov/resource.cfm?resource\\_id=1977](http://free.ed.gov/resource.cfm?resource_id=1977)

*Suited for Spacewalking Educator Guide* examines the technology behind space suits. Students learn about the environment of space, the history of spacewalking, NASA's current space suit, future space suits, and work that astronauts do during spacewalks. Students (grades 5-12) are challenged to design and build a protective garment that will permit future space travelers to explore the surface of Mars. (National Aeronautics and Space Administration)

[http://free.ed.gov/resource.cfm?resource\\_id=1978](http://free.ed.gov/resource.cfm?resource_id=1978)

*Voyages Through Time* is a yearlong integrated science curriculum for 9th or 10th grade based on the theme of evolution. It is presented in six modules: cosmic evolution, planetary evolution, origin of life, evolution of life, hominid evolution, and evolution of technology. Individual modules can be used in discipline-based science courses such as biology, earth science, geology, or astronomy. (Learning in Motion, National Science Foundation) #

[http://free.ed.gov/resource.cfm?resource\\_id=1971](http://free.ed.gov/resource.cfm?resource_id=1971)

educating visitors about the impact of violence, informing about events surrounding the bombing, and inspiring hope and healing through lessons learned by those affected.

For more information on the Oklahoma City National Memorial & Museum, call (888) 542-HOPE or visit [www.oklahomacitynationalmemorial.org](http://www.oklahomacitynationalmemorial.org). #



## The College Of New Rochelle Receives \$50,000 Grant From NYS

State Assemblyman George Latimer has presented The College of New Rochelle (CNR) with a \$50,000 capital construction grant from New York State. The funds will be used toward the construction of multi-media "smart" classrooms in the College's new state-of-the-art Wellness Center, scheduled to be completed this December. In addition to the smart classrooms, the Wellness Center will include areas for conferences and seminars, a state-of-the-art fitness center, a gymnasium equipped with arena-style bleachers, competition-size basketball and volleyball courts, an interior running track suspended above the gym floor and a six-lane NCAA competition swimming pool. Other highlights include a meditation room and contemplation roof garden. The ecological design of the building as a metaphor for wellness will be eligible for certification by the U.S.

Green Building Council under its Leadership in Energy and Environmental Design (LEED) Green Building Rating System®. Assemblyman Latimer recently toured the Wellness Center construction site.

The first Catholic college for women in New York State, The College of New Rochelle was founded in 1904 by the Ursuline Order. Today, it comprises the all-women School of Arts & Sciences, and three schools which admit women and men: the School of New Resources (for adult learners), the School of Nursing and the Graduate School. The main campus of the College is located in lower Westchester County, 16 miles north of New York City. The College maintains five other campus locations in New York City. Visit the College's website at [www.cnr.edu](http://www.cnr.edu).

## CCNY Launches New Website To Commemorate The Centennial Of Its Historic, Landmarked Campus

The City College of New York (CCNY) recently launched a new website, "100 Years on Hamilton Heights," to commemorate the Centennial of its Campus in Harlem. The CCNY Campus, which was designed by George B. Post, is considered one of the finest examples of neo-Gothic architecture at any academic institution in the United States. The structures are on national and state registers of historic buildings.

Using historic and contemporary photographs, the website tells the story of the Campus' development, its role in CCNY's growth, its restoration and what is in store for its second century. In addition, the site contains a bulletin board where alumni may post reminiscences and anecdotes from their student years as well as photographs taken on campus.

"In developing this campus 100 years ago, New York City's leaders made a powerful statement that City College students, who came mainly from working class and immigrant families, deserved a 'plant second to none,'" said CCNY President Dr. Gregory H. Williams. "This is still true of our students today. By restoring The City College Campus to its original glory, today's leaders have reaffirmed their commitment to that ideal."

CCNY acquired the site of its campus, stretching along Convent Avenue from W. 138th Street to W. 140th Street, in the 1890s after having outgrown its original home, the Free Academy building at 23rd Street and Lexington Avenue. In 1898, George B. Post, whose buildings include the New York Stock Exchange, was selected as architect.

However, actual construction did not begin until 1903, due to a heated debate among College trustees and administrators over the future of the school's curriculum and whether to erect a single structure or a campus with several buildings. The final design included five buildings: Shepard Hall, Townsend Harris Hall, Wingate Hall, Baskerville Hall and Compton Hall.

For the buildings' facades, Post selected Manhattan schist, a dark gray native stone with white terra cotta trim applied to the windows, doors and other architectural details. These details are the buildings' most distinguishing features, and they include over 600 grotesque figures relating to the buildings' academic functions.

Within four years of the Campus' completion, CCNY's enrollment had grown to almost 8,000 collegiate, preparatory and extension students. The original campus in Midtown soldiered on as the home of the City College School of Commerce, or "City Downtown," which would later become Baruch College. Also during the early 20th Century, CCNY opened a Brooklyn campus that would be the progenitor of Brooklyn College.

Several smaller projects during the first half of the 20th Century expanded the main Campus. These culminated with the 1950 acquisition of the old Manhattanville College campus, which extended CCNY south to W. 130th Street.

Unfortunately, the buildings Post designed could not withstand the harsh New York environment due to flaws in the structural design. Their exterior walls supported steel beams, but the terra cotta proved too brittle to function as part of a load-bearing system and the mortar joints were too rigid to absorb building movement. Within two decades, cracks had formed. This allowed water to seep in and rust the steel beams.

By the mid-1980s, the situation had become critical, particularly for Shepard Hall's main tower. Ultimately, the top 60 feet of the tower would have to be taken down and rebuilt.

A solution was devised by architect Carl Stein that called for a "thin-shell cladding system" with the ornamental elements attached to new, weatherproof structural walls using stainless and galvanized steel brackets. The terra cotta was replaced with glass-fiber-reinforced concrete, a material that could replicate complex forms and withstand harsh weather. Flexible sealant joints, which accommodated movement, were used in place of mortar.

Ultimately, 70,000 pieces would be needed for Shepard Hall plus tens of thousands more for the other buildings. More than 10,000 different shapes were cast, including over 1,000 gargoyles and grotesques.

The project, which included a new roof over the Great Hall of Shepard Hall, reconstructed facades for Shepard and the other four buildings, and restoration of the three original campus gates, extended over 20 years. It is largely complete, save for a few sections of Shepard Hall's exterior along St. Nicholas Avenue. For the first time in many years, none of the original buildings are clad in scaffolding.

"100 Years on Hamilton Heights" was produced and written by Ellis Simon, CCNY Director of Public Relations, and designed by Angela Franklin, CCNY Director of Web-Based Communications and Marketing. Visit [www1.ccnycunyu.edu/ci/centennial](http://www1.ccnycunyu.edu/ci/centennial).

For 160 years, The City College of New York has provided low-cost, high-quality education for New Yorkers in a wide variety of disciplines. Over 14,000 students pursue undergraduate and graduate degrees in the College of Liberal Arts and Sciences, the School of Architecture, the School of Education, the Grove School of Engineering and the Sophie Davis School of Biomedical Education.

## United Negro College Fund Leads Way in Cutting College Costs

Following Congressional passage by an overwhelming majority, President Bush recently signed the College Cost Reduction and Access Act into law. The United Negro College Fund was a leader in the broad-based coalition that supported the bill from introduction through final passage.

This measure will represent the single largest investment in higher education since the GI Bill, and will avoid additional taxes through savings resulting from the reduction of federal subsidies to lenders in the commercial student loan industry.

The bill's highlights include: increasing the federal investment in historically black colleges and universities by a total of \$170 million over two years; increasing the maximum Pell Grant award by 25 percent over five years, from today's maximum of \$4,310 to \$5,400 by 2012; protecting low- and moderate-income student loan borrowers by guaranteeing that their loan payments will not exceed 15 percent of their discretionary income, and by forgiving loans to borrowers with economic hardship after 25 years; reducing interest rates on student loans for more than 5 million low- and middle-income student borrowers receiving subsidized Stafford loans.

Dr. Michael L. Lomax, President And CEO of the United Negro College Fund stated that at a time when a college degree is a prerequisite to launching almost every good career, the increasing cost of attending college has made it difficult or impossible for students from low- and moderate-income families to get the education they need and deserve. The Act's 25 percent increase in Pell Grants and tying student loan repayment to income level will be important steps in open-

ing college doors to the young men and women who are our future scientists, teachers and doctors. #

Learn more about UNCF at [www.uncf.org](http://www.uncf.org).

### The One That Did Not Get Away



David Mercado  
75 lb. Yellow fin tuna caught on Viking fleet  
sailing out of Montauk.

## Parent Guides!

"Brisk, thoughtful profiles of top-notch, intriguing schools."

—New York Daily News

"Hemphill has done for schools what Zagat's did for restaurants."

—Big Apple Parent

"A bible for urban parents."

