

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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MAYOR CORY BOOKER & ANN TISCH



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MAKING DREAMS COME TRUE

EDITORIAL

Fulfilling the Dreams of Young Women

By DR. POLA ROSEN

According to Margaret Mead, it only takes a few dedicated individuals to make a difference in the world. As a society, we don't often focus the spotlight on those individuals. One of the missions of *Education Update*, throughout our thirteen years, has been to "pay attention" to those outstanding individuals who are making a difference; Ann Tisch is a salient example. The poignant testimony of several young women who took the podium at the recent celebration of the 13th anniversary of The Young Women's Leadership School (TYWLS) brought tears to the eyes of hundreds who filled the ballroom of the Pierre Hotel. "This school raised me; if not, the streets would have raised me"; "My essay described my neighborhood and got me into my college" [Gettysburg College]; "I'm from East Harlem. No one in my family has ever attended college." According to TYWLS college advisor Chris Farmer, "graduates garnered \$7 million in

scholarship monies which will lead to new jobs." The average scholarship awarded is \$8,000 and helps break the cycle of poverty. A video showing college acceptance day in Farmer's office was emotional; the girls cried at having fulfilled unimaginable dreams. In fact, the new mantra of TYWLS, according to founder and president Ann Rubenstein Tisch, is "We Have a Dream."

Incredible statistics indicate that every TYWLS school in New York City (located in Williamsburg, Brooklyn; Jamaica and Astoria, Queens; and East Harlem, Manhattan) outperformed peers throughout the five boroughs on the middle school standardized tests in reading and math. About 1,800 girls are served, including a north Philadelphia TYWLS. The CollegeBound initiative is an important component of the program. It is a school-based college guidance system that Doris Davis, Associate Provost of Cornell University, says "should be in every school."

Keynote speaker Kimberly Davis, President of JPMorgan Chase Foundation, is a huge proponent of single gender education. "I'm impressed by the poise and self-confidence of the girls. They deserve a bright future." As a graduate of Spellman College, Davis spoke of her family and of her great-grandmother who was the first graduate of Spellman. "Sometimes we were poor," she shared, "but never broke; broke denotes broken in spirit." She added, "Education can transform girls into future leaders. My message to the girls is that you are the future stewards of this country."

Newark Mayor Cory Booker, recipient of "The Man We Love" award, enthusiastically embraced the concept of TYWLS coming to Newark. "TYWLS is a cathedral of learning. Now in America, there is a waste of human potential. Thank you, Ann Tisch, for showing us the real way to save the soul of our country." #

LETTERS TO THE EDITOR

ROCKHILL, SC

Mercedes-Benz Launches First Lab at Automotive High School

To the Editor:

I think this is great...
Paul Kane

SCRANTON, PA

Making History Honoring Outstanding Teachers in New York City

To the Editor:

I remember Mark Finkle. He was my teacher in the 1970's...A great teacher.
Jayson

NEW YORK, NY

Outstanding Educators of the Year 2006 Winners

To the Editor:

What does it take to become teacher of the year? I raised the ELA Regents scores at Bayard Rustin Educational Complex (M440) to 92% in our small learning community. I am proud of my students and myself for this achievement yet no one has ever recognized any of our hard work.
Lisa F. Siemer

BROOKLYN, NY

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

I approve the idea that inmates should be provided with education while in prison. This will give them a better opportunity in life when stepping out into society. Making them a better person for themselves and family if they have.
Maris

BRONX, NY

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

I think that this article is very interesting. I think that if inmates want to learn, we should provide them with an education.

JOHANNESBURG, NY

The Salzburg Festival: La Traviata Sets New Gold Standard

To the Editor:

I saw the Salzburg production for the first time last Sunday in South Africa on television and I thought it was absolutely magnificent. Bravo to the creative director.
Madelaine

BRUNSWICK, GA

An Immigrant Finds Success at Seward Park High School

To the Editor:

It has been a long time: Mr. Frankenberg's class at JHS 22. David Assail, Susan Felsen, Carmen Encarnacion, etc.

Now that the school is being torn down, where will the 50th anniversary be held?
Ronn A. Ben Aaman

SOUTH LAKE TAHOE, CA

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

I would like to become a part of the process of rehabilitating inmates. People make mistakes and deserve a second chance. I believe our focus as a country should be on rehabilitation not completely on punishment.
Shaneen

SETAUKET, NY

Silver Hill Goes For The Gold in Offering Psychiatric Care

To the Editor:

Do you treat borderline personality disorder (BPD) patients? What type of therapy do you use?
Mary Lou Boyle

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Dr. Pola Rosen

Education Update



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Look Who's INVESTING in CUNY!

WILLIAM and LINDA MACAULAY



*The Reading Room
Macaulay Honors College*

William Macaulay (B.B.A. magna cum laude, City College) and his wife, **Linda**, donated \$30 million to purchase a building on the Upper West Side for Macaulay Honors College, the new home to some of the brightest students from seven CUNY campuses (Baruch, Brooklyn, City, Hunter, Lehman, Queens and the College of Staten Island). Now a team of Macaulay graduates is raising funds from fellow alumni to help build the future of the Honors College.

William Macaulay, Chair & CEO of First Reserve Corporation, City College of New York class of 1966, and **Linda Macaulay**, a noted ornithologist; with alumni fundraisers: (rear) **George Cermák**, Baruch College 2005, Taconic Capital Advisors; **Sophie Muller**, Lehman College 2007, Ph.D. candidate, History, CUNY Graduate Center; (at table) **Ryan Meltzer**, Baruch College 2007, JP Morgan; **Reshma Shah**, City College 2008, St. John's Law 2011; **Claudio Simpkins**, City College 2006, Harvard Law School 2009, Macaulay Honors College's first Harry S. Truman Scholar.

“Far-sighted philanthropists know the value of quality public higher education. They are financing schools and programs, supporting scholarly research by world-class faculty, and endowing student scholarships at every college of The City University of New York. They are answering CUNY’s call for a Compact for Public Higher Education that unites all stakeholders—government, donors, students and the University itself to ensure that our city, state and nation will continue to have well-educated leaders. They are investing in CUNY, investing in New York, and investing in futures.” — Chancellor Matthew Goldstein



Video Games in Schools: Technology in the 21st Century

By ANDREW GARDNER

We all have the vision of a child, glued to the screen, controller in hand, engaging, uninterrupted, with a video game. This scene is sometimes frowned upon by parents and teachers as expendable entertainment. But a growing number of academics, and social critics have come to see it differently. They view the engagement and excitement spawned by videogames as an opportunity to change pedagogical practice, so as to prepare students for the demands of the 21st century. In this article, I present examples of virtual world simulations, "serious" games and game design used in educational settings to develop far more than hand-eye coordination.

Immersive Environments: Sid Meier's "Civilization," presents a virtual world that can be used in an educational setting. The game has a simple goal: build an effective civilization. A player begins with one person in the wilderness and, after hours of play, can end with multiple cities, infrastructure, wars and scientific discoveries. With guidance from "advisors," players make choices to develop their civilization's military, science, culture, trade, domestic, and foreign relations. However, players cannot succeed unless they attend to the complex relationships between their decisions, attributes of geography, and access to resources. In emphasizing these relationships, the game addresses many of the social studies standards in government, history, economics and geography. In a history class a student can be asked to choose a historical era in which to develop the civilization, assume the role of world leader, and deal with the pressures and opportunities of that period.

"Civilization" is a long game—it can take over 20 hours to complete. However, the systemic thinking it facilitates is exactly the conceptual understanding that is hard to develop within a traditional classroom setting. What could be more



Two 4th grader students playing Ayiti

instructive than actively making choices, as a world leader, and learning about the consequences of those choices within a game setting? The framework that students learn can be attributed to other civilizations they study, throwing into relief the details, and the large-scale decisions that yield consequences we live with, today.

Serious games: Also with an eye on illuminating complex systems, the "serious games" movement focuses on demystifying complex corporate and governmental decision-making through game play. For example, Molleindustria developed "The McDonalds Game". Within a brief compass a player must mow down rainforest to create pastures and cornfields, slaughter cows (while, of course, administering antibiotics), create marketing campaigns, and serve fast food. A time-based game, the player actively (sometimes frantically) engages in the 4 activities at once, illuminating the intricate and troublesome system that under-

lies the production of every sandwich. "Ayiti: The Cost of Life" is a turn based game developed by Unicef, Global Kids and Gamelab. The game emphasizes the connections between education, wealth, health and happiness. The player must survive for 4 years, 16 seasons, weighing the costs and benefits of sending members of a poor Haitian family to get education, work hard labor or volunteer. Both games provide interesting experiences that can create wonderful entry points into classroom conversation about these complicated themes.

Game design: A more powerful way to learn about systems is through actual design of games. In Gamelab's currently unreleased "Gamestar Mechanic", players learn the important attributes of game design through actually "fixing" games that don't work. Entry into "Gamestar Mechanic" requires scaffolded game play in which players learn attributes of games—for example the difference between a turn based game and a time based game, the qualities of "sprites" (the characters within the games), and the importance of a seductive goal that creates desire to play. Ultimately the scaffolded game experience leads the player to a design environment in which he or she can use the newly acquired knowledge to either modify "mod" an existing game, or create a new one.

While designing, students must identify a goal or problem that need to be solved, and then create mechanisms or tools within the game envi-

ronment to allow the goal to be reached or the problem to be solved. For example, a designer may create a game in which a player needs to get through a maze within a certain amount of time, but cannot see very well. The designer can then embed clues or tools that help a player succeed such as a map that improves orientation, special glasses that improve sight, or a clock that provides extra time. By actually creating the tools to solve problems, students are engaging structurally in the nature of how to work through conflict. Throughout the process, designers receive direct, immediate feedback through testing the game; it either works or it doesn't. Students also test each other's games and share feedback, collaborating and communicating about effective systems, strategies and playability.

In a functional democratic society, citizens must make choices and understand the consequences of those choices. Playing games helps "exercise" that "choice making" muscle through constant decision making with clear outcomes. Designing games with problems and creating the tools to solve them, requires thinking structurally about rule-based systems and the various ways to navigate them. Since "life is a game," classroom instruction through play and design of videogames can transfer teaches to real life. Rather than rushing into the real world with no experience making decisions with impact, video games allow students to practice important decision making within a safe space that allows for reflection and thought.

For more information about games mentioned in this article see:

Ayiti: <http://tinyurl.com/3c7wrdr>

McDonalds game: <http://tinyurl.com/2mxlxx>

Civilization: <http://www.civilization.com/>

Andrew Gardner is an Apple Distinguished Educator. He is a technology integrator for grades 3-5 at The School at Columbia University. #

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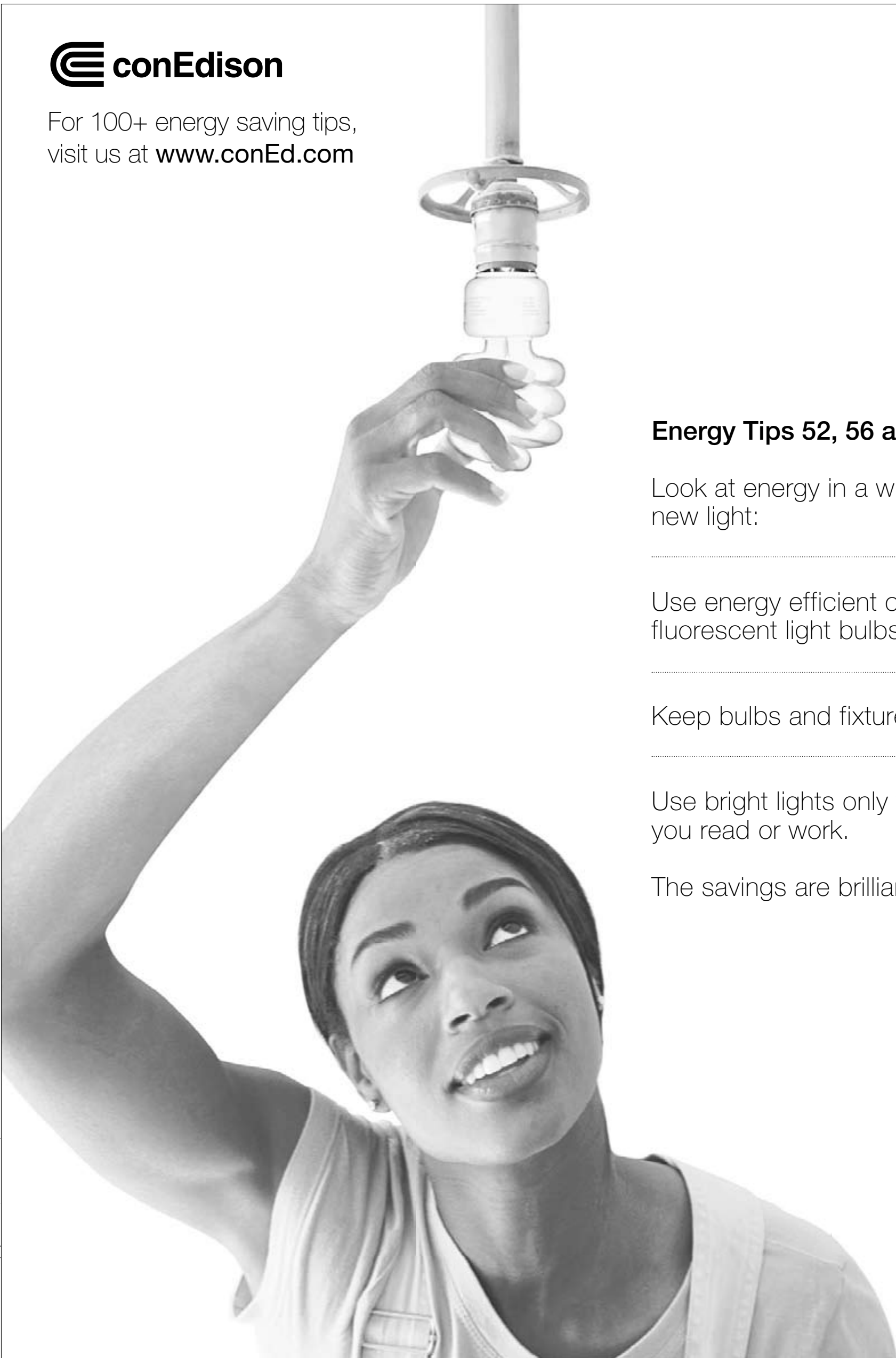
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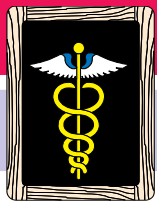
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MEDICAL UPDATE



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• 6

AN EXCLUSIVE INTERVIEW WITH DR. ASH TEWARI, WEILL MEDICAL COLLEGE OF CORNELL UNIVERSITY

Robotic Surgery: "If We Can Think About It, It May Happen"

By JOAN BAUM, Ph.D.

For Dr. Ash Tewari, it's all about "bits and bytes," blood and guts being, for him, signs of surgeries past. For nine years now, Ash Tewari, M.D., M.Ch. [Magister Chirurgiae, Master of Surgery], the Director of Robotic Prostatectomy and of Prostate Cancer-Urologic Oncology Outcomes at the Brady Urology Foundation of The Department of Urology at Weill Medical College of Cornell University (just one of several titles and affiliations), has been performing robotic surgery on patients diagnosed with prostate cancer. It's a field that the thoughtful and quietly articulate doctor says attracted him some years ago when he determined that he wanted to have more precise information about the prostate and be able to perform surgery under less invasive conditions. The result was Dr. Tewari's decision to learn about and, subsequently, train and perform on a surgical system consisting of a console, robotic cart with arms, and high-definition 3D vision system.

Education Update caught up with Dr. Tewari, soon after he emerged from two operations, but not to worry—he had had a comfortable chair, just a few feet away from his surgical team and, of course, his patients. He also had confirmation once again of why he had switched from "open" (traditional) surgery to robotic surgery. He was able to get a multi-dimensional perspective of the prostate, and he knew he was using a procedure that reduced blood loss. Though he has performed hundreds of such operations, he modestly considers himself still a "student of the field." But what a field, and how it is growing.

Dr. Tewari points out that the 20-year old field of robotic surgery emerged in response to two main concerns: 1) the need of NASA to know that if an astronaut had an attack of appendicitis, for example, there would be an expedient and efficient way to deal with it; and 2) the need of the military to know that a battlefield injury to a



vital organ could be dealt with remotely in the absence of an on-site specialist.

