

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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GUEST COMMENTARY

“Racial Balance” Programs: The New Racism

By DEBI GHATE

Earlier this month the Supreme Court heard arguments by two public school boards seeking its sanction of “racial balance” programs. If upheld, the boards will possess the power to shuffle around students of various racial backgrounds in order to forcibly “integrate” them and create a “diverse community.”

But what the boards are advocating is itself racism. As Ayn Rand wrote, racism is “the notion that a man’s intellectual and characterological traits are produced by his internal body chemistry, which means, in practice, that a man is to be judged, not by his own character and actions but by the characters and actions of a collective of ancestors.” It means placing the group’s standing above the individual’s, valuing the arbitrary (a man’s ancestry) over the essential (his own character or ability.) Judging individuals by their race is evil no matter what incarnation it takes.

Until the late 20th century, of course, some states had segregated schools. Blacks were denied access to the best available public schools

and relegated to “colored” institutions. This was a monstrous injustice. It mattered not how intelligent or talented a student was, it mattered not where he lived or what his study interests were—he had black skin.

In the supposed name of correcting this wrong, today’s public school boards claim the need for “racial balance” programs. Instead of dismissing race as irrelevant, the boards claim that a racially diverse school is a value, worth forcing upon its constituents. To promote this so-called value, they foist a new straightjacket that potentially holds back bright students because of their race. They insist on branding a student by his skin color and dictating what school he will attend. They insist on enforcing quotas and counting students like barnyard stock. They insist on creating a new kind of injustice—a new kind of racism—in the name of eliminating the old.

How do we actually correct the injustice of segregation? By insisting on a truly color-blind society, wherein an individual’s qualifications are determined only by his actions, abilities and

potential. By decisively rejecting the claim that members of a racial group (who have nothing in common but a physiological attribute) are interchangeable. And by denouncing “diversity” as an anti-value—and as the new racism.

A private school, such as the Kamehameha School—which recently won its federal court appeal upholding its right to restrict admission to native Hawaiian students—is free to adopt a racist and collectivist mission if it wishes. We have no right to interfere. But when a public school board, a government agency, arbitrarily treats some of its citizens differently, it creates a horrendous injustice. The Supreme Court exists to protect Americans from such abuses of governmental power. Just as one would not allow a public school board to make decisions based on a student’s shoe size, so it should not be allowed to do so based on race. Let’s hope the Justices recognize this.#

Debi Ghate is Vice-President of Academic Programs at the Ayn Rand Institute in Irvine, Calif.

LETTERS

**Response to: Prison College Programs
Unlock the Keys to Human Potential****To the Editor:**

Not only do we have to pay room, board and everything else for our son, David’s killers, we now have to pay for an education for them too? Have you ever lost your twenty three year old son to one shot in the heart by a stranger in the middle of the night, a wonderful family of six destroyed forever in an instant? Our oldest daughter had to witness this horrendous crime and watch helplessly as her baby brother and best friend died! Our hearts and souls are broken forever!

*K Fleet
Ashland, MA*

Response to: Lucy Sprague Mitchell**To the Editor:**

How nice to see a recent article regarding Lucy Sprague Mitchell’s lasting contributions to education. As family members we are grateful for her efforts in education reform. As parents and now grandparents we have growing concerns about the welfare of our teachers. The plethora of new mandates have only stifled and overwhelmed the teachers we know. There is more talk among these educators of early retirement and we are in danger of losing a depth and quality of educator that will be impossible to replace.

*Pati Mitchell
Fayetteville, AR*

**Response to: An Interview with Arnette
Crocker, Principal, Young Women’s Leadership
School****To the Editor:**

Ms. Arnette (as my fellow scholars and I call her) is a wonderful principal. I am a student at the Young Women’s Leadership School Bronx Campus. This is my second year in this

school and I am in the second class of grade 8 since the school has been open. Ms. Arnette, with so much on her hands being a principal and all makes sure she takes the time to get to know each and every one of her students, and we love her for that! To her we are her daughters; each of us has a different potential and in her eyes each of us is so special to her. I love her dearly.

*Celine Gordon
Bronx, NY*

To the Editor:

The school is very good. I like the rich environment that the staff creates. I also like the education. It is very informative and I have learned a lot within the few months I have been in school.

*Jessica
Bronx, NY*

(Student at TYWLS, Bronx Campus)

**Response to: Tiki Barber Supports Arts
Education****To the Editor:**

This is an extremely important aspect of our students’ lives, because as a NYC schoolteacher I have observed they receive very little knowledge, if any at all. I have been teaching for 6 years now. As a product of the NYC board of education I admire anyone who takes the time to give back to our future. I am now in charge of a suspension site in Bushwick, Brooklyn, and my students need as much motivation as they can get to get them interested in the core curriculum. When they see major figures in their lives that they like getting involved in their lives that is the greatest motivation for them. So once again, I would like to thank every one involved in bringing this all together.

*Abdul Ganie
Brooklyn, NY*

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2001

Dr. Pola Rosen

Education Update

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Free Saturday Swim Lessons

DATE: Registration: Saturdays, January 27 & February 3, 2007. Classes: Saturdays, February 10 – April 28, 2007.

TIME: Registration: 9:30 a.m. – 12:00 p.m. Classes: Varies by location.

LOCATION: Multiple (see below)

DETAILS: Parks & Recreation's Winter/Spring 2007 Learn to Swim Program is free and offers classes for toddlers ages 3-5, children aged 6-14, and adults of all ages. Registration will be held at the pool sites (below) on Saturday, January 27 and Saturday, February 3 from 9:30 a.m.–12:00 p.m. Space is limited for this free program and participants will be accepted on a first-come-first-serve basis. For more information, please visit www.nyc.gov/parks or call 311.

BRONX: St. Mary's Recreation Center, 450 East 145th Street and St. Ann's Avenue

BROOKLYN: Brownsville Recreation Center, 1555 Linden Blvd. at Christopher Street

St. John's Recreation Center, 1251 Prospect Place between Troy and Schenectady Avenues

Metropolitan Pool, 261 Bedford Avenue at Metropolitan Avenue

MANHATTAN: Asser Levy Pool, 392 Asser Levy Place at East 23rd Street

Tony Dapolito Recreation Center, 1 Clarkson Street and 7th Avenue South

Chelsea Recreation Center, 430 West 25th Street between 9th and 10th Avenues

Recreation Center 54, 348 East 54th Street between 1st and 2nd Avenues

QUEENS: Roy Wilkins Recreation Center, 177th Street and Baisley Boulevard

STATEN ISLAND: North Shore Jewish Community Center, 475 Victory Boulevard

OPENING NIGHT REVIEW

NO STOPPIN' THIS 'POPPINS'

By CLIVE BARNES

LOVELY! With her carpetbag, a parrot-headed umbrella for airy transport and the rare ability to slide up banisters, the inimitable heroine of "Mary Poppins" put down and took off at the New Amsterdam last night, courtesy of Cameron Mackintosh, Walt Disney and the original author, P.L. Travers.

"Mary Poppins" was fine as a Disney movie and is even better as this Broadway musical, imported sound and whole from London's West End. Let's play cute and call it—and the cast led by Ashley Brown, Gavin Lee, Daniel Jenkins and Rebecca Luker—supercalifragilisticexpialidocious. Or words to that effect.

This story—of a super-nanny who literally descends upon the unruly, unhappy Banks family on 17 Cherry Tree Lane, somewhere in Edwardian London, proceeds to restore order and then just as literally takes off into the heavens—has its own

built-in magic.

And it's a magic that the musical, with its urbane and knowing book by Julian Fellowes, cleverly evokes in a manner a little darker, more mysterious and a good deal more authentic to the novel than the overly jolly movie version.

Most of the music, of course, is taken from the film's original score by Richard M. Sherman and Robert B. Sherman, so you probably go in humming the tunes. But the new and amiable songs by George Stiles and Anthony Drewe make a decent fit, and the whole patchwork, orchestrated by William David Brohn, has just that right Broadway belt and lilt.

What makes Mackintosh currently the best producer on Broadway and the West End is his creative touch and the manner in which he picks his collaborators, places them on the same page, and makes sure they stay there.

"Mary Poppins" looks and sounds complete—a perfectly engineered piece of musical theater.

The staging by Richard Eyre and co-director Matthew Bourne and choreography (Bourne and Stephen Mear) seem seamless, although perhaps Bourne, with a set of smoothly energized and imaginative dance numbers, deserves the most laurels.

But there's also Bob Crowley's superbly inventive scenery and costumes, Howard Harrison's lighting and the terrific stage effects for which I presume we tip our cap, in part, to technical director David Benken. It's a show that looks good enough to eat.

The production appears smoother and perhaps slicker than it did in London—and the ensemble is a lot crisper, especially in its dancing. The leading and featured roles are perhaps in places a little more questionable.

The standout is Gavin Lee as Bert, the Cockney sweep/handyman, the role played by Dick Van Dyke in the movie. Lee, who hails from the London production, has all of Van Dyke's dash and insouciance, while dancing up a storm, not to mention up and around the proscenium arch in gravity-defying fashion.

Having brought in Lee, it was perhaps a pity not to have also imported his incandescent English co-star Laura Michelle Kelly as Mary Poppins. That said, Ashley Brown, despite difficulty with that acutely English accent trademarked by the film's Julie Andrews, grows on one. Her acrid charm, occasional wicked smile and schoolmarm authority finally prove totally endearing.

The parents Banks—stuffy, inhibited George and flustered and confused Winifred—are played with commanding zest by fine, youngish Broadway veterans, Daniel Jenkins and the lovely Rebecca Luker.

As the children Banks (there are three different pairs), Katherine Leigh Doherty and Matthew Gumley were excellent, as were the Banks' servants, a resourceful Jane Carr as Mrs. Brill and a nicely wary Mark Price as Robertson Ay. A kind word is also due Ruth Gottschall, who screeched most effectively as that governess from the past, the dreaded Miss Andrew.

Film musicals don't normally translate well into stage versions—think "Singing in the Rain"—but "Mary Poppins" doesn't simply translate, it transcends. This is a great show that, for first time this season, has Broadway singing again. #

MARY POPPINS

The New Amsterdam Theatre,

214 W. 42nd St.; (212) 282-2900.

Reprinted as courtesy of the New York Post.

Johns Hopkins University Receives \$50 M

Compiled BY HEATHER MAHER

William Polk Carey, a relative of the founder of Johns Hopkins University, recently gave a gift of \$50 million to the school. With this gift, the university plans to launch its first graduate business school and education school. The University hopes that by opening these new specialized schools, the most pressing needs of the nation's public schools will be met. Education schools generally do not receive much revenue because teachers do not generate much wealth but the university's new education school will have funding from recent education research and a part time masters program. #

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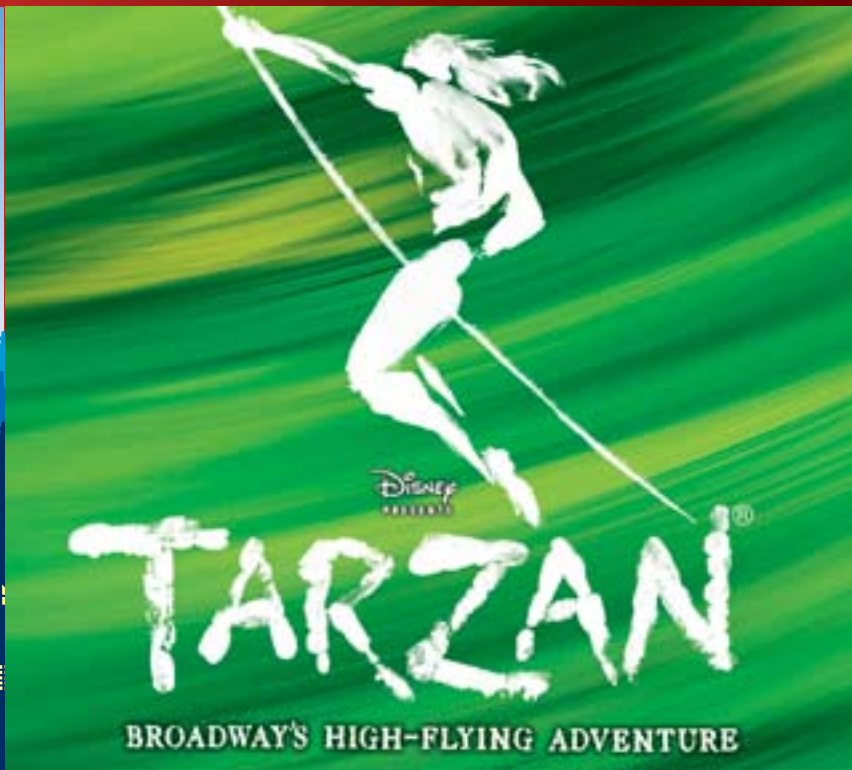
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MUSIC IN THE AIR: INTERVIEW WITH PAUL ASH, PRESIDENT OF SAM ASH MUSIC STORES

By JOAN BAUM, Ph.D.

The soft spoken, 77 year old who never learned to play an instrument but who heads, arguably, the best known chain music store in the country, named for his father Sam Ash, is eager to make sure that his mother, Rose, gets full credit for having suggested, 82 years ago that she and Sam buy a store. Before that, Sam had been a fabric cutter and a bandleader, Rose a bookkeeper. And so, for \$400 "Sam Ash" was born—a mom and pop operation in Brooklyn selling sheet music. Paul Ash was, so to speak, born and raised in the Brownsville store, since his family lived in a small adjoining apartment. No living room meant playing in the store. Then, at the age of nine, Paul began to help out, unpacking merchandise and accompanying his father on rounds all over the borough, delivering (without charge) music scores. Though Sam Ash had taught violin, Paul Ash was never tempted to learn an instrument. Older brother Jerry, however, played the piano—in the store, of course—and Paul recalls that every time a music teacher walked in, Jerry would get different criticism. It was Paul's delight, when Jerry got married, to give him his brother a Steinway grand.

A product of the public schools, Paul Ash went from P.S. 114 to CCNY downtown (now Baruch College), where he majored in business. Listening to him go down memory lane, with great nostalgic affection, is to hear what many college students who study the music business today rarely appreciate—how ethics and dedication make for



Paul Ash, President

success and longevity. If Sam Ash has kept its soul, so to speak, even as it has grown from one store to 45 in 16 states (with about a dozen in the Metropolitan area), it owes its reputation to a mission that prides itself, Paul Ash says, on being honest and serving the community, particularly in regard to schools. He notes that various music

studies show how learning and playing music can affect student achievement, especially in regard to learning math, languages and socializing.