—The New York Times

### New York City's Best Public High Schools

Clara Hemphill

256 pp./Paper, \$21.95

### New York City's Best Public Elementary Schools

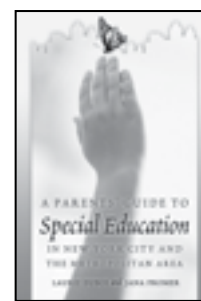
Clara Hemphill

320 pp./Paper, \$21.95

### New York City's Best Public Middle Schools

Clara Hemphill

256 pp./Paper, \$18.95



### A Parents' Guide to Special Education

in New York  
City and the  
Metropolitan Area

Laurie DuBos and  
Jana Fromer

208 pp./Paper, \$19.95



### The Positive Parent

Raising Healthy, Happy,  
and Successful Children,  
Birth-Adolescence

Dr. Kerby T. Alvy

264 pp./Paper, \$21.95

Teachers College Press

AVAILABLE  
AT YOUR LOCAL  
BOOKSTORE OR

800.575.6566  
[www.tcpspress.com](http://www.tcpspress.com)





THE BANK STREET APPROACH

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

**Bank Street College**  
**Graduate School of Education**

610 West 112th Street, New York, NY 10025-1898

[www.bankstreet.edu](http://www.bankstreet.edu) | **212.875.4698**



INNOVATION IN  
TEACHING AND LEARNING

## BANK STREET COLLEGE: LEADING THE WAY FOR EDUCATIONAL CHANGE

By ELISABETH JAKAB

"The leadership for educational change program is a particularly inclusive one," says its Director Gil Schmerler. "We serve people from both public and independent schools in New York City and the tri-state area. The program extends from preschool, to early childhood, through high school, and even into other kinds of educational settings (e.g., after-school programs, district offices, non-profits, and into policy and advocacy work). We are now also offering an important new Leadership in Special Education track." Typical program applicants are experienced teachers spanning all of the grades from early childhood through twelve, as well as practicing leaders.

"Basically, we help these teachers develop the skills to become leaders, and those who are already leaders to develop more in-depth skills," says Schmerler. The common denominator is working to make schools more dynamic, humane, and collaborative places—a typical Bank Street orientation. "We focus on teaching our students how to organize the people within the schools, often working from the bottom up. Changing a culture is a very inclusive job, and if you don't attend to all the areas, the change won't happen. Helping students acquire the skills to bring the total school community together into a collaborative culture is a major goal," he says. The students get certification as School Building Leaders. The program is also pursuing an additional certification for School District Leader, which equips students for an even larger role.

Since all school leaders have to understand adults and how they work and relate, the Adult Development course functions as a central part of the program. "We focus primarily on the professional years. For instance, how do you work with faculty in mid-career or late career; people who have been in a very narrow environment; those with a vested interest in stability or job security; or those who have lost the spark," he says. "Knowing how to work with diverse groups of adults toward goals of equity and community is very important to us."

Developing instructional leaders is a complex process. "Our students learn to observe teachers, listen to them, model for them, and, most of all, engage in rich, non-judgmental discussions about curriculum and instruction with them. You have teachers watch each other, so you create peer interaction and peer coaching. This is where the

greatest growth can take place, when teachers are learning from each other," says Schmerler. Promotion of teacher leadership is one of the major emphases of the program.

Among the many NYC public school people in the program, "some go on to create small schools, which have become a very important part of the NYC scene. We've had a number of small school principals and directors come through our program," says Schmerler. "These more personalized, collaborative schools have been a growing phenomenon in New York the last twenty years. People can actually start their own schools, and Bank Street is very much in the middle of that. Some of these schools are part of the NYC system, others are outside it." He adds that a new part of the NYC system, the Empowerment Zone (EZ), headed by Eric Nadelstern, a former instructor in the Leadership program, offers a growing number of small schools freedom from some Department of Education regulations and gives them more autonomy. [See article page 6 by Nadelstern]

Says Schmerler: "It's not easy being a leader anywhere in education. It takes strength and wisdom. We are sending people to sometimes lonely, isolated learning outposts. At Bank Street, we surround them with people who understand them and help them in their personal journeys toward new roles, skills, and accomplishments; and who give them a feeling of connectedness to other educators with similar ideals and goals. We do this through the advisement process and with support from their teachers and peers. This is why people come to Bank Street. They don't get that kind of support in most other places."

"Through Bank Street's Educational Leadership Program, I found the guidance and mentorship to reach deep within myself and take action in making changes within my school. I have doubled the size of my school and staff, run a Capital Campaign, and moved us into a state-of-the-art space designed to support our special needs population. Now, in collaboration with my school community, we are making a difference for more families and children in need. That is what it is about: making a difference with others, for others. That is success." —Donna Kennedy, Head of School, The Gillen Brewer School

"Bank Street taught me to slow down, listen, and reflect. Above all, I took from Bank Street a process which profoundly changed the way I think about children, my role as a leader, and the way I

## New Leaders for New Schools

New Leaders for New Schools is a national nonprofit organization that recruits extremely talented individuals to become urban public school principals. Through a combination of rigorous coursework delivered by nationally recognized experts, a full-time year-long paid residency with a strong mentor principal and leadership coaching, New Leaders get unique preparation to enter the urban principalship. At the end of the year, New Leaders for New Schools helps place participants in urban public schools and provide them with ongoing support, networking, and a lifelong community of peers. New Leaders currently has 431 leaders serving more than 200,000 students in New York City, Baltimore, California's Bay Area, Chicago, Memphis, Washington, DC, Milwaukee, New Orleans and Prince George's County. Here in New York City, there are 74 New Leaders impacting the lives of approximately 37,000 students. Additional information about New Leaders for New Schools can be found on the website: [www.nlms.org](http://www.nlms.org).

New Leaders for New Schools strives to build the next generation of exceptional school leaders who will ensure that every child achieves academic excellence. Once accepted into the New Leaders for New Schools program, participants partake in an intensive three year program that involves 3 major components: Summer Foundations, the Residency Year, and ongoing support and leadership.

During Summer Foundations participants complete a rigorous five-week training institute with New Leaders from across the nation. Taught by outstanding educators and national education and business leaders, the program focuses

on developing instructional and organizational leadership skills.

Throughout the Residency Year participants complete a yearlong, full-time, paid residency in an urban public school working alongside a mentor principal. New York City participants are employees of the Department of Education and receive salaries and health benefits equivalent to assistant principals. With the support of a coach, residents are full members of school leadership teams and are directly responsible for raising student achievement and leading teachers. The residency year also includes intensive, academic studies that further develop leadership skills.

New Leaders receive job search support and are supported by mentors, coaches, and the entire New Leaders Community for the first two years as a principal. New Leaders actively participate in a national, life-long network of peers who support one another and share tools and promising practices. New Leaders benefit from continual feedback, support, and exchange of best practices from the New Leaders network. As a national movement for educational excellence, New Leaders make a long-term commitment to transform urban public education.

All applicants must possess a minimum of 3 years of full-time K-12 classroom teaching experience. All applicants must also meet our rigorous Selection Criteria available for your review at [www.nlms.org](http://www.nlms.org).

All applications must be submitted online at [www.nlms.org](http://www.nlms.org) by the Final Deadline February 28, 2008. For more information, please visit our website, email us at [newyorkinfo@nlms.org](mailto:newyorkinfo@nlms.org) or call (646) 792-7855#

## LaGuardia Community College Gets \$574,930 Grant To Help Hispanic Students

LaGuardia Community College in New York has been awarded a \$574,930 grant to strengthen and improve its facilities and academic programs for Hispanic-American according to U.S. Secretary of Education Margaret Spellings.

A total of \$17.2 million will fund 30 new development grants in FY 2007 under the Developing Hispanic-Serving Institutions Program.

"Thanks to No Child Left Behind the achievement gap is closing for Hispanic students and academic progress is on the rise," Spellings said. "At the higher education level it's a different story where Hispanic students still lag behind their peers in earning a postsecondary credential. This program will ensure that Hispanic students have access to quality programs at the higher education level to improve their opportunities for success beyond school."

The overall purpose of the program is to

improve academic quality, institutional stability, management, and fiscal capabilities of eligible institutions. Funds may be used for a variety of activities, such as: faculty development, curriculum development, scientific or laboratory equipment, construction and renovation of instructional facilities, academic tutoring, counseling and student support services.

There are two types of grants awarded under the program. An Individual Development Grant is awarded to a single, eligible institution. A Cooperative Arrangement Development Grant is awarded to an institution and its partners. A Hispanic-Serving Institution (HSI) is defined as a non-profit institution that has at least 25 percent Hispanic full-time equivalent enrollment.

Additional information on these grants is available at: <http://www.ed.gov/programs/ideshi/index.html>. #

## STUDENT EXPLORERS IN NYC GO TO ANTARCTIC

Five New York students are joining the Wings Antarctic expedition representing the boroughs of Queens, Manhattan, Brooklyn, Bronx and Staten Island:

Miss Yvette Alfaro – Eleanor Roosevelt High School (Manhattan), Miss Kasey Fausak – The College of Staten Island High School

for International Studies (Staten Island), Mr. Victor Pagan – Mount Saint Michael Academy (Bronx), Miss Iraida Cabrera Marmolejos – High School for Enterprise, Business and Technology (Brooklyn), Miss Felicia Vanacore – Long Island City High School (Queens)..

see myself." —Thomas Brunzell, Dean of Students, KIPP Infinity Charter School, Harlem, NYC

"Bank Street has a clear vision of how students learn. From that vision, they developed an Educational Leadership program that pushed me to think about how adults learn and how to create institutions that best support learning for all members of the community. It may seem simple

to say that adult learning parallels students' learning, but it isn't. It represents a paradigmatic shift in how we think about school and school districts. Bank Street helped me understand that. It is core to the work I am now supporting throughout NYC." —Josh Thomases, Chief Academic Officer, Office of New Schools, New York City Department of Education.#





## Powerful City & State Officials Salute CUNY Women's Leadership



Pres. Regina Peruggi & Pres. Jennifer Raab

By SYBIL MAIMIN

It was mutual admiration all around at the Women's Leadership Conference as some of the most successful and powerful women in the city and state saluted the city's future leaders, the fourteen female student participants in the 2007-2008 CUNY Women's Public Leadership Internship Program. Speakers honoring the young women included four female City Council members as well as the Speaker, four female members of the State Senate and Assembly, seven female presidents of CUNY colleges, and female executives from The New York Times and the financial community. City Council Speaker Christine Quinn explained, "When recruiting for workers in city government where it is important to have real life experience as New Yorkers... when we want to get work done in a New York way, we go to CUNY to get fast, efficient employees with a *little bit of attitude*." The audience chuckled. To the young women being recognized, she exclaimed, "You will be a powerful example... as you take real life experiences as New Yorkers and bring it out there into your fields and into

the workplace."