Before becoming interested in robotic surgery, Dr. Tewari had been performing numerous open prostatectomies, and he is respectful of the majority of surgeons who still perform operations in traditional ways. Not everyone is a candidate for robotic surgery, he notes, but those for whom the outcomes are most favorable include patients with early-stage prostate cancer, those who are motivated to do what they can to facilitate recovery and those whose sexual and urinary dysfunctions reverse in a few months' time. As for data comparing the overall health of patients who undergo robotic surgery as compared with those who opt for open surgery,

studies are not complete.

If robotic surgery seems so promising, why aren't more doctors using it? Dr. Tewari, an "early adopter" suggests that they may come on board, but at the moment we are in a "transition" period, and the technique is still catching on. Inertia is hardly peculiar to medicine. It takes time for professionals in any field to feel comfortable with new procedures. Surgeons want to be excellent at the get go, Dr. Tewari says, but think that their initial cases will not be up to speed and so they may hang back a bit, want more preparation—read more of Dr. Tewari's numerous articles, perhaps, or watch training videos. But of the future, Dr. Tewari has no doubt: it belongs to robotic surgery.

Increasing numbers of medical schools now include "The Da Vinci System,"™ as the robotic system is known, in their curricula, and more and more interns are involved in computer simulations—working first on inanimate structures, then animal models and finally on humans, assisting in teams. The machines are expensive (\$1.6 million

each) but Weill, which has two, is now expecting a third, and schools across the country are acquiring them.

Further refinements are in the works, Dr. Tewari says—smaller and less expensive machines, more portable, with a higher degree of magnification and more integrative of the senses, this last of particular interest to him. He is looking to technology that will provide "tactile" as well as visionary information, enabling doctors to "feel" as well as see better.

The true future of minimally invasive surgery is telesurgery with the surgeon and patient being in different cities or countries, thereby allowing a greater number of patients access to experts in a more cost-effective way. For example, doctors in the United States removed a gall bladder from a patient in eastern France by remotely operating a surgical robot arm. Meanwhile, Dr. Tewari continues in what remains of his so-called spare time to indulge other interests—cricket, reading, listening to music and courteously responding to interviews, with clarity and humor. #

AVOIDING SPLEEN REMOVAL FOR COOLEY'S ANEMIA SUFFERERS

Researchers from Weill Cornell Medical College may have discovered the precise role of a gene in one of the world's most common blood disorders, beta-thalassemia, commonly known as Cooley's anemia. Along with sickle-cell anemia, Cooley's anemia is the most commonly inherited disease in the world, affecting many people of Mediterranean descent, and 20 out of every 100,000 African-Americans. The World Health Organization estimates that between 50,000-100,000 children are born with the disease each year.

The research is published in a recent issue of the journal *Blood*, the official publication of the American Society of Hematology (ASH).

In Cooley's anemia, hemoglobin—the oxygen-carrying molecule on red blood cells—is mutated and non-functioning, resulting in a low red-blood-cell count. Common symptoms of the disease include fatigue, shortness of breath and an enlarged spleen, called splenomegaly, caused by a buildup of malformed red blood cells within the body. The spleen works to filter out these

unhealthy cells in order to protect the body from harm, such as in a stroke, but eventually the spleen becomes over-stuffed and is commonly surgically removed (splenectomy) in order to prevent a potentially fatal burst. Unfortunately, after the spleen is removed, patients are at a much greater risk for stroke and infections.

Dr. Stefano Rivella, the study's senior author and assistant professor of genetic medicine in pediatrics at Weill Cornell Medical College, believes that he and his collaborators may have found a way around splenectomy. After giving mice with Cooley's a compound called JAK2 inhibitor, the researchers found that the mice's spleens shrank to normal sizes, and they began to produce normal red blood cells. The chemical (a similar compound is already in a Phase I clinical trial for myelodysplastic syndromes—another blood disorder) blocks the activity of the JAK2 gene that is highly expressed in Cooley's anemia, and is believed to play a crucial role in the malformation of red blood cells.#

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THE LEGACY OF LEONARD BERNSTEIN

Interview with Jamie Bernstein

By JOAN BAUM Ph.D.

Joan Baum: Of all the interviews you've already given about your father, including those that have run on PBS recently, is there something that has still not been asked or not explored as fully as you would wish regarding your father's place in the classical music pantheon?

Jamie Bernstein: Nope!!

Baum: Your uncle Burton Bernstein, your father's younger brother, has just come out with *Leonard Bernstein: An American Original* (written with Barbara Haws). Which word, "American" or "Original" do you think best defines Leonard Bernstein, mindful of the fact that both words, of course, go together?

Bernstein: I guess if you think about the term "American Original" too carefully, it starts to lose meaning. But really, the whole idea of being American is that you're an original. You're not a European, or an African, or a Latin American; you're starting over, reinventing yourself. As a musician, Leonard Bernstein was a total original. Until he came along, there was no such thing as an American-born big-time conductor (Let alone a Jewish one). Until LB came along, there was no such thing as a symphonic conductor who also wrote Broadway shows. (Not to mention symphonies and movie scores!) Until LB came along, there was no such thing as a conductor who went on television and explained classical music in a way that entire families could understand and enjoy. On CBS primetime television, yet! Leonard Bernstein didn't just break molds; he forged a brand new one. And then nobody else could fill it.

Baum: Arguably no other composer, conductor, pianist—American or European—so changed

music education as Leonard Bernstein. What prompted him to take on this fabulous enterprise, creating and sustaining a series, *The Young People's Concerts*, that has become legendary not only in the history of music but in education? What qualities would you single out in LB that made him such a wonderful teacher, and how would you go about trying to convince musicians today to consider teaching a career?

Bernstein: My father and his siblings used to make affectionate jokes about their father, Sam Bernstein, who was a passionate Talmudic scholar. They said that if you were at the dinner table and you asked Sam to please pass the salt, he would reply, "Funny thing about salt. You know, Lot's wife..."—and he would be off explaining. He was a compulsive rabbi—even if he did run a hair and beauty supply business in Boston. But the truth is my father was a compulsive rabbi too! He just couldn't help explaining things. He wasn't so much a teacher as he was a student who just couldn't wait to share what he'd learned—because he was so excited about it. Every good teacher is a perennial student—and it's this lifelong love of learning that my father wished to communicate above all else.

Baum: Leonard Bernstein was a great champion of contemporary American music, still an uphill battle for many audiences. As a narrator, broadcaster, writer and producer of Bernstein concerts, mainly on the Broadway beat, what would you suggest might be done to encourage the general public, young and older, to appreciate contemporary classical music? Your father's Mass, for example, or *The Chichester Psalms*?

Bernstein: We tend to forget nowadays what an urgent crisis composers faced in the mid-20th



Century. Back then, a composer who wished to be taken seriously by the academic musical community absolutely positively had to forfeit tonality in favor of so-called 12-tone music; simply put, they had to compose music with no key and no melody. There was no middle ground; either you wrote 12-tone music or you weren't serious. This was a terrible dilemma for my father, who could not bring himself to stop writing a TUNE. By defaulting to tonality in his symphonic works, he automatically excluded himself from the pantheon of composers deemed "important" in the halls of academe. Although he sacrificed the legitimacy he longed for at the time, I suspect he got the last laugh; general audiences are more likely to respond to "Chichester Psalms" than to a thorny work by Elliott Carter.

Nevertheless, as a conductor, my father was committed to the promotion of contemporary composers and their music—and if they were all

writing 12-tone music, so be it. In his attempts to make this difficult music more user-friendly, he would sometimes talk to the audience about a piece he was about to conduct for longer than it took to play it!

As much as I love Mass and Chich and all my father's other works, I'm not sure that they represent an entire generation of music. They're just LB music. But because his music is particularly tuneful, lively and rhythmically inventive, it makes an excellent case for the possibility of having fun in a concert hall!

Baum: Given the horrendous cutbacks in funding for arts in the public schools—not likely to be turned around in the near future—what would YOU do to ensure that youngsters, especially those in inner cities, those new to our shores, those who probably know nothing about LB, can be given the opportunity to be exposed to him, his heritage and American classical music?

Bernstein: This is such a tough question! All I can tell you is what I do: when it comes to introducing my dad's music to new audiences, I depend upon the ability of an orchestra to bring me in. If they lose the ability to afford to do that, I don't know what I'd do next. So I cross my fingers that orchestras will continue to find it in their budgets to invite me to present concerts to their young audiences. One of my lucky breaks in life was to have grown up bilingual in English and Spanish, so I often present "The Bernstein Beat," my concert about my dad's music, en español. That version of the concert brought in a whole new audience in Miami, for example.

Baum: On a personal note—any particular anecdotes you recall about your father and your siblings regarding his teaching? Did he try to teach any of you music? Was his own father, Samuel, around to introduce *The Talmud*? Etc.

Bernstein: As I explained, my father basically couldn't help but be teaching, pretty much all the time. Here's an example that was particularly fun. When we drove back and forth between New York City and our country place in Connecticut, we always listened to the pop music station on the car radio. My dad loved the Beatles, the Stones, the Supremes; he was so open to all the music around him. One day we were listening to "You Really Got Me" by the Kinks, and our dad suddenly said, "Hey! This song is in the Mixolydian mode! You know what a mode is?" No, we didn't. So he proceeded to explain to us about modes, and what do you know: a few weeks later, the topic of his next televised *Young People's Concert* was—modes! In this fun, informal way, our dad often made us the unsuspecting guinea pigs for his children's concerts.#



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THE LEGACY OF LEONARD BERNSTEIN

Alexander Bernstein Follows In The Teaching Footsteps Of His Fabulous Father

By JOAN BAUM Ph.D.

Leonard Bernstein's second child (of three), Alexander Bernstein, is a Bernstein natural—the voice, the enthusiasm, the humor, the passion, the dedication all recall the Maestro in pedagogical mode. Leonard Bernstein was a Master Teacher, whose love of learning rubbed off on his son. After five years as a second-grade teacher at the 163-year old K-12 Packer-Collegiate Institute in Brooklyn, and then as a teacher of drama in the Middle School, the Harvard-educated Alexander yielded to the inevitable draw of helping to institute and then direct The Leonard Bernstein Center for Learning, now based at Gettysburg College, where he can espouse and effect values that reflect his father's vision. As the motto of the Leonard Bernstein Center (LBC) declares, "The renaissance in education begins with how teachers teach and how students learn through the arts."

Alexander Bernstein came to his administrative position with a background in the arts that also included his mother's domain, acting. As Production Associate at ABC's News Documentary Unit, he found himself one day working on Steven Sondheim's musical, "Merrily We Roll Along," which whet his appetite for acting but when that career didn't pan out, he gravitated easily to teaching. Then again, maybe teaching was always in his blood. He laughs, recalling



a time when he was about eight and up in a tree house with his father. He announced he wanted to be a teacher. How did his father take that? "What a great idea." But as Alexander Bernstein concedes, as he matured he was not the greatest student and perhaps, thinking of what had been missing in his own academic experience, he determined to infuse LBC with a different idea, a "non-prescriptive program" centered on the arts. Eventually, a Masters in Education from NYU would complete his commitment while allowing him to preserve and honor the legacy of his famous father.

Formerly housed at The Grammy Foundation, LBC moved to Gettysburg College in 2005

with a stated mission "to stimulate and deepen academic learning through the arts by "emphasizing interdisciplinary scholarship; endorsing a personal and passionate approach to teaching and learning; and activating the use of Artful Learning as the structure for arts-infused teaching & learning." The Center, which originally took root the year after Leonard Bernstein died, is now a national force for K-12 education reform, using the arts "as a focal point for teaching and learning in all academic subjects" and as a way to improve academic achievement, increase student engagement, and instill a life-long love of learning. Of course, Leonard Bernstein applied those principles to himself. He was the consummate teacher, as reruns of The Young People's Concerts demonstrate. And he was also the consummate scholar, as his son adds, recalling LB's Norton Lectures at Harvard, with their evidence of wide and deep scholarship. His father "was so open to every influence and wanted to learn more himself, which is a quality of a great teacher."

Although many arts-based education organizations would claim a mission similar to that of LBC, how does LBC distinguish itself? By adhering to "rigorous" standards for research, development and sustaining school practices inspired by Leonard Bernstein, the director

says. The Center, which now extends its Artful Learning principles to 25 public schools nationwide—and growing—draws its faculty from the arts, education, administration, and infuses the curricula of schools located in towns, rural areas and urban centers. Although non-prescriptive learning is at the heart of the enterprise, whether applied to individuals, students, or groups, the common bond is an interdisciplinary approach and "integrative thinking." Take, for example, a masterwork of art, a painting of Seurat, say, then make it the subject of intense scrutiny and inspiration—what do science and history reveal about the artist, his times, his process? The youngsters are invited to respond orally and in writing and then to create something themselves.

Teachers make a three-year commitment to the vision. The non-prescriptive ambiance may be "scary" at first, Alexander Bernstein concedes, but after training sessions and a year's experience, teachers grow not only comfortable with the idea but passionately committed to it, seeing how it can produce higher academic scores, better attendance, more interest: "Students become more engaged, remember more." As for his own commitment, Alexander Bernstein is "flying," deliciously so, as his father might have said. To learn more go to www.artfullarning.com. #

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“The Pill” Founder Carl Djerassi Provokes Through Drama

By LISA K. WINKLER

For Carl Djerassi, the chemist, scientific discoveries are tangible and transparent. For Carl Djerassi, the writer, the ramifications of these discoveries pose challenging questions. And at 84, the man who created the steroid oral contraceptive, “the Pill” hasn’t stopped teaching and writing. His latest play, *Taboos*, which opened recently in New York, is meant to provoke debate, he told *Education Update*.

Taboos addresses the complications that arise when conception occurs in the laboratory, not the bedroom. Featuring a lesbian couple and an infertile fundamentalist Christian couple who all want to have a child, the play questions what defines a parent, and what creates a family.

Born in Vienna to Jewish physicians, Djerassi and his family fled to Bulgaria in 1938 to escape the Nazis. He moved to the United States a year later. A letter writing campaign to Eleanor Roosevelt landed him full tuition, room and board at a small college in Missouri that closed within a year. Kenyon College, in Gambier, Ohio offered to cover his fees and he graduated in 1942 with a degree in chemistry. After a year working for CIBA drug company in Summit, NJ, he enrolled in the University of Wisconsin, earned his Ph.D., and then worked for the Mexico City -based chemical company, Syntex, focusing on steroid chemistry, particularly the synthesis of cortisone from plant raw material. This led to the first synthesis of an oral contraceptive pill in 1951. This discovery, which fueled in part the 1960’s social and cultural revolution, garnered Djerassi many prestigious awards and a full professorship at Stanford University, where he is an emeritus professor.

Turning to fiction writing 20 years ago, Djerassi has published 5 novels, poems, short stories, his



autobiography, and six plays in the “science-in-fiction” genre. Through writing fiction, he tries to introduce scientific concepts often considered too complicated for the general public and explain the culture of scientists- the competition to publish discoveries first and the need for research funds and academic recognition, among them.

“There’s an attitude that’s either anti-science or a-science,” he said. “People are either afraid of it or not interested.”

Though critics may call his plays “too didactic,” Djerassi stresses the underlying theme is discovery and that in science, there’s “vertical progress”—when the time is ripe for a discovery or invention, it will happen.

Scientists themselves are “important, yet unimportant. Millions of women take birth control pills. They don’t know or care who invented them,” he said, admitting that by writing he hopes to ensure his own mortality.

Djerassi, who divides his time between San Francisco and London, attends 30-40 plays a year, and admires playwright Tom Stoppard for his ability to bring intellectual concepts to drama. He utilizes new teaching methods in his writing. *ICSI*, a 50-minute television talk show drama

GOLDEN OPPORTUNITY TO EVALUATE MAYORAL CONTROL

By STATE SENATOR LIZ KRUEGER

Recently I held a Public Hearing on the June 2009 expiration of the New York City Education and Reform Accountability Act of 2002. The hearing was one of a series of hearings being held by the Senate Democratic Conference Task Force on School Governance. The Task Force is comprised of nine Senate Democratic members who are investigating and plan to report on the effect Mayoral Control has had on the New York City public educational system.