Ironically, it is often the case that those who learn on the job rather than exclusively in the classroom become education's most generous and constant supporters. Bill Gates comes to mind, of course, but so should Paul Ash, who for years has enriched the lives of school children by way of sponsoring scholarships and school contests, keeping prices low, and creating a welcoming atmosphere in all of its stores, including its largest, on W. 48th Street, Music Row. In this sense Paul Ash can be said to be continuing his father and mother's tradition of offering quality and personal attention. Did someone want a sax in the old days when his father's one store carried only small string instruments? No problem. Sam Ash would personally shepherd the potential

buyer around to where the appropriate saxophone could be bought. Sam Ash was also ahead of the curve, the first music store, for example, to carry a synthesizer.

Paul Ash talks lovingly of long days spent in his office, and admiringly of his nephew Richard who handles the more complicated and sophisticated aspects of the business. But make no mistake: Paul Ash is minding the store. And minding it in the spirit of his beloved father and mother. Though today Sam Ash sells many instruments ("violins are hot again"), acoustic and electronic, recording equipment, disc jockey sound systems, the stores take special pride in engaging young people, letting them try out instruments, educating them. Not for nothing did New York City a couple of years ago declare a Sam Ash Day and the Long Island Music Hall of Fame include "Sam Ash" among its honorees.#

THE DEAN'S COLUMN



How to Find the Square Root –Without a Calculator!

By ALFRED POSAMENTIER, Ph.D.

Why would anyone want to find the square root of a number without using a calculator. Surely, no one would do such a thing, except a teacher trying to demonstrate the nature of the square root of a number. Introducing the notion of the extraction of a square root through a manual method, which relies on the notion of what a square root is, the concept will be better understood. Experience has shown that students will have a much better appreciation of what the square root of a number represents after this discussion than they have before it. It ought to be stressed at the outset that you are in no way implying that this procedure ought to be used in place of a calculator.

This method was first published in 1690 by the English mathematician Joseph Raphson (or Ralphson) in his book, *Analysis alquationum universalis*, attributing it to Newton, and therefore the algorithm bears both names, the *Newton-Raphson method*.

It is perhaps best to see the method used in a specific example: Suppose we wish to find $\sqrt{27}$. Obviously, the calculator would be used here. However, you might like to introduce the task by having students guess at what this value might be. Certainly it is between $\sqrt{25}$ and $\sqrt{36}$, or between 5 and 6, but closer to 5.

Suppose we guess at 5.2. If this were the cor-

rect square root, then if we were to divide 27 by 5.2, we would get 5.2. But this is not the case here, since $\sqrt{27} \neq 5.2$.

We seek a closer approximation. To do that, we find $27 / 5.2 = 5.192$. Since $27 \approx 5.2 \cdot 5.192$, one of the factors (5.2 in this case) must be bigger than $\sqrt{27}$ and the other factor (5.192 in this case) must be less than $\sqrt{27}$. Hence, $\sqrt{27}$ is sandwiched between the two numbers 5.2 and 5.192, that is, $5.192 < \sqrt{27} < 5.2$, so that it is plausible to infer that the average (5.196) is a better approximation for $\sqrt{27}$ than either 5.2 or 5.192.

This process continues, each time with additional decimal places, so that an allowance is made for a closer approximation. That is, $(5.192 + 5.196) / 2 = 5.194$, then $27 / 5.194 = 5.19831$. This continuous process provides insight into the finding of the square root of a number which is not a perfect square.

As cumbersome as the method may be, it surely gives some insight into what a square root represents. It also reminds us how useful a calculator can be!

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.

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NYU CHILD ADVOCACY AWARD DINNER RAISES OVER \$6.5 MILLION TO BATTLE CHILD & ADOLESCENT PSYCHIATRIC DISORDERS

The NYU Child Study Center hosted its Ninth Annual Child Advocacy Award Dinner recently at Cipriani 42nd Street honoring philanthropists Stanley and Fiona Druckenmiller for their deep commitment to organizations and programs that foster the success and well being of New York's children. Chaired by Goldman Sachs President and COO Gary Cohn and his wife Lisa Pevaroff-Cohn, this year's dinner raised more than \$6.5 million to support the Child Study Center's work to improve the research necessary to advance the prevention, identification, and treatment of mental health disorders in children and adolescents.

Childhood: Lost and Found, a short film produced exclusively for the Child Study Center by Nathaniel Kahn, Academy Award-nominated director of *My Architect* (2004), premiered at the gala. The film featured a series of short vignettes with patients and families treated at the NYU Child Study Center. It tells the emotional story of children and families impacted by autism, attention deficit/hyperactivity disorder, depression,



(L-R) Arthur and Linda Carter and Klara and Larry Silverstein

selective mutism, dyslexia, bipolar disorder, and obsessive-compulsive disorder and how they have found a path to wellness through the NYU Child Study Center.

"When Dr. Koplewicz and the board started building the Child Study Center, donors seemed hesitant to contribute for fear that their children would be labeled as having a mental health dis-



(L-R) Honoree Fiona Druckenmiller and Board Chair Brooke Garber Neidich

order," said dinner co-chair Gary Cohn. "Now, just a few years later—and I believe as a result of the Center's visibility and public awareness programs—we are breaking past records and attracting astute donors who are impressed with the Center's track record and see a real need for meaningful research and quality treatment to help give children back their childhood."

Attended by 600 guests, the \$6.5 million raised to support the Center's work represents a 63 percent increase from funds raised at the 2005 gala.

Founder and director Harold S. Koplewicz cautioned, "Despite all our success, the stigma of mental illness remains all too prevalent. Our dream is the day when mental health is thought of as simply another part of one's physical health. We are extraordinarily lucky to have donors who are passionate about fighting childhood mental disorders—and are proud to do so."

Fiona and Stanley Druckenmiller join a distinguished group of past recipients of the Child Advocacy Award. Past honorees include: Mayor Michael R. Bloomberg; then First Lady Hillary Rodham Clinton; Mayor Rudolph Giuliani;



(L-R) Board Member and Dinner Chair Gary Cohn, Director Dr. Harold S. Koplewicz, and Board Member and Dinner Chair Lisa Pevaroff-Cohn

Tipper Gore; Governor George E. Pataki; Whoopi Goldberg; then Senator Jon S. Corzine and Joanne Corzine; Surgeon General David Satcher, M.D., Ph.D.; Lawrence Summers, President of Harvard University; Leonard N. Stern; and Bob and Suzanne Wright, co-founders of Autism Speaks.

In addition to raising funds for the Center, the gala increases awareness of the devastating effects of childhood mental disorders and demonstrates that the movement to battle these disorders and reduce stigma surrounding the issue is gaining ground.

A live auction conducted by Sotheby's Jamie Niven raised \$247,000 and consisted of a Z100 Jingle Ball concert package; a "Cheeseburger in Paradise" Jimmy Buffett concert package; an exclusive chartered evening on a 115-foot Benetti Yacht was auctioned three times; a sports package with premium seats to eight New York professional sports events; and a movie package with a walk-on role in a Barry Levinson film. In addition, Mr. Niven raised 31 contributions for a research fund totaling \$490,000. #

FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT



HOW CAN I RAISE SUCCESSFUL CHILDREN?

By GLENN S. HIRSCH, M.D.

As I sat with my family over the holidays holding my newest grandchild, I began to reflect on the things my wife and I did right, and wrong, in bringing up our children. In doing so we began discussing, or more accurately, I began to give advice to the new parents on what makes for an effective parent. In the spirit of resolutions for the New Year I thought that I would offer some themes for raising successful children.

First, develop an authoritative style of parenting. This style emphasizes warmth, caring and respect for your children along with clear rules, guidelines, and limits. Authoritative parents allow and expect discussions of beliefs, opinions, and ideas between parents and children but also acknowledge that families are not democracies. It is always important to hear and listen to your child's point of view, but that should not stop you from having unambiguous expectations and rules. Ultimately parents make the final decisions. Explain your decisions. Don't rely on the 'because I said so' reason.

Children learn best by example and actions. They're great observers of what you do and how you do it. How you interact with others, behave in daily situations, and participate in communal activities are what your children will ultimately learn and model. Follow-up your actions by discussing the situations they have witnessed.

Talk with your children. Have conversations

with them about their day and your day. Give them time to talk about themselves—what they are doing, their feelings and concerns. Children often get ambiguous and contradictory messages from their larger environment. The only way to help them sort things out is by an ongoing dialogue. As they get older don't forget to discuss the more difficult issues—sex, drugs, etc. Avoiding these topics may suggest to your child that you are giving tacit approval. Avoidance also means that you are allowing them to get their information and their decisions on how to handle things from their peers.

Spend time with your child. Children never outgrow the need to have quality time with their parents. There is growing evidence that having regular family meals enhances interactions between parents and their children. During meals make sure that television, phones, and blackberries are off and use the time for discussion. At other times play with them and read with them and even watch television with them. You can use what you watch and read to help your children learn valuable lessons by discussing situations that are presented and talking about people's motivations, character, and ethics.

Remain involved. When the teen years approach parents tend to want to give their kids increasing privacy and space. It is important to balance that with ongoing supervision of your teen's activities, friends, and school performance. Teens can

continued on page 9

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LINDAMOOD-BELL OFFERS STRATEGIES & HOPE FOR CHILDREN WHO STRUGGLE WITH LITERACY

By EMILY SHERWOOD, Ph.D.

The story reads like a feel-good movie script: In 1998, the high poverty and heavily minority school district of Pueblo, Colorado began providing intensive remedial reading instruction to its 4,300 children. By 2005, the district's scores on the state achievement test for third graders skyrocketed from rock bottom to the second highest in the state. The reason? The district had partnered with Lindamood-Bell Learning Processes, a for-profit organization that teaches children how to read, spell, comprehend and express language in 43 learning centers throughout the United States and London.

Situated in an Upper East Side townhouse, the serene and stately exterior of New York City's Lindamood-Bell office belies the buzz of activity taking place on its third floor. Within cubicles for students who are learning to work amidst the ambient noise of their peers, or private rooms for those who aren't yet ready for distraction, specially trained teachers are working one-on-one with children on a variety of targeted reading strategies. An adolescent boy struggles to read a paragraph about the desert, stumbling over the word 'limestone,' but does better a second time around; an 18 year old girl attempts to use vocabulary to describe simplistic pictures, such as a flamingo or a woman walking a dog.

The literacy strategies used to help these students—many who come with symptoms of dyslexia, auditory/sensory processing disorders, ADD/ADHD, and autism—are all based on solid research which is constantly being updated at the research and development facility in San Luis Obispo, California, the site of the original Lindamood-Bell center (founded in 1986). "Everything at Lindamood-Bell is based on the dual coding theory," explains Clinical Director and Regional Manager Liz Craynon. "Cognition is proportional to the extent to which we integrate letters within a word and pictures of the word...If I say 'cat' we can picture the letters 'c-a-t' or we can picture a little gray thing that meows. Sometimes a child's skills are a little stronger on the decoding side versus comprehension, and sometimes they're a little stronger on the comprehension side versus decoding...And sometimes they're a little bit of both." For



(L-R) Liz Craynon & Ali Laputka, Lindamood-Bell

every learning goal, there's a specifically tailored remedial program. For example, for learners who need decoding skills, the Lindamood Phoneme Sequencing Program, known as LiPS, "talks about feeling sounds in our mouth," explains Craynon. "Each sound in the English language is assigned a simplified linguistic label. A 't' is a 'tongue tapper' and an 's' is a 'smile sound'...We try to ask students to say what the letter feels like," a strategy that helps them get past their initial obstacle, their inability to break words down. So for learners who cannot differentiate the disparate sounds embedded within a word, they can feel their lips, tongue, and mouth forming shapes. "We stimulate the sensory system to help make sense of the printed word," sums up Craynon.

Positive reinforcement is a key component of the Lindamood-Bell learning strategy. Younger children get to pick rewards out of a prize box when they achieve positive results; older children may redeem star cards for coveted gift certificates.

It's no easy task to teach literacy, especially to an at-risk kid who may not have

tag is not cheap—the rate is \$105 an hour—but about half their clients are publicly reimbursed by the Department of Education if they can demonstrate that the program is essential for the student's Individualized Education Plan

benefited from early intervention, and Lindamood-Bell requires a fairly intense time commitment. Students typically commit to four hour blocks of instruction per day, five days a week (oftentimes schools will allow them to miss part of the school day, and many choose to attend during the summer); the good news is, the average length of time needed to achieve success is a surprising six to eight weeks. The price

(IEP). Craynon herself spends a lot of time on the phone assisting families obtain public reimbursement for their services as part of their impartial hearings process.

With demonstrable success in closing the achievement gap, Lindamood-Bell is still seeking to cast its net more widely to help more children reach their learning potential. "That might mean expanding into the school system [currently most instruction is done on-site at the Lindamood-Bell office], and that also may mean opening other centers," adds Craynon. They're looking at opening a downtown Manhattan or Brooklyn office, and maybe one in Westchester County. Even Australia and Asia are within their sights; each center would be aligned with an American school as part of a global outreach effort. There's even thought of a philanthropic endeavor, a mission that might help poor African children attain literacy. "We have big goals," sums up Craynon simply as she greets waiting parents at the end of a long day. "We started one little reading center in San Luis Obispo twenty years ago and now it's a multimillion dollar organization...Nanci Bell always says 'We can do this. We can do anything!'" Not a bad motto for a company whose logo, Pegasus, is a reminder of the human ability to sprout wings and realize one's dreams.#

Dr. Hirsch

continued from page 8

be very impulsive and reckless and believe that they have the unique ability to avoid any serious difficulty. At the same time they want independence and increased responsibility. Help them earn those privileges by monitoring and helping them think through the right course of action.

Have a Happy New Year.

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. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.

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NEW QUEENS MIDDLE SCHOOL FOR LANGUAGE DEVELOPMENT

By LISA K. WINKLER

Take an abandoned parochial school building in Woodside, Queens. Add \$1.7 million, a fast-working contractor, and 50 language impaired middle school students. What do you get? The School for Language and Communication Development Middle/High School, designed to address the needs of students ages 11-21.

An extension of the Glen Cove pre-school and elementary facility, the new school, which opened in September, guarantees that students can further develop their language skills. For founder and director, Dr. Ellenmorris Tiegerman, it's the solution to a much-needed problem. "As our students got older, programs didn't exist. There's a tremendous need to serve these students," she said in a telephone interview.