In a keynote, Sheryl McCarthy, print journalist, TV show host, and Distinguished Lecturer at Queens College, gave advice to the student leaders: Being successful is not the same as being a leader. Leaders listen, recognize talent, delegate responsibility, and give credit. The way to get back at detractors is to work hard and do well. Ask for what you want or you won't get it. When seeking a job, find people who see something wonderful in you. Getting hired is about chemistry between prospective employee and employer. Getting ahead is about doing your job well, not about playing politics. If a woman has to work harder than a man, work harder. Take work seriously, but take yourself lightly. Don't let ego interfere.

CUNY executive vice chancellor and provost Selma Botman explained, "The university has a long history of educating leaders" and counts many among its graduates. In 2005 it held its first conference focusing specifically on how to prepare women for leadership. Botman noted that women outnumber men at the polls in this country and a woman is presently a



Keynoter Sheryl McCarthy

serious contender for president. The goal is no longer "fitting in" or simply advancing politically and economically. The current discussion is more comprehensive and asks how women can transform the nature and structure of power and impact values previously informed by men. To the interns, she said, "I see here the faces of women who are the future of New York City."

A panel of female state assembly and senate members tackled, "Women's Leadership for Change: Building a Better New York State." Moderated by President Regina Peruggi of Kingsborough Community College and President Jennifer Raab of Hunter College, the group agreed it is particularly difficult to elect women to top positions (such as governor or speaker) in New York because of the state's profile as a financial and media center, high costs, and entrenched power. There has been a steady growth of women in government, but the numbers are "still pitiful," explained Assembly Member Deborah Glick. "Recruitment is one of the keys," advised State Senator Toby Ann Stavisky, and "We haven't done a good job... Encouragement from other people is what makes people run." Pheffer spoke of "pushing people forward and grooming people... we need a farm team." Assembly Member Michele R. Titus spoke of the importance of mutual support by women in government as they try to balance complicated lives. Focusing solely on women's issues is a mistake, warned Stavisky. "We should not forget our roots, but should also take on budgets and finance. Women's issues are really 'people issues,'" declared Glick, and women do have a special perspective. Albany is leadership driven, they all declared. "To make a difference you must be part of the action," advised Assembly Member Audrey Pheffer. Chairing major committees is key to success. Young women interested in politics have many



Sr. Vice-Chancellor Jay Hershenson

options. Internships, district political clubs, and election campaigns are some entry points. "The bottom line is you have to get involved in politics," offered Stavisky, and "you have to love it." Another panel, of female City Council members, discussed "Women's Leadership for Change: Building a Better New York City," and a panel of female executives in finance considered "How Women are Transforming the Practice of Leadership."

Catherine Alves, a bright and enthusiastic junior at the prestigious Macaulay Honors College at Hunter, works 12 to 15 hours a week as an intern for State Senator Liz Krueger. All CUNY students, female and male, may apply to the internship program and, if selected, are placed with a mentor (mainly in politics) of the same sex for a one-semester paid position. At the conference, Alves was pleased with the opportunity "to hear from women active in public life and to learn about the various ways women can influence other women." She is interested in policy-making and is "still learning a lot of things" at the center of activity in Krueger's office.

The conference was a special opportunity for Jay Hershenson, senior vice chancellor for university relations to announce publication of the CUNY/New York Times Knowledge Network 2008 calendar, Let Freedom Ring, an endeavor in which he played an instrumental role. The fourth in a series of annual handsome hanging calendars, it is packed with information celebrating freedom and rights in the United States, ranging from slavery and emancipation to women's equality and the Cold War, all beautifully presented through historic documents, pictures, and text. A treasure trove of materials, including some from CUNY and New York Times archives, it is a readily accessible teaching tool available to all on-line at [www.cuny.edu/letfreedomring/#](http://www.cuny.edu/letfreedomring/#)

### Experiential Training

*continued from page 11*

cafeteria, followed by more classroom visits and project work in the afternoon. At the end of the school day, Nguyen attended weekly meetings with her leadership coach and training seminars with other "New Leaders."

"The theoretical aspects combined with the practical application really give me a solid grounding for the profession," she said. This school year, one in five NYC public school principals are graduates of experiential training programs: 252 principals graduated from the NYC Leadership Academy's Aspiring Principals program and 39 from New Leaders. Between the two programs, an additional 49 graduates are assistant principals, and 22 serve in other school-based leadership roles.

Many graduates of New Leaders, in keeping with that program's mission, have opened their own new, usually small schools. Nguyen is spending this school year working for the NYC Department of Education at the Office of New Schools, while she prepares to open a small middle school in September 2008, where she will serve as principal. Other new principals from both programs take posts at existing schools that need a change in leadership.

"Our participants go into the hardest-to-staff schools and underserved neighborhoods," said Sandra Stein, CEO of the NYC Leadership Academy, a non-profit created by Chancellor Joel Klein and Mayor Michael Bloomberg that also offers ongoing support to all NYC DOE principals in their first four years.

Improving student achievement and the philosophy that "all students can learn" – forms a key component to the mission of both Leadership Academy and New Leaders and is accompanied by an increase in principals' autonomy to make budgeting, staff, and support service decisions.

"We have clear, high accountability goals

called the 90/90 goals," Mashea Ashton, Executive Director of the New York program of New Leaders for New Schools stated.

"This means that, by 2009, 90% of students in our schools would be proficient in 90% of subject areas, and we would have a 90% graduate rate."

New Leaders partnered with researchers from RAND Corporation, which will evaluate New Leaders' progress towards its 90/90 goals through a four-year longitudinal study. Preliminary findings show that in 2007, NYC public schools led by New Leaders principals for three years or more had an average 3-year gain of about 10 percentage points in math and 5 points in ELA, and that 43% of New Leaders-led elementary schools outperformed the district in both ELA and math. "In New York City, our New Leaders led schools are making substantial gains, but they are not yet dramatic enough to reach our high standards for all students," Ashton said.

Beyond a commitment to improving student achievement, the two programs share common features in how they go about attaining that commitment. They recruit and select educators with a record of high student achievement and leadership. They immerse those educators in an intensive summer training – "which a lot of participants like to call boot camp," Stein said with a smile – comprised of instructional seminars and individual and group activities designed to simulate the challenges that urban principals face.

And they guide those educators through a residence year, in which each "Aspiring Principal" or "New Leader" is assigned a school and "mentor principal" – the actual principal of the school, in some cases a graduate of the program – and completes a host of typical duties, from giving instructional training and support to teachers to handling student disciplinary issues to managing the school's budget.#

## FOR ARTISTS WHO WANT TO BECOME TEACHERS

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

For further information, please request a Graduate Programs catalog from the Office of Admissions, 212.592.2107.



School of VISUAL ARTS®

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

Tel: 212.592.2107 E-mail: [gradadmissions@sva.edu](mailto:gradadmissions@sva.edu)

Web site: [www.sva.edu](http://www.sva.edu)



## PENN GRAD MAKES GOOD AS CYCLONES PITCHER

By RICHARD KAGAN

It's the 9th inning and the game is on the line. Lefty Reliever Josh Appell has been called to the mound to get the Cyclones out of a late jam. Appell, a University of Pennsylvania graduate, is focused on retiring the side. As he made his way to the mound, he could hear the noise, the cheers, and could feel the churning energy of the crowd at sold-out KeySpan Park. That's quite a difference from taking notes in a psychology seminar. Appell made his pitches and got out of the jam. "The fans are so electric. The energy in the stadium when you're on the mound," said Appell. "Everybody in the stadium, probably like 9,000 people (are) on their feet. It's a special atmosphere." Appell observed.

Appell is riding the baseball wave as far as it will take him. "My job is to play baseball. If baseball ever ends, I could go out and get another job. Hopefully, it won't have to end for a while," Appell said.

It's the beginning of winter and that means the "Hot Stove League" is heating up.

The offseason has seen ex-Yankees manager Joe Torre headed to Los Angeles where he'll manage the Dodgers, Joe Girardi, was named his successor in New York, and Alex Rodriguez, wants to continue his career as a Yankee, after first refusing to negotiate with the team. Baseball stirs the passions of its fans, even when the teams don't play.

The teams from the Majors draw the big headlines. But minor league baseball in Brooklyn, was Off-Broadway's smash hit.

It's an old adage in baseball that pitching wins championships. A good hitting team is exciting to watch and will win you some ballgames, but to emerge victorious in those "white-knucklers", the 2-1, 3-2 games, you have to have good pitching.

This past season, the Cyclones, were on the cusp on a New York - Penn League champion-

ship as they faced the Auburn Doubledays in a best of 3 game series. The Cyclones compiled the best record in the league and beat their rival, the Staten Island Yankees, in a playoff series, to reach the championship round. They did it with lights out pitching and timely hitting.

The Cyclones' pitching staff led the league, and as of September 1st, had an impressive 2.95 earned runs average per game. Cyclones' pitchers had a 2 to 1 strikeout ratio, striking out more than 500 batters, and walking only 214, as of September 1st.

The pitchers also hurled 8 shutouts, second in the league, heading into the final week of the season. That translates into a winning season.

The Brooklyn team, a class "A" affiliate, of the New York Mets, has become a bona fide fan attraction. This summer, the team drew its 2 millionth fan, and averaged over 8,000 fans a game. The team also broke single attendance records twice as the Cyclones were playing for a playoff berth.