After years of debate, the New York City Board of Education and local Community School Boards were replaced by a City Department of Education under Mayoral control when the State passed this law in spring of 2002. This law was intended to overhaul the City’s public school system by consolidating most of the administrative and personnel powers into the office of the School’s Chancellor, who is solely accountable to the Mayor. Parents, Teachers, Principals, educational researchers and City government officials all have their own perspectives on what has worked and what hasn’t since we moved the City’s school system directly under the authority of the Mayor.

I became a State Senator at approximately the same time as these changes went into effect. Since that time, I have met with many constituents with children in our public school system as well as



with the principles and teachers working in my district, who have serious and legitimate concerns about our schools. With the law set to expire, we have been given a golden opportunity to figure out what changes might need to be made.

At the hearing in September, a number of great suggestions were submitted on how to improve the City’s schools. If you have any suggestions or are interested in finding out more about what was discussed at the hearing you can go to my website at www.lizkrueger.com/mayoralcontrol.html.

I don’t think anyone wants to revert back to the old Board of Education model, but this is the right time to evaluate how we should adjust our laws to improve the system and reach further toward our goal of having the best school system in the country. #

designed for classroom use, which focuses on the technology of reproductive biology, includes a rap and a compact disc. He’ll be returning to the classroom this winter to teach an interdisciplinary seminar in chemistry and drama.

Taboos, he said, like his other plays, is especially pertinent given the current political climate and election. “The greatest cultural innovations

of the last 40 years were the invention of the Pill and invitro-fertilization,” he said. “These gave us sex without reproduction, and reproduction without sexual intercourse. No one can say this is sinful; the genie has already escaped. Opponents can argue all they want.”

Taboos runs at the Soho Playhouse through October 19. #

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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

Sports: Getting a Good Start

By GLENN S. HIRSCH, M.D.

Kids are getting involved in sports earlier than ever—some even begin a competitive sport by the age of 3 or 4. But sports are one area where the “earlier the better” doesn’t hold true. Contrary to popular belief most professional athletes did not start at a very young age. To avoid injury, kids should start when they’re physically ready. Growing bones can’t handle the same stresses as older bones. Depending on the demands of the specific sport, the child must have acquired the necessary strength and coordination to participate. For example, a six-year-old child who has learned to ice skate has not yet developed the more complex coordination necessary to proceed to ice dancing.

How parents can help:

Introduce your child to a sport appropriate for her age and interests. Toddlers don’t need much encouragement to move around. They love to dance with music and play simple interactive games. They can be encouraged to play catch, throw, and kick large balls and to play games like find a hidden object and hide-and-seek.

For preschoolers, don’t focus on rules, keeping score or competition. They aren’t developmentally ready to learn sports skills. They should be involved in exploration and simple motor activities. Just keep them moving and don’t focus on organized games. Get the child using her body and moving—running, kicking, throwing, catching, jumping—and equipment should be easy to handle, such as large soccer balls, whiffle balls, junior-sized basketballs. However, even with young children, simple skill building can be encouraged. For example, although a young child isn’t ready to learn control of a ball, he can



be taught basic pre-skills such as keeping track of the direction of the ball, kicking the ball to a certain spot, etc. Parents should also keep in mind that organized sports participation should not begin until age six, according to the American Academy of Pediatrics. Until that time unstructured play is recommended.

School age children enjoy games with rules. Work on developing skills, teamwork and encourage them to try different sports. Avoid early specialization and too much play. Sports specialists believe that competitive sports should not begin until 8 years of age. Parents should be sure that their child’s sports program and equipment are safe and age-appropriate. Avoid organized programs that focus on winning at the expense of having fun and improving skills.

Consider your child’s natural physical and personal strengths when helping him choose a sport. For example, some children prefer working alone, so a sport like running, tennis, or ice-skating rather than team sports such as baseball or hockey would be advisable.

The benefits of sports are considerable in terms of physical health and social growth, so it’s the responsibility of parents, schools and others involved in the lives of kids to help make sports a successful and pleasurable experience. #

This column provides educators, parents, and families, important information on child and adolescent mental health issues. If you have a question or would like to suggest a topic for an upcoming article, contact Glenn S. Hirsch, M.D., Assistant Professor of Psychiatry at the NYU School of Medicine and Medical Director of the

ABOUT IMAGINE ACADEMY

By ALLEN J. FRANCES, M.D.

I applaud and congratulate all of the founders and staff of the Imagine Academy for Autism. It has been an inspiration for me to visit Imagine on several occasions and to observe closely the skill, enthusiasm, and dedication of your wonderful team. Many schools for autistic children are dull, depressed, and depressing. Yours is vibrant, alive with learning, music, motion, loving attention, and deeply meaningful human interactions.

It is in the nature of autism that it presents the greatest possible challenges to teaching and treatment. Imagine has developed a uniquely integrative approach that combines creatively what are usually seen as the two leading competing methods—Applied Behavioral Therapy and DIR/Floortime. You also offer the very best in Speech, Physical, and Occupational Therapy. The various components work beautifully together so that the whole is even greater than the sum of its individually excellent parts.

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One of the biggest problems in running a school for autistic children is the recruitment and retention of an excellent and cohesive staff. Here you stand well above any program I have ever visited. You have a remarkably talented and stable staff whose knowledge, humanity, and determination are unprecedented in my experience. I keep coming back for

visits to Imagine because I enjoy watching your staff making learning and growing up fun for kids who otherwise have a great deal of trouble having fun.

Imagine’s culture is breeding an environment of advancement and collaboration for everyone involved—the students, staff, families, and trainees. You have created a superior program. It is a great pleasure for me to recognize this contribution. It is my hope that Imagine becomes a prototype for schools in the region and nationally. #

Allen J. Frances, M.D. is a Professor Emeritus and former Chair of the Department of Psychiatry at Duke University.

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Inclusion: A Right or a Privilege?

By DR. BONNIE BROWN
Superintendent, District 75, NYC

When we discuss inclusion in the Special Education arena, we are speaking about a commitment to educate students with special needs in their home-zoned schools. It is the same school he/she would have attended with siblings and peers, if the student did not have a disability. The concept of inclusive education is predicated on bringing mandated supports and services to the student in lieu of moving the student to a segregated special education setting. Those of us in the field of educating youngsters with challenges like to think of inclusion as a mindset and system of shared beliefs.

Legally, there is no identification of inclusion in the laws. It is found in documents like Public Law 94-142 (The Education of All Handicapped Children Act, 1975) and the Individuals with Disabilities Act (IDEA, Reauthorized 1997, 2004). It is the term Least Restrictive Environment (LRE) that is the legal force that drives inclusive education. Many school districts across the country have all special needs students fully included in their

home-zoned schools. Those students are receiving curricular adaptations, related services and other supports in a general education classroom while engaging in age appropriate social interactions and extra-curricular activities. Students in the severe range of disability who have intense management needs are often either in agency based programs like UCP, AHRC or are in segregated settings for students with significant emotional challenges often know as "Redirection Centers" or "day treatment programs".

In the New York City Department of Education, students with moderate to severe disabilities are educated in District 75, which is a segregated district offering intensive supports and services to students whose impairments preclude them from attending their home zoned schools for a variety of reasons—medical fragility, significant cognitive deficits, extremely volatile behavior or severe sensory deficits. When these children demonstrate progress according to their IEP (Individualized Education Plan) goals and objectives they are often recommended for inclusion in a less restrictive general education setting. The



placement of these very challenged youngsters back into the mainstream with their mandated supports and services can then become an issue.

There is a fear in general education schools that the administration and staff do not have the necessary skill set to educate these special needs students. There are space issues as schools are over crowded and each special needs child takes a seat that may have been slotted for a community district student. The related services providers (Speech teachers, Occupational Therapists, Physical Therapists), which now favor "push in" classroom services are often deemed to be distracting to the class. However, first and foremost in an era of high stakes testing and accountability, many of these students have learning challenges that result in lower scores on standardized tests. Principals are hesitant to commit to including students that may lower their school's standing in the eyes of parents, the community and central headquarters. How then do we change the mindset and get all administrators to engage in the discussion that

full inclusion is a civil right of all students, with or without disabilities?

The ability to successfully implement an inclusive model requires the philosophy, practice, cooperation and receptive mindset of the majority (administrators/teachers/parents in community schools). We know it is the will of the majority that controls the avenues of access to the minority, which in this case is special needs youngsters. Education for a student with disabilities in the same school as his/her siblings and peers is not a privilege; it is a basic human right!

There are myriad bureaucratic challenges that must be dealt with in order to move this agenda forward and protect the civil rights of all students. It must begin with school communities dispelling the notion of "mine" and "yours" when it comes to disabled and otherwise abled children. All children belong in a school community that embraces their diversity, shoulders the burden of their challenges and celebrates their successes regardless of how small they may appear. Until we, as educators, can open our minds to this concept and work collaboratively to build better and more inclusive schools, our students will continue to be left behind.#

Documentary Filmmakers Rally for Disability in Films

By JUDITH AQUINO

"I hope I become obsolete someday," declared documentary filmmaker Alice Elliott at a recent panel discussion. "I make films to change the world and I hope the day will come when I won't be needed since people will be telling their own stories," said Elliott at the panel discussion, Screening Disability, sponsored by the NYU Council for the Study of Disability. Elliott and fellow panelists and filmmakers Lawrence Carter Long, Anthony Di Salvo, Simi Linton, Ilana Trachtman and Issac Zablocki had a message for the public: it is time for the disabled to speak for

themselves.

The struggle for a greater representation of people with disabilities in the film industry continues to be a slow, arduous process. To raise awareness of this issue, the panelists shared samples of their work and reflected on the fact that more progress is needed.

The discussion opened with the panelists denouncing Hollywood's lukewarm attitude towards the disabled community. Although disabled characters can be seen on television and films, they are usually portrayed as subjects of pity or derision. Lawrence Carter Long, whose groundbreaking project, *disThis! Film Series:*

Disability through a Whole New Lens, has garnered critical acclaim from reviewers, criticized these portrayals as limited and incomplete. "There are so many stories that haven't been told. Our purpose is to challenge and provoke people to consider new perspectives," said Long.

In discussing hackneyed perspectives, Elliott identified *Tropic Thunder* as one of the latest films that includes a mocking portrayal of a person with a mental disability. "A movie like that [*Tropic Thunder*] only perpetuates stereotypes. It is incomprehensible why something like this still occurs. There's still a lot more work to be done," noted Elliott, whose documentary, *The Collector of Bedford Street*, was nominated for an Academy award for its intimate look at the filmmaker's 60-year-old neighbor, who has an intellectual disability, and the community that helps him maintain his independence.

Ilana Trachtman admitted that she was nervous about making her first disability film, *Praying with Lior*; however, she felt compelled to do it. "I was attending a retreat for the Jewish New Year when I heard the voice of someone praying...I was amazed by the strength of this boy's emotion. When I heard he was having a Bar Mitzvah, I pictured the movie version. And then I realized that I could make it," said Trachtman, whose award-winning documentaries have been shown on HBO Family, PBS, Showtime, ABC-TV and other

networks. In addition to seeing Lior Liebling, a boy with Down's Syndrome, study the ceremonial prayers with his father, the clip showed Lior leading his classmates in a Hebrew song as they enthusiastically clapped along.

An even rarer occurrence than movies about people with disabilities are movies made by people who are disabled. Simi Linton, a writer and filmmaker, became paralyzed below her waist in a car accident 30 years ago. Since then, Linton has become a vocal advocate for the rights of the disabled. Her latest project, *Invitation to Dance*, is a documentary film that deals with pleasure and freedom. Linton bemoaned the lack of disabled people representing themselves in the public arena. "Where are the disabled filmmakers? We have yet to see the stories of the collective 'us'," said Linton.

A possible response to Linton's question could be seen in Akemi Nishida, 24, a student at the CUNY Graduate Center, who was filming the discussion for a project that Long is working on. As Nishida controlled the camera, it was not immediately apparent that she has only 3 fingers on her right hand. Despite her disability, Nishida is determined to learn about the film industry and eventually make her own films. "I hope to inspire other women of color and disability to pursue their goals," said Nishida. "It is important to help other people realize what they can do."#

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HAROLD W. MCGRAW, JR. PRIZE IN EDUCATION AWARDED TO BLAIS, GRIFFIN & REED

By DR. POLA ROSEN

Twenty-one years ago, Harold W. McGraw, Jr. established a prize to recognize educators who had made a significant difference in the lives of children through innovative approaches in education. Each year, three recipients are feted at a glamorous black-tie each year in the elegant main rotunda of the 42nd Street library and amidst the thunderous applause of their peers, receive prizes of \$25,000 each. While Harold W. McGraw III (Terry) called the evening his “favorite night,” his father, Harold W. McGraw, Jr. declared, “I really love education!”

Honoree Dr. Charles B. Reed, Chancellor of the California State University System for over 10 years, provides leadership to 46,000 faculty and staff and almost 450,000 students. His initiative to recruit and retain more minority students paved the way to working with K-12 schools to ensure that all students have a college prep program and know how to apply to college. The result was a rise in the applications and enrollment of underserved students.

Honoree Judith Berry Griffin founded Pathways to College, a national after-school initiative that helps students of color achieve a college education. Since 1992, the program has served 2,000 students who have attended selective four-year colleges such as Brown, Smith and Stanford.

Honoree Mr. Richard Blais founded Project Lead the Way, a pre-engineering curriculum to increase the numbers of students who would

have the knowledge and skills to succeed in engineering. In the past ten years, the program has expanded to 300,000 students in 300 school sites throughout 50 states. At its current growth rate, it is anticipated that an additional 1 million new engineers will join the nation’s work force as a direct result of Project Lead the Way.

Many of the honorees’ initiatives started as grass roots efforts. Project Lead the Way was begun by a small cadre of K-12 educators, evidence, said Blais, underscoring the power of a small committed group of individuals. Power was cited in Reed’s speech: “You know the power of education. We need to share that power. We need to give students a road map to graduation. If Americans can spend \$1 billion on Wall Street, they can spend it on our schools.” As part of the process, Reed distributed 2 and ½ million posters on how to get to college.

Among the distinguished guests were Ray Cortines, former Chancellor of the New York City Board of Education and currently Senior Deputy Superintendent of the Los Angeles Unified School District and James Comer, M.D., Associate Dean of the Yale School of Medicine, Yale Child Study Center, both members of the Board of Judges for the awards.

“Catching dreams is my most important job,” said Ms. Griffin in her acceptance speech. Indeed, that phrase aptly describes each of the honorees who are helping young people fulfill their dreams and thereby fulfilling America’s promise. #



Seated: Harold McGraw III, Chairman, President and CEO, The McGraw-Hill Companies) and Harold W. McGraw, Jr., Chairman Emeritus, The McGraw-Hill Companies. **Standing L-R:** Richard Blais, Vice President and Co-Founder, Project Lead the Way; Judith Berry Griffin, President and Founder, Pathways to College; and Charles B. Reed, Chancellor, California State University System.

OUR TIME HAD COME

By EDUARDO J. MARTI,
PRESIDENT, QUEENSBOROUGH
COMMUNITY COLLEGE

Across the nation, 6.5 million student—about 46% of all undergraduates—are enrolled in programs toward an Associate degree. While most everyone can enter community colleges, few are able to graduate. The three-year graduation rate for students pursuing the Associate degree in New York’s two-year institutions (public and private) is 25%—below the national average of 29%—and ranked 33rd in the nation. Given the magnitude of these enrollments and the size of the investment in community colleges and financial aid, it is essential that we find ways to raise success rates among these students. We must ensure that every graduate attains the necessary critical thinking skills, the computational ability, the scientific background, the historical perspective, and the civic responsibility to make the U.S. truly competitive in a global market.

The solution is support. We must ensure that opportunities become realities by creating integrated teaching/learning experiences that equally challenge and support students and invite them to be partners in intellectual inquiry. We must adopt a holistic approach by providing a curriculum that incorporates general education, interconnected and multi-layered learning



experiences.

Students accepted at a selective admissions college have an extended orientation. Students at most community colleges receive a three hour orientation. We should be spending significant time with each student to provide them with a true understanding of the college experience.

A strong remedial program at a community college is as necessary as a strong undergraduate experience is to a rigorous graduate program. We must put our best faculty members and our best thinkers into the remedial experience.