The school reaches ninth grade now and will add a grade each year, expecting to serve its capacity of 150 students. While there's open enrollment, the school screens applicants, from a waiting list to ensure students' needs are met. "We have

students with many learning disabilities, ranging from mild retardation, multiple learning issues, and autism spectrum disorders. Our philosophy, our niche, is that language is the foundation to all learning," said Tiegerman. The school doesn't label students based on their disabilities but on their language disorder. Teaching and instruction is individually modified to address each student's needs. For every six students, there's a teacher and a teacher's assistant. "If you can't talk, can't ask a question, can't use your words, you won't be able to function, no matter what the subject," said Tiegerman.

The non-for-profit school receives public funds, doesn't charge tuition, and actively raises money through parent fundraising events and corporate grants. The high school will offer two paths: an academic, Regents-based option; and a vocational,

job placement choice. It works in partnership with county and state agencies and school districts to provide the best opportunities for each student.

School directors didn't vote to expand the school until last spring, making the search for new premises, and the subsequent fund-raising and renovations rushed during the summer. The school opened on time and according to Tiegerman, is "going very well, and meeting

our expectations." Her biggest concern now, is reaching the children that would most benefit in the middle school setting. "We want minority families to find out about our school and apply. Middle class families have access to attorneys and computers to assist in finding schools for their special needs child. Very often, minority families have limited English proficiency and find out about us last. We want people to know we're here," she said.#

Arts Education, a Universal Language at the Dr. Sun Yat Sen Middle School

By SYBIL MAIMIN

While the controversy about immigration policy swirls around the nation, Manhattan's MS 131, the Dr. Sun Yat Sen Middle School whose student population is 93 percent Asian, 20 percent of whom are non-English-speaking recent arrivals, educates its pupils in a calm, welcoming environment that draws strength from the arts, a universal language. Recipient of a two-year \$65,000 Partnership grant from the Center for Arts Education (CAE) that pairs visiting professionals with classroom teachers in theater, visual arts, and video, the school enables students to express themselves in ways that bypass words even as they learn reading, writing, math, and history. Recently, CAE staff visited the school to assess the program and meet with teachers and artists, visit classrooms, and see student work.

Using digital cameras purchased with Title III money, students take pictures in a nearby park that contains lots of community artifacts. Exploring history, they research old photos of Chinatown and compare them with their own, discovering that women and children were largely absent in former times. They learn about composition and symbolism and how to capture what cannot be seen. A little skinny sister is represented by a young tree, a fat grandpa by a wide gate. Immigration stories have been downloaded from the computer. Longtime principal Jane Lehrach explains, "We use real life situations to help children make connections." Visual artist Emily Reidman is enriching Jennifer Joyce's English Language Arts curriculum with a drawing project that allows students to illustrate their thoughts and ideas with cartoons that will ultimately depict "transition of a character" using stop frame animation. The visitors observed Special Education students rehearsing the story of Aladdin with theater professional Allison Talis coaching Margaret Aspill's hard-working

class. The student performers memorize lines and make costumes and props. They develop reading, speaking, and movement skills, and learn the importance of expressing themselves. Video artist Anna Strout is collaborating with teacher Britney Montgomery in a "Secrets of US History" project that involves collage, clay figure creations, and poetry writing and allows students to use cameras and record raps in a professional sound studio.

Lehrach explains, "I just love art and every teacher in this building is doing something in the arts." To have this program, she advises, "you must have resources for materials and you must believe in it." Disparaging pressures to "teach to the test," she says broad exposure, including the arts, gives students connections to content that actually enhances test preparation. "And," she adds, "The arts will go with them through life." Visitors to the architecturally handsome, well-equipped, and well-maintained MS 133 are greeted by a larger-than life bust of Dr. Sun Yat Sen, a hanging scroll with Chinese characters, and a large, light filled atrium filled with impressive student work and highlighted by a striking, colorful, tile full-wall mural, "Timeless Spirit," by Chinese artist Seong Moy.

The Center for Arts Education, chaired by Laurie M. Tisch, was founded in 1996 as a reaction to deep cuts in arts funding for city schools following the 1970's fiscal crisis. It has awarded over \$30 million in private and public money to support arts education programs and partnerships. Working Playground, a cultural arts organization, partners with MS 133 in the current project. CAE carefully assesses its goals which include changing school culture through the arts, incorporating art into the core curriculum, partnerships and collaborations with arts institutions and organizations, and professional development.#

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“SAY YES TO EDUCATION” THRIVES IN P.S. 57

By EMILY SHERWOOD, Ph.D.

The front door of P.S. 57 on 115th Street is entirely obscured by steel girders these days, but the real support is going on inside this East Harlem building, where “Say Yes to Education”, the brainchild of hedge fund guru George Weiss, has promised one lucky class of students a free college education if they graduate from high school. Past the security guard and down a long corridor, the “Say Yes” headquarters—housing a small administrative space, a reading specialist’s office, and a diminutive classroom for homework help—stands like a beacon of hope, inviting the 50-plus children (most of them now second graders since they were selected into the program as kindergarteners in 2004), to share in a culture of academic advancement and success.

“We have a school with kids who come from broken homes, broken families, and broken dreams,” explains P.S. 57’s principal, Israel Soto, whose consistency (eight years at the helm) and strong leadership helped his school win the opportunity to house a “Say Yes” classroom. (There are four others in Harlem, as well as longstanding “Say Yes” programs in Philadelphia, Hartford,

and Cambridge, Massachusetts.) “Selling the dream of excellence is a very hard sell in Harlem, where kids don’t get enough opportunity and role modeling. Here at P.S. 57, we’ve got to cultivate a culture where they can see success,” adds Soto.

Building that culture begins with a strong staffing foundation that includes a program manager, program assistant, and reading specialist (who does either push-in or pull-out remediation where needed) at every school, as well as two education managers who oversee all five “Say Yes” classrooms. Instruction goals for the children are intensely personalized: “We’re doing lots of assessments,” states Carmen Vega-Rivera, Director of the NYC chapter of “Say Yes.” “One of our goals is to have an individual plan for every child... We’d like to be able to say for every child, ‘What’s our plan for little Emily—cognitively, socially and emotionally?’”

The story of Justin (not his real name) provides a graphic illustration of how such a personalized approach can change the course of a child’s life. Born with a genetic disorder that impaired the nerve endings in his feet, Justin couldn’t dress himself and was falling down in school. Despite

an IEP that required occupational and physical therapy, the school was unable to provide enough hours of care to correct Justin’s problems. Through persistent intervention, “Say Yes” got him admitted to Blythedale Children’s Hospital in Westchester, where he’s now receiving five days per week of intensive OT/PT along with full time schooling on-site for one year, all reimbursed by “Say Yes”. “Every child is special here,” explains program manager Marta Morales, wiping tears from her eyes as she recounts Justin’s story. “He had slipped through the cracks. His teachers were giving up on him. We knew that he needed a special setting... Justin is ecstatic now.”

To meet the arduous “Say Yes” academic and social goals requires a staff that doesn’t quit at 3 PM. “Say Yes” kids are expected to attend an after school enrichment program (it’s not mandatory but they have nearly perfect attendance), which includes an hour of homework help and an hour of cultural enrichment during which children select ten week cycles of art, music or dance that take place in P.S. 57’s classrooms. On one wintry afternoon, Tanya Torres, an exhibited artist, is teaching a group of youngsters how to make linoleum cut prints, first asking them to describe and critique Rafael Tufino’s evocative print, “Sugar Cane Cutters.” “The artist wanted to show how tough that job was for Puerto Rican men and women,” explains Torres. Down the hall, ten boys are belting out “Feliz Navidad” to the accompaniment of wood blocks and rhythm instruments. An Afro-Caribbean dance class and an Aztec dance class, both punctuated by a pulsing drum beat, are preparing students on stage for an upcoming holiday show.

It takes a village to raise a family, and “Say Yes” takes that credo to heart. According to the Vega-Rivera, “We sit down with the family and discuss the needs of parents and siblings, so that all voices and parties are at the table.” For social



worker Paola Veras, this can mean connecting parents with literacy programs or a vast array of higher learning opportunities, from vocational education to a GED or even a CUNY degree, all paid for, once again, by the good graces of “Say Yes.” “The key is that someone is going to hold their hand and bring them to something of interest,” notes Veras. Siblings are encouraged to help out in “Say Yes” classrooms or find community service opportunities to serve as role models for others. Once a week, a Bingham-McCutchen lawyer is on-site, pro bono, to “do everything except custody battles... that includes things like immigration, quality of life, criminal defense and home default,” says Veras. In a recent case, Bingham lawyer Jaime Fried Dockray was able to help a parent whose landlord was insisting she owed him a bogus rent payment of \$6000. “[The client] almost couldn’t believe that this problem that had nearly destroyed her life for six weeks was gone in just one afternoon,” says Dockray.

Overseeing the extended “Say Yes” family will be no small logistical feat in the coming years. Middle school will present its share of challenges, as kids scatter into other schools; already 11 children from the original kindergarten class have moved to other schools, states or countries. But the guarantee of a paid college education will follow all of the original “Say Yes” children wherever they go: “That’s the magic of it,” extols Vega-Rivera. “Once you’re identified as a ‘Say Yes’ child, you’re always a ‘Say Yes’ child. The promise and the dream continue.” #

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IT'S FRESH, LO-FAT AND DELICIOUS, WITH DOE CHEF JORGE COLLAZO AT THE HELM

By JOAN BAUM, Ph.D.

Parents, if your children haven't told you about nutritious, good-looking bagel, salad and pasta bars in their school cafeterias, you may want to get in touch with the DOE's Department of School Food (inelegantly called in a former life the NYC Department of Education's Office of School Food & Nutrition Services). More than a name change has been going on in this division, under the aegis of David Berkowitz, the Executive Director of the program, and Executive Chef, Jorge Collazo. Hired three years ago, the Culinary Institute of America (CIA)-trained chef has been carrying out a complex mandate to improve food services for the more than 1,400 schools, many with old facilities, that serve 850,000 meals a day—the largest such operation in the country. He is the first to hold the title, a position he attributes to Mayor Bloomberg's pledge to make all city agencies more efficient and fiscally accountable.

Chef Collazo sits in a big, no-frills office in LIC, a large man given to a slow smile and careful articulation of his mission. A box of whole grain Raisin Bran sits on a ledge behind him, alongside chick pea curry and dehydrated water. Attractive posters dot one wall, and his desk is covered with evidence of his constant activity to streamline even further the selection, distribution and marketing of food and an enhancement of contract services. Born in Cuba, but resident in

this country since the age of nine, Jorge Collazo originally thought of journalism as a career, but, working his way through college in restaurants, he soon became "enthralled" with the food business and left Temple University in order to train at the Culinary Institute of America. After various stints in the private sector, including an extended period as executive chef at a major law firm, he and his family moved to Vermont, where he continued his studies at the New England Culinary Institute (NECI). The word "study" is not inappropriate because it was there that he came to appreciate the larger picture, and when he taught a food and culture course at NECI, it was with an eye to showing new chefs how food reflects and influences religion, culture, terrain, equipment and tools. Vermont was also where Jorge Collazo first analyzed school "meal patterns"—free, reduced or paid, based on family income.

With a solid knowledge of best practices in the private sector and years of experience, his hiring by Schools Chancellor Joel Klein could not have been better timed. The country was becoming increasingly concerned about obesity in children and about the relationship between nutrition and academic performance. Going from Vermont to NYC, of course, was quite a change. Here, 70-75 percent K-12 receive free or reduced-cost food, while all students receive free breakfast. Attending to such large-scale needs requires extraordinary organization, including coordinat-

ing seven regional chefs, chefs in the individual schools, training the actual cooks, and ensuring a smooth and uniform application of recipes, menus and delivery systems.

The position also requires great sensitivity, particularly regarding the "stigma" students feel about a program that labels them as getting "welfare food." Also challenging is the matter of administrative schedules—for some students, lunch is the last period of the day, and they simply go leave the building and pick up fast food on their way home. Long lines and a crowded cafeteria may also be a deterrent. A lot, however, can be done, the chef suggests. Life skills classes that teach sexual education could easily add a component on food and health. Perhaps, too, schools could take advantage of little used spaces, large and small—window boxes to grow herbs, a farm like the one at John Bowne High School in Queens, an empty classroom that might be turned into a center for hydroponics. Better advocacy and marketing, including more attractive signage on cafeteria food lines, would also be desirable. Chef Collazo would also like to see wider use of local produce, greater attention to minimally processed foods and batch cooking, so that cooks don't always have to start from scratch, and a couple of policy changes at the USDA, including allowing for more local produce and for soy milk as a reimbursable item. Meanwhile, NYC's tough nutritional standards, including low sodium and



the elimination of artificial colors and sweeteners, whole milk, white bread and meat taken mechanically from the bone, now include zero trans fats. Of course, there are still no breakthroughs on broccoli yet, the chef reports, but he's hoping... as Kermit from Sesame Street would say it's not easy being green.#

SCHOOL NUTRITION IN NEW JERSEY

By LISA K. WINKLER

School districts nationwide are scrambling to improve student health and nutrition, many in response to state mandates and corporate incentives. Through catchy slogans, celebrity posters, interactive teaching materials, and school wide competitions, schools are adopting programs designed to educate students about why proper eating and exercise affects health—and why they should care.

The "Eat Right, Move More" campaign, recently launched in Lodi, New Jersey, features posters of New York Jets offensive tackle D'Brickashaw Ferguson telling students, "When I have a healthy meal, it helps me play my best. Your school cafeteria has a variety of nutritious foods to keep you going all day long. So get up, eat right and move more!" Joined by Gov. Jon S. Corzine and NJ Agriculture Secretary Charles M. Kuperus, Ferguson appeared at Columbus Elementary School in late November to introduce the program.

Children in the K-5, 270 student school have responded enthusiastically, Principal Vince DiChiara told *Education Update* in a telephone interview. The district's suppliers increased the amount of low carbohydrate, reduced fat snacks offered for purchase. The school's physical education teacher introduced a variety of activities and lessons that tie in with nutrition. "When I went to school, it was kickball everyday. Now kids can do lots of different types of exercise that will hopefully keep them interested in good eating and health," he said.

New Jersey requires all schools to implement the new school nutrition policy by September,

2007. Covering pre-K-12th grade, the policy limits fat and sugar contents in foods offered in a la carte lines, snack bars and vending machines, school stores and fund-raisers.