The New York - Penn League is a short season league. Games begin in June and end shortly after Labor Day. Many players come to the league just out of college, their first step on the way to baseball stardom. Hall of Famers like Wade Boggs, Nellie Fox, and Warren Spahn, started in the NYPL. Current big-leaguers who have played in the NYPL include Met's slugger Carlos Delgado, relief ace Billy Wagner, and the youngster, pitcher John Maine, who is showing promise with the Mets.

New York native, Josh Appell, a lefty reliever, with a degree from the University of Pennsylvania, seems to epitomize the grit of the Cyclones' pitchers. Appell, is one of two players on the team that saw action in 2006. Appell, 24, who majored in sociology at Penn, made the team after a good "extended" spring training down in Florida. While there, he developed a slider and it



has become his "out pitch."

Pitching consistently gave Appell a lot of confidence and the Mets management selected him to play in Brooklyn. "They decided to keep me in extended spring training where I was able to work on a lot of things. I got to develop as a pitcher," said Appell. The Long Island, NY native is pleased with his progress as a pitcher. "I had a real good extended (spring training). Came to Brooklyn...so far everything is going pretty

well," said Appell. From books to baseball... pretty heady stuff for a young man to commute from Long Island to Coney Island to play baseball in front of 8,000 fans a night.

*Postscript:* The Cyclones' quest for their second league title ended in disappointment when they fell to Auburn, 4-1. Auburn took the first two games of the best of 3 game series to win the NYPL 2007 crown.#

Would you like EDUCATION UPDATE mailed or delivered to your school, college or apartment building? Just email us and let us know at [ednews1@aol.com](mailto:ednews1@aol.com). We are now in over 1400 public schools in NYC, 170 schools in NJ, 207 public libraries, 150 private schools and 2000 apartment buildings as well as streetcorner boxes.

# COLLEGE & UNIVERSITY DIRECTORY

1

## Graduate Degrees for Busy Adults

ALL YOU HAVE TO DO IS GET STARTED.



EMPIRE STATE COLLEGE

STATE UNIVERSITY OF NEW YORK

877 372-6790  
[www.esc.edu](http://www.esc.edu)

2

## GODDARD COLLEGE

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

1-800-468-4888  
[www.goddard.edu](http://www.goddard.edu)

3

## NY SCAS A DIVISION OF Touro College

New York School of Career and Applied Studies

Manhattan: Midtown 212.463.0400 x500  
Uptown 212.722.1575 x101

Brooklyn, Queens: 718.2.SCHOOL x1003

Get Your Associate or Bachelor Degree in:

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

4



Which program will inspire you?

Bank Street College  
Graduate School of Education

Bank Street College Graduate School of Education  
610 West 112th Street, New York, NY 10025-1898  
[www.bankstreet.edu](http://www.bankstreet.edu) | 212.875.4698



5

## SARAH LAWRENCE COLLEGE

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

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



### I Am Interested In Applying

- Freshman    Transfer  
 Day    Evening

### As My Status

- H.S. Student    College Student  
 Teacher

Please circle catalogs you wish to receive:

1   2   3   4   5

Please mail to:

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

Please include your phone number

December 2007

## MAIL THIS COUPON

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone (incl. area code): \_\_\_\_\_



## Chinese Doctoral Students at TC Discuss Education Reform

By SYBIL MAIMIN

As part of its recent celebration of International Education Week, Teachers College of Columbia University (TC) hosted presentations by visiting doctoral students from China who spoke about education reform in their rapidly developing country and what they can learn from the United States. Teachers College and China have had a long and fruitful relationship. The school's first student from China to receive a PhD (1914), Dr. Kuo Ping-wen, became president of a college in his homeland as did several other TC Chinese PhDs. Between 1914 and 1950, forty-five students from China earned doctorates at the school. Research and collaboration began in the early 20th century; John Dewey, famous philosopher and education reformer, lived and researched in China from 1919 to 1921.

China is supporting its current aim, "Education for all" in K-12, with greatly increased funding. Curriculum reform is central to its efforts, and creation of learned "quality citizens" with correct values and attitudes is its goal. The country shifted from Soviet to international model in 1949 and has seen dramatic social and economic changes in the past twenty years as it has gone from a planned to a market economy. In education, it has moved from centralized to decentralized and, recently, back to centralized funding and control as it struggles to find the most equitable system. Increasing disparities in resources between regions and between urban and rural areas have created challenges. The new curriculum has run into some resistance from teachers and administrators who are wed to traditional ways. In such a large, multicultural country, uniform implementation is difficult. The number of stu-

dents in higher education is exploding. In 1990, less than 4% of all students attended colleges or universities. By 2006, the figure had jumped to 22%. The Chinese labor market is not prepared for so many highly educated workers, and unemployment among college graduates is very high and growing. Questions of "skill mismatches" and "over-education" are fueling a rethinking of the "investment efficiency" of higher education. Free tuition versus fees (current practice) is debated. The doctoral students visiting Teachers College are funded by the Chinese government which hopes they "learn from a first-class university and first-class professors."

Yingshi Yang, a Chinese student in doctoral studies at TC, is researching "Art Museums as Educational Institutions: A Case Study of Four Museums in New York City with Implications for China." Both China and the United States have relatively short histories of public museums (they took the idea from Europe), but the concept of museum as educator is quite new in China. Since the first art museum was established in China in 1936 (it had a history museum in 1906), unprecedented future growth is indicated by the government's plan to have 3,000 museums by 2015. China is determined to build a "harmonious society" and museums are seen as instruments of this aim. Yang, who is associated with Beijing's National Museum of China (NAMOC), which houses a collection of 19th and 20th century, mostly Chinese, art, has been seeking reasons for the lack of large crowds at his institution and for the many visitors found in New York museums. He has realized that museums must "put audience at the heart of their priorities" and "balance their role as conservator and public educator." A col-

## Phi Delta Kappa, Columbia University Chapter, Educators of the Year 2007



Dr. Lander



Dr. Polemeni



Dr. Levy, PDK Pres.

Dr. Steven Levy, President of Phi Delta Kappa (PDK), Columbia University Chapter, presided over a gala event at the Faculty House celebrating the achievements of Dr. Anthony Polemeni of Touro College as well as Poul Jensen, President and CEO of Graham Windham.

Anthony Polemeni, Ph.D. is the Vice-President and Dean of Education at Touro College who has expanded affordable quality graduate education, growing the enrollment of Touro College from several hundred to over 7000 students.

The Child Advocate of the Year 2007, Poul Jensen has been the President and CEO, Graham Windham, President, Board of Education in the Greenburgh Graham School District for over 10

years.

Graham Windham founded in 1806 by Isabella Graham and Elizabeth Hamilton, widow of Alexander Hamilton, is the nation's oldest non-sectarian child care agency. This premier social service agency, provides a wide range of family foster care and adoption services, center and family-based early childhood programs, a variety of family and community support services and a campus-based residential school and treatment center for troubled children and adolescents. Graham Windham employs over 500 full time and part-time staff and is accredited by the Council in Accreditation and the National Academy of Early Childhood Programs.#

lection "is not of use unless seen by the public," he concludes, and "public service is probably the best and only future for museums." NAMOC, the most important museum in China ("as a national leader, if it changes, others will follow"), opened to the public in 1962 but did not establish an education department until 2005. Yang reports "a lot of things are happening in China and... learning from other museums, education programs are expanding quickly." Audio guides, public lectures, children's workshops, book stores, and art appreciation classes have been introduced.

Volunteer docents give tours. Judith Burton, TC international exchange director, explains, "Education is a very popular topic in China today," but a particular challenge is "people do not have the qualifications and training to work in the field of museum education." Collaborations within and beyond the museum, professional training, and international exchanges are in order. Studies such as Yang's, which consider cultural similarities and differences, will help determine which museum education practices are appropriate for China.#



**“The structure of this undergraduate program has allowed me to hone in on my interests, focusing my time and energy into studying what is important to me rather than what someone else may find important for me to learn. This has helped me to grow as a critical and creative thinker.”**

Laura Shelton  
Current Learner  
UI&U B.A. program

### A degree for creative thinkers ...

- Come to campus one weekend a month or two weeks a year
- Do the rest of your studying from home
- Earn your degree while continuing to meet your work and family commitments



*A Different Approach*  
**UNION INSTITUTE & UNIVERSITY**

Contact: admissions@tui.edu • www.tui.edu

Offering: B.A. • B.S. • M.A. • M.A. in Psychology  
M.Ed. • M.F.A. • Ed.D. • Psy.D. • Ph.D.

# NY SCAS

A DIVISION OF **TOURO COLLEGE**

New York School of Career and Applied Studies

## GET YOUR ASSOCIATE OR BACHELOR DEGREE IN:



www.touro.edu

- Business Management & Administration
- Human Services
- Psychology
- Education
- Social Sciences
- Health Sciences
- Liberal Arts and Sciences
- Computer Science
- Desktop and Web Publishing

ESL Classes

**Certificate Program**  
Digital Media Arts  
212.463.0400 x588

**Graduate & Professional Programs**  
Law | Business Management  
Education & Psychology  
Mental Health Counseling  
Social Work

**Other Professional Opportunities at TOURO College**  
Pre-Law, Pre-Medical, Pre-Dental

## JOIN US ON THE ROAD TO SUCCESS!

**212.463.0400 x500    718.265.6534 x1000**

Manhattan, Brooklyn, Queens

Touro College is an equal opportunity institution



## TEACHERS COLLEGE CONFERENCE ON EDUCATIONAL EQUITY

## The Future of School Desegregation & Affirmative Action: Analysis of Seattle & Louisville U.S. Supreme Court Ruling

By RICHARD KAGAN

This morning panel kicked off the two day Symposium "Equal Educational Opportunity: What Now?" Panelists included Ted Shaw, President and Director-Counsel, NAACP Legal Defense and Educational Fund, John A. Powell, Executive Director, Kirwin Institute for Race Ethnicity, Ohio State University, and James Ryan, Professor of Law, University of Virginia Law School. The panel was moderated by Dr. Amy Stuart Wells, Professor of Sociology and Education, Teachers College, Columbia University.