At Queensborough Community College, as of the fall of 2009, we will admit all first time, full time students through six Learning Academies: Business, Education, Liberal Arts, Health Related Sciences, Visual & Performing Arts, and Science, Technology, Engineering & Mathematics. In these Academies: all first-time,

full-time students will have an extended orientation (2 days); all first-time, full-time students will take at least two block courses or one learning community, including the Introduction to College Life course; each student will have an administrative “home” staffed by an administrative assistant and student manager; Learning Academy-specific counseling and discipline clustered tutoring will be provided. Student manager(s) will monitor the success of the students and will be responsible for ensuring that the students attend classes, get the help they need and feel welcomed. Each Learning Academy will have a faculty coordinator who will ensure clear communication between the Student Managers and the faculty.

The Academies at Queensborough Community College will provide the integrated teaching/learning experiences and student support that are key to student success. #

THE YOUNG WOMEN'S LEADERSHIP FOUNDATION, NY

By KATHLEEN PONZE,
EDUCATION DIRECTOR

What is the most compelling argument for an all girls school, from kindergarten to college?

I believe the most compelling argument for the choice of an all girls school is personalization and whole child education. The all girls environment provides a concentrated focus on the needs of each student and the opportunities to assure that every girl's needs are met and that she is empowered to actualize her full human potential, free from the stereotypes of gender, race, and class.

How did you become involved in all girls education? What did you do before that? Were you educated in a single-sex school?

I am the product of every possible educational setting—as an Army brat I attended 14 schools K to 12 in Japan, Europe, and all over the United States, Department of Defense schools, parochial schools, public schools, and single sex schools. My fondest memories of my own education were those periods in all girls environments. It had been my lifelong dream to work as an educator and to someday lead a highly effective school. I became a teacher in NYC and then an assistant principal in a very large coed junior high school in Queens. I saw immediately that there were quite a number of adolescents there whose needs could not be met in the co-ed environment. I applied for the principalship



of The Young Women's Leadership School of East Harlem and was very fortunate to take the helm in 2001.

Who were your mentors?

My mentors were the school founder, Ann Rubenstein Tisch, the senior fellows at CEI-PEA, Dr. Jo Ann Deak, an incredible team of passionate and dedicated teachers at the East Harlem School, and the hard working principals in the Young Women's Leadership Network.

What is the future of single-sex schools? Would you send your children or grandchildren to a single sex school?

There are now 15 single sex public schools in New York City, over 80 around the nation. I truly believe that this model has been validated as an effective choice in the public school choice portfolio and I am eager to see it offered to first generation minority students in our inner cities where I believe it will have a very deep impact on student achievement. I would definitely send my grandchildren to a single sex school.#

GIRLS PREPARATORY CHARTER SCHOOL, NY

By MIRIAM RACCAH, EXECUTIVE
DIRECTOR & CO-FOUNDER

What is the most compelling argument for an all girls school, from kindergarten to college?

As a charter school founder, I believe in the power of educational choice to transform lives.

Parents choose a single-sex school because they believe it is best for their daughter. Commitment, engagement and agency spring from that decision. The choice of a single-sex school also means that fewer girls are trapped and ignored in failing schools. This is an advantage of any high-performing charter school, but especially powerful for girls who are often overlooked in urban co-ed classrooms.

A girl in a single-sex school can choose who she wants to become. Co-ed schools run the risk of quietly even innocently discouraging girls from acting too confident and smart, or from pursuing their true interests. In a single-sex school, the brightest mathematicians and the athletic stars will always be girls. Making these choices empowers girls and their families.

How did you become involved in all girls education? What did you do before that?

Before founding Girls Prep I worked at another charter school and had been working in education for several years. My philosophy of what I wanted for my daughter's education was largely influenced by what I was learning and doing in the Harlem schools I worked in. Watching my daughter learn and grow also helped me understand the achievement gap and the word gap. I remember having her visit a second grade class with me. I was reading a book about dinosaurs and it had the word "carnivore" in it. I asked the class if they knew what a carnivore was and no one knew. Jordan piped up (aged 4 at the time) "A carnivore is an animal that eats meat!" The experiences children have and the words they are exposed to starting at an early age make all of the



difference educationally. Girls Prep is the school I wanted for my daughter! It is a place where people know you and all of your potential. A place where you can have the experience of art twice a week so you learn the vocabulary of art, you have music twice a week so you learn

about and make great music always expanding the horizons and experience of our students.

Were you educated in a single-sex school?

No, I was not. I tried to get my daughter into a single-sex school but she was not accepted. I wish we had had the option of a Girls Prep and am glad other girls now have that option. I am still hopeful that my daughter will one day have experience of attending a single-sex school.

Who were your mentors?

I come from a family of strong hardworking women. I certainly got my work ethic from my mom. Other mentors were few and far between: a college professor, a former boss. It is so difficult, and so important, for women to find the mentors they need. From afar, Faye Wattleton and Barbara Jordan were the only women of color that I saw making a difference on a national level. I watched them, but I was in Arizona and they were not in my world.

What is the future of single-sex schools?

Would you send your children or grandchildren to a single sex school?

The future is bright! People are rediscovering single-sex education as innovative rather than rigid and out-dated. When I was growing up, an all-girls school often conjured images of prim girls with too tight braids and detention. Now, single-sex ed is more about breaking boundaries than creating them.

The trend of single-sex public schools is more than just a phenomenon. I believe that more and more public single-sex schools will crop up

THE ARCHER SCHOOL, LOS ANGELES

By DR. DIANA MEEHAN, FOUNDER

What is the most compelling argument for an all girls school, from kindergarten to college?

As anyone who educates can attest, the best teaching focuses on the student and the ways students learn. The obvious and important distinction of girls' schools is that all the efforts, all the attention of all involved, all the resources of the academic culture of the school focus on the girls who attend. Thirty-five years ago Elizabeth Tidball suggested that in a single sex environment, the wholeness of the culture, the sense of ownership and the community itself makes single sex schooling for women the most effective education.

Tidball's thesis has been confirmed again and again in findings that have shown high self-esteem, high test scores, high self control, and even marital happiness for graduates of girls' schools.

How did you become involved in all girls education? What did you do before that?

While teaching at UCLA in the Communication Studies Program, I became aware of the body of research about girls thriving in certain educational settings, in particular those which are academic, innovative, girl-valuing single sex schools. As a



mother of two girls, I paid particular attention and began to seek such an environment for our younger daughter. The rest of the story is in my book, *Learning Like a Girl* (2007).

Were you educated in a single-sex school?

Yes, St. Mary's Academy in Denver, Colorado and Notre Dame Belmont in California.

Who were your mentors?

The nuns in high school were powerful role models and professors, both male and female, at Fresno State University and USC were wonderful mentors.

What is the future of single-sex schools? Would you send your children or grandchildren to a single sex school?

It can only become more typical to choose single sex schools the more we learn about girls' brains, girls' leadership and girls' well-being. Not only do my children support girls' education, I cannot imagine a better choice for our new (2 month-old) granddaughter, Chiara!#

URBAN PREP ACADEMIES, CHICAGO

By TIM KING, FOUNDER & CEO

What is the most compelling argument for an all boys school, from kindergarten to college?

For those of us involved with urban prep, the most compelling argument for single sex schools is choice. In Chicago, before Urban Prep opened, if parents wanted a single-sex education for their sons, the only options were private and catholic schools. In our view, parents deserve high quality options in public schools and single-sex schools should be among those options. We also believe that there are tremendous opportunities to create positive school cultures and invigorating learning environments in single-sex schools that are not as readily accessible in co-ed schools. For example, the sense of community, family and brotherhood that exists at urban prep would be difficult, if not impossible, to replicate in a coed environment. Further, we can look at data about learning styles of boys and skew our curricula and instruction delivery in that direction. This would also be a challenge in a coed environment.

How did you become involved in all boys education? What did you do before that?

Prior to founding urban prep, I was the president of a catholic boys school in Chicago. Before that, I was a teacher and administrator at a catholic school in Washington, DC while attending law school at Georgetown University at night.

Were you educated in a single-sex school?

No, I was not educated at an all-boys school, but my older brother and father did attend all-boys schools. Again, this speaks to the need for choice. My family had the financial wherewithal to make



decisions on what type of schools were best for their children. For my brother, they chose an all-boys school, for me they chose a co-ed school. They made these decisions based on what they thought would be best for us given the individuals

that we were/are.

Who were your mentors?

My biggest mentors are my parents. It is no accident that I do what I do given the fact that my mother is a lifelong educator (a career which started with her teaching in a high school in the exact community where urban prep is located and ended with her serving as vice president of a public college) and my father is a successful entrepreneur. I like to think of myself as an educational entrepreneur who has combined what my parents have done with their careers and lives into this new frontier of creating excellent new schools.

What is the future of single-sex schools? Would you send your children or grandchildren to a single sex school?

There's no doubt in my mind that single-sex schools will always be around. The question really is what is the future of public single-sex schools. And I am optimistic. Each year, more single-sex public schools open and soon enough we will have enough data collected from across the country to demonstrate that these schools do work. The demand among families for this type of education for their children (we had 600 applications for 150 spots this year) and the supply as provided by educational entrepreneurs (we hope to open additional campuses in Chicago and beyond), combined with the research and data proving single-sex public schools' effectiveness should be enough to make the future very, very bright for these schools. As to whether or not I would send my children or grandchildren to single-sex schools, the short answer is yes (I have an adopted son who attended an all-boys school), but the more precise answer is I hope to be able to send my children and grandchildren to high quality schools that best meet their needs as individuals.#

across the country. Research shows that single-sex environments are especially effective in serving at-risk children. In the next 10-20 years, we will see hundreds of leaders and advocates emerging from these schools. So many strong female role models attended single-sex schools. I believe this is because a single-sex education allows girls to realize their full potential. In the future, we will benefit from the leadership of this next generation of strong women. I believe these young women emerging from single-sex schools will empower all girls to allow their brilliance to shine—no matter where they are!



LOWERRE FAMILY GIFT TO MARYMOUNT MANHATTAN COLLEGE

By DR. POLA ROSEN

Picture a magnificent waterfall cascading down a stone wall, a 5,000 square foot outdoor space surrounded by trees and shrubs, rustic wooden benches and a unique division of space that permits privacy in small enclaves separated by greenery. That description partially sums up the magnificent gift of the Lowerre family to the students, community and faculty, a space where all can come together for camaraderie or contemplation. Marymount Manhattan President Judson Shaver, citing the inspiration of old European monuments, spires and walls, gratefully acknowledged the transformation from a black tar paper area to the new terrace. He cited the "transcendence and beauty of space in European architecture that was recreated here."

Other donors acknowledged were trustees who raised \$6.5 million for the campaign and the challenge grant of 1.5 million from the Kresge Foundation. Speakers included New York State Assemblyman Jonathan Bing (D-Manhattan) Board of Trustees Chair Anne C. Flannery, Esq. '73 and Campaign Chair Judith M. Carson '03.

Paul Lowerre, Class of '81 underscored his gratitude for the education he had received at Marymount Manhattan and for the "great things that are happening here." He spoke eloquently of the adventures of Lord Hunt on climbing



(L-R) Trustee and Campaign Chair Judy Carson '03, President Judson R. Shaver, Ph.D., Paul Lowerre '81, his wife Ursula and their daughter Lavinia, cut the ceremonial ribbon to mark the unveiling of The Lowerre Family Terrace



The new stone wall with a waterfall cascading down.

Mt. Everest and wished that all students experience "outdoor adventures as part of your life."

Clearly, the outdoor gift of the Lowerre Terrace will enhance each students' experience and bring a sense of "adventure" as well as respite at Marymount Manhattan College.

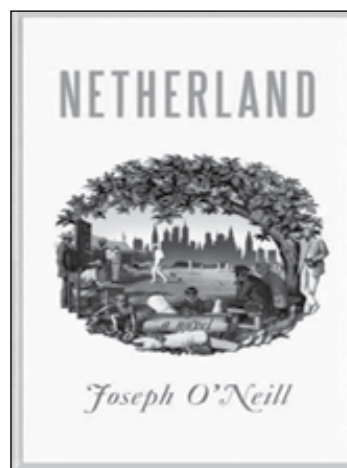
IRISH VOICES AT MARYMOUNT

By DR. POLA ROSEN

The Writing Center of Marymount Manhattan College led by Lewis Burke Frumkes initiated its 2008 season of the Clementina Santi Flaherty Irish Voices literary series with Joseph O'Neill, author of *Netherland*, which was nominated for the Mann Booker prize. O'Neill admitted to the audience that this was his first talk since his book hit the big time, then went on to trace his evolution as a writer. "I was in a difficult spot 10 years ago" he said, "I wanted to write but I didn't want to give up my secure income, which I earned as a barrister in London. What to do? I went to a psychiatrist for help. This psychiatrist had a reputa-

tion as being the foremost expert on "fork-in-the-road problems." Just the sort of man I needed. At our first meeting the psychiatrist admitted that I had a difficult problem. "What would you really like to do? What would make you most happy?" he asked in earnest. I replied that I really wanted to go to the United States and write. "There you are!" he said, and my problem was over. I moved to the U.S. and started writing. I even fell in love with my editor Sarah Singer and married her. *Netherland* took me seven years to write, but it was worth every minute." Appearing modest and sincere O'Neill charmed the audience with his boyish good looks and quick wit and answered

their questions as they came up to have books inscribed. Then to a massive applause from the audience Frumkes thanked everyone for coming and said he hoped that everyone would return on October 14th to hear the McCourt Brothers, Frank, Malachy, and Alphie. Last year said director Frumkes it was the women, Edna O'Brien, Nuala O'Faolin, Mary Higgins Clark, and Alice McDermott... This year it is the men. Joseph Caldwell



will come in November, and Tony Hendra in December, and next year hinted Frumkes, he and Tina Flaherty are thinking of running an Italian voices series. Frumkes also reminded everyone not to miss the Jack Burstyn Memorial lecture on October 22nd, which will be given by scholar and author Carol Gilligan, and a talk the night before by writer in residence Bruce Jay Friedman. For more information on events and courses call 212-774-4810.#

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Teachers College President Susan Fuhrman Breaks the Ice with Republic of Iceland President Olafur Ragnar Grimsson



Teachers College President Susan Fuhrman & Republic of Iceland President Olafur Ragnar Grimsson

By DR. POLA ROSEN

Teachers College President Susan Fuhrman recently welcomed the President of the Republic of Iceland to the ivy halls of Columbia University as part of the Columbia University World Leaders Forum, created to examine global challenges and explore cultural perspectives. Professor John P. Allegrante, Chair of the Department of Health and Behavior Studies at Teachers College, Columbia University moderated the lively audience question and answer session following President Grimsson's keynote address. President Fuhrman is founding director and chair of the Management Committee of the Consortium for Policy Research in Education and has published widely on education policy and finance. Under her leadership, working partnerships have expanded beyond the borders of Morningside Heights to India, Jordan, Dominican Republic and Iceland.

Professor Allegrante, a Fulbright scholar in Iceland in 2007, was recently appointed to the Advisory Board of Reykjavik University where he also holds a visiting professorship and has developed a program of collaborative research on the links between health and academic achievement and threats to child and adolescent health.

President Grimsson is the fifth president of the republic of Iceland and became the first professor of political science at the University of Iceland. He plays an active international role in promoting renewable energy and climate change. As President Fuhrman noted, Iceland has the oldest parliament in the world, established in 936.

Grimsson spoke about the importance of decreasing our dependence on fossil fuels. "Ninety percent of Iceland's power", he said "is derived from hydroelectric power and geothermal energy." Although Iceland is a small country, he

is quick to point out that the cradle of democracy was in Athens and Rome with populations the size of Iceland.

"We are an outstanding example of how a small country can achieve great things. Iceland can serve as an inspiration for climate change through transformation of energy systems. When I was a boy," he continued, "oil and coal supplied 80 percent of the energy of our country. We used only fossil fuels. Now geothermal and hydroelectric power provide 100 percent of our energy. If we can do it, so can others!"

"We depend on intellectual capital in institu-

tions of learning. Everyone has a right to have a university education; young people are being sent to all parts of the world and bring back the latest knowledge."

On a forceful, positive note, Grimsson summed up with advice that ocean resources should be harvested in a usable way and that the emerging debate about climate change and rising sea levels would ultimately provide solutions. To the resounding applause of hundreds in the audience, Grimsson concluded with "what matters is ideas and courage, that the success of our global journey is the ability to act where others are silent."#

UWF Invites New Yorkers To Their Florida Campus

Located minutes away from some of the world's most beautiful beaches, the University of West Florida serves more than 10,000 students at its main campus in Pensacola, Florida, and through its fully-accredited Online Campus.