New Jersey Governor
Jon Corzine

All the k-2 students enrolled at Virginia Road Elementary School in Valhalla, New York, received lessons in the "Eat Well, Be Well," program that addresses fitness, nutrition, lifestyles and health education. Organized by staff from Blythedale Children's Hospital and funded through a \$175,000 grant from Kohl's Department Stores, the program included classroom visits. Principal Ada Jimenez-Parker, while praising the school's food service for eliminating junk food and offering healthy food choices, noted that at this young grade level, "children eat what parents give them." She hopes the PTA will offer a parents' workshop to reinforce the lessons. Holiday and birthday celebrations pose additional problems, she told *Education Update*. "It's very difficult to tell parents not to bring in cupcakes. We haven't said they can't and I don't see us doing that this year," she said.

The Women's Heart Foundation, based at Rutgers University, established "TEEN ESTEEM," geared towards adolescent girls attending Trenton Central High School. About 125 sophomore girls annually are participating in a three year study ending in June, 2007. In addition to classes on nutrition and exercise, the girls receive intensive health screenings and monitoring for cardiovascular and pre-diabetic conditions. Funded by the state and the Horizon (BCBSNJ) Foundation, the program emphasizes how improved health leads to improved self-esteem, which in turn impacts school attendance and performance.#



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NY LIFE GIVES CCNY \$10 MILLION TO EXPAND COLIN POWELL CENTER FOR POLICY STUDIES



(L-R) Sy Sternberg, Chairman & CEO, New York Life; General Colin Powell, Fmr. Secretary of State, United States of America

By EMILY SHERWOOD, Ph.D.

It's not every poor kid from the city who grows up to be U.S. Secretary of State. But if you listen to General Colin Powell, who attended CCNY in the fifties, went on to build his career in "the only American institution that was integrated by law, the U.S. Army," and ultimately served as President George W. Bush's Secretary of State from 2001-2005, many more African-American students will now have a vibrant opportunity to prepare for national and international policy careers. The impetus: a \$10 million grant from New York Life Insurance Company which will create an Endowment for Emerging African-American Issues at CCNY's Colin Powell Center for Policy Studies.

At a December press conference on the CCNY campus, an eloquent General Powell pledged his

support for the students who will benefit from the endowment: "Now that I'm in retirement again, I'm pleased that I can spend more time and energy at the Center to do for a new generation of New Yorkers what was done for me," stated Powell, who recently donated his own \$1 million leadership gift to the Center (established in 1997). Each year, 21 scholarships will be provided at the Colin Powell Center, 16 for undergraduates and five for graduate students, as well as eight summer internships. A Leader-in-Residence program will bring to the City College campus top leaders in African-American issues.

The Powell Center has already shown that it has the potential to turn out leaders who think broadly about global issues: Trevor Houser, '06, now works as an analyst the China Strategic Advisory where he advises policymakers and



A cohort of Colin Powell Fellows

business leaders on China's economic development and its impact on global markets, and Brad Walrond, '06, is currently a Faculty Fellow at Columbia University, where he's working on his Ph.D. in political science. Other Leadership Fellows have taught in a school for Rwandan orphans, developed a website for the Small Business Administration, and worked as a legislative intern.

New York Life Chairman and CEO Sy Sternberg, also a City College alumnus ("I arrived for my first day at school with nothing more than a fierce desire to learn...and enough money for subway fare back to my parents' home in Bensonhurst, Brooklyn"), noted that this initiative represents a double win for the African-American community: "It is a 'win' because it provides young people with a college experience that is, by any measure, one of the nation's finest programs leading to a career in public service. And it is a 'win' because, after they have been through the program, these young people will acquire the resources, the

tools and the relationships that will allow them to make a meaningful difference in the future of their neighborhood, their city and their nation." Sternberg also revealed that the \$10 million grant to the Colin Powell Center represents the largest single grant ever provided by the New York Life Foundation.

And CUNY Chancellor Dr. Matthew Goldstein, yet another CCNY alumnus who grew up a poor kid in lower Manhattan and then Brooklyn, applauded the charitable efforts of General Powell and Sy Sternberg "to provide the most diverse student population anywhere access to public policy opportunities that will strengthen the very fabric of our precious democracy." Looking into the audience, filled with the young, expectant faces of the next generation of Colin Powell fellows, Dr. Goldstein challenged the group to think big: "There may be the next President in this audience. There may be the next Secretary of State among us!"#

A COLIN POWELL FELLOW SHARES INSIGHTS

By LIZA YOUNG

Therese Collins, originally from the West Indies, is a 22-year-old Colin Powell fellow.

Education Update (EU): What do you feel that the Colin Powell Fellowship program is doing for you; how is it helping you?

Therese Collins (TC): For me, its going to give me the support that I need, not only financial support, but academic and moral support to get to the next level in my career, get to the next step. The hands-on experience that I'm going to get because of the center's financial gift to me and other students is going to be invaluable. This gift is going to allow me to use summer funding to intern somewhere, at another consulate here in the U.S., or a consulate abroad, or a law firm, get my hands dirty, get myself involved in policy. And I'm an undergraduate student; by the time I get to graduate school, I will have picked up resources and opportunities that many graduate students will not have had. So for a center to be able to make those opportunities available to undergraduate students, regardless of policy interest is amazing. There are ten of us here today and we're interested in a wide range of interests. I'm an international studies major. Roy is a political science major. Mario is majoring in international

studies, and Latin American studies as well.

EU: Do you do things together as a cohort, as a group?

TC: The group I'm in was chosen in November. We will soon have our first official meeting, but some of us know each other from other areas, and we've done things together, we worked on projects together; some of our interests are completely different.

EU: Does your center help you to get some of these internships and the experiences you've spoken about?

TC: The center might not help us to get the internships, but they'll work with us, for example on how to conduct an interview, and look through our resumes to make sure that it's on point. They are going to be preparing us for the next step. They're going to make sure that we go out, face the challenge, see what it's like, force us to take that next step, to push ourselves to get things that we want to get, but knowing that we have their support, and somebody to turn to, to say, "Well, I have this interview, these are the questions, do you think I can handle it correctly?"

EU: Having come from the West Indies,



Therese Collins

can you tell us about your educational background?

TC: I have been here for two years; this is my first undergraduate experience. I went to a Catholic High School in the West Indies.

EU: Do you feel you got a good education there?

TC: I did. It was very strict and rigid, but I look back now and think the discipline that I got there has enabled me to focus and really make things happen for myself. I wouldn't be where I am today without the support of my teachers and the staff there.

EU: Did you come to the States on your own?

TC: I did. My sister and grandfather live here. It's been a journey, but the school has been very supportive.

EU: Who would you like to be ten years from now?

TC: I spoke to one of my friends the other day and we had a competition in the summer, where are you going to be ten years from now, and I don't know, but I'm OK with not knowing. I've done so much here during my two years at City College. I'm in my third year now and I've accomplished so much. My first semester I went to Israel and Poland through a City College program, and I recently returned from a City College funded trip to the Dominican Republic. It's been a great learning experience.#



CCNY OFFERS PHOTONICS TRAINING FOR MIDDLE SCHOOL, HIGH SCHOOL & COLLEGE STUDENTS

City College's renowned photonics centers are offering two exciting training programs that are designed to encourage and enable students from middle school through college to pursue careers in science, technology, engineering and mathematics. A special focus of both programs is to encourage underrepresented minorities and women to enter these important fields.

The programs are: A Research and Education Pilot Program offered by City College's NASA-COSI and DoD-CNP Photonics Centers that is geared to high school and middle school students; and CCNY's NASA-COSI Photonics Training Program (NASA-COSI PTP), which is aimed at high school and college students. Both training programs benefit from the multi-disciplinary faculty and staff, and state-of-the-art photonics instrumentation, at the research facilities of City College's NASA University Research Center for Optical Sensing and Imaging (NASA-COSI); and CCNY's DoD Center for Nano Photonics (DoD-CNP). Both programs are under the direction of Dr. Robert R. Alfano, Distinguished Professor of Science and Engineering at City College.

NASA-COSI was established at City College under a grant from the National Aeronautics and Space Administration. Its mission is to develop enabling optical technologies, laser instrumenta-

tion and methods for sensing and imaging of the earth and the environment. Dr. Manuel Zevallos is the Technical and Administrative Coordinator of NASA-COSI.

DoD-CNP was established at CCNY under a grant from the U.S. Department of Defense. Its mission is to advance photonics at the nanoscale by combining photonics and nanotechnology in order to keep the U.S. at the forefront of these cutting-edge technologies. Dr. Taposh Gayen is the Technical and Administrative Coordinator of DoD-CNP.

About the Pilot Program

The Pilot Program for high school and middle school students integrates research and education through hands-on training. Students are offered training by scientists involved in research programs that develop and use cutting edge instruments and data analysis techniques that bridge the gap between science and engineering. The program is offered during the academic year on a flexible schedule.

The program includes lectures and

laboratory training on basic photonics and photonics technology such as Fluorescence Spectroscopy; Raman Spectroscopy; Streak Cameras; Laser Crystal Growth; Terahertz Spectroscopy; and Ti:Sapphire Ultrafast Laser Technology.

To further inspire students, the program will

encourage them to present their work and participate in national competitions such as the INTEL Talent Search Competition. Students in the Pilot Program will receive a small stipend. For further information, e-mail Mr. Daniel Moy at: dmoy@sci.cuny.cuny.edu#



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— A BANK STREET ALUMNA

SCHOOL OF VISUAL ARTS

By SANDRA EDMONDS & SAMANTHA HOOVER

The Master of Arts in Teaching (MAT) program at the School of Visual Arts (SVA) provides a hands-on learning environment in which student teachers can research and explore education issues and topics as well as develop their own ideas and continue with their own artwork. One of the more unique MAT courses offered is the Curriculum for Special Populations, a practicum course that exposes graduate art education students to a population that is not commonly experienced as a group; the homeless. While homeless children often attend public school, they are generally not identified as such and as a result their issues can be easily conflated with those of other special needs children. While there are commonalities, there are also important differences and successful teaching results from a deep understanding of students and their lives.

The course gives SVA students the opportunity to learn about the causes and effects of homelessness on young children. It meets at Icahn House, a private, non-profit service provider that is a part of the New York City shelter system. Students design and implement evening art classes for children between the ages of 5 and 14, working directly with the children and then analyzing the results. The ability to transform theory into praxis and to interpret theory through the lens of praxis gives the students an unusual educational perspective. It is a highly successful program that is rewarding for the SVA students as well as the children at the shelter.

School of Visual Arts in New York City is an established leader and innovator in the education of artists. From its inception in 1947, the faculty has been comprised of professionals working in the arts and art-related fields. SVA provides an environment that nurtures creativity, inventiveness and experimentation, enabling students to develop a strong sense of identity and a clear direction of purpose.

The College grants Bachelor of Fine Arts degrees in advertising, animation, cartooning, computer art, film & video, fine arts, graphic design, illustration, interior design, photography, and visual and critical studies (beginning fall 2007). Master of Fine Arts degrees are granted in art criticism and writing; computer art; design; design criticism (beginning fall 2008); fine arts; illustration as visual essay; and photography, video and related media. Master of Professional Studies degrees are offered in art therapy and digital photography (beginning fall 2007) and a Master of Art in Teaching in art education. To find out more visit www.sva.edu or 212.592.2000.

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LANDMARK COLLEGE

A “Bridge Semester” for College Students with Executive Function Disorder

By CHRISTINA HERBERT & BENJAMIN L. MITCHELL

When Landmark opened its doors in the fall of 1985, the diagnosis of AD/HD was just barely coming into use. As the years have passed, our knowledge of AD/HD and the number of our students with AD/HD has increased exponentially. Over the past 10 years, during which Landmark College has actively recruited students with executive function difficulties (also often referred to as ADD, AD/HD, Executive Function Disorder) we have been able to define some of the best practices and most effective strategies to support students of this profile.

For many of these students, it is enormously frustrating to comprehend and fully connect with the ideas in the curriculum, only to find time and time again that they are in academic trouble because of this maddening and hidden disorder of AD/HD: not planning, not getting to classes, not finishing homework, not turning in work even when it's finished, not being able to complete papers or projects, etc. *In other words, it's not about being able to do the work, it's about doing it.* They have been told throughout their lives how bright and full of potential they are if they only applied themselves. Often students may start a semester and do well, only to fall into a deep dark hole where they begin to feel they will never catch up and thus avoid going to class or office hours. To add to the frustration, one hallmark of AD/HD is inconsistency, so at times students will complete the long paper or task or get an “A” in a class, only to fail the next paper or class.

Consequently, last January Landmark initiated a “Bridge Semester” for group of students new to the college. *The criteria for acceptance was that these students had enrolled at another college*

and struggled because of their AD/HD, function at a high cognitive level, and would like to return to their colleges after getting the tools they need from Landmark.

The fundamental philosophy of the program is that the key to addressing executive function difficulties is for these students to become the leading experts about their own situation. Our goal is to help them understand themselves as fully as possible, in a supportive and intellectually stimulating environment. Landmark provides them with a “menu” of options that they will have available to face the challenges as they arise. Students are expected to be open to trying new ways of dealing with old problems and to begin to forge more successful ways of doing things. Backsliding and mistakes are welcomed and accepted in the program, with the expectation that they provide fodder and fuel for continuing to seek better ways of doing things.

The cornerstones of the EF program are a daily group advising session and a specialized English class. The group advising sessions were designed so that students could meet in a group of five each day during a scheduled block. The group advising session is a place where students can check in daily with their advisors and peers in order to stay mindful of their goals and patterns. It is a time when they can support each other to stay on track. Students in the program are often extraordinarily skilled at offering support or compassion when it is most needed or a reality check when old patterns of denial begin to return. These group advisors often use a group advising session to explore facets of executive functioning or to allow students time to organize and plan ahead or get started on work. All of the advising groups meet together once a week to hear speak-

ers or panels on a variety of pertinent topics.

One key aspect of the EF program is the EN 105 class, taught by Ricia Gordon. Ricia explains, “My class, EN 105 (Critical Process and Writing Theory), is composed of two sections of new students, who, for the most part, have come to Landmark from other colleges. The focus of my class is to explore executive functioning as it applies to writing. Students read about AD/HD, the brain, executive functioning, and written output. They address these issues in their journals, as well as in formal essays. The final project is a research portfolio, in which students develop an academic self-portrait, drawing support from what they have read throughout the semester. The course introduces a variety of strategies for producing timely written work. Students experiment with these on an ongoing basis.”