This past summer, the Supreme Court handed down a 5-4 decision, to overturn Seattle and

Louisville's plan of voluntary school desegregation. At the same time, a different majority of the court indicated that other voluntary integration plans which do not assign individual students by race, but which rely on mechanisms, like magnet school, re-drawing of attendance zones, strategic site selection of new school, allocated resources for special programs, recruitment of students and faculty in a targeted fashion, and tracking enrollments, performance, and other statistics by race are permissible. Justice Kennedy was the swing vote in his concurring opinion.

Mr. Shaw, a legal expert in the continuing struggle for civil rights for people of color, conveyed his disappointment in the Supreme Court

decision and said that in essence, the court has turned its back on the landmark Brown v. Board of Education case. He said there is a need for political pressure and called the challenge before the nation, "daunting and depressing." Shaw said that if the issue of school segregation can't be solved by both whites and blacks together, the nation as a whole, will suffer.

John Powell of Ohio State University, had a more positive outlook on this case. He admits the court seems conflicted, that Kennedy isn't clear on what the decision means. He himself admits he doesn't know what it means. Powell states that this case is a very complicated and confused opinion. And, precisely because of this, he sees a

place for "potential movement." Kennedy is telling us there is something that we can do. Powell states that this issue is not over; he said that 95 percent of the people in the U.S. say they support having integrated schools. Powell notes an "Implementation Gap", saying people agree to do something, but they don't want to make the effort and that applies to integration in schools today. Progress can be made, but we, as a nation, need to be clear about what we want. Powell refers to the work of Thomas Jefferson who noted that education is the bedrock of democracy. This is the goal that we need to work toward, that everyone, regardless of color, have equal access to education.

## THE IMPACT OF SPECIAL EDUCATION LAWS ON EQUITY & THE CLASSROOM

By RICHARD KAGAN

Dr. Tom Hehir, Professor of Practice and Director of the The Leadership Program at Harvard University, Graduate School of Education made an informative presentation.

Kim Sweet, Executive Director, Advocates for Children of New York City, and Linda Chen, Principal of P.S. 165 in New York City, were panel participants. Dr. Jay Gottlieb, of the New York University Steinhart School of Education, moderated the panel.

Dr. Hehir served as Director of the U.S. Department of Education's Office of Special Education Programs from 1993 to 1999. As Director, he was responsible for federal leadership in implementing the Individuals with Disabilities Education Act (IDEA). He also served as Associate Superintendent for the Chicago Public Schools prior to joining the U.S. Department of Education.

Dr. Hehir said tremendous change has happened in special education due to informed testing, utili-

zation of due process, and better teacher training. In 1987, the *National Longitudinal Transition Study* looked at a nationally representative sample of high school students with disabilities in 1987, and did a follow-up, three years later. The results found that disabled students were dropping out at higher rates, approximately double to that of their non-disabled peers. Those who did drop out faced difficulties with getting a job, got in trouble with the law, and became unwed mothers.

The findings in the study influenced the 1997 re-authorization of the IDEA, which mandated change. Disabled students were taught the same subjects of their non-disabled peers. Children with disabilities were given "more accountability" in the general education system. There was a greater emphasis toward "inclusion" into the system.

A follow-up study conducted in 2003 found positive gains for children of middle and upper middle class families. 70% of disabled students completed school. More youngsters went on to postsecondary education (32%), double the 1987 rate.

More kids were employed, a 70% employment rate among those who had been out of school up to two years, an increase of over 50%.

The findings of this study showed that disabled youth from low-income backgrounds did not show the same academic improvement, and employment gains.

Dr. Hehir believes legal intervention can improve changes in districts. But, he points out, in their

MICHAEL REBELL, EXECUTIVE DIRECTOR OF CAMPAIGN FOR EDUCATIONAL EQUITY:

*"The Campaign for Educational Equity is about a commitment at Teachers College here at Columbia, to try to organize all the resources of the institution to promote educational equity, which we think is a major education issue of the 21st century. We try to do that by extensive research, by holding symposia, like this, by taking policy positions, by publications to understand what the problems are and go from there to shape messages and keep promoting equity."*

zeal to effect change, advocates for the disabled have a tendency to seek too much, and the school district resists the effort to change.

Kim Sweet is an attorney for a group that represents the disabled. She said her agency gets almost 4,000 calls a year from parents with children of disabilities. She said her office can only represent a fraction of those calls. She noted that the sheer number of substantive and procedural issues that need to be addressed by large school districts, like that in New York City, is completely overwhelming. She stressed that early evaluation of a disabled child is paramount.

Linda Chen, a Principal at a NYC public school said more emphasis should be placed on training educators to help in early intervention of a student who might be disabled. She noted that building the capacity and creating communication among all parties: the students, parents, advocates, litigants, and school administrators is critical.#

## SARAH · LAWRENCE · COLLEGE

### The Art of Teaching Master's Program

Discover our unique community of learners with a passion for teaching



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

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

For information contact:

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

## DEMOCRACY & DIVERSITY IN HIGHER EDUCATION

By RICHARD KAGAN

This panel featured the distinguished Visiting Professor of Law at Columbia Law School, Lani Guiner. In 1998, she became the Bennett Boskey Professor of Law at Harvard Law School and the first woman of color appointed to a tenured professorship. Lee Bollinger, current President of Columbia University and former President of the University of Michigan and Susan Sturm, a Professor of Law at Columbia University rounded out the panel which was moderated by Jonathan R. Alger, Vice-President and General Counsel at Rutgers University. This panel looked at the role the University plays in our society today and how it can change to be more responsive to the needs of a changing community.

Professor Guiner gave a thought provoking talk on the nature of democratic merit and how our university operates today. Guiner notes that part of the problem is that today's parent is very concerned with getting their child enough "credentials" to get admitted to the school of their choice. What this reinforces is a system where the university is a private actor, an institution, that

treats students as consumers.

Guiner explores a new paradigm based on "democratic merit" where universities can direct their admissions practices to expand to the whole community, and be of service to a lively democracy.

Dr. Bollinger, was engaged in a ground-breaking affirmative action case which was upheld by the Supreme Court in 2003 while dean of the University of Michigan Law School. He noted that inner metro Detroit is more segregated today than it was in 1960. "The very problems that were there from the beginning are still there," Bollinger said. "I view this as a very, very serious matter."

Guiner gave two illustrations as to how a University can expand, and be a transformer of change, which can affect immediate neighborhoods, and hundreds of lives.

The Texas 10% plan was a direct response to a federal court decision. It said that anyone who graduated from a Texas public high school in the

*continued to page 23*



## New York City's Best Public High Schools—A Parents' Guide

**New York City's Best Public High Schools—A Parents' Guide—Third Edition**  
by Clara Hemphill  
Published by Teachers College Press: New York, 2007 (240pp)

Reviewed By **MERRI ROSENBERG**

No one said raising children in New York City was easy.

And trying to select an appropriate public high school for one's child is almost as nerve-racking for city parents as negotiating the college admissions process is for anxious suburbanites.

To help with this process, Clara Hemphill, an award-winning journalist who was the founding editor of *Insideschools.org*, an online guide to New York City public schools, has written an updated (third edition) of her popular guide to *New York City's Best Public High Schools—A Parent's Guide*.

It's invaluable, and should be offered to every parent of an eighth (no, make that seventh) grader to help them narrow their choices and prepare their admissions materials. It's practically a full-time job, with tasks that include touring prospective high schools, attending open houses and high school fairs, studying for entrance exams, completing applications, writing personal essays, and in some cases, arranging for auditions.

There are now nearly 400 public high schools in New York City, primarily as a response to the Bill and Melinda Gates Foundation and other foundations' initiative to transform large, anonymous high schools into smaller, more focused academic communities.

As a result, the idea of a neighborhood public high school has pretty much disappeared, which also means that nearly all eighth graders and their parents have to figure out the somewhat mystifying and daunting process of selecting a public high school.

What's welcome in Hemphill's work is her—and her researchers'—ability to provide intimate, insider knowledge that goes beyond such statistical information as class size, graduation and college admissions rates, ethnicity or the percentage of students who qualify for free lunch. She also offers suggestions about what parents, and their children, should consider before they

visit, the kinds of questions to ask when they actually tour the school, and even how to evaluate a new school that may not have much of a conventional track record.

Hemphill writes candidly about a school's physical appearance, which can range from the brand new and beautiful to the dilapidated or downright ugly. Some schools require that students wear uniforms and that parents sign a contract or agreement that they will attend meetings with teachers and monitor homework.

Like the best college admissions' guides, Hemphill's guide offers detailed snapshots of a school's culture. Prospective students, and their parents, can get a sense of how they might fit in at a particular campus. At Manhattan's The Lab School for Collaborative Studies, for example, Hemphill bluntly writes that "It is based on the notion that kids learn best in groups—hence the name collaborative studies...Lab is not for everyone. Some kids hate group work. Classes that start as early as 7:15 am drive some kids nuts. But other kids love the place, and Lab's consistently high test scores and graduation rates attest to its success."