UWF provides a truly unique educational environment where experiential learning opportunities abound for students in nationally recognized programs, including archaeology, marine biology, business and education—just to name a few. "The Princeton Review" recognizes UWF as a Best Southeastern College.

The University of West Florida prides itself on offering students personal attention and one-on-one interaction with faculty. The student to faculty ratio is 19 to 1.

Students choose UWF because of its emphasis on high academic standards with the advantage of small class sizes, friendly atmosphere and beautiful surroundings. That makes UWF an exceptional value because it is also affordable.

In addition to high-quality academics, UWF also supports a vibrant and energetic campus atmosphere that includes:

- nationally ranked athletics programs,
- more than 1,400 students living on campus,
- more than 100 student organizations,
- a state-of-the-art Health, Leisure and Sports Facility,
- additionally, UWF's main campus abounds with nature trails for running, walking and biking.

Individual attention from a world-class faculty in a warm and caring environment is the essence of the University of West Florida. They invite you to explore their Web site, visit their campus and discover what more than 60,000 UWF alumni already know – UWF is a great place get an education! #

D.C. Public Libraries Narrowing the Digital Divide

We all remember having to learn the ins and outs of the card catalog during library visits in elementary school. We also remember how much we would have rather been in gym class. Times, along with technology are changing. Without proper education or immediate access to technological advances, some students may be lost in the mix.

Students whose families do not have access to the newest technology may be left behind when it comes to everyday tasks in the near future. Communication, higher education and career information are now searched mainly on the Internet. Students without proper technical skills will fall behind their peers at an early age.

Mac Creation Stations and D.C. Libraries will be teaming up to help educate District of Columbia students. Hands-on training helps ensure students who are interested in cutting edge technology aren't left behind.

Different interactive areas will allow students to understand how the newest social media tools function, and hone their current technical skills to enhance their 21 Century education in a practical, do-it-yourself way.

The Creation Stations will feature Mac computers equipped with Adobe Creative Suite 3, and Mac's own iLife. These programs allow students to open their minds and learn how to create and edit: videos, music and websites.#



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BARNARD COLLEGE PRESIDENT DEBORA SPAR TALKS WITH NY CHIEF JUDGE JUDITH KAYE

By EMILY SHERWOOD, Ph.D.

Saying that it has been “lawyer heaven to review the issues that are of such consummate importance to the everyday lives of the people of New York and to establish a body of law that continues on and on into the future,” Hon. Judith S. Kaye, Chief Judge of the New York State Court of Appeals, spoke about her career on the bench before a packed crowd of students, judges and other attendees at Barnard College last month. Judge Kaye, who prepares to step down from her position in January after a much-lauded 15 year tenure that has been marked by sweeping reform in the court system, jury selection protocol, and protection of individual rights, spoke eloquently from the

podium and later answered questions in talk show format with Barnard President Debora Spar.

In remarks that were peppered with humor (her advice to women in the legal profession is, “Never wear a wrap skirt...for obvious reasons,”) Judge Kaye discussed her background (her first job after graduating from Barnard College in 1958 was as a social reporter for a local New Jersey newspaper: “My misery led me to enroll in law school...I wanted to get off the social page!”) and her difficulty entering the field of law as a woman (“It was no picnic finding a job as a woman in 1962 in a law firm...I kept hearing “Our quota of women is filled.”) But prevail she did, ultimately landing a job as a legal associate at Sullivan &



President Debora Spar



Chief Judge Judith Kaye

Cromwell, and after 21 years of private practice combined with motherhood (“I have one lawyer daughter and two non-women,” she remarked laughingly), in 1983 former New York State Governor Mario Cuomo appointed her as the first woman to serve on the New York Court of Appeals, the state’s highest court. In 1993, she was appointed the court’s Chief Judge.

As CEO of the New York State courts, Judge Kaye has overseen a \$2 billion budget and 15,000 employees: “I’ve had a lot of challenges and a lot of joys,” she summed up thoughtfully. In the positive column, Judge Kaye has enjoyed well-deserved credit for reforming jury selection procedures, abolishing automatic exemptions that enabled some citizens to escape their civic duty. “Few things please me more than when people say they served on a jury and it was a good experience,” she added. Judge Kaye also expressed satisfaction with the recent creation of specialized courts that handle domestic violence and nonviolent drug cases, an innovation that has earned her national recognition. “We’re trying to intercept the downward spiral and turn lives around,” she summed up, noting that two new community courts have just opened in midtown Manhattan and White Plains.

In the column of issues needing further work, Judge Kaye acknowledged that there is “tremendous room for improvement” in New York’s foster care system. “We have a great responsibility to do what we can to promote stability and permanency for children,” she explained, noting that there are a half million children in New

York’s foster care system, over 6,000 of whose parental rights have been terminated, thus having no permanent home. “We need more people willing to step forward,” she concluded, pointing to the scarcity of mentors, foster parents, and adoptive parents.

Divorce law, too, is ripe for reform in New York State. “I’ve been an outspoken proponent of no-fault divorce,” she asserted, adding that New York is the only state not offering that option. Judge Kaye also urged more consciousness-raising in the area of domestic violence: “We are working in separate silos...there is a great need to inform one another and work together,” she urged. And noting that 50 percent of women who earn J.D. degrees are no longer practicing law nine years out, Judge Kaye argued that “we need to find ways to retain women in the legal profession...The more senior of us in the profession need to make opportunities available to women...Employers should offer flex-time to help retain women...We desperately need a diverse profession,” she summed up.

One never doubts that Judge Kaye will continue to play a pivotal role in redressing society’s ills as she moves into a new phase of her life in 2009 upon her retirement from the bench. “I plan to be there with the shakers and makers of opinion...to advance the quality of society,” she stated with conviction, leaving little doubt that the most vulnerable individuals—be they poor, needy children or women without adequate legal protection—will find a staunch advocate in Judith Kaye. #

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PRESIDENT JEREMY TRAVIS, JOHN JAY COLLEGE SPEAKS AT THE WOMEN’S CITY CLUB

By DR. POLA ROSEN

Ruth Acker, President of the venerable Women’s City Club, founded in 1915, whose roster of members included Eleanor Roosevelt, recently invited President Jeremy Travis of John Jay College, CUNY as part of a series on changing public policy issues.

Founded as a police academy in 1964, President Travis explained that almost all the students at John Jay College were white men. Today, the diverse population includes 43 percent African Americans, 25 percent Hispanics and 60 percent women. “Our college is not the standard ivory tower,” stated Travis. “We’re public policy activists. In reflecting on September 11, we lost 68 members including alumni, faculty and students. We are scholars and researchers of bioterrorism, with a new faculty book coming out about the trauma of those involved.” Additional research undertaken at John Jay includes means of egress in an emergency (John Jay will listen to the tapes of people who called 911 on 9-11); Hurricane Katrina and what we can learn from the catastrophe. The Center for Human Rights will examine the balance of human rights with national security. Other programs include 500 police officers who are studying to become more effective leaders; a new interdisciplinary program on terrorism; the Justice Scholars program, a \$250,000 gift from Princeton University to examine the issues of 9-11.

The most popular majors are forensic science



President Jeremy Travis

and criminal justice. New majors in English and philosophy are being created with a staggering 1000 students having access to more degrees. A new initiative is enabling students to get associate degrees in forensic science and psychology.

Travis, an engaging and erudite speaker, awakened riveting questions in his audience; what can we do about the fact that we incarcerate more people than any other country in the world? His response: We can change parole policy or the length of sentences. According to Travis, other dialogues to be considered are the Rockefeller drug laws and the waning respect for the law in communities of color.

John Jay College is no longer the police academy it was years ago. With seven masters programs and two doctoral programs, it has transitioned to a liberal arts institution interested in preparing students for law school and beyond.#



THE DEAN'S COLUMN

The Place of Mathematical Paradoxes in the Instructional Program

By ALFRED POSAMENTIER, Ph.D.

A paradox or fallacy in mathematics generally results from a violation of some rule or law of mathematics. This makes these paradoxes excellent vehicles for presenting these rules, for their violation leads to some rather "curious" results, such as $1=2$, or $1=0$, just absurd! They are clearly entertaining since they very subtly lead the student to an impossible result. Often the student becomes frustrated by the fact that every step to this weird result seemed correct. So where did he/she go wrong? This is quite motivating and will make the conclusion that much more impressionable.

Again, it is a fine source for investigating the mathematical borders. Why isn't division by zero permissible? Why isn't the product of the radicals always equal to the radical of the product? These are just a few of the questions that this article entertainingly investigates. The "funny" results are entertaining to expose. But most important, beyond the enjoyment of the points made in this article is the instructional value. Students are apt never to violate rules that lead to some of these fallacies. They usually make a lasting impression on students.

Are All Numbers Equal?

This statement is clearly preposterous! But as you will see from the demonstration below, such may not be the case. Present this demonstration line-by-line and let students draw their own conclusions. We shall begin with the easily accepted equation: $((x - 1) / (x - 1)) = 1$. Each succeeding row can be easily justified with elementary algebra. There is nothing wrong with the algebra. See if your students can find the flaw.

	For $x = 1$
$\frac{x-1}{x-1} = 1$	$\frac{0}{0} = 1$
$\frac{x^2-1}{x-1} = x+1$	$\frac{0}{0} = 1+1 = 2$
$\frac{x^3-1}{x-1} = x^2+x+1$	$\frac{0}{0} = 1+1+1 = 3$
$\frac{x^4-1}{x-1} = x^3+x^2+x+1$	$\frac{0}{0} = 1+1+1+1 = 4$
\vdots	
$\frac{x^n-1}{x-1} = x^{n-1} + x^{n-2} + \dots + x^2 + x + 1$	$\frac{0}{0} = 1+1+1+\dots+1 = n$

When $x = 1$, the numbers 1, 2, 3, 4, ... , n are each equal to $0/0$, which would make them all equal to each other. Of course, this cannot be true. For this reason we define $0/0$ to be meaningless. To define something to make things meaningful or consistent is what we do in mathematics to avoid ridiculous statements, as was the case here. Be sure to stress this point with your students before leaving this unit.

Negative One is Not Equal to Positive One

Your students should be aware of the notion that $\sqrt{6} = \sqrt{2} \cdot \sqrt{3}$ and then they might conclude that $\sqrt{ab} = \sqrt{a} \cdot \sqrt{b}$.

From this, have your students multiply and simplify: $\sqrt{-1} \cdot \sqrt{-1}$.

Some students will do the following to simplify this expression:

$$\sqrt{-1} \cdot \sqrt{-1} = \sqrt{(-1)(-1)} = \sqrt{+1} = 1.$$

Other students may do the following with the same request: $\sqrt{-1} \cdot \sqrt{-1} = (\sqrt{-1})^2 = -1$

If both groups of students were correct, then this would imply that $1 = -1$, since both are equal to $\sqrt{-1} \cdot \sqrt{-1}$. Clearly this can't be true!

What could be wrong? Once again a "fallacy" appears when we violate a mathematics rule. Here (for obvious reasons) we define that $\sqrt{ab} = \sqrt{a} \cdot \sqrt{b}$ is only valid when at least one of a or b is non-negative. This would indicate that the first group of students that got $\sqrt{-1} \cdot \sqrt{-1} = \sqrt{(-1)(-1)} = \sqrt{+1} = 1$ was wrong.

Thou Shalt Not Divide by Zero

Every math teacher knows that division by zero is forbidden. As a matter of fact, on the list of commandments in mathematics, this is at the top. But why is division by zero not permissible? We in mathematics pride ourselves in the order and beauty in which everything in the realm of mathematics falls neatly into place. When something arises that could spoil that order, we simply *define* it to suit our needs. This is precisely what happens with division by zero. You give students a much greater insight into the nature of mathematics by explaining why "rules" are set forth. So let's give this "commandment" some meaning.

Consider the quotient $n/0$, with $n \neq 0$. Without acknowledging the division-by-zero commandment, let us speculate (i.e., guess) what the quotient might be. Let us say it is p . In that case, we could check by multiplying $0 \cdot p$ to see if it equals n , as would have to be the case for the division to be correct. We know that $0 \cdot p \neq n$, since $0 \cdot p = 0$. So there is no number p that can take on the quotient to this division. For that reason, we define



division by zero to be invalid. A more convincing case for defining away division by zero is to show students how it can lead to a contradiction of an accepted fact, namely, that $1 \neq 2$. We will show them that were division by zero acceptable, then $1 = 2$, clearly an absurdity!

Here is the "proof" that $1 = 2$:

Let $a = b$	
Then $a^2 = ab$	[multiplying both sides by a]
$a^2 - b^2 = ab - b^2$	[subtracting b^2 from both sides]
$(a-b)(a+b) = b(a-b)$	[factoring]
$a+b = b$	[dividing by $(a-b)$]
$2b = b$	[replace a by b]
$2 = 1$	[divide both sides by b]

In the step where we divided by $(a - b)$, we actually divided by zero, because $a=b$, so $a - b = 0$. That ultimately led us to an absurd result, leaving us with no option other than to prohibit division by zero. By taking the time to explain this rule about division by zero to your students, they will have a much better appreciation for mathematics.

Mathematics teachers must realize that they can achieve a lasting impression by presenting important facts in a dramatic fashion. That is precisely what we have done here. Enjoy! #

Dr. Alfred Posamentier is Dean of the School of Education at City College of NY, author of over 40 Mathematics books including: Math Wonders to Inspire Teachers and Students (ASCD, 2003) and The Fabulous Fibonacci Numbers (Prometheus, 2007), and member of the NYS Mathematics Standards Committee.

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CLASS OF 2008 FACES TRIALS AND TRIBULATIONS

By MCCARTON ACKERMAN

Six months after packing up their belongings to tackle the job market, college graduates of the class of 2008 have found themselves feeling the effects of a sagging economy. Instead of moving into the real world, many recent college graduates have moved back home with their parents after their initial attempts to find work were unsuccessful. Most are working in low-paying retail or service jobs while they search for a position that relates to their major.

"I've applied to literally hundreds of jobs at this point and have had over a dozen face-to-face interviews," said Chioke Barkari, who graduated with degrees in German and Women's and Gender Studies from Ohio Wesleyan University. "Nothing has come through. It's kind of scary how a B.A. doesn't mean anything anymore."

With the US economy sliding deeper into

recession, over 1.5 million college graduates are expected to have a harder time finding work this year than in previous years. With daunting questions about how the economy will rebound in the months to come, the growth rate in the job market is at its lowest in five years.

"Between what's going on in the housing market, and with the gas prices, and everything increasing, I think companies are just being more cautious because they're not sure what is going to happen," said Andrea Koncz, an employment information manager at the National Association of Colleges and Employers (NACE). This cautiousness is not only limited to large corporations. Small businesses are cutting back on workers as well, forcing many recent college graduates to pursue freelance work or take on several part-time jobs. "I have two different part-time jobs right now, and it took me a long time to even get

those," said Rika Fujiwara, who graduated with an economics degree from Boston University. "I was applying to things that I was completely over-qualified for, like part-time typist or fact checking positions, and not even getting a callback. The receptionist position that I applied for at a local art store received over 150 resumes in two days."

Despite the rush for jobs amongst college graduates, others see some positives in the current job market. NACE recently reported that entry level positions in the utility industry rose 49 percent, while jobs for graduates in the government sector rose 33 percent. "There's definitely still some positive news for college graduates," said Tanya Flynn, a career adviser at careerbuilder.com. "I think they just need to put in a little more effort in communicating with employers."

Caren Zucker, a producer at ABC News, advises graduates to send out individualized resumes and

cover letters for every job that they apply for.

"We can tell when a cover letter is tailored for a position here with us, or when it's the same letter that was sent out to 20 other employers," said Zucker. "Individualized resumes and cover letters show that you care enough about the position to show why you're qualified to work for them specifically." While the economy may be slow at the moment, Barkari said she is confident that things will work out in the future.

"I know that it won't remain this way for the rest of my life," said Barkari. "Everybody says that your first year out of college is the toughest one. I'm just riding out the storm now and looking forward to putting my talents to use in the future."#

McCarton Ackerman, a staff reporter at Education Update, is a 2008 graduate of Ohio Wesleyan University.