Students from that Spring 2006 group were given a pre-assessment questionnaire asking them to rate themselves in a variety of areas on a scale of 1(poor), 2(fair), 3(good), 4(excellent). The results of this assessment showed significant overall progress, particularly in the areas of: keeping course mats organized; submitting papers and assignments on time; understanding the ways in which AD/HD has the potential to have a negative impact on academic performance and life in general; working on long-range assignments well before the due date; taking advantage of appropriate campus resources and services; and using specific strategies to manage ADHD effectively.

Although spring 2006 was a small pilot semester, the results demonstrated the undeniable value of our new approach with this elusive population of students. This spring Landmark College hopes to increase the number of students in this

cohort and continue to track the results. Colleges all over the country are currently struggling with the question of how to support the bright, talented student who struggles with Executive Function. Traditional supports for students with learning disabilities—note takers, books on tape, extended time—are ineffective because these students often have such strong academic skills. To clearly define the problem and to explicitly discuss strategies and systems in support of Executive Function heralds a new direction in support services for college students. Every student struggles to one degree or another with the radical transition from high school to college; the students with diagnosed AD/HD are only the most pronounced. We believe that helping students to understand their challenges and develop ways to address them has significant potential for all students making this transition, with or without a diagnosis.

At Landmark College, we find that once our students have practice in capturing all of their various projects and commitments into a system that is understandable and doable, they begin to change the way they view the world. Rather than constantly being behind, desperately trying to put out fires, and overwhelmed by all the broken promises, students use their newfound strategies and systems to keep track of their executive thinking, so they don't have to try to carry it all in their heads. For many, this heralds the beginning of an extremely productive period, where for the first time they are able to work at a level that is much closer to the potential of which they had always sensed they were capable.#

Christina Herbet is the Lead Faculty for the EF Program. Benjamin L. Mitchell is the Director of Admissions.



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Helping Students Transition from Community Colleges to Advanced Degrees Teachers College, UVA, Harvard, Princeton Collaborate

The Community College Research Center (CCRC) at Teachers College, Columbia University, in collaboration with partners at MDRC, the Curry School of Education at the University of Virginia (UVA), and professors at Harvard University, and Princeton University, has been awarded a five-year grant of \$9,813,619 from the Institute of Education Sciences of the U.S. Department of Education for a new center focused on studying the effects of programs designed to help students make the transition to college and master basic skills needed to advance to a degree.

The National Research and Development Center on Postsecondary Education will evaluate programs employed by two- and four-year institutions to reduce postsecondary education barriers and increase college completion rates. "It is particularly noteworthy that the U.S. Department of Education has established a national research center on higher education with a very strong focus on community colleges. In the past, the large majority of research on higher education has focused on four-year institutions," said Dr. Thomas Bailey, Director of CCRC, who will also serve as Director of the National Research Center.

For millions of young people, weak academic preparation impedes access to, achievement in,

and/or completion of higher education. Dr. Thomas Brock, Director of MDRC, said the grant would allow researchers to focus on this critical area in which too little rigorous research currently exists. "There is a gap in what we know and don't know about the policies and programs that postsecondary institutions are implementing to improve student access and success in higher education," said Dr. Brock. "This grant will give the Center the opportunity to do the research that will help us say with more certainty what works and what doesn't."

CCRC and its partners will use the grant to evaluate the effectiveness of two programs: 1) those that enroll high school students in college courses (dual enrollment programs); and 2) those that provide remediation groups or learning communities for low-skill students. Both evaluations will last over four years. The Center will also evaluate financial aid policies and state incentives or sanctions to promote low-income, low-skilled students. Plans for other projects will be developed in close collaboration with the staff of the Institute for Education Sciences. "Given the millions of students who currently qualify as low-skill or low-income, the implications for these studies have far-reaching social and political impacts," said Dr. Bailey.#

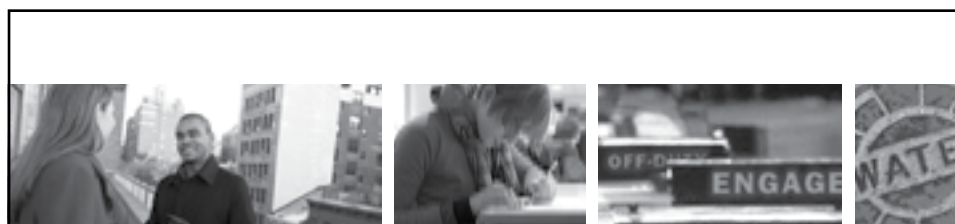
CCNY Receives \$12.5 Million

The NOAA Cooperative Remote Sensing Science and Technology Center (NOAA-CREST), a consortium of nine institutions based at The City College of New York (CCNY), was awarded a new five-year funding commitment with a base of \$12.5 million from the National Oceanic and Atmospheric Administration (NOAA). The award period runs from 2006 to 2011. The funding will enable NOAA-CREST to carry on its extensive research in nationally significant remote sensing areas including climate and air quality, coastal remote sensing and precipitation and water resources.

"The CREST research thrusts serve as a platform that provides access to state-of-the-art

facilities, education and research opportunities for all of our graduate students, said Dr. Reza Khanbilvardi, CCNY NOAA Chair Professor of Civil Engineering and director of the NOAA-CREST Center. Over the past five years, CREST has become one of NOAA's main cooperative remote sensing centers, according to Professor Khanbilvardi. It is the only center working on climate and air quality, coastal remote sensing and precipitation and water resources.

The center's activities include developing algorithms for forecasting, developing sensors, calibrating satellite equipment, validating data and devising new applications and analytical techniques for satellite data.



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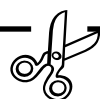

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Queens College Brings American History To Life For Public School Teachers & Students

Thanks to \$2 Million in New Federal Grants, Queens College is Training History Teachers In Manhattan, Queens and Brooklyn

How many of us ever heard of the Battle of Golden Hill, an encounter that took place in New York City on January 19, 1770 and precipitated the American Revolution six weeks before the Boston Massacre? The students who take American History with Avram Barlowe at the Urban Academy, an alternative school in Manhattan, certainly know about it, thanks to \$2 million in funding from the U.S. Department of Education for two new programs that began this fall.

Barlowe, who has been teaching high school history for 25 years, is also the project director for one of the two programs, "Inventing the People," a collaboration between the New York City Department of Education and Queens College. The college will oversee and evaluate the program for 7-12th grade teachers. For Barlowe and about 60 elementary and secondary education teachers, the focus is on innovative teaching methods. The funding provides access to archival materials such as 18th and 19th century journals and primers; interactive Web tools; presentations and workshops by noted historians and educators; and other classroom aids and activities that challenge students and make American history come alive.

"When I take students on walking tours through downtown New York and visit the sites where pre-revolutionary events like the Golden Hill battle took place, seemingly obscure and irrelevant occurrences become more vivid and real," says Barlowe. "By digging into primary source documents, where colonists talk about their struggles for jobs, economic hardship and military occupa-

tion, students can better relate and understand these issues, which ultimately makes the study of history more meaningful."

Adds David Gerwin, an education professor at Queens College: "Textbooks only offer bare-bones summaries of events, but don't address why the events happened—which could explain historians' distrust of them. 'Inventing the People' encourages students to broaden their perspectives and learn history by going beyond the memorization of facts to think, explore and inquire."

The second program, "Learning History Together: The Content, Documents and Artifacts of U.S. History for the Elementary Grades," is a partnership among Queens College, the New York and Brooklyn Historical Societies, and low-performing elementary schools in Region 4, which encompasses Middle Village, Ozone Park, Long Island City and Maspeth in Queens, and Bushwick and East New York in Brooklyn.

Queens College is helping design lesson plans, training materials, teaching activities and strategies for the classroom that directly relate to the state's required curriculum. The elementary school teachers will deepen their knowledge of American history by participating in four sessions a year on specific historical topics and summer retreats led by Queens College faculty and historians.

"With all the emphasis and funding funneled into improving literacy and math skills, social studies—particularly professional development—often gets pushed aside," says Beverly (Lee) Milner Bisland, a Queens College education professor and this project's director.

"Very few elementary school teachers have a deep knowledge of history, which makes this first-time grant at that teaching level all the more important. The benefits to the teachers, and ultimately their students, are direct, substantial and long-lasting."#

WE REMEMBER ABRAHAM SUNSHINE, M.D.

We pay homage to a great physician, researcher and former Chair of the Medical Board of Tisch Hospital who died on January 2, 2007. Holder of patents in the field of analgesia, Dr. Sunshine was the benefactor of the Abraham Sunshine Associate Professorship in Clinical Medicine at NYU School of Medicine.

Dr. Sunshine received his BA and MA in Zoology from the University of Wisconsin and

his medical degree from the Temple University School of Medicine. He served as a Captain in the US Air Force Medical Corps.

His wife, Diane Winter Sunshine, a former member of the Teachers College Alumni Advisory Board, has requested donations be made in his name to The Robert A. Kyle Hematologic Malignancies Fund at the Mayo Clinic.#

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Women's City Club of NY Examines Challenges & Education for Immigrants

By EMILY SHERWOOD, Ph.D.

Asserting that "immigrants are welcome in New York and they make major contributions to the life and fabric of this city," Women's City Club of New York Chair Carol Leimus kicked off a half-day conference recently to examine the costs and challenges of today's NYC immigrants. City officials and service providers came together to pinpoint problems that must be resolved to improve service delivery to immigrants.

The statistics are compelling. According to Joseph Salvo, Director of the Population Division in the NYC Department of City Planning (whose grandparents immigrated from Italy), there are more immigrants in our city today, both in real numbers and percentages of the total population, than any time in recent history. Indeed, the city's 2.9 million foreign-born (i.e. immigrant) individuals represent 37 percent of the total NYC population, double that of 1970. Even more startling is the fact that two-thirds of the city's population is either foreign-born or has foreign-born parents (first generation Americans). Unlike the U.S., where Mexicans top the immigration list (they represent over 30 percent of all immigrants nationwide), the city's largest immigrant groups are from the Dominican Republic (11.5 percent), China (9.7 percent), and Jamaica (5.5 percent), with Mexican immigrants representing only five percent of NYC's population.

While the contributions of our immigrant population are immense – their labor force participation is greater than that of native-born individuals—their challenges are significant. One by one, speakers pounded home the message that the greatest challenge facing today's immigrants is the language barrier: according to Salvo, "one-fourth of all New York City residents have some problem with English...[yet] we can't meet the demand for English language classes." Salvo explained that "English language skills are



panel (L to R): Hector Cordero-Guzman, Alan Kaplan, Sapna Pandya, Michelle Buono

more important now than they ever were. In the knowledge economy of the twenty-first century, newcomers [with limited language skills] hit the wall of economic advancement more often than they did fifty years ago."

Speakers in all service delivery sectors agreed that the language barrier is wreaking havoc on the city's essential services—education, health and safety. Michelle Buono, an outreach worker at the nonprofit Goddard-Riverside Community Center, argued that public education is suffering since many parents cannot help their children with homework due to language barriers. Buono claimed that some parents who are not literate in their primary language are being turned away from ESL (English as a Second Language) programs, and "the waiting lists for those who do qualify are endless." Buono called on the city to make a firmer commitment to expanding ESL programs and to provide translation services, not just in Spanish, at all school levels. Sapna Pandya, representing the nonprofit NYU Center for Immigrant Health, noted similar language barriers when immigrants try to access hospitals. A new technological device is on the horizon that allows the provider and foreign-speaking patient to communicate through

headphones wired into third party translators, but it's still relatively rare. And NYC City Council Member John Liu, who was born in Thailand, added that language barriers, coupled with the fear of deportation, cause victims of crime who are immigrants to refuse police protection or even cooperation: "This endangers not only the immigrant community, but it endangers all of us because we need strong communication between the police and the community," added Liu.

The picture was not all grim: Azadeh Khalili, Deputy Commissioner in the Mayor's Office of Immigrant Affairs, noted that Mayor Bloomberg has underscored the importance of these issues by elevating her office to cabinet-level. There's a new "311" phone line, available 24/7 to foreign-speaking residents, that identifies the language of the caller and connects him or her to municipal agencies, a project that "the mayor personally cares about," according to Khalili. Her office has recruited more bilingual workers and provided cell phones to front-line workers so they can call a third party translator if needed. Although all immigrants have access to city services regardless of their immigration status, Khalili added that language barriers and fear prevent many



Azadeh Khalili



Joseph Salvo

of the approximately 500,000 undocumented immigrants in NYC from taking advantage of the services to which they are entitled, particularly education, public health, and public safety.

Among the litany of additional challenges facing today's immigrants, conference participants cited safe and affordable housing, legal services, and economic security. With 42 percent of the city's workforce comprised of immigrants and total numbers of foreign-born residents increasing each year, the City Club's message came through loud and clear: planners and service providers must find better ways to help new generations of immigrants find their version of the American dream.#



MY INTERNSHIP AT EDUCATION UPDATE

By JUSTINE RIVERA

Currently, I am a senior in the "47" American Sign Language & English Secondary School. Due to the small number of classes I was taking, I asked my counselor if she could help me find a job or program in which to participate. A few weeks later, she presented the idea of working in journalism, and asked me if I liked to write. Of course I told her I did, and so she told me that she would set up an interview immediately with a newspaper called *Education Update*.

When I first started my internship with *Education Update*, I honestly did not know what to expect. From the day I started working at *Education Update*, which was right after my interview by the way, to the writing of this article, it has always been something different. Dr. Pola Rosen, Publisher, Editor-in chief, and my boss, had told me this would be so, and she was right. To be

straightforward, this internship has been great. I have learned so much about journalism. I learned how to properly format an article so that it's ready to be put into the paper. I never knew that so much detail had to be paid to an article, that everything had to be perfect, before it finally went into the newspaper. I watched articulate discussions take place in the middle of interviews, and you learn so much from listening to the experiences of others. I've gone to the rehearsals of shows before they came out. I've met a lot of new people, and I even got a job offer for the summer!

And above all, even though you may not hear a lot of people say this about work, I thought this was the most fun job I ever had, and I have a very nice boss. My friend, who is another intern here at *Education Update*, and I, think she's pretty cool. Interning at *Education Update* was an educating and exciting experience in itself and for anyone who is looking for an internship in journalism and needs a place to start, this would be the place.#

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COLLEGES

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 January Events:

CRIME AND PUNISHMENT
 Wednesday, January 10, 2007 at 10:00 am \$45 (Includes annual membership dues for the Friends of the Library). Thursday, January 11, 2007 at 10:00 am, Friday, January 12, 2007 at 10:00 am; Reisinger Concert Hall. Sarah Lawrence College Russian and Literature faculty member, Melissa Frazier discusses Fyodor Dostoevsky's classic *Crime and Punishment* in a "mini" course

taking place January 10, 11 and 12 at 10:00 am in Reisinger Concert Hall. The course is sponsored by the Friends of the Library. For more information and registration please call 914-395-2472.