Or consider this assessment of Edward R. Murrow High School in Brooklyn, a school that "is racially and ethnically diverse and has kids of every level of skills—from super-high achievers to the severely disabled. It also attracts kids from different social milieus—from politically conservative residents of Marine Park to openly gay kids from Park Slope. Shocks of turquoise blue hair and the white head scarves that modest Muslim girls wear are both in evidence, and you may see kids in wheelchairs or a blind girl navigating the corridors with a cane."

A particularly valuable feature of the guide is a section, at the end of each borough, highlighting what Hemphill calls "Worth Watching" schools that show great potential, such as the Brooklyn Studio Secondary School that "offers a gentler alternative to large neighborhood high schools" or The Scholar's Academy in Queens, "a promising new school with strong leadership, imaginative teachers and smart kids."

There is a wealth of excellent material here, written in an engaging style that conveys exactly what parents and their prospective high school students need to know. #

## Studio Thinking: The Real Benefits Of Visual Arts Education

**Studio Thinking: The Real Benefits Of Visual Arts Education**  
by Lois Hetland, Ellen Winner, Shirley Veenema and Kinberly M. Sheridan  
Published by Teachers College Press: New York, 2007 (120pp)

Reviewed By **MERRI ROSENBERG**

In a world dominated by what seems to be a never-ending stream of assessments and accountability, with the expectations from No Child Left Behind looming large and casting a very long shadow on educators' independence and creativity, arts education is often side-lined as a frill or luxury.

Some advocates, disheartened by the stepchild status too often conferred on arts education, have tried to argue that the arts mattered *because* they could help students perform better on standardized math and reading tests.

Which, according to the authors of this book, kind of misses the point. The arts need to be valued, and taught, because of what students learn from these disciplines, not because the arts are going to boost SAT scores. Here the focus is on visual arts, where the authors-as-researchers find that—at least when taught by gifted teachers—students acquire such important skills as flexibility and being able to shift direction, imagination and expression, among others.

In their model, proficiency in what they term "studio thinking" develops students' capabilities in areas like craft, observation, expression, reflection, exploration and understanding the art world, to cite some examples.

As the authors write, "We present the case here that the visual arts teach students not only dis-

positions that are specific to the visual arts...but also at least six dispositions that appear to us to be very general kinds of habits of mind, with the potential to transfer to other areas of learning."

The authors studied five high school teachers in the Boston area—three at the Boston Arts Academy and two at Walnut Hill—and spent time throughout the school year observing and videotaping what went on in their classrooms.

Through art, students learn how to work on a project that interests them over a long period of time, or grapple with a challenging problem and resolve it.

This isn't a how-to manual, offering studio art teachers ideas and inspiration for specific projects or lessons. While there are examples of art projects, they are provided as a way to illuminate a concept, such as how to draw for meaning or feeling, or comparing works of art.

As the authors explain in their preface, "Our goal was to understand the kinds of thinking that teachers help students develop in visual arts classes and the supports they use to do that."

The techniques and best practices these five teachers use—from the design of their studios, the assignments they provide, the critiques they offer—are certainly good models that could be adapted by other studio arts teachers. More importantly, though, are the universal lessons students acquire that go beyond facility at throwing a clay pot or drawing a credible self-portrait.

As one teacher said, (p.56) "It is about connecting the art to your life and to the world, and your place in the world." Ideally, couldn't—and shouldn't—that be the goal of any teacher?#

## Tony Bennett

continued from page 12

work is in the private collections of some very important people; and one of his many takes on Central Park is in the permanent collection of the Smithsonian.

Although it's obvious that his influences and abiding loves have mainly been the French Impressionists, some works here show his admiration for abstract art and, lately, for aborigine art. Among the numerous anecdotes in the volume one that particularly stands out has to do with Tony Bennett bumping into the poet Allen Ginsberg at an exhibition of Franz Kline—the

two most unlike artists instantly taking a liking to each other, not to mention sharing a sense of Kline's importance. Bennett's always reading and ready to learn, an attitude that may explain in part why he and Susan, an art teacher, founded a public high school devoted to both music and art.

This is a good-looking collection and, if at \$29.95, the art alone was not enough to recommend it, readers get a lively text from co-writer Robert Sullivan, the deputy managing editor of *Life Magazine* who has known Bennett for many years. And readers also get a CD with six pop ballads. Meanwhile, keep your eyes open for announcements of more concertizing and art shows.

## RESOURCE & REFERENCE GUIDE

### BOOKS

#### Bank Street Bookstore

112th St. & Broadway ; (212) 678-1654  
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

#### Logos Books

1575 York Ave. (@84th Street); (212) 517-7292  
A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, and greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

#### High Marks In Chemistry

1-877-600-7466;  
www.HighMarksInSchool.com  
Over 95,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor-Easy review book for NEW regents (second edition) with hundreds of questions and solutions. Get HIGH MARKS \$10.95. Available at Leading book stores or call (718)271-7466.

### FOSTER CARE & ADOPTION

1-888-611-KIDS  
Help rebuild a family in your community today!  
ESS Foster care and Adoption  
Children and Teens: Manhattan and Bronx

Teens only: All boroughs  
1-888-611-KIDS

### GRADUATE EDUCATION INTERNATIONAL UNIVERSITY FOR GRADUATE STUDIES

www.iugrad.edu.kn  
(888) 989 - GRAD (4723)  
IUGS is an accredited and recognized twenty-eight year old University which offers only master's and doctoral degrees. All relevant graduate credits including approved continuing education credits are accepted in transfer. Visit our website at www.iugrad.edu.kn or call (888) 989 - GRAD (4723).

### MEDICAL

#### NYU Cancer Institute

212-731-5000  
www.nyu.ci.org  
Understanding Cancer. And you. At the NCI-designated NYU Cancer Institute, we provide access to the latest research, treatment options, technology, clinical trials and a variety of programs in cancer prevention, screening, diagnostics, genetic counseling and supportive services. Visit www.nyu.ci.org or call 212-731-5000.

### SPECIAL EDUCATION

#### The Sterling School

(718) 625-3502  
Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please

do not hesitate to contact Director: Ruth Arberman at 718-625-3502.

### Special Education Teachers Wanted

Call: 718-436-5147  
Fax resume to: 718-436-6843  
E-mail resume to: abcdinc@verizon.net  
Visit our website: www.abcdnyc.net  
Associates for Bilingual Child Development Inc. is Seeking Mono/Bilingual Special Ed Itinerant Teachers, Bilingual Certified. Teach Preschoolers 3-5 years of age, Full-Time and Part-Time Opportunity, Competitive Salary and Rates. Call: 718-436-5147. Fax resume to: 718-436-6843. E-mail resume to: abcdinc@verizon.net. Visit our website: www.abcdnyc.net

### SCHOOLS

#### Lycée Français de New York

505 East 75th Street; NY, NY 10021  
212-439-3834;  
Admissions@LFNY.org www.LFNY.org  
The Lycée Français de New York is a multicultural, bilingual institution with students from sixty nations (preschool-12th grade). The school is an American, private, non-profit school chartered by the NY State Board of Regents, and accredited by the French Ministry of Education.

### THERAPY

#### The Brain Clinic

Neuropsychological, Learning Disability & Attention Deficit Disorder Evaluations & Treatment  
19 West 34th St, Penthouse,  
NY, NY 10001; 212-268-8900  
NUROSVCS@AOL.COM  
WWW.THEBRAINCLINIC.COM

## Calendar of Events

DECEMBER 2007

### Camp Fair

**SPECIAL CAMP FAIR ON SATURDAY, Jan. 26, 2008**  
Presented by Resources for Children with Special Needs, Inc.  
Contact: Gary Shulman, 212-677-4650 www.resourcesnyc.org  
Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 23rd annual free Special Camp Fair on Saturday, January 26, 2008 from 11 AM to 3 PM, at the Church of St. Paul the Apostle, (Entrance to Fair on Columbus Ave. near W. 60th St.) NYC.  
Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature information on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.  
Visitors to the Fair will receive a free copy of the Camps 2008 Guide. The Camps 2008 Guide (publication date January 2008) is also available by sending a check for \$25 plus \$8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.

### Conferences

#### GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY

19 West 44th Street, Suite 500  
New York, NY 10036  
HISTORY NOW LOOKS AT THE AMERICAN WEST  
The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the american west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century american west.

### 2007-08 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the gilder lehrman institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2007-2008 schedule and buy tickets:  
www.gilderlehrman.org/institute/public\_lectures.html

### FEATURED DOCUMENT

The institute regularly features documents from the gilder lehrman collection. In the spotlight this week is a broadside, printed in 1805 in new york city, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript:  
www.gilderlehrman.org/collection/docs\_current.html

### Open Houses

#### NEW LEADERS FOR NEW SCHOOLS

##### INFORMATION SESSION-

November 28th

at 30 West 26th St. 9th floor  
New York, NY 10010

##### INFORMATION SESSION-

December 10th

at 30 West 26th St. 9th floor  
New York, NY 10010

Final Deadline for applications- February 28, 2008

Contact info: www.nlns.org

email: dforrester@nlns.org

phone: 646-792-855

#### TOURO COLLEGE NEW YORK

#### SCHOOL OF CAREER AND APPLIED STUDIES

1870-86 Stillwell Avenue; Brooklyn, NY 11223

Phone: 718-265-6534 x1015

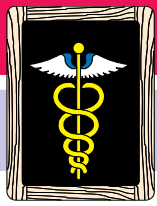
Fax: 718-265-0614

Location: West 23rd Street  
New York, NY 10010

Every Tues. & Thurs. from 10: am - 7 pm,  
Sun. 11:00 am - 5:00 pm. at 27-33.