SPORTS

Hitting the Books or the Courts: Top High School & College Students Decide

By MCCARTON ACKERMAN

At this year's US Open tennis championships, many of the top American junior players found themselves facing a pivotal fork in the road. Players including Asia Muhammed and Kristie Ahn are now entering their junior and senior years of high school. With a full year of classes (if not more) ahead of them, they have already been contacted by some of the best universities in the country, including Stanford and Princeton, with guarantees of full athletic scholarships if they commit to playing on their tennis team. However, these teenagers already possess a game well beyond their years. They already have the ability to compete at the professional level and are aware of the relatively small time frame they have to utilize their talents. This ultimately begs a crucial question for these players and their families: Is it best to turn pro or go to college?

For many in the tennis community, college tennis is almost seen as a consolation prize; for those who lack the ability to make it on the pro tour, they have the opportunity to receive a free education. The odds of becoming a successful player on the pro tour after college are slim at best. Out of the tens of thousands of women who competed at the college level over the last 15 years, only five of them have ever cracked the top 100 in the Women's Tennis Association (WTA) rankings. Only two of these girls (Jill Craybas and Julie Ditty) actually graduated from their school of choice; the rest dropped out by their sophomore year to pursue their careers. This year's NCAA



Asia Muhammed

champion, Amanda McDowell of Georgia Tech, is currently ranked No. 797 in the world.

"The level of play in college tennis is not nearly what it used to be 15 or 20 years ago," said Lisa Raymond, the 1992 and 1993 NCAA women's singles champion. "Players don't have that same opportunity to compete and develop their games anymore."

The lack of strong competition at the college level has prompted top American junior Asia Muhammed to turn professional this summer. In declaring their pro status and accepting prize money, she is no longer allowed to compete at the amateur level. This means she is not only giving up her chances to play college tennis, but is also forfeiting any athletic scholarship opportunities should she choose to go to college in the future.

"America is the only place where college ten-



Kristie Ahn

nis is really even an option," said Muhammed, 17. In Europe or Australia, you turn professional when you're young and then go back to college if you haven't made it on tour. There isn't that intermediate step."

Despite now having the chance to pursue her dreams of tennis stardom, players like Muhammed now have to face the realization of the cost and time commitment that it takes to compete at this level. Unlike most sports, professional tennis tournaments are held year round at locations all over the world. The majority of players travel for at least 30 weeks a year, completely on their own, and often in foreign locations where they don't know the language. The international travel, combined with the coaching that takes place at home, leads to a staggering bill that is often placed on the shoulders of their families.

"I would say that it costs about \$50,000 a year

to compete on the tour, and that's if you're doing it very cheaply," said Mashona Washington, a 31 year old player from Houston. "If you travel with a coach, you can pretty much double that amount."

Muhammed is also coached partly by her father, which brings up a potentially harmful situation. Although she doesn't have to pay for a coach, Muhammed now faces the responsibility of becoming the primary breadwinner in their family while not even out of her teen years. In many cases, the decision to turn pro is that of the parents and not the child themselves.

"There are some girls who are turning pro right now and there isn't anything about their game that stands out," said Raymond. "Being a professional athlete can be an incredibly tough life at times. I think it's important for these girls to at least go to college initially and be able to mature as people. Playing with the pros and actually becoming a pro are two completely different things."

Factors such as this have prompted Kristie Ahn to keep her amateur status and plan on attending college for all four years, regardless of her professional results.

"I don't see the big rush to turn pro right away," said Ahn. "Rather than focusing on the pros, I'm just glad to have the honor of being one of the top junior players in the country."

While many of her contemporaries have shuttled off to tennis academies in California and Florida, Ahn has heeded the advice of her family

continued on page 23

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WORDS FROM THE EXPERTS:

Aspen Institute Holds National Education Summit

Walter Isaacson, President and CEO of the Aspen Institute opened the National Education Summit recently by “using a call to action to work in a bi-partisan manner to raise public awareness of the educational challenges faced by our students, teachers, and school leaders. These challenges will likely affect our standard of living in America in the near future.”

“Addressing the challenge of ensuring that all young people are prepared for lives of opportunity and future success will take more than a clarion call and more than passing a law. It will require concerted effort by parents, educators, citizens, business leaders, legislators, and others in communities and states across the country.”

Nationwide Consensus Vital

By Richard W. Riley, former U. S. Secretary of Education (1993-2001)

During the past fifteen years, the nation has taken significant steps to improve education performance. The National Goals 2000 Act, along with the Improving America's Schools Act (1994 ESEA reauthorization), helped move states down the path of establishing expectations for all students through the adoption of state standards that have resulted in improved achievement and a more clear understanding of what students are expected to learn. Importantly, this effort began the transformation of our public education system away from having high expectations for some and lower hopes for others based on family income and zip codes. The No Child Left Behind Act established strong accountability for results in improving student achievement. Importantly, the law also required consistent measures and clear reporting on the progress of all children—ensuring that large numbers did not continue to remain invisible in state accountability systems.

In each case, noteworthy progress has been marked by important moments when leaders from both parties have come together to produce solutions that move us forward. Every step forward leads to new knowledge, new understanding, and new solutions. Now we must leverage the fact that we have more and richer student performance data than ever before to power the next wave of effective education reform. Though our challenge is significant, we now know more than ever before about how well our children are faring and what needs to be done to improve performance. And, in our competitive, global economy, it is more critical than ever that we make education a top priority and that we succeed in improving performance.

Our nation's future depends on more than just the quality of education provided to our own children. The future of our economy, as well as our competitiveness and security in the world, will depend on the ability of all of the nation's children to succeed academically.

Parents Play Critical Role

By Bill Jackson, President, GreatSchools,

Parents have two critical roles to play in increasing student achievement. First, parents are a child's first and foremost teachers. Parents, and only parents, can set the stage for their children's success by providing unconditional love, establishing rules, and expressing high expectations. They are in the best position to model the personal qualities and learning habits they want their children to develop. And they have the power to help their children paint an attractive picture of their future and plan ahead to make it happen.

Second, parents have an enormous influence on the quality of schools. They decide what is “good enough” for their children and their community. They have the power to go into their schools

Hunter College Art Galleries: Infinite Light by Laurent Grasso

Hunter College pedestrian bridges over Lexington Avenue and 68th Street, New York

to: Night brings together a selection of contemporary works which explore the theme of night through a variety of approaches. Curated by Joachim Pissarro, Bershad Professor of Art History and Director of the Hunter College Art Galleries, with Mara Hoberman and Julia Moreno, this exhibition opens at the Hunter College Art Galleries in September 2008 coinciding with the exhibition of Van Gogh and the Colors of the Night at The Museum of Modern Art curated by Joachim Pissarro, Adjunct Curator of the exhibition and co-author of the catalogue. to: Night will be on view at both the Bertha and Karl Leubsdorf Art Gallery on Hunter College's main campus and the Hunter College Times Square Gallery located at the MFA Building in Midtown Manhattan. The exhibition features work by over forty artists and focuses mainly on works created since 2000, but also includes important historical works from the 1960s-90s. In the context of this exhibition, “night” is taken as a descriptive term which encompasses a wide range of meanings and associations—from the literal to the psychological. This vast subject is divided into thematic sub-categories, which range in character from romantic to disquieting. Included in these sub-categories are works that relate to, among

and demand that they serve their community's children well. Equipped with accurate and easily understandable information about their children's and school's achievement, they are well positioned to exert pressure and provide support for schools to improve.

Given these facts, I see two great opportunities to draw parents more deeply into the campaign to improve student achievement: First, let's leverage technology and media to inspire and train parents to be more involved and more effective in supporting their children's education. Second, let's make school performance measures simpler and more compelling.

Every Child Must Graduate

By Bob Wise, President, Alliance for Excellent Education

All Americans—whether they have a direct connection with schools or not—have a personal stake in ensuring that every child becomes a high school graduate, prepared for success in college, the modern workplace, and life. Clearly, the students themselves suffer the most direct impact from dropping out of school, but the economy, social fabric, and security of the nation, states, and local communities are also affected.

Consider the 1.2 million students from the Class of 2008 who dropped out. Had those students graduated with their classmates, the nation's economy would have benefited from an additional \$319 billion in income over their lifetimes. Were the nation to cut its dropout rate in half, U.S. taxpayers could reap \$45 billion annually. Indeed, in this time of declining stock markets, higher inflation, and rising unemployment, the best economic stimulus package for the economy is a high school diploma.

Already, the United States has started to slip in the international race to produce a workforce prepared for the demands of a global economy, falling from first in high school graduation rates to thirteenth. Ensuring that all secondary students are prepared to succeed in college and work is a giant step in the right direction. Not only because American students must achieve at increasingly higher levels to compete for good-paying jobs, but also because more high school graduates will benefit themselves and society for decades to come.#

effect of night on the urban and suburban landscape, sleep and insomnia, the nocturnal impact on color and light perception, and surveillance technology and voyeurism. to: Night explores the cultural, emotional, environmental, political, and aesthetic implications of the nocturnal as represented through a wide range of artistic interpretations and media. Seen together, the works included in to: Night offer a rich and diverse portrait of our complex, multi-layered perceptions of night.

In connection with these exhibitions, a work entitled Infinite Light created by the artist Laurent Grasso, is intended to span the exterior of the pedestrian bridges that connect the main buildings at Hunter College. This marks the first time an art event of such scale has graced the exterior of the college. Infinite Light's bold and unique presentation acts as a kind of beacon or public announcement inviting those who see it into the galleries. In this way, the effect is very much in keeping with the traditional application of neon for commercial signage used to attract potential visitors.

Infinite Light is a work over eighty metres in length, made up of fluorescent tubes whose bluish tinge is identical to the filters used in the cinema for filming scenes by day, generally outdoors, that are supposed to be taking place at night. In filmmaking parlance, the phrase

“day for night” refers to the outmoded illusory process of shooting during the day while using filters or a low lens aperture to produce the effect of night. In French, the technique is called nuit Américaine (“American night”), referring to this

uniquely American innovation as well as its liberal use in American Westerns, B-movies, and film noir. A well-known film by François Truffaut from 1973 titled *La Nuit Américaine* stars the director and Jacqueline Bisset in a self-referential exploration of filmmaking and its real-life consequences.



Infinite Light

In his work, Truffaut focuses on the slippage between artifice and reality. Similarly, in *Infinite Light*, Grasso attempts to “construct ambiguity in a world where everything is clear and oriented” by choosing a concept that entails falsifying the most basic truth—night and day.#

The exhibition will be on view at the Hunter College/Bertha and Karl Leubsdorf Art Gallery, Hunter College West Building, SW corner of 68th Street and Lexington Avenue from September 25 – December 6, 2008. Hours: Tuesday – Saturday, 1 – 6 pm.

The exhibition will be on view at the Hunter College/Times Square Gallery, 450 West 41st Street (between 9th and 10th Avenue) from September 25 – November 15, 2008. Hours: Tuesday – Saturday, 1 – 6 pm.



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Aramaic Apocryphon of Daniel in the Dead Sea Scrolls Exhibit

By JAN AARON

Two new museum shows have little in common except excellence. *The Dead Sea Scrolls Mysteries of the Ancient World* (Jewish Museum, September 21—Jan. 4, 2009) is a collaboration with the Israel Antiquities Authority. The show describes the shift in Hebrew religious practice from animal sacrifice and temple offerings to the study of the scripture and prayer.

The discovery of the Dead Sea Scrolls in 1947 is considered one of the most compelling archaeological finds of the 20th century. Archeological digs continued through 1956 and scientific studies and textual analysis since then have reliably dated some 930 documents to between 250 B.C. and 68 A. D.

In the show are six Dead Sea Scrolls, with explanation of their connection to early Christianity. A fragment of the Book of Jeremiah (225-175 B.C.) is on public display for the first time. Here also are the book of Tobit, rejected by the Hebrews, but incorporated into the Christian Old Testament, the Aramaic Apocryphon of Daniel that mentions the Son of God, and a War Scroll



One of the Babar Images at the Morgan Museum & Library Exhibit

that describes a cataclysmic battle at the end of the world. Ancient artifacts such as a ceramic vessel and wrapper used to protect the scrolls and objects of every day use also are presented in the show.

A short film, dramatizing the discovery of the scrolls in caves in the Judean desert, east of Jerusalem and near the Dead Sea, stresses their historical relevance and enhances the viewers' experience. The museum's hopes its presentation will spark new scholarly dialogue about the scrolls and their intent.

Drawing Babar: Early Drafts and Watercolors (The Morgan Library and Museum, September 19—January 4, 2009) features about 175 preliminary drawings and watercolors for the first book of each of Babar's two authors: Jean de Brunhoff and later, his son, Laurent.

It offers amusing and delightful insight into picture books that enchant both adults' children with an inviting story. Babar, an orphaned elephant, flees to Paris where he acquires French savoir-faire. Later he returns to establish Celesteville, importing his French lifestyle. Elephant natives

MOVIE REVIEW

Barnard Film Committee
Reviews "The Class"

By DOROTHY DAVIS

"The Class," a new French film, directed by Laurent Cantet ("Heading South," "Time Out," "Human Resources") depicts a year in a multicultural classroom in a tough Paris neighborhood, and was the surprise winner of the Palme d'Or at the Cannes Film Festival, is France's Academy Award nominee, was uniformly praised by the New York press, and was the Opening Night Selection of The New York Film Festival.

I saw it at the latter event recently with members of the Barnard College Alumnae Film Committee, which I chair. When *Education Update* asked for a review I called on my group, for I have learned from them that one person's film is not another's. Sometimes as I read the email reviews we send each other afterwards I wonder if we all saw the same film. Of course we have not!

"The Class" is based on former teacher François Bégaudeau's best selling autobiographical novel, "Entre Les Murs," also the film's French title. He stars as the teacher, and actual Junior High School students, teachers and administrators play versions of themselves developed in workshops and in a script written for their personalities. Three cameras were rolling simultaneously to capture all angles and unguarded reactions. From the disparate viewpoints of the native French teachers and administrators and the Middle Eastern, African and Asian immigrant students conflicts inevitably emerged, just as in real life and in such schools anywhere.

And as in my film group! Despite the unanimously positive press, the extraordinary honors

crown him king, adopt Western attire begin to speak French.

Some critics have seen signs of Colonial paternalism in Babar. But, to parents, this snazzy elephant has offered amusement and subtle instruction on civility for nearly 80 years.

Babar began as a bedtime story in 1930 for Jean De Brunhoff's sons, who asked their dad to draw

earned, most of us were not enthusiastic about "The Class." Of 8, 4 were lukewarm, 2 hated it, and 2 loved it. The perceptive comments ranged from a college professor who raved: "'The Class' is a must see for all teachers as well as anyone concerned with education today! This wonderful film shows how classroom teaching cannot be conducted in isolation from the real world that all too powerfully intrudes in students' daily lives. No one in this film is all good or all bad—they are all just human." to a former New York City Public School teacher who ranted, "I was appalled by the movie. As a film, it was boring. As a commentary on the French educational system today, it revealed an unfortunate combination of the worst in old-fashioned, condescending teacher nastiness, with the worst in modern curriculum dilution. The teacher wouldn't have lasted five minutes in the tough, multiethnic New York City public school I taught in for four years. ...The girl who sadly commented that she had learned nothing all year, was only too right, and the fault was not hers."

The "in between" reviewers enjoyed the film somewhat, didn't find it exceptional, actually a bit tedious, and couldn't get involved with the characters whose stories were not developed enough, although for one it brought back realistic memories of the class she taught in the Bronx in 1969.

"The Class" is an important film—it tackles a vital subject and elicited strong and thoughtful reactions from us, especially our teachers. I recommend that you see it. Please tell us what you think if you do! #

pictures for it. An accomplished painter, he had never tackled kids' literature, but decided to give it a try. Thus a homespun tale of the now beloved Babar took its first steps into the world.

Note about another creature: *Igor*, and animated family film about a hunchback who seeks recognition for being smart, is dark and disappointing. Save your money. Wait for the DVD. #

Calendar of Events

OCTOBER 2008

Conferences

GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY
19 West 44th Street, Suite 500
New York, NY 10036

HISTORY NOW LOOKS AT THE AMERICAN WEST

The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the American west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature — "a view of the west" — a photographic tour of the late 19th and early 20th century American west.