BEETHOVEN'S NINTH SYMPHONY

Wednesday, January 10, 2007 at 1:00 pm \$45 (Includes annual membership dues for the Friends of the Library). Thursday, January 11, 2007 at 1:00 pm, Friday, January 12, 2007 at 1:00 pm; Reisinger Concert Hall Sarah Lawrence College Music faculty member, Martin Goldray discusses Beethoven's Ninth Symphony in a "mini" course taking place January 10, 11 and 12 at 1:00 p.m. in Reisinger Concert Hall. He will be using the performance of the Chicago Symphony Orchestra conducted by Fritz Reiner. The course is sponsored by the Friends of the Library. For more information and registration please call 914-395-2472.

WRITING INSTITUTE

Monday, January 22, 2007 at 12:00 pm FREE Slorim Living Room The Center for Continuing Education at Sarah Lawrence Colleges is hosting an open house for its spring Writing Institute, an opportunity to meet with instructors, examine syllabi and meet other students. A light lunch will be served. The event will take place on Monday, January 22, from 12:00 p.m. to 2:00 p.m. in Slorim Living Room. For more information or to RSVP please contact Nadeen Thomas at 914395 2205 or nthomas@sarahlawrence.edu

CIVIL RIGHTS IN MULTIRACIAL AMERICA: MARK ONE OR MORE

Tuesday, January 23, 2007 at 1:30 pm Titsworth Lecture Hall In her recently published and critically acclaimed book, *Mark One or More: Civil Rights in Multiracial America*, Kim Williams, Associate Professor of Public Policy at the John F. Kennedy School of Government, Harvard University, uses the little known story of the struggle to include a multiracial category on the 2000 US Census both as

a window into the unprecedented debates it provoked and as an opportunity to reassess the meaning of racial identity in American life. This is the first talk in the "Complexities of Race in Contemporary American Society" lecture series sponsored by The Donald C. Samuel Fund for Economics and Politics. Additional speakers are Tommie Shelby, Daryl Ogden, Augustus Trowbridge, and Robin D.G. Kelly.

For more information, please call 914-395-2412.

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PROFILES IN EDUCATION

Lawrence Mandell, President & CEO, United Way of NY Targets Education

By SYBIL MAIMIN

Lawrence Mandell, president and CEO of United Way of New York City, has a master's degree in social work. "Being a social worker and running United Way have not always been the case. We were a fundraising organization first. Now we focus on community." His focus is to "influence what happens in the city in the area of helping the poor." He muses, "People see social workers as having big hearts and soft heads. We have to be more hardheaded" and get "measurable results." And that is exactly what United Way of New York City is now doing under the stewardship of Mandell.



Lawrence Mandell, President & CEO, United Way of NYC

Long associated with a unique and highly successful model of raising funds directly from employees of a wide range of companies through regular payroll deductions, United Way has traditionally funneled the money to hundreds of non-profit agencies for the fight against poverty. In an attempt to be more effective and more involved, three years ago United Way became focused in its choice of fund recipients and goals and expectations of measurable results. Five areas of concentration were established: education, homelessness prevention, access to health care, building economic independence, and strengthening NYC nonprofits. At least one annual major initiative in each area was promised. United Way administers the initiatives by choosing community-based organization partners (CBOs), setting goals, ensuring all parties meet responsibilities, and assessing results. Referring to the crucial job of recognizing good partners from among many applicants, Juanita Ayala, senior director of education, says, "We are big time marriage brokers with lots of potential spouses." Education, which has been a United Way focus since 1991, has

several exciting and sorely needed programs including Community Achievement Project in the Schools (CAPS) to stem the dropout rate in city high schools, Quality New York to ensure school readiness, and a small pilot program that addresses disruptions and safety in schools. "The top priority in all education initiatives," explains Ayala, "is to reach children in temporary housing, or shelters, and then those in foster care or group homes, and finally, victims of abuse or neglect."

CAPS focuses on poor attendance as an indicator of future dropout, an epidemic which has reached 47 percent in New York City public high schools. School dropouts have poor job prospects and can be a financial burden to society. Recognizing that underlying problems can create barriers to attendance, last year United Way worked with the New York City Department of Education and 55 community organizations in 114 schools to implement intensive counseling, family involvement, and academic support. Fifty percent of potential dropouts (those who had missed between 27 and 75 days of school) remained in school. Mandell explains the success citing his organization's ability to "take it to scale," or manage large and broad programs. "What we're doing is more and more informed by best practices. We rely on smart people in the field who seem to have the most effective models." Praising the CBOs, Mandell notes school improvement initiatives have typically taken place only within schools. "There has not been a voice for schools interacting with their communities." The CBOs have been crucial because "they represent a different culture than what goes on within the school. They often look more like the kids

and make the students comfortable...The school is stronger if local grass-roots organizations interact with it." Enhancement programs designed to strengthen academic achievement and contribute to personal growth supplement CAPS. A literary and arts initiative brings artists-in-residence to participating schools and sponsors a student showcase at Harlem's Apollo Theater. A science talent initiative funds school science departments and encourages school science fairs. Improved attendance has been greatest among students who participate in enhancement programs.

Quality New York was established to meet a glaring need. Only five percent of New York City's licensed childcare centers met national

accreditation standards. Recognizing the value of early childhood development and education readiness, the United Way initiative provides training, technical support, and consultation to improve centers and increase the number of accredited facilities. In another initiative, a pilot program in the Bronx, Safe Schools, Successful Students, adult members of a school community are trained to deal constructively with disruptive students. Rather than resorting to often inappropriate measures such as suspension or transfer to a psychiatric facility, staff is trained to knowledgeably address the needs of students with behavioral issues, often with the assistance of skilled social workers and mental health experts.#

National Symphony Orchestra Introduces Performing Arts To Children

The National Symphony Orchestra always has something special for children, and arriving just in time for the holidays is the release of *Maestro Mouse and the Mystery of the Missing Baton* as part of its 75th anniversary season. Popular children's authors and husband-and-wife team Peter and Cheryl Barnes have written an engaging and educational tale in which young readers can learn about and discover the National Symphony Orchestra in the nation's capital.

When *Maestro Mouse* loses his baton right before the start of the concert, the audience worries that the show might not go on. The children in the audience help him find his baton and save the concert. It is a quest that leads children in an exploration of the instruments of the orchestra. Filled with vibrant illustrations, *Maestro Mouse* captures every detail of an orchestra including the stage, the musicians, their instruments and the look of the concert hall.

"The commissioning of this book is an example of the ongoing commitment of the National Symphony Orchestra and The Kennedy Center to introducing the performing arts to children as early as possible," explains NSO Executive Director Rita Shapiro. "In our 75th season, we felt it important not only to celebrate our past, but to try to get young children excited and interested in learning about symphony orchestras."

"We are proud and honored to have worked with the talented leadership and staff of the Kennedy Center and the NSO in the creation of this book," Peter and Cheryl Barnes said.

"We hope Maestro and his friends will bring joy to young readers and music lovers for years to come and will help interest children in the wonderful work of symphonies, musicians and composers and encourage children to learn to play instruments themselves."

Maestro Mouse and the Mystery of the Missing Baton will retail for \$16.95 plus shipping & handling and is available from the Kennedy Center Gift Shop, 202/416-8343 or online at www.kennedy-center.org/giftshop. The four-color hardcover book is appropriate for children ages 5 to 8.

Peter and Cheryl Barnes are a husband and wife writing/illustrating team specializing in educational books for children. They are creators of the best-selling *Woodrow, the White House Mouse*, which introduced children to the White House and the job of the president, and other books about special and historic places. Peter, who played the trumpet as a child, is a former journalist and broadcaster who reported on public policy issues in Washington, D.C., for CNBC and other news organizations. Cheryl, who was a choral singer in high school and college, is an illustrator with a background in architecture. Their work has been recognized by U.S. News and World Report, C-SPAN, National Public Radio, CNN, *Child* magazine, the National Council for the Social Studies and other news and educational organizations. In 2004, they received a Capital Book Award for their work.#

Calendar of Events January 2007

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC., is sponsoring the **Twenty Second Annual Special Camp Fair** featuring day and sleepaway camps and summer programs specifically for or accessible to children with special needs. The fair will take place at the **Church of Saint Paul the Apostle, 405 West 59th Street (Fair entrance on Columbus Avenue near West 60th Street), New York, New York, on Saturday, January 27, 2007 from 11:00 AM to 3:00 PM (Set up 10 AM)**. We hope you will join us as a participant. Contact: Gary Shulman, (212) 677-4650

Conferences

GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY
19 West 44th Street, Suite 500
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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.

2007-07 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 2007-2007 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

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Events

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Wed., Jan. 10, noon; Wed., Jan. 24, 6 p.m.
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Join us for graduate enrollment night!
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Wednesday, January 17th 6-8pm Brooklyn MetroTech Campus
Thursday, January 18th 6-8pm Long Island Graduate Center

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Please call the school at (212) 348-2600 with questions or to pre-register for an information session. Information sessions are adult only.
Join us for an upcoming Information Sessions:
January 11th, 6:30 pm; January 23rd, 6:30 pm; February 6th, 6:30 pm
March 7th, 6:30 pm. Please call the school for further dates.

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February House

by Sherill Tippins
Mariner Books, \$13.95

As a new year begins, it is a good time to remind people of the monthly activities at Logos Bookstore. One in particular is the Kill Your TV Reading Group (KYTV) which meets the first Wednesday of every month. This month on January 3, 2007 at 7 P.M., KYTV Reading Group will discuss *The Heart Is A Lonely Hunter* by Carson McCullers. Last month KYTV Reading Group discussed *February House* by Sherill Tippins.

February House is a fascinating account of an experiment in communal living in a Brooklyn brownstone during World War II that featured at different times the writers Carson McCullers, already known as the author of *The Heart Is A Lonely Hunter*; Paul and Jane Bowles, W.H. Auden, Erika and Klaus Mann and Richard Wright, the composer Benjamin Britten, the singer, Peter Pears, the performer, Gypsy Rose Lee, who became a mystery writer while resident in the house, and George Davis, fiction editor at Harper's Bazaar who obtained the lodging and set up the whole living arrangement. The height of this experiment was during the years 1940-1941, but George Davis continued to lease the house until 1945 when it was torn down to make way for the Brooklyn-Queens Expressway.

Sherill Tippins has provided a remarkable account of these creative people and their guests like Aaron Copland, Salvador Dali and Janet Flanner among others.

There are several photographs of the house and its famous tenants, most who had birthdays in February, hence the nickname for their lodgings, February House. *February House* is a wonderful

narrative history of a bygone era of creative personalities, writers, actors and musicians.

On January 8, 2007 at 7 P.M., the Sacred Texts Group led by literary agent Richard Curtis will discuss Jesus and the Sermon on the Mount. Rafael Cortes, noted pianist and teacher will present a work in progress on spirituality called "Spiritual Betrayal: A Path To Truth" On Wednesday, January 17, 2007 at 7 P.M.

Children's Story Time led by Dvorah continues every Monday at 3 P.M. after the opening meeting of the New Year at 3 P.M., Wednesday, January 3, 2007.

There is an ongoing 50% off boxed and individual Christmas and Hanukkah cards the first half of January and a 30% off sale on select books as well. Come top Logos to these events, enjoy the sales and buy some Valentine's Day cards.

Upcoming Events At Logos

Wednesday, January 3, 2007 at 3 P.M. Children's Story Time with Dvorah, subsequent meetings will be at 3 P.M., Mondays

Wednesday, January 3, 2007 at 7 P.M., KYTV Reading Group will discuss *The Heart Is A Lonely Hunter* by Carson McCullers.

Monday, January 8, 2007 at 7 P.M. The Sacred Texts Group led by Richard Curtis will discuss Jesus and The Sermon On The Mount.

Wednesday, January 17, 2007 at 7 P.M., Rafael Cortes, pianist and teacher will present a work in progress: "Spiritual Betrayal: A Path to Truth".

Wednesday, February 7, 2007 at 7 P.M., KYTV Reading Group will discuss *The Shadow Of The Wind* by Carlos Ruiz Zafon.

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

REVIEW OF BEST PRACTICES IN GIFTED EDUCATION: AN EVIDENCE-BASED GUIDE

By MERRI ROSENBERG

Best Practices In Gifted Education: An Evidence-Based Guide

by Ann Robinson, Ph.D, Bruce M. Shore, Ph.D., and Donna L. Enersen, Ph.D.

Published by Prufrock Press, Inc. (Waco, Texas) for the National Association for Gifted Children. 2007. 286 pp.

Figuring out how to best meet the needs of gifted children, whether at home or at school, can be a challenge for even the most dedicated parent and teacher.

The situation is often made worse in many public school settings because teachers and staff are also trying to meet the needs of an entire class, whose abilities may range from the supremely gifted to the struggling.

This valuable resource, based on scholarly investigation of what really works (and what doesn't) in various educational settings across the country, would be a worthy text for professional development. Although the division of chapters into a discussion targeting parents, the classroom and the school strikes me as somewhat squishy and artificial, on the whole this works very well.

Among the topics: how teachers can identify and develop a gifted child's talents; use parents appropriately in the classroom; model social skills that may be lacking in a cognitively precocious student to help her successfully manage peer relationships; compress and differentiate curriculum to challenge gifted children; having

children enter school earlier, having them skip a grade, or otherwise accelerate them; offer career education to help students explore possibilities that might otherwise never have occurred to them; develop worthwhile and productive mentorship programs, as well as provide additional opportunities inside and outside school.

The authors also dedicate space to thoughtful explorations of the role gender differences sometimes play in gifted children (and why girls may need extra encouragement to try out for the math team, or science competition). Similarly, they pay careful attention to the need for both classroom teachers and principals to look for multiple intelligences in children, especially those who come from low-income or otherwise disadvantaged homes.

The ultimate goal, of course, is for these gifted children to enhance and develop their natural skills by exposure to a variety of stimulating intellectual experiences—practice with critical thinking, creative projects, languages (such as Latin, starting in the 4th grade, according to some experts), challenging math and science curricula. One key point, for example, is that "administrators need to recognize that talented readers do not need to jump the hurdles of the grade level reading curriculum."