Telephone: 212-463-0400 ext.500

# MEDICAL UPDATE



New York City • DECEMBER 2007  
FOR PARENTS, EDUCATORS & STUDENTS

• 22

## BETH ISRAEL MEDICAL CENTER INAUGURATES THE GERALD J. FRIEDMAN DIABETES INSTITUTE

By ALBERTO CEPEDA

The Beth Israel Medical Center officially opened the Gerald J. Friedman Diabetes Institute with a gala on World Diabetes Day. The event featured expertise from leaders in the medical community such as Leonid Poretsky, MD, Director of Beth Israel's Diabetes Management Program and Gerald Bernstein, MD, former president of the American Diabetes Association. It also included speeches from other leaders in the medical and political communities such as Mary Bassett, MD, Deputy Commissioner Bureau of Health Promotion and Disease Prevention, NYC and New York City Council Members John Liu of District 20 and Daniel R Garodnick of District 4.

Over half a million New Yorkers are afflicted with diabetes which is the fifth largest cause of death in New York City. Despite this fact a center has never been established to provide adequate care and education to the hundreds of thousands New Yorkers who suffer from diabetes which contributes to cardiovascular disease, retinal damage and renal failure among other disorders and in many cases leads to the development of gangrene in the feet and legs which results in probable amputation.

The Gerald J. Friedman Diabetes Institute will provide people afflicted with diabetes state of



Dr. Leonid Poretsky



Susan Thomases



Katie Couric



David Schulkin, CEO

the art care, education, research and awareness through different wellness programs and a full time staff of nutritional, educational and clinical experts. The development of the institute was made possible through the philanthropic efforts of the Gerald J. and Dorothy R. Friedman New York Foundation for Medical Research which was established in 1992 to help create institutes and programs that support the study and practice of diabetes and metabolism as well as clinical nutrition, cardiology and endocrinology.

In his opening remarks, Dr. Leonid Poretsky, an expert in the field of diabetes described Dr. Gerald J. Friedman as, "a man of great intellect, energy, vision and compassion who became passionate about the plight of people with diabetes."

Dr. Poretsky then discussed the progress that has been made the last several years in the field of diabetes care and research. He explained, "It's hard to believe that just about twenty years ago we were treating patients with diabetes in the hospital without knowing their blood sugar levels." He continued, "It was the work of Dr. Friedman and this institution that allowed us to develop bedside glucose monitoring which became a model for the country and the world."

Dr. Poretsky described the institute as "a new beginning for diabetes care which focuses on wellness over illness. We're going to focus on preventive services with a lot of education and we'll also provide a big outreach program to the communities. And in about six months we will have an interactive educational website where people from anywhere in the world can learn about diabetes. It's a very different approach than has been used before."

Despite all the progress that has been made over the past couple of years in diabetes care and research there are still challenges that the diabetic community face, most notably the failure

by insurance companies to pay for the costs of educational and preventive services.

David J. Shulkin, President and Chief Executive Officer of Beth Israel Medical Center, explained, "The problem with this institute being a model is that no one wants to pay for this care. We can't get the managed care companies or the insurance companies to pay for these services." He adds, "My fear is that unless the payers understand to pay for nutrition and educational support, they're going to be paying the cost when people are in the hospital for heart surgery and renal failure. This is a crisis in health policy... Patients with diabetes and employers should be demanding from their insurance companies access to education and preventive services."

The evening culminated with a speech by Katie Couric, anchor and managing editor of the CBS Evening News, who in a short address congratulated the staff of Beth Israel Medical Center for the launching of the Gerald J. Friedman Diabetes Institute and praised fitness guru High Voltage (aka Kathy Dolgin) who capped the event with a fitness performance. #

BASEBALL SUPERSTAR BERNIE WILLIAMS SAYS:

## "Go with New York's LASIK ALL-STAR"

- NY's Premier Lasik Practice Since 1995
- Most advanced Laser technology in the world
- Dr. Moadel personally examines and treats each patient.
- **Low Cost Payment Plans**
- **Major insurances accepted**  
*(offers cannot be combined)*
- **Free consultation.**

**LASIK BY  
DR. KEN MOADEL**  
**Over 40,000 Laser Vision  
Corrections Personally  
Performed**



Full Info Website  
**NY2020.COM**  
Schedule Online

*Bernie Williams*

**I TRUSTED MY EYES  
TO DR. MOADEL AND  
NOW SEE BETTER THAN 20-20**  
Baseball Superstar Bernie Williams

**NY TEACHERS  
SAVE \$500**

*In appreciation of your service to our children & community, Dr. Moadel is pleased to extend this offer. Not to be used in conjunction with any other offer or insurance plan. Exp date 12/31/07*

Call to schedule a free personal Lasik info session with Dr. Moadel **212-490-EYES**

Located in Midtown Manhattan

3 9 3 7



**PAY ONLY \$35 PER MONTH PER EYE - INTEREST FREE FINANCING  
USE YOUR FLEX\$ FOR LASIK**

## STUDENT SCIENTISTS MEET NOBELIST HAROLD VARMUS AT MT. SINAI SCHOOL OF MEDICINE

Just hours before the world learned that skin cells could be re-programmed to behave as if they were stem cells, nearly 600 junior and senior high school students gathered at Mount Sinai School of Medicine to hear three dyad finalists in a "Novel Ideas in Biomedical Science" Essay Contest compete for 1st, 2nd, 3rd Place cash prizes.

Guests of honor were two eminent scientists—Harold E. Varmus, MD, Nobel Laureate, President of Memorial Sloan-Kettering Cancer Center, and Ihor Lemischka, PhD, Director of The Black Family Cell Institute and Lillian & Henry M. Stratton Professor, Department of Gene and Cell Medicine at Princeton University—discussing their life and its meandering pathway to their becoming scientists. The two sat side by side at center stage of the 600-capacity Stern Auditorium, taking turns talking about being children of immigrant parents, being born and growing up in New York City, attending public schools. The conversation was as fascinating as it was riveting and revealing. Neither of these renowned scientists, though children of physicians, started out thinking of themselves as scientists. Dr. Varmus majored in English literature. Both had other interests: Varmus in sports, Lemischka in music (Lemischka loved The Grateful Dead). Science was something that each discovered in himself along the way during but mostly after graduating college.

The intent of the Conference was to initiate a

conversation around biomedical science issues to "humanize" scientists to our youth, and for scientists to appreciate the scientist "residing" in the youth of today. Above all perhaps, the Conference was meant to awaken interest in, and energize those already headed towards careers in biomedical science and medicine.

The premise for the event was an invitation to public schools (Middle and High School) to enter Mount Sinai's "Novel Ideas in Biomedical Science" Essay Contest. Students were asked to tell scientists and/or physicians in 1,500 words or less what problem they see as most important, and to share with the scientists a novel approach toward addressing that problem. All entries had to be submitted as dyads (students working in two's): what Center for Excellence in Youth Education (CEYE) Director Lloyd Sherman believes is the most powerful learning unit.

The three dyad winners were: Joselyn Lantigua and Charlotte Alvarez from the High School for Mathematics, Science and Engineering: *Over-Consumption of Resources* (First Place); David Huang and Omar Ahmad from Stuyvesant High School: *Applying Gene Therapy to Cure Late-Stage Hepatocellular Carcinoma* (Second Place); and Cathy Le and Rossana An from Bayside High School: *Alzheimer's Disease: The Effects of Amyloid Plaques together with Neurofibrillary Tangles on Nerve Cells* (Third Place).

For more information, call: 212-241-6089.

**FROM THE SUPERINTENDENT'S SEAT**

**Good Health is Up to YOU, Says Dr. Oz**

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



**In his presentation to Syosset's 1,100 faculty and staff members, Dr. Oz clearly explained how diet and exercise impact on an individual's overall health**

On Election Day, while the Syosset Schools were closed for students, our faculty and staff met together for a Superintendent's Conference Day of staff development workshops. All 1,100 people were invited to meet for breakfast at the High School and then attend a presentation given by our keynote speaker, Dr. Mehmet Oz.

For those of you who haven't read any of his best-sellers, such as *You: The Owner's Manual*, *You: On a Diet*, or his most recent book, *You: Staying Young*, or have never seen him on *The Oprah Winfrey Show* or read his column in *The Reader's Digest*, Dr. Oz is a cardiac surgeon with Columbia Presbyterian who has made one of his missions in life teaching people how to live longer, better, and healthier. He has established an in-school education program, *The Health Corps*, and Syosset High School is a member school. *The Health Corps* brings young health professionals into schools to help students adapt and revise their lifestyles to improve their overall health and nutrition throughout their lives.

Dr. Oz delivered his message to the 1,100 adult members of the Syosset School community with humor and hard, indisputable facts. With the graphic visual aids of actual human organs that had been damaged by disease caused by poor nutrition, smoking, obesity, and high blood pressure, Dr. Oz showed us what we are unwittingly doing to the organs that keep us alive. Fortunately, he told us, we know exactly what we need to do to prevent this organ disease and it is simply up to us to make the choice to live a healthy lifestyle.

Aging, he says, does not have to result in a devastating loss of bone mass, strength, and abilities. It does, however, take the commitment to eating well and to making exercise part of our

daily routine.

When we plan Superintendent's Conferences, generally, a full year in advance, we give special attention to who will give the keynote address. Our goal is to bring someone who will educate, motivate, inspire, and certainly generate a lot of thinking and discussion among our staff members, in large part to thank them for all that they do each day. In the past we've had talks by philosophers, entrepreneurs, psychologists, and some fascinating motivational speakers. But Dr. Oz seemed to make the most compelling impression. Perhaps the reason he reaches us so well is the same reason that his books all begin with the word, "you." When he speaks to 1,100 people he is truly speaking to each individual, and every individual listening knows that if they want to prolong their lives by improving their health then they must take personal responsibility for that.