2008 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 2008 schedule and buy tickets:

www.gilderlehrman.org/institute/public_lectures.html

FEATURED DOCUMENT

The institute regularly features documents from the Gilder Lehrman collection. In the spotlight this week is a broadside, printed in 1805 in New York City, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript:

www.gilderlehrman.org/collection/docs_current.html

October Events at
Sarah Lawrence College

READING
Bruce Miroff, Tuesday, October 7, Heibold Auditorium, 5:30pm, Free

Bruce Miroff's areas of interest include the presidency, political leadership, American political theory, and American political development. His books include *Pragmatic Illusions: The Presidential Politics of John F. Kennedy* (1976), *Icons of Democracy: American*

Leaders as Heroes, Aristocrats, Dissenters, and Democrats (1993), *The Democratic Debate: An Introduction to American Politics* (with Raymond Seidelman and Todd Swanstrom), Second Edition (1998), *Debating Democracy: A Reader in American Politics* (with Seidelman and Swanstrom), Second Edition (1999). He recently published *The Liberals' Moment: The McGovern Insurgency and the Identity Crisis of the Democratic Party*. For more information, please call (914) 395-2412.

READING

Tom Stoppard's Arcadia: A reading and panel discussion. Friday, October 10, Suzanne Werner Wright Theatre, 6 pm, Free

A reading of Tom Stoppard's award-winning play, *Arcadia*, will be presented following a panel discussion featuring James Gleick, author of *Chaos* - the book that inspired Stoppard to write his play; Lisa Banes, member of the original Broadway cast of *Arcadia*; and Dan King of Sarah Lawrence's Mathematics faculty. The panel will discuss where the science of chaos theory intersects with the art of drama, and will respond to questions from the audience. The panel discussion will be followed by a reading of the play, performed by SLC graduate and undergraduate students. The reading is directed by second-year theatre graduate student James Veitch. Reservations are required. To RSVP please email collegeevents@sarahlawrence.edu or call (914) 395-2412.

READING

Writing, Language and the State: Readings from Wizard of the Crow, Tuesday, October 14, Reisinger Auditorium, 5:30 pm, Free

Kenyan novelist, playwright, poet and critic Ngugi wa Thiong'o discusses his book *Wizard of the Crow*. Commencing in "our times" and set in the fictional "Free Republic of Aburiria," *Wizard of the Crow* dramatizes with corrosive humor and keenness of observation a battle for control of the souls of the Aburirian people. Fashioning the stories of the powerful and the ordinary into a dazzling mosaic, this magnificent novel reveals humanity in all its endlessly surprising complexity. Ngugi wa Thiong'o is the author of, among other works, *Petals of Blood*, *Weep Not Child*, *The River Between*, *A Grain of Wheat*, *The Devil on the Cross*, and *Decolonizing the Mind: The Politics of Language in African Literature*, now an essential text in post-colonial studies. Ngugi has argued that English is a "cultural bomb" that continues to erase pre-colonial cultures and history, even as it institutes new and more insidious forms of colonialism. As Kenyan, he writes in his native Gikuyu, translating his works into English himself. In exile now for more than twenty years, Ngugi wa Thiong'o has become one of the most widely read African writers. He

is Director of the International Center for Writing and Translation at the University of California, Irvine. For more information, please call (914) 395-2412.

READING

Steve Almond, Wednesday, October 15, Esther Raushenbush Library, 6:30 pm, Free

Steve Almond is the author of two story collections, *My Life in Heavy Metal* and *The Evil B.B. Chow*, the novel *Which Brings Me to You* (with Julianna Baggott), and the non-fiction book *Candyfreak*. His new book is a collection of essays, *(Not That You Asked)*. For more information, please call (914) 395-2412.

LECTURE

Black-Jewish Relations in America, Tuesday, October 28, Titsworth Lecture Hall, 7:00 pm, Free

Michael Alexander will give a presentation entitled "After Jolson Sang Swanee: What Jewish Minstrelsy Can Tell Us About Black-Jewish Relations". Michael Alexander teaches at the University of California, Riverside and is author of *Jazz Age Jews*, winner of the National Jewish Book Award. He will discuss how the relative absence of Jewish marginalization in America (in contrast to Europe) impacted the ways in which Jews related to African Americans, arguably the country's most marginalized group, during the early twentieth century. For more information, please call (914) 395-2412.

DISCUSSION

Eva Kollisch, Wednesday, October 29, Library Pillow Room, 5:00 pm, Free

Eva Kollisch returns to Sarah Lawrence College to discuss her new book, *The Ground Under My Feet*, which explores the imprint Anti-Semitism and lack of belonging has on one's emotional life, as well as the healing power of friendship. Kollisch taught German, Comparative Literature, and Women's Studies at Sarah Lawrence College for over 30 years. In 1939, as a 14-year-old Jewish refugee from Vienna, she was rescued by Kindertransport and brought to England. Some nine months later she, together with her two brothers, came to the United States, where they were reunited with their parents. Kollisch's first book, *Girl in Movement* is set in the United States after a teenage girl has escaped Nazi Germany. Kollisch has been active in anti-war, feminist and human rights causes. For more information, please call (914) 395-2412.

READING

Nick Flynn, Wednesday, October 29, Reisinger Auditorium, 6:30 pm, Free

Nick Flynn's *Another Bullshit Night in Suck City* (Norton, 2004), won the PEN/Martha Albrand Award, was shortlisted for France's Prix Femina, and has been translated into thirteen languages. He is also the author of two books of poetry, *Some Ether* (Graywolf, 2000), and *Blind Huber* (Graywolf, 2002), for which he received fellowships from, among other organizations, The Guggenheim Foundation and The Library of Congress. Some of the venues his poems, essays and non-fiction have appeared in *The New Yorker*, the *Paris Review*, National Public Radio's "This American Life," and *The New York Times Book Review*. His film credits include "field poet" and artistic collaborator on the film "Darwin's Nightmare," which was nominated for an Academy Award for best feature documentary in 2006. For more information, please call (914) 395-2412. #

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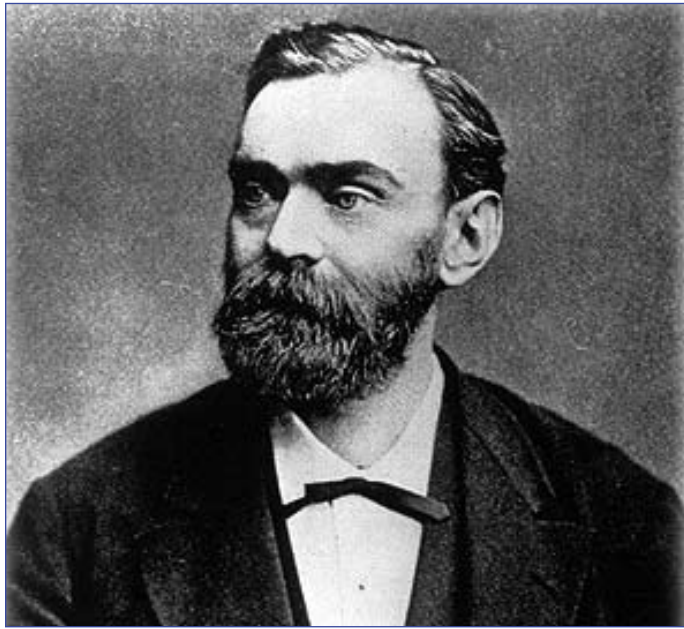
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December Marks Nobel Prize Awards: The Woman Behind Alfred Nobel



By **BARBARA LOWIN**

With the time of the December presentations of the Nobel Prizes upon us, it is interesting to note the influence a woman had on Alfred Nobel, to motivate him to initiate these prizes.

Alfred Nobel, born in Sweden in 1833, moved with his parents and three older brothers to Russia when he was nine. He became a chemist and learned to speak several languages. At twenty-three he was back in Sweden working on several scientific experiments. In 1866 at the age of thirty-three, he developed dynamite from nitroglycerin. (The word dynamite derived from the Greek word, "dynamis," for strength.)

By nature he was a shy, idealistic and melancholy dreamer, who aspired to the use of his dynamite for civilian advantage such as building bridges, railways, tunnels, and canals. He hoped that when the destructive potential of dynamite was noted, people would be too horrified to use it as an instrument of war. He loved literature, even writing poetry and plays of his own. He neither married nor sought the company of women. His macabre sense of humor was that of a cynic who was aware of the fragility of human beings. He was a man of paradox who, although he optimistically hoped that his invention would improve conditions of life, pessimistically watched the frequent follies of mankind. He became wealthy and famous. Although a constant traveler, in 1873 he eventually began to settle down in a villa in Paris.

A few years later, in search of a secretary, mature and proficient in foreign languages, Nobel placed an advertisement in newspapers throughout Europe and received a response from Vienna. It came from a Countess Bertha Kinsky, a woman of high culture, but low economic station, who at the time was working as governess and affectionate companion to the four daughters of the wealthy von Suttner family.

Meanwhile Bertha and the youngest of the von Suttner sons, Arthur, had fallen passionately in love. Arthur, a law student, at 25 was seven years her junior, and according to his concerned family, somewhat immature. Bertha's relationship with Arthur caused her employment to be in jeopardy. With the encouragement of the von Suttner parents, she answered Nobel's advertisement.

During the several weeks before she was offered and accepted the position, she and the writer of the advertisement had become involved in lively and mutually satisfying correspondence. The writer was of course the eccentric loner Alfred Nobel. Distraught, Bertha tearfully packed her belongings, and boarded the train for Paris. Nobel, ignoring standard protocol, met her at the station himself and took her elegantly on an introductory carriage ride around Paris, and then installed her in a comfortable suite of rooms. Having hired a woman of mature intelligence, little did he expect also to be somewhat beguiled by her feminine charm.

It was barely eight days after Bertha began

her new job, that a telegram arrived for her from Arthur in Vienna saying "I cannot live without you." Overwhelmed, she returned to Vienna immediately. She left a note of apology and appreciation for Nobel, explaining her emotional dilemma. She and Arthur secretly married and moved to Russian Georgia. They lived there extremely modestly and worked as Viennese journalists, writing about the local, exotic culture, for Vienna's newspapers. There were frequent clannish wars and skirmishes. It was while reporting these, that her empathy with the victims grew and she became devoutly pacifist. It was one of the ironies of her life that she as a young girl had aspired to parties, hairdos and pretty dresses, and now in her forties, the entire focus of her life would become that of outstanding and assertive motivator for peace.

The von Suttners returned to Vienna in 1885. Bertha, with Arthur's ardent support became one of the fiercest organizers of antiwar congresses in many major European cities. Over the years, since Bertha's misbegotten endeavor to become helpmate to a strange and powerful man, she and Nobel remained in friendly contact, and remained informed of one another's activities and achievements. They corresponded regularly since their first meeting in 1876.

Without feeling any resentment about her loss to another man, Nobel cautiously embraced and even underwrote many of Bertha's pacifist efforts. When her antiwar novel "*Lay Down Your Arms*" was published to worldwide acclaim in 1889, Nobel was one of its committed champions.

In 1892 Bertha and Arthur visited Nobel in Zurich. Bertha tactfully suggested that Nobel make provisions for the eventual distribution of his fabulous wealth. Bertha was apparently a good saleswoman and Nobel always respectful of and hopeful for her ideals did finally formulate a means in his will, to bestow cash prizes and incentives on persons of science, literature and surely for peace.

The Prize was established in 1901, five years after Nobel's death and after understandable family opposition and necessarily complex committee considerations. Fittingly, the first woman to be awarded the Nobel Peace Prize was Bertha von Suttner in 1905. Ironically, when she died nine years later, it was exactly one week before the assassination of the Austrian Archduke Franz Ferdinand, which was the spark that began World War I. Few today realize that this decorated peace-loving woman, through her ingenuous devotion to a cause could win the trust and admiration of one of the richest men in the world and be responsible for the most prestigious Prize in the world. She remains in our memory by dint of the fact that she is engraved on the 2-Euro coin.#

Barbara Lowin is a former opera singer, who is presently a vocal instructor at the City College of New York/CUNY.

BANK STREET COLLEGE

The Principles of Becoming an Excellent School Leader

AN INTERVIEW WITH THOMAS
PAYZANT, BANK STREET TRUSTEE
AND NATIONAL EDUCATIONAL
LEADERSHIP EXPERT

By **LEAH INGRAM WITH LISA PALMER**

According to Bank Street trustee Thomas Payzant, it doesn't matter where a school is located—an inner-city neighborhood or next to a cornfield—every child should have access to an excellent education. As the former superintendent of large urban public school districts, Payzant has a unique perspective on the challenges that an urban environment brings to educating children.

The realities are that many students show up for kindergarten lacking basic skills, and they may come from families that have struggled emotionally and financially. In his leadership positions, Payzant said time and again that he didn't want to hear about what teachers couldn't do for these kids. "That just leads to defeat," he recalls. Instead, he took a glass-half-full approach and made that mandate clear to his staff. "We can make a positive difference, and we can be responsible for results. And every child, as result of spending time in our school, in our district, from September to June, ought to make progress and achieve."

According to Payzant, the way you make schools responsible for their actions is finding a leader who believes, as Payzant does, that there is "no excuse for backing away from high expectations for learning for all students." He says that good principals understand the importance of collaboration within a school. "They have to share leadership with teacher leaders and with others to bring the school together," says Payzant.

In his decade of leading the 58,000-plus student Boston Public Schools, Payzant worked to change the culture in the schools from one where "principals hire the best people they can and let them go into their classrooms, close the door and do the best they can with the children" to one where there was more common time for teachers to plan together so that every teacher felt like she was working on a team, not as a single person in an isolated classroom.

Part of the leadership equation is the superintendent, even in school districts as big as Boston. Payzant always took a hands-on approach and expects that other successful superintendents should, too. "After my first couple of weeks in the district, I would visit [schools] unannounced," says Payzant. His typical drop-in visits would start with a sit-down with the principal. Then, he would walk through the building, and "drop in to some classrooms and see first hand what teachers were teaching and students were learning."

To Payzant, being a school superintendent was more than just being "an image on the six o'clock news or at school board meeting," he says, adding, "It was always uplifting for me, whether I was having a good day or bad day, to get into schools where the children would remind me of the importance of the work [we do in education]."

One thing that Payzant recognized during his four decades in school administration was that there wasn't a lot of mentorship for principals and superintendents. New teachers were assigned mentors but not new administrators.

In 2002, while still superintendent of the Boston schools, he started the Principal Leadership program. "A lot of urban school districts have to grow their own [administrators], because they can't recruit from elsewhere," he says. This leadership program was designed to "grow" future administrators through a yearlong, hands-on initiative.

These future administrators—some were teachers, others were assistant principals who aspired to be a principal of their own school—would spend four days a week during the academic year in full-time internships with hand-selected



principals in schools where Payzant thought the leadership was excellent and would be good models. Since a future principal couldn't afford to take a year off for an internship, Payzant turned to outside sources to fund the program and provide salaries. Though Payzant retired in 2006, the program continues still.

These days Payzant is offering a different kind of mentoring, through The Broad Superintendents Academy. Started in 2001, this program provides leadership training for those who hope one day to lead urban school districts. Payzant says he became involved right at the beginning, "because they wanted three or four urban superintendents that were having success to be advisors to people going through academy."

Not only does Payzant mentor during the academy's yearlong program, but also he provides support services as an executive coach during a graduate's first year in an urban superintendent position. Payzant finds this part of the program most attractive because he knows first-hand how difficult it can be as a new superintendent coming into a school district. "Superintendents don't generally have mentors or coaches," he says. "They report to school boards, and there is really nobody they can talk to and learn from."

Payzant believes that good leadership can start at the college level, and praises Bank Street's teacher- and leader-education programs for the way they prepare future teachers and school leaders. "Bank Street understands that the two most important variables that schools control, at least to some extent with the goal of improving instruction for all students, are the quality of instruction in the classroom and the quality of the leadership in the schools. [Bank Street's] mission is aligned with the preparation of high quality educators who can take on those important roles."

Payzant also believes that those who graduate from a school like Bank Street and go on to do educational research and policy analysis are critical to the future of education. "They will provide information on what is working and what is not [working in education], and hopefully influence policy makers in the decisions they make to support the improvement of education for all students," Payzant says. "Data are our friends and not something to be feared. We need good information about what's happening to our students."

Thomas Payzant has enjoyed many years working in education.