Given the pressures on schools to be sure that there is 'no child left behind', it's sometimes easy, unfortunately, for the needs of gifted children to go unmet. This book is a much-needed antidote to that prevalent trend.#

SYMBOLS OF NEW YORK A Quick Quiz

Compiled BY CHRIS ROWAN

A. The City

The emblem of the New York City Department of Education is _____.

What characters appear on this seal and what are their names?

What animal is depicted and why was it so important?

What date is on the bottom and why is it significant?

B. The State

(1) What figures appear on the New York State flag?

(2) What does one of the figures have at its feet and why?

A. (1) the New York City Seal. (2) A sailor, named Dexter (because he is facing right in the portrait) and an American Indian, named Smister (because he faces left). (3) A beaver, symbolizing the importance of fur trading to the economic birth of the city. (4) 1625. The date the city was founded by the Dutch as New Amsterdam. B. (1) Liberty and Justice. (2) Liberty has a crown at its feet—symbolizing freedom from the British crown.

CHILDREN'S BOOK REVIEWS

Have a Happy New Year With One Of The Happiest Of Joys... READING!

By SELENE VASQUEZ

PICTURE BOOK: AGES 4 THRU 8

Max's Words

by Kate Banks
Illustrated by Boris Kulikov
Farrar, Straus & Giroux, 32 pp., \$16.00

Max's older brothers are serious coin and stamp collectors whereas Max inexplicably decides to accumulate words! A clever homage to the written word that will inspire kids to cut and paste their own creative stories.

PICTURE BOOK: AGES 8 THRU 10

One Potato, Two Potatoes

by Cynthia Defelice
Illustrated by Andrea Uren
Farrar, Straus & Giroux, 32 pp., \$16.00

Kindly Old Mr. and Mrs. O'Grady subsist on a single potato all of their hard scabble soil years, until they find a magical pot that comically duplicates its contents. Cartoon style drafting is as wonderfully funny and energetic as this familiar tale.

POETRY: AGES 4 THRU 8

The Moon

by Robert Louis Stevenson
Illustrated by Tracy Campbell Pearson
Farrar, Straus & Giroux, 32 pp., \$16.00

A picture book depiction of Stevenson's famous 12-line poem, which begins "The moon has a face like the clock in the hall". Luminous ink and watercolor illustrations evoke the beauty of a moonlit night shared by father and son.

POETRY: AGES 8 THRU 10

Mr. Ferlinghetti's Poem

by David Frampton
CIP, 32 pp., \$18.00

The novelties of life in a New York City of long, long ago...doctors making house calls and children lying on the floor listening to the radio. Exuberant woodcuts in tribute to the beat icon Lawrence Ferlinghetti.

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.

DO RE MI: IF YOU CAN READ MUSIC, THANK GUIDO D'AREZZO

By SUSAN L. ROTH

Do Re Mi: If You Can Read Music, Thank Guido d'Arezzo

by Susan L. Roth
Houghton Mifflin, January 2007

Imagine a world in which music belonged only in the present tense. It could never be replicated or taught and passed down through the generations. Without the genius and determination of a man named Guido d'Arezzo, this would have been a reality.

Do Re Mi: If You Can Read Music, Thank Guido d'Arezzo is the story of the man who invented the first system for reading music, and in doing so enabled us all to enjoy and replicate any notes we choose.

Take a journey back to the Arezzo, Italy, of one thousand years ago and uncover the fascinating story of Guido d'Arezzo, a young man who enjoyed singing in his local choir but was consumed by his quest to develop a written system for teaching and learning music. His passionate pursuit of this goal alienated him from his neighbors and sent him to the quiet of a Benedictine monastery, where he might work in peace and be

met with more open minds. It took a long time, but finally Guido had his epiphany and a system for writing and reading music was born.

Victoria Bond, an American composer and conductor, has been commissioned by the Associazione Culturale Amici del Convitto Nazionale Vittorio Emanuele di Arezzo to set *Do Re Mi: If You Can Read Music, Thank Guido d'Arezzo* to music. Scored for a children's chorus and soprano soloist and accompanied by the organ, the music is drawn from the actual Gregorian chant first written by Guido d'Arezzo.

On December 16, 2006, Maestro Angelo Mafucci, the artistic director of the Amici del Convitto Nazionale Vittorio Emanuele di Arezzo, will be conducting the premiere of the music in the historic Cathedral d'Arezzo in Arezzo, Italy.

Susan Roth's captivating torn-paper illustrations bring Guido and his quest to life. Children of all ages will love learning about this little-known beginning to the musical system we all take for granted. Above all, *Do Re Mi: If You Can Read Music, Thank Guido d'Arezzo* sends a powerful message of perseverance through adversity and the importance of following your dreams . . . You could change the world!#



New Programs Will Combat Poverty and Homelessness

By MAYOR BLOOMBERG

This is a special time of year for New York City. No other place in the world can match the excitement on our streets or the holiday festivities in all five boroughs. And this holiday season, we have a lot to celebrate: Our economy is surging ahead, our schools are getting better, and we're continuing to drive crime to historic lows.

Yet, despite these gains, too many New Yorkers—many of them hard-working people—are still struggling to make ends meet. And tragically, some people in our city will be spending the holidays in a homeless shelter or even out on the streets.

There was a time in New York's history when people thought it was impossible to do anything about poverty and homelessness. But over the last few years, we've made real progress on both fronts, and during this past week, we've taken three more key steps.

First, we've committed more than \$150 million in public and private money to fund over 30 initiatives to help our fellow New Yorkers move out of poverty and have the opportunity to realize the American Dream. \$100 million of that money will be put in a special "Innovation Fund." The Innovation Fund will pay for the implementation of strategies recommended earlier in the year by our Commission for Economic Opportunity. And it will also fund some experimental approaches to reducing poverty that have never before been tried in this country.

We know that just throwing money at the problem won't work. That's why the Innovation Fund will be run the way they do it in the business world: If we find that a certain initiative isn't producing measurable results, we will terminate

its funding and redirect the money to where it can do the most good.

The second step we took last week was to establish a Citywide Office of Financial Empowerment under the Department of Consumer Affairs. This office will make New York the first major city to institutionalize the critical mission of educating, empowering, and protecting workers with low incomes so they can make the best use of their financial resources. It will help low-income individuals and families to save hundreds of dollars a year by taking such simple steps as opening a low- or no-fee bank account through a credit union. And it will also help to safeguard New Yorkers against the predatory lenders who target people with lower incomes.

Our third step—one that will immediately benefit New Yorkers—is something we're calling "Project Welcome Home." Over the next 100 days, the Department of Homeless Services will be welcoming 100 homeless veterans to their new homes. We owe our veterans a debt of gratitude. And to ensure that those who risked their lives for "peace of earth" can find peace themselves, we are collaborating with the U.S. Department of Veterans Affairs on an ambitious campaign to end veteran homelessness in New York City once and for all.

A few months from now, 100 formerly-homeless veterans will be enjoying the stability and dignity that comes with waking up in their own beds in their own homes. And by this time next year, more of our lowest-paid workers will have the skills they need to get better jobs, while some low-income families will find that they have a little more money in the bank. That's what we're working to achieve to keep New York the greatest city in the world. #

FROM THE SUPERINTENDENT'S SEAT

Planning for Travel with the Children

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



Over the past ten years my immediate family (my husband, our three children, and their spouses) has grown with the addition of nine grandchildren.

As an educator, I strongly believe that there is nothing that compares to travel as an educational and a growing experience for children. Traveling to different climates, various regions of the country, and of course outside the U.S., teaches children many different things, and these are the kinds of lessons they don't forget. The travel process itself affords many educational opportunities. Tracking a trip on a map makes geography truly meaningful and answers to "are we there yet?" can include math lessons and explanations of time zones. Math skills can also be strengthened by giving your children a souvenir budget, or involving them in figuring out restaurant bills and other costs.

Traveling with your children enables the whole family to take a break from daily routines and allows you to concentrate on one another without distractions. Play and explore together. Now is the time to build that sandcastle and inspire a future architect or photograph your trip and write funny captions together to create a memory album.

Each vacation place offers its own unique lessons on natural resources, culture, and language.

Many resorts offer educational children's programs that include games, nature exploration, and even trips off site.

Of course, traveling with seventeen people requires planning. We have found that our most successful trips are those spent at an all-inclusive destination that has activities and food that appeal to everyone, from infant to grandparent. Save the whirlwind sightseeing trips for your smaller, immediate family trips. A childcare program is always on our list, but with the number of adults we have it's not always necessary to utilize it. We can even have the luxury of spending time with just one grandchild at a time. It's wonderful to be able to get to know each child as an individual this way. My oldest granddaughter especially appreciates a little time away from the eight younger ones. All together, we can learn new dances, practice swimming, and try our hand at different sports such as archery and sailing.

The key to success is to be aware of the many stress pitfalls and plan around them. Talk together and agree on how to organize your time. Because it's almost impossible to have seventeen people agree to the same activity at the same time, we don't attempt it. We try to meet at meal times, but agree to remain flexible. Another source of stress can be trying to experience all that your vacation spot has to offer. Our advice: forget it. Enjoy what you're doing at the moment and don't worry about what you're missing on the activity schedule. The important thing is that you're making lifelong family memories together. #

A Split Decision For Our Kids

By RANDI WEINGARTEN



This month brought both a real high and a low for public school students. The high mark came a day before Election Day in the form of a tentative two-year contract between the United Federation of Teachers, which represents New York City's 100,000 public school educators, and the City of New York. This is great news for teachers and bodes well for the future of education here.

For one thing, the agreement—which still must be ratified—is unprecedented in that it was reached 11 months before the current contract expires, making it the earliest contract agreement ever reached between the city and the UFT. Settling almost a year early brings stability and certainty, particularly after two bitter contract fights. It will allow educators—for the rest of the mayor's term—to focus on student achievement and success and let our union fight for essential education reforms, including reducing class size, improving student discipline and full-day universal pre-kindergarten.

Another important aspect is an across-the-board pay raise that will boost the salary of the most experienced educators to the \$100,000 mark—a milestone that veteran educators in many surrounding suburbs already earn. It also includes a longevity increase for educators who stay in the system for five years, providing another way to improve educational stability and continuity for students.

All of this means that between 2002 and 2008 teacher salaries in New York City have become far more competitive—having risen 40 percent. As a result, we are in a better position to attract—and keep—the best and brightest teachers for our kids. The city's willingness to help our teachers approach parity with the suburbs—without again demanding they work longer hours—conveys a sense of respect for teachers and a commitment to education. Honoring teachers by providing better compensation boosts morale among the workforce and shows the rest of the world we put a real value on public education.

Unfortunately, this month also brought us the final court decision in the Campaign for Fiscal Equity case.

In that case, parents, educators and community activists asked the state to give New York City enough resources to provide students with a sound, basic education. Governor Pataki fought it for years, but Governor Eliot Spitzer has repeatedly indicated he wants to settle the case quickly by providing the city with the dollars in state education aid that previous court decisions said our city school students deserve. Also, Mayor Bloomberg has embarked upon a capital construction plan that should help address the issues of class size and school safety by providing additional space in modern, technologically advanced and secure buildings.

While the court said the Legislature and the governor must appropriate more funds to New York City's school children it significantly reduced the amount—to \$1.9 billion from the \$4 billion to \$6 billion all of us thought was needed.

There are many important needs, but none as crucial as lowering class sizes—which are 10 percent to 60 percent higher here than in the rest of the state. Study after study shows that kids in smaller classes outperform children in large classes. There are fewer discipline problems in smaller classes and kids in those classes are more likely to graduate high school and go on to college than students in big classes. Still, our classes are bulging. For example, in the rest of the state there are 20 kids in a class in Sequential Math I, a Regents class; in New York City, it's nearly 33 students. That's 63 percent larger!

Governor Spitzer has said he remains committed to providing more than what the Court of Appeals ordered because he—like many teachers, advocates and parents—knows that amount is not nearly enough to give the system the real reform it needs and give our children the kind of education they deserve. Now it's time for the governor and the Legislature to find a way to give our children the kind of education they richly deserve—and turn this good news/bad news month into one that is strictly good news. #

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

JOANNIE DANIELIDES RECEIVES STAR AWARD

Joannie Danielides, President and Founder of Danielides Communications, Inc., recently received the New York Women's Agenda Star Award. This award celebrates the accomplishments of outstanding women who represent the spirit of New York, who provide leadership in business and in the community, and who are role models for other women. Danielides, a veteran public relations executive known for her bold and sophisticated ability to empower her clients through positive image change, founded Danielides Communications, Inc. more than two decades ago. Since then, Danielides has worked diligently to represent women in both the entertainment and corporate industries, having worked as press secretary for former New York City First Lady Donna Hanover and client counsel for such clients as Emmy-award winning Susan Lucci and broadcast journalist Deborah Roberts. Recognized as one of New York City's leading women in communications, Danielides served as President of New York Women in Communications (NYWICI) as well as President of NYWICI's Foundation, which is one of the country's leading communications industry organizations.



Donna Hanover & Joannie Danielides

On the corporate side, Danielides has represented the Hyatt Corporation, Citibank, Greenwich Hospital, AOL, Columbia-Presbyterian Eastside, Judith Leiber, LLC, Hudson Street Press, Scribner, Lands' End, and Stuart Weitzman, to name a few. Her forte in image making has been a decisive tool as she has designed public image campaigns for launching and branding new businesses in a variety of industries from healthcare to finance. #

MEDICAL UPDATE



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

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PROFILES IN MEDICINE

DR. JANE ARONSON

By LISA K. WINKLER

For Jane Aronson, being an infectious disease specialist isn't enough. Neither is being a pediatrician whose practice is totally devoted to orphans and adopted children. Nor is founding a multi-million dollar foundation, Worldwide Orphans that has programs in a dozen countries and has helped thousands of children. Jane Aronson wants to improve the health and education of all children, particularly those inflicted with HIV/AIDS.

Being a pediatrician empowers her to focus on a child's "holistic" health, she said in an interview with *Education Update*. Providing medicine isn't enough if children are without proper food, shelter, and education, she contends. Aronson studied medicine after teaching high school biology for 10 years and built her Manhattan-based practice around treating children who'd been adopted from overseas. She assesses medical records of children in overseas orphanages, vaccinates adults collecting children from abroad, and counsels families of adopted children.