By reaching out to schools, both by his *Health Corps* and by speaking directly to our teachers, Dr. Oz is helping us to reach multiple generations. In Syosset, our students will share what they learn with their parents and younger siblings and our teachers and staff members will make changes in their own homes, and we believe that together, families will learn to be more proactive in managing their health. #

**School of Visual Arts Announces New Design Classes In Spanish**

The Division of Continuing Education at the School of Visual Arts (SVA) will offer a new series of advertising and graphic design courses, from beginning to advanced levels, taught entirely in Spanish. The faculty members, all native Spanish speakers, are practicing creative professionals who have lent their talents to such clients as Burberry, HBO, IBM, *The New York Times*, Nike, MTV Networks, Random House, and Target, among others.

"With this program, New York's Spanish-speaking community and those seeking heightened marketability within the growing Spanish-language media gain access to a choice of studio-based, career-enhancing classes taught by respected art directors and designers," says Joseph Cipri, executive director of the Division of Continuing Education at SVA. *¿Hablas Diseño?* marks the first initiative by the College to provide advertising and design instruction in a second language.

"Language should not be a barrier to cooperation and education," says José Luis Ortiz Tellez, a longtime SVA faculty member and award-winning design consultant, "This program reflects the global outlook SVA has always embraced, by aiding designers that are transitioning into the Spanish-language market, and those seeking an immersion into U.S. design culture."

Geared towards an audience of both practicing and aspiring designers, brand managers and copywriters, *¿Hablas Diseño?* is structured to allow students the flexibility to pursue as many courses as suit their professional needs and experience level. The program offerings include: *Color*, which investigates the practical applica-

tions of color in design and visual communication; *Basic Graphic Design*, which introduces the formal elements of design—texture, structure, movement, scale, rhythm, proportion, line and mass—along with color, format and typography; *Digital Design: Photoshop and Illustrator*, which concentrates on the fundamentals of these two programs and their use in illustration and multimedia; *Digital Layout and Desktop Publishing: InDesign*, which explores the uses of the program to create brochures, advertising and promotional materials; *Branding*, which addresses the creative techniques, symbolism, and critical evaluation used in successful brand design; *Copywriting*, which delves into the processes and techniques for creating clear and succinct copy; *Project Management*, which explains the various stages of developing and coordinating an account, along with legal requirements, and technical and human resource issues; *Dreamweaver*, where students will explore the program's capabilities and create their own functioning Web site; *Editorial Design*, which examines the design process and layout techniques; and *Create a Winning Portfolio*, where students will be guided in the design of a personal portfolio. Courses are scheduled to meet either in the evenings or on weekends.

*¿Hablas Diseño?* will provide students with the opportunity to study with a group of accomplished Hispanic professionals in advertising and graphic design.

To register for *¿Hablas Diseño?*, please contact Paloma Crousillat, advisor, Division of Continuing Education, at 212.592.2057 or [pcrousillat@sva.edu](mailto:pcrousillat@sva.edu). #

**THEATER REVIEW**

**Kleynkunst! Warsaw's Brave and Brilliant Cabaret at the JCC**

By JAN AARON

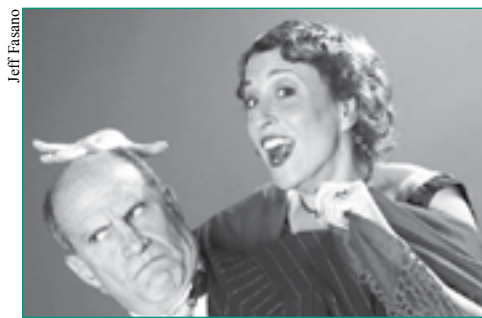
"Funny," "sexy," "ironic" are apt to describe "Kleynkunst! Warsaw's Brave and Brilliant Yiddish Cabaret" inaugurating the 93rd consecutive season of the National Yiddish Theater – Folksbiene. The new show playing through December 30 at the JCC in Manhattan revives the irreverent, politically charged theater that flourished in Warsaw roughly between Polish Independence pre World II and the Nazi extermination.

Jews then made up roughly one-quarter of city's population, and abundant Yiddish cabarets thrived drawing inspiration from famous clubs in Berlin.

Reviving this lost theater, Rebecca Joy Fletcher, who is also a cantor, researched and wrote the show, stars along with Broadway veteran, Stephen Mo Hanan, whom Folksbiene fans will remember from his rollicking performance in last season's Yiddish version of "Pirates of Penzance." The show is performed in English with supertitles for the Yiddish parts, and includes songs from the period as well as new arrangements by musical director, pianist Bob Goldstone.

Ms. Fletcher and Mr. Hanan do a fantastic job covering a wide range of timeless topics like money (or the lack of it), love, debauchery, Zionism, feminism, anti-Semitism, and urban blight in 14 songs and comedic sketches in a broad range of styles from Argentinean tango to cantorial chants and opera.

In one charming number, "Kum, Leybke



**Stephen Mo Hanan & Rebecca Joy Fletcher**

Tantstn!", from the 1920's, Ms. Fletcher urges the hesitant Mr. Hanan to dance. And dance he does! In the poignant "Krokhmalne Gas" ("Street") from the 1930's, they both stoke memories while strolling familiar territory; in "Oy Madagaskar!", from 1937, when Jews were beginning to feel less welcome in Warsaw, Mr. Hanan imagines an exotic deportation, and "The Last Jew in Poland," from 1938, a sketch featuring both actors, is both ironic and satiric. Toward the end of the program, "Mues" ("Money") and "Minutn fun Bitokhn" ("Moments of Believing") were sung in the Polish ghettos.

Director Michael Montel allows the stars to shine and Gayle Cooper-Hecht's hats, shawls, and payess ("curls") provide effective changes to costumes in tune with the songs.

The show is fitting tribute to a time long ago, be sure to see it before, too, becomes history. (JCC, 334 Amsterdam, 76th St. 212-279-4200)

**Democracy & Diversity**

*continued from page 20*

top 10% could attend the University of Texas. This opened the doors to blacks, latinos, and rural whites, who were underrepresented. This plan has been in effect for the past ten years and leads to a diversified freshman class.

Guiner also spoke about the neighborhood around Clark University in Worcester, MA, which was blighted, had a high crime, and kept students and teachers away from the school site. The

University took a seat on the local Community Development Board and asked what they could do to help. They were told to help provide better housing and help construct a school for K-12 grades. The University Park Campus School started and transformed the neighborhood. Startling statistics about the graduates included that 100% went to college; 100% of the graduates also passed the MCAT, a state test for those interested in attending college. Partnering with the community, it transformed the neighborhood, a salient example of democratic merit at work. #

**FREE**  
**Tax Return for 1st Year**  
EDUCATORS & PARAS  
PARENTS & STUDENTS  
**ALL OTHER: 50% DISCOUNT**  
Free list of 75 Educator's Deductions  
**IRS ENROLLED AGENT—**  
**27 YEARS EXPERIENCE**  
Teacher Tax Specialist  
**(516) TAX-SAVE**  
**(516) 829-7283**

**HELP! CHEMISTRY, PHYSICS TESTS**  
**OVER 100,000 BOOKS SOLD!**  
HIGH MARKS: REGENTS CHEMISTRY  
MADE EASY - BY SHARON WELCHER \$10.95  
(College Teacher, Chairperson & Teacher of High School Review Courses)  
Easy Review Book with hundreds of questions and solutions for new Regents  
**NEW BOOK**  
HIGH MARKS: REGENTS PHYSICS MADE EASY - BY SHARON WELCHER \$12.95  
Easy Review Book with hundreds of questions and solutions for new Regents  
Available at leading bookstores  
or call **718-271-7466**  
[www.HighMarksInSchool.com](http://www.HighMarksInSchool.com)

**Kid's Korner** Preschool (212) 229-9340  
247 West 24th Street, New York, NY 10011  
**OPEN HOUSE**  
December 6, 2007 at 10 am  
Accepting applications for the 2008/2009 school year.  
• Open year round 8 am-6 pm daily  
• Part time & full time  
• Licensed by NYC Dept. of Health  
• established 1993  
Limited spaces available for 2007/2008  
NAEYC Accredited Celebrating 13 Years



# AMERICA'S LEADING COLLEGE FOR STUDENTS With Learning Disabilities and AD/HD

*"Nobody knows the business of teaching students with learning disabilities better than Landmark College."* WALL STREET JOURNAL



Sydney Ruff, '06  
Waterville, ME

## SYDNEY'S PATH: LANDMARK COLLEGE TO SYRACUSE UNIVERSITY

For bright and talented students with learning disabilities and AD/HD, Landmark College provides a proven path for academic achievement and success. Our students "learn how to learn" in a new way based on their particular needs, empowered by effective learning strategies and the latest in assistive technology.

- Associate Degrees in Business & General Studies
- Bridge Semesters for College Students
- Summer Programs for High School & College Students

**Learn More at Our Saturday Open Houses**  
2008: Feb. 16 • Mar. 29 • Apr. 19

For information and to register, contact us at  
PHONE 802-387-6718 E-MAIL [admissions@landmark.edu](mailto:admissions@landmark.edu)



**LANDMARK**  
COLLEGE

[www.landmark.edu](http://www.landmark.edu)

**Our approach works:** Nearly eight out of every 10 Landmark graduates go on to pursue their bachelor's degree at top colleges nationwide, including: American University • Auburn University • Boston College • Brown University • College of Sante Fe • Cornell University • Emory University • Grinnell College • Hamilton College • Hampshire College • Hobart & William Smith College • Hood College • Lesley University • Morehouse College • Occidental College • Sarah Lawrence College • Savannah College of Art & Design • University of Arizona • University of Denver • University of Pittsburgh