Yet despite the success of her practice, she knew there was more she could do. In 1997, she founded WWO, to address the needs of thousands of children living in orphanages who weren't being adopted. Through the foundation, Aronson established training programs for health professionals and orphanage caregivers in countries in Asia, Africa, and Eastern Europe. WWO sponsors volunteers, called Orphan Rangers, who work with local staffs. A Granny Program trains women from the communities to work one-on-one with an orphan, providing early intervention crucial to child development. WWO partners with UNICEF and the US Agency for International Development to provide anti-retroviral drugs. In Ethiopia, WWO has created a school that includes classes in art and theater

and has organized an orphan soccer league. This summer, five New York high school students will become junior Orphan Rangers there, conducting recreational and enrichment activities, including teaching English, art, music, dance and sports.

Removing the stigma of AIDS continues to be a major hurdle WWO faces. "A lot of people think all we have to do is give medicine. The public in these countries needs to be educated the way we've been educated here," said Aronson. WWO works at bringing people into clinics, and showing that children can live meaningful, healthy lives. People infected with HIV/AIDS must tell their stories, "one person, one village at a time," said Aronson.

At its second gala fundraising event this past October, WWO raised over \$1 million and has attracted attention from celebrities such as Bill Clinton and Angelina Jolie. Aronson, while welcoming the attention, insists that the mission remain focused on helping children live better lives around the world, noting that she's discussing plans to extend WWO's services in Ecuador and Guatemala.

Aronson cringes at the amount of "greed and lack of compassion" that pervades society. From an early age, she's instilled in her three adopted children the Jewish tradition of charity, Tzedakah, and involves them in community service. Growing up in Long Island, she watched as her father, a grocer, sold on credit to poor families and remembers the living conditions people endured. The indignity she witnessed as a child, she sees in orphanages, and compels her to effect change. "It drives me to do more," she confessed.

For more information about Dr. Jane Aronson and WWO, go to www.orphandoctor.com or www.wwo.org.

AN ATHLETE'S WORST NIGHTMARE: TEARING THE ACL

By TY ENDEAN, D.O.

Bryce was playing the game of his life in his senior season...his team was winning in the fourth quarter when he ran across the middle of the field catching a pass only to be hit hard by the safety and the cornerback. He made the catch but something was just not right in his leg. As he fell to the ground he felt a "pop" and had a giving way sensation. While laying on the field and being attended to by the trainers, his college scholarship opportunities ran through his mind. "Will Rutgers still offer me my scholarship? Will Michigan honor their offer of a scholarship?" He came off the field with the assistance of the trainers only to be told by the team doctor that he felt he had torn his ACL.

The ACL or anterior cruciate ligament is one of four ligaments in the knee. These ligaments work together to stabilize the knee. Unfortunately, tears of the ACL are common with twisting activities (skiing, basketball, and soccer) and direct blow injuries (football, rugby and wrestling). When athletes tear their ACL it is usually a sudden event and it has no significant capability of healing, thus the ligament function is lost, an athlete's worst nightmare.

Most people with a torn ACL will experience instability, which will usually lead to additional damage. Most athletes with a torn ACL are unwilling to give up their sporting activities and also have a strong desire to prevent further damage. Therefore, most athletes elect to "reconstruct" their ACL.

Patients must choose between using an auto graft (tissue taken from one's own body) or allograft (cadaver tissue) for the procedure. Drawbacks to auto graft use are that it causes additional damage to the knee and takes a long time to heal. The donor site can become a source of pain, scarring, weakness, and can even permanently reduce motion.

Allografts are advantageous because they do not cause additional damage to the knee and stronger grafts can be used. Donors are screened extensively by tissue banks and are tested for bacteria, fungus and infectious diseases. However, there is a slight risk of disease transmission through allografts. Current sterilization technology is available to avoid these risks.

Using sterilized tissues for your procedure is a good way to assure the safest, quickest recovery *continued on page 23*

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Medication studies that target problem behaviors and symptoms of autism. GCO #01-1295, IRB approved through 4/30/07. For more information please call # 212 241-2993 or #212 241-7098

Imaging Studies (ages 7-17):

Imaging studies that involve MRI scans to look at the chemistry of the brain in children and adolescents with autism. GCO#05-0847, IRB approved through 9/11/07. For more information please call #212-241-7098

Social Skills Group (ages 6-8):

Weekly class for children with strong verbal skills. Goals include improving relationships with peers and learning coping skills for social situations. GCO#03-1104, IRB approved through 12/15/06. For more information please call #212 241-3692

JANUARY IN HISTORY

Compiled BY CHRIS ROWAN

A New Year

Since ancient times, the beginning of a new year has been celebrated as a time to mark the beginning of the harvest. The month of January is named after Janus, the Roman god of beginnings. Janus had two faces, one for looking backward, the other for looking forward.

Martin Luther King, Jr.: Civil rights leader Martin Luther King, Jr. was born January 15, 1929. On January 20, 1986, Martin Luther King, Jr. Day was observed as a national holiday for the first time. The holiday falls on the third Monday in January.

Firsts: On January 5, 1925, Nellie Tayloe Ross became the first woman governor in the United States when she became governor of Wyoming.

The first Presidential inaugural in January was held on January 20, 1937 when President Franklin D. Roosevelt (born January 30, 1882 in Hyde Park, New York), was inaugurated to his second term.

January 1, 1863 President Abraham Lincoln issued the Emancipation Proclamation.

January 1, 1959 Fidel Castro came to power in Cuba.

January 6, 1941 President Franklin Roosevelt gave a speech describing "four freedoms" as essential: freedom of speech, freedom of religion, freedom from fear and freedom from want.

January 7, 1927, the first transatlantic commercial telephone service began between New York and London.

January 10, 1901, the first great oil strike occurred in Texas.

January 16, 1979 Muhammad Reza Shah Pahlavi was forced to leave Iran during the Iranian Islamic Revolution. On January 16, 1991 "Operation Desert Storm" began—the first Persian Gulf war in which U.S. forces were involved.

January 24, 1848, gold was discovered in California.

January 27, 1973 a cease fire ended participation by American troops in the Vietnam War.

January 28, 1986 The Space Shuttle Explorer exploded after takeoff, killing 6 astronauts and a school teacher, Christa McAuliffe. #

BANK STREET COLLEGE MUSEUM EDUCATION STUDENTS COLLABORATE WITH GUGGENHEIM ON SMITH RETROSPECTIVE

by Barbara Loecher

Spiraling up the ramp and into the tower galleries of the Guggenheim Museum last winter and spring, an exhibition of more than 120 welded metal sculptures by pioneering American artist David Smith gave visitors a unique sense of how complex and diverse, yet interconnected, his work is. The exhibit, "David Smith: A Centennial," commemorated the 100th anniversary of the birth of the late artist, who is widely viewed as the greatest sculptor of his generation.

Arranged downstairs, in the gallery of the Museum's Sackler Center for Arts Education, a complementary exhibition of photographs of the artist and his work, and quotations from Smith, art historians, and critics, offered visitors unique insights into who the sculptor was and how he created and viewed his art. The exhibition, "From Concept to Contemplation: David Smith at Work," was spearheaded by Kim Kanatani, the museum's director of education, with the help of four Museum Education students at Bank Street.

Bank Street's Museum Education Programs place heavy emphasis on developing projects such as the Sackler exhibition, in collaboration with museums. One of the goals of the Programs is to prepare students to create exhibits that engage and resonate with museumgoers of diverse backgrounds, interests, and ages.

"Museums are realizing that they're not going to survive if they don't reach out to new audiences, and one way to do that is to make exhibits feel user-friendly, engaging, and accessible," explains Nina Jensen, director of the Programs.

The students who contributed to the Sackler exhibit—Alison Cupp, Kathryn Daley, Ariel Feinberg and Cindy Furlong—were enrolled in the Museum Education Programs' Exhibition Development and Evaluation class, a required course taught by Janet Landay.

Smith, who once worked on assembly lines welding cars, trains, and tanks, pioneered American Abstract Expressionist sculpture. Prolific and ever innovative, he created works that ranged from open, Cubist-inspired "drawings in space" to nearly Minimalist assemblages of highly polished, stainless steel geometric forms. He often photographed his works in the fields surrounding his Bolton Landing, New York, home and studio, taking multiple shots of works in progress, from various vantage points, to evaluate them.

Early in the process of creating the Sackler exhibition, the Bank Street students surveyed visitors and would-be visitors to the Guggenheim (friends, relatives, colleagues, schoolchildren), showing them photos of Smith's work and asking what they'd like to know about it and about him. Midway through the process, the museum students did a follow-up survey, showing people the photos, sketches, and quotations they were considering mounting, to make sure these resonated with a wide range of potential viewers.

Kim, in consultation with the Smith Estate and her curatorial colleagues, made the final call on which photos and quotations would be included, and how they would be presented. "The final exhibit, though, captured the essence of what the students' plans were—it had the same themes, and many of the photos and the quotations that the students selected," Janet says.

In addition to insightful quotations, the Sackler exhibit included more than two dozen photos of the artist, many of them self-portraits. Some photos showed Smith arranging, on the floor of his studio, the often-massive metal pieces that would ultimately comprise a work; hoisting component pieces aloft; and welding one to another. Others depicted Smith's sources of inspiration.

For Kristine Funk, a sculptor who teaches art at Elizabethtown College in Elizabethtown, Pennsylvania, the exhibit struck a chord. "I really enjoyed seeing how he laid his work out and how he photographed it from different angles to help him figure out what worked best," says Kristine, who saw the show last April. "I do that with my sculpture, too."

To complete their coursework, Alison, Kathryn, Ariel, and Cindy developed an independent exhibit that was larger than the Sackler show and included several interactive elements. At the end of the semester, they and the other students in Janet's class—who did similarly impressive projects for the Tenement Museum, The Children's Museum of Manhattan, and a proposed museum in Montverde, Costa Rica—presented their exhibits to their classmates and the museum staff with whom they collaborated.

"It was so wonderful to see some of our ideas realized," says Cindy. "And I was very grateful that Kim acknowledged our work on the project."

Barbara Loecher is a freelance writer.

MOVIE REVIEW

Spider Writer: Charlotte's Web



Dakota Fanning (pictured) as Fern in "Charlotte's Web." Paramount Pictures and Walden Media present a Kerner Entertainment Company / Nickelodeon Movies Production "Charlotte's Web."

By JAN AARON

Charlotte's Web, the beloved 1952 novel by E. B. White about friendship and salvation has been turned into a movie full of humor and wonder. Director Gary Winick and screenwriters Susannah Grant and Karey Kirkpatrick have respected their source and captured its essence.

This new screen version (there was a 1973 traditional animated version) uses realistic computer animation to render two characters, the rat and the spider, which blends flawlessly with the people and the animals.

Another plus for this version is the superb cast

of voices including Julia Roberts (Charlotte); Steve Buscemi (Templeton, The Rat); John Cleese (a sarcastic sheep); Oprah Winfrey (a gossipy goose) and 10-year-old Dominic Scott Kay in the key role of Wilbur, the wide-eyed pig.

Dakota Fanning, is terrific as spunky Fern, who prevents her father (Kevin Anderson) from eliminating the runt of the litter, with his axe. When the little pig she's named "Wilbur" becomes too big for the house, she finds an adoptive home for him at the Zuckerman farm. Here the naive newcomer learns from the other animals that a spring pig usually doesn't live to see the winter snows. (They grace holiday tables.)

Looking for nothing less than a miracle, he finds an ally in Charlotte, the barn's spider and social misfit. Articulate and artistic she spins messages describing him as "some pig," "terrific" "and radiant" and makes him famous. Fans flock to save him.

Shot in Australia, the film magically distills America of the 1950's with clapboard barns, vintage cars and appliances and fashions.

Like White's book, the movie follows the forces of nature observing the seasons passing seasons. Dealing with the cycle of life, death and birth, the film comes to a tremendously moving conclusion.

To tie this film to proactive activities for today's youngsters, "Finding Inspiration In Literature & Movies" (F.I.L.M.) has developed a program related to it. Check out www.youthFILMproject.org, for complete info and free activity guides.

For college age and older audiences, Pan's Labyrinth by gifted Mexican director Guillermo Del Toro is well worth seeking out. It's a riveting coming of age story about 12-year old girl who ventures into a labyrinth where, within its walls, she meets a faun who tells her she is a princess of a long forgotten kingdom. For the details, see this compelling dark fairy story for sophisticated film goers. #

Athelete's Nightmare

continued from page 22

process possible. One example is the Clearant Process, a unique sterilization method that safely inactivates bacteria and viruses to virtually eliminate the risk of infection while preserving functional viability of the graft.

As an orthopedic surgeon who specializes in ACL reconstruction, I encourage you to ask your treating physician several questions: What are my treatment options? What are my graft choices? If you choose allograft where do you get your tissues from? Do you use sterilized tissue? How often do you treat ACL injuries? What is your complication rate? (Less than 5% is industry standards) Are you fellowship trained in arthroscopic procedures? When can I return to play?#

Ty Endean, D.O., Orthopedic Surgeon, Sports Institute of Tucson serves as the team physician for the Arizona Heat, a professional female fast pitch league, and as a medical consultant for the United States Rugby Team. He also treats both high school and professional athletes, in his Tucson-based practice.

POLYTECHNIC UNIVERSITY OFFERS GRADUATE TUITION SCHOLARSHIP FOR EDUCATION PROFESSIONALS TO ENHANCE MATH AND SCIENCE TRAINING IN SCHOOLS

In his bestselling book, *The World is Flat*, Tom Friedman writes, "By any measure, our students are falling behind the rest of the world, especially in math and science." This quote underscores the decline in U.S. education in the arenas of math and science and exposes a critical need for the system's improvement.

It is key, therefore, that we redouble our efforts in engaging students in these subjects, and also show them the multitude of career opportunities available with advanced training in math, science, engineering, and technology. It is in this spirit that Polytechnic University provides the educational community with a special graduate scholarship designed with this urgency and the needs of educators in mind.

In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in the arenas of Math and Science, Polytechnic University is pleased to announce the **Scholarship for Teachers and Education Professionals.**

This scholarship entitles teaching and educational professionals working in grammar schools, middle

and junior high schools, high schools and college a 50% tuition scholarship on graduate education at Polytechnic University. This is a tremendous opportunity for teachers and for other educational professionals who are seeking an advanced degree.

The NYS Dept. of Education now requires all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the branch of science in which they are teaching. For example, high school Chemistry teachers who do not have an MS in Chemistry will be required take 12 graduate credits in Chemistry.

Teachers and other educational persons at all levels are invited to take advantage of this career-building opportunity. Interested persons can apply to Polytechnic University at www.poly.edu/graduate. Once admitted, applicants will need to submit proof of employment in the form of a letter from the school district in which they work.

To learn more about this scholarship and the Power of PolyThinking visit:

www.poly.edu/graduate/edscholarship



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