Here is a chronological look at his experience:
Teacher, Tacoma, WA (1963 – 1965)
Administrative Assistant to the Superintendent, New Orleans Public Schools (1967 – 1969)
Superintendent, Springfield Township, Montgomery County, PA (1969 – 1973)
Superintendent, Eugene, OR (1973 – 1978)
Superintendent, Oklahoma City, OK (1979 – 1982)
Superintendent, San Diego, CA (1982 – 1993)
Assistant Secretary for Elementary and Secondary Education, US Department of Education (1993 – 1995)
Superintendent, Boston Public Schools (1995 – 2006)
Professor of Practice, Harvard Graduate School of Education (2006 – present)#



Review of *Dr. Ruth's Guide To Teens And Sex Today: From Social Networking To Friends With Benefits*

Dr. Ruth's Guide To Teens And Sex Today: From Social Networking To Friends With Benefits

By Dr. Ruth K. Westheimer with Pierre A. Lehu
Published by Teachers College Press, September 2008, New York: 148 pp.

Reviewed By MERRI ROSENBERG

Quick—someone get a copy of this to Sarah Palin.

Even parents who aren't as clueless about teenage sexuality as the Republican vice-presidential candidate can certainly benefit from the practical, straightforward advice about dealing with adolescent sexuality from the pre-eminent sex therapist and educator, Dr. Ruth Westheimer.

And it doesn't hurt that Dr. Westheimer tempers her advice with the reassuring, experienced voice of a mother and grandmother.

While it's never been easy for parents to deal with the tangled emotions and raging hormones of their teenage children (including coping with some of their own ambivalence about having children who are old enough to be dealing with sexual issues), as Dr. Westheimer points out, it's even more challenging today.

Whether it's worrying about a teen's exploration of an Internet chat room, and the potential of an online predator setting up an in-person meeting; setting clear and appropriate boundaries about a teen's use of social networking sites such as MySpace; withstanding the media pressures of sexually explicit content in advertising or popular shows—or even understanding the new codes about dating (including the concept that girls

performing oral sex on boys somehow doesn't count), Dr. Westheimer confronts them with her characteristic candor and lack of squeamishness.

Dr. Westheimer is also explicit in her message to parents that they be parents, and not worry about being their children's friends, especially during the often-frightening teenage years when many adolescents may wish they could retreat from scary situations by invoking parental rules.

She also points out the way European parents handle their teens' sexuality, with the result that there are fewer abortions and teen pregnancies in Europe. Rather than promoting abstinence, or turning away from the topic altogether, in Europe parents are more apt to give permission for their teenagers to have sex if they're in a serious relationship and practice responsible birth control and safe sex.

"If you lay down very strict limits on your children but they're limits that they're not likely to obey, once they've disobeyed you, you've lost most, if not all, of your influence over them with regard to that topic," writes Dr. Westheimer. "...As the dangers multiply, it's only natural that parents will want to protect their children, but smothering is not going to work, either in the short run or the long run. What you have to do is help them grow up, which means you have to give them more responsibility, not less. If you can no longer just lay down laws that will stop peer pressure in its tracks, then you have to make sure that your teens are prepared to handle this pressure on their own."

With this smart, sensitive and self-assured volume in hand, you will be prepared to do precisely that. #

Logos Bookstore's Recommendations



By H. Harris Healy, III, President, LOGOS BOOKSTORE

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On Wednesday, October 1, 2008 at 7 P.M., Kill Your TV Reading Group (KYTV) celebrated its 10th birthday with a party and a discussion of *The Master and Margarita* by Mikhail Bulgakov, a marvelous, fantastical novel incorporating 1930's Moscow, Pontius Pilate, the crucifixion of Jesus, a diabolical cat/human, other outrageous demons, Satan, himself as well as the title characters, the Master and Margarita. This past September, KYTV had a lively discussion of *The Crying of Lot 49* by Thomas Pynchon. This tale of 1960's California, which seems so contemporary and happening now and brought attention to the author is just one example of the great diversity of books discussed at KYTV. In August we encountered the rich Arthurian epic of *The Once and Future King* by T.H. White, which featured tales of Arthur as the youth, Wart, being changed into different animals by Merlin, the impetuosity and humanness of the clan of Orkney (Gawaine, Gaheris, Gareth, Agrivaine and Mordred) and the obsession of knightliness of Lancelot.

In the course of KYTV's 10 years, we have read and discussed nonfiction books, too, from the moving storybook biography of John Adams, titled *John Adams* by David McCullough to the fast paced military and diplomatic history of the beginning of World War 1 called *The Guns Of August* by Barbara Tuchman, to following an orchid thief and learning much about orchids in *The Orchid Thief* by Susan Orlean. We have also engaged ourselves with contemporary novels of the here and now such as *Everything Is Illuminated* by Jonathan Safran Foer and *Never Let Me Go* by Kazuo Ishiguro while time trav-

eling back to 19th century New York City in Jack Finney's *Time And Again*. Come the first Wednesday of every month and join the fun!

On Thursday, September 25, 2008 at 7 P.M. at Logos Bookstore, Luce Amen presented an Unplugged version of her musical, "The Amazing Journey of Juan Diego" Juan Diego is a humble Aztec matmaker in Mexico in 1531 who encounters Our Lady of Guadalupe—Mary, Mother of Jesus, who asks him to build a church for her, which he does overcoming great odds. Amen, who also wrote the book and the lyrics, was given a little book about Our Lady of Guadalupe by a Towers Record sales clerk over twenty years ago. Amen mixes in a bit of every type of music: South of the Border, jazz, folk and pop which you can hear anytime at Logos Bookstore as Logos is selling the CD for "The Amazing Journey of Juan Diego"

While you are here, you can purchase a book or two, some cards and other musical CDS and see what is new this fall as well as buy for Halloween and Thanksgiving.

Upcoming Events at Logos

Monday, October 13, 2008 at 7 P.M., The Sacred Texts Group led by Richard Curtis will continue its discussion of the Gospel of Matthew.

Wednesday, November 5, 2008 at 7 P.M., KYTV will discuss *Don Quixote* Part I.

Wednesday, December 3, 2008 at 7 P.M., KYTV will discuss *Don Quixote* Part II.

Every Monday at 11 A.M. there is Children's Story Time led by Lily.

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.)

Election Books—Perfect For Children Of All Ages!

By LISA K. WINKLER

Electoral college, political action committees, quirks of presidents and the influence of media—explaining these concepts to children can be overwhelming. Many books written for children cover these issues. Among them, are Martin Sandler's *Lincoln Through the Lens*, (Walker, 2008), and Susan E. Goodman's *See How they Run*, (Bloomsbury, 2008). Both authors talked with *Education Update*.

Martin Sandler

How did your interest in photography develop?

When I was writing my first American history textbook, I fell in love with the history of photography. In the past 35 years I've written five histories of photography, each with a different approach.

Did photography do for Lincoln what television did for Kennedy? That the Internet is doing for candidates today?

A resounding "yes". That's the whole concept of *Lincoln Through the Lens: How Photography Revealed and Shaped An Extraordinary Life*. I've shown how Lincoln, who was among the first generation of people ever to be photographed, discovered how he could use this new medium for his purposes. As a frontier candidate, he touselled his hair before having his picture taken so that he would look like a man of the people.

What was the most fun part of doing the book?

I loved searching for photographs that few people have ever seen—like the extraordinary picture of his second inaugural that, closely viewed, reveals John Wilkes Booth standing a few rows behind Lincoln and Booth's co-conspirators standing directly beneath him.

What was the most difficult part of doing the book?

Knowing that there would be a host of Lincoln books surrounding his 200th birthday, the publisher wanted "a different approach." I showed how photography (in many ways more than

words) revealed and shaped Lincoln's life and career.

How do you think elections should be taught?

Present history as much as possible through the words and accounts of those who lived it. Kids (particularly this generation) are much more perceptive than they are often given credit for. I have found that, rather than be inundated with bare facts, they learn much more when history comes alive through the participants' own words.

Susan Goodman

What was the most fun part of doing the book?

I love research—finding the fun, funny fact that makes even the dustiest topic interesting. I found plenty while researching the foibles of politics; from astronauts being able to cast absentee ballots from space, to members of party machines slipping laxatives into election officials' coffee, timed to make them run to the bathroom so others would have to "count" votes for them.

The three branches of government can be deadly stuff. Humor is the spoonful of sugar to help with this medicine. Let's face it; our political system is funny—and fascinating.

What was the most difficult part of doing the book?

Making the Electoral College understandable to anyone, let alone an elementary school student. At points, I wanted to tear my hair out (or murder the Founding Fathers).

How do you think elections should be taught?

Truthfully. If you present complicated issues (even PAC groups and campaign finance reform and media spin) in a balanced way, kids can understand them and decide where they stand.

My other goal is to encourage kids to get involved. Very real, very imperfect people designed our government and very real, very imperfect people have led it ever since. As a result, very wonderful and not-so-wonderful things have happened. It's our job to keep the government on track, in part, by voting. #

Guides from Clara Hemphill

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—Big Apple Parent



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By Linda Ashman
Illustrated by Nancy Carpenter
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"WARNING: This book contains obnoxious children. Read at your own risk!" A hilarious alphabetical catalog of bad behaviors in alliterative rhymes. Flamboyant collage style illustrations compliment these dastardly deeds.

Wild Boars Cook

By Meg Rosoff
Illustrated by Sophie Blackall
(CIP, \$14.95, unpagged)

Four bossy, selfish, stinky boars cook up a massive pudding to satisfy their enormous hunger. A popular choice for manners-themed teaching. Wildly imaginative with endpapers that look like fur!

FICTION: AGES 8 THRU 10

Paddington Here and Now

By Michael Bond
Illustrated by R.W. Alley
(HarperCollins, \$15.99, 169 pps.)

This beloved and well-lauded character returns after 50 years! Delightful pen-and-ink drawings reflect the sentimental and witty essence of this British bear never short of ideas.

NONFICTION: AGES 10 THRU 12

Earthquakes

By Judy and Dennis Fradin
(National Geographic, \$16.95, 48 pps.)

The history and causes of earthquakes featured in readable form with passages on seismology and plate tectonics. Dramatic color photos, excellent dioramas, and quotes from quake survivors included. #

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

Book Review:

The Gift by Marcia S. Freeman

By DREW KUSHNIR

The Gift by Marcia S. Freeman is inspiring for children whose families have moved to America from another country. Sonja, the girl in the story, comes to America with her family and builds a house out on the prairie. Her mother sings all the way. Slowly, her songs silence as winter draws near to the point when she doesn't sing at all. The girl finds a way to bring back her mother's singing and returns joy to the house. What I found interesting about the story was that Sonja's life in her new house went from happiness to sadness to happiness again. Also, by reading this story, you learn how it can be hard and happy in a new place. It teaches you that you don't always have to be the receiver of a gift to be happy. Sometimes just by being the giver, you feel joy. The illustrations by Patrice Kennedy go in perfect harmony with the words in the story. The vivid colors of the drawings make the book more interesting and



easier to imagine what life back then would look like. This book's combination of easy-to-read and complicated words makes it a good book for readers of all levels. #

Drew Kushnir is 9 years old, in the third grade, and attends the Annie L. Sargent School in North Andover, MA.

PRINCIPALS SPEAK

DR. DINA ERSTEJN, PRINCIPAL 51ST AVENUE ACADEMY

At our school, the 51st Ave. Academy—"The Path to Academic Excellence," we have been employing the Core Curriculum and implement it with research-based strategies that teachers study during common planning periods. In addition to these successful sessions of collaboration, we offer in-house mentoring program for all our new teachers and non-tenured teachers run by the coaches and tenured teachers. We meet weekly to discuss instruction and programs that might benefit our students in a short time, but with lasting effects. Our school community recognizes the energy of changing instructional practices to keep up with the continuous challenges of the 21st century. Each staff member has adopted a small group of students with whom they work intensely throughout the school year. We have a Skills block built into the school day, which lowers the student-teacher ratio and enables us to provide more individualized instruction. Moreover, the

Arts are embedded in our curricula for we offer general music, strings, band, ballroom dancing, visual arts, and martial arts (thank you to one of our parents). We have realized the importance of having parents close to the school and invite them to attend a free "Computer Literacy Class" every week.

We have accomplished all these programs to assure we develop the "whole child;" and we are grateful for the "Fair Student" and "Contract for Excellence" funding initiated and facilitated by Mayor Michael Bloomberg and for the support we receive from Chancellor Joel I. Klein as a Children First School (Empowerment).

We would like to provide more for our students such as a library, but we lack the space -one of our biggest challenges! Another challenge would be not being able to provide one laptop per student—one of our biggest dreams! #

FROM THE SUPERINTENDENT'S SEAT



Make Video Games a Family Experience

By DR. CAROLE
G. HANKIN

In this day and age, modern technology has been growing by leaps and bounds, and nowhere is this more evident than in our own homes. Many of us are surfing the web on our cell phones, watching Blu-ray discs on a high-definition television or listening to music through an iPod. Video games are no exception, and if you have children, you've probably witnessed this evolution firsthand through state-of-the-art gaming systems like the Wii, Xbox 360, PlayStation 3 or PlayStation portable (PSP). We sure have come a long way since Pong, Space Invaders and Super Mario Brothers.

Video games and systems are far more complex than ever before, but that doesn't mean they're necessarily anything to be frightened of. In fact, many experts agree that some video games can offer lots of benefits to kids. According to the Media Awareness Network (MNet), a carefully selected video game can:

- provide a fun and social form of entertainment
- encourage teamwork and cooperation when played with others
- make kids feel comfortable with technology
- increase children's self-confidence and self-esteem as they master games
- develop skills in reading, math and problem-solving
- improve hand-eye coordination and motor skills

While there are plenty of potential benefits, many legitimate concerns about video games have also arisen over the years, including the time that kids spend playing them, the physical effects of an inactive lifestyle, and the violent or sexist content of many games. However, playing video games can be a positive family experience if you

understand the issues involved, choose games wisely and control the amount of time your children spend in front of the screen.

The first step is to familiarize yourself with the Entertainment Software Ratings Board (ESRB) rating system—a series of letter grades that provide information about the age-appropriateness of the game as well as content descriptors that warn about violence; sexual or suggestive material; strong language; use or depiction of drugs, alcohol and tobacco; as well as gambling in the game. The ESRB provides an informational guide for parents about choosing age-appropriate games, setting up parental controls, and making sure their child's video game experience is safe and secure. You can access this guide through their website at www.esrb.org.

MNet also recommends that parents do not ban video game playing outright, as it is an important part of kids' social lives. Instead, establish rules for how much time per day your kids can play games and stick to them (permit game playing only after homework is completed, or only on the weekend, for example). Some parents may choose to put limits on how long a gaming session can last. Keep in mind that many games take a certain amount of time to finish, but many new systems also allow you to save games and pick them up again later. Sit down and play with your kids, particularly if they have a new game and you're unsure of the content, and talk to them from a young age about why you find certain video game content objectionable. Finally, remember that while, as with most new toys, a new game may completely consume your kids, the novelty will pass and other pursuits will eventually hold more appeal. #

Dr. Carole G. Hankin is the Superintendent of Schools, Syosset Central School District, Long Island, NY.

Books or the Courts

continued from page 18

and remained at home in New Jersey. She takes classes at home and limits her tournament schedule to roughly one event per month. While Ahn has yet to make a decision about attending a particular college, she believes that she can find a balance between attending college and competing in professional events.

"Everybody says that college is the best four years of your life and I really want to experience that," said Ahn. "Even if the level of play in college isn't that strong, I can still play pro events during the summer."

While there will always be exceptions to the rule, Dr. Jack Ditty, the tournament director in Ashland, feels that many players are short changing themselves by not getting an education.

"So many of these girls invest their entire lives into tennis and leave with no money, nothing to

show for it, and no education," said Dr. Ditty. "What kind of life is that?"

He cites his daughter Julie, a current pro on the WTA Tour, as an example that a player can get a college degree and still be successful in tennis. After graduating from Vanderbilt in 2002 with a degree in early childhood education, Julie turned pro. After five years of competing on tour, she had a breakout year in 2007 and finished just outside of the top 100. In January of 2008, she made her main draw debut in a Grand Slam at the Australian Open. At the age of 29, she became the oldest player in WTA history to make their debut showing at a Grand Slam.

"If I had to do it all over again, I would definitely still have gone to college," said Ditty. "It takes the pressure off me as a player because in the worst case scenario, I have a degree to fall back on. I don't know if I would have achieved more as a pro by starting earlier, but by finishing up at Vanderbilt, I now have something that will last me for the rest of my life." #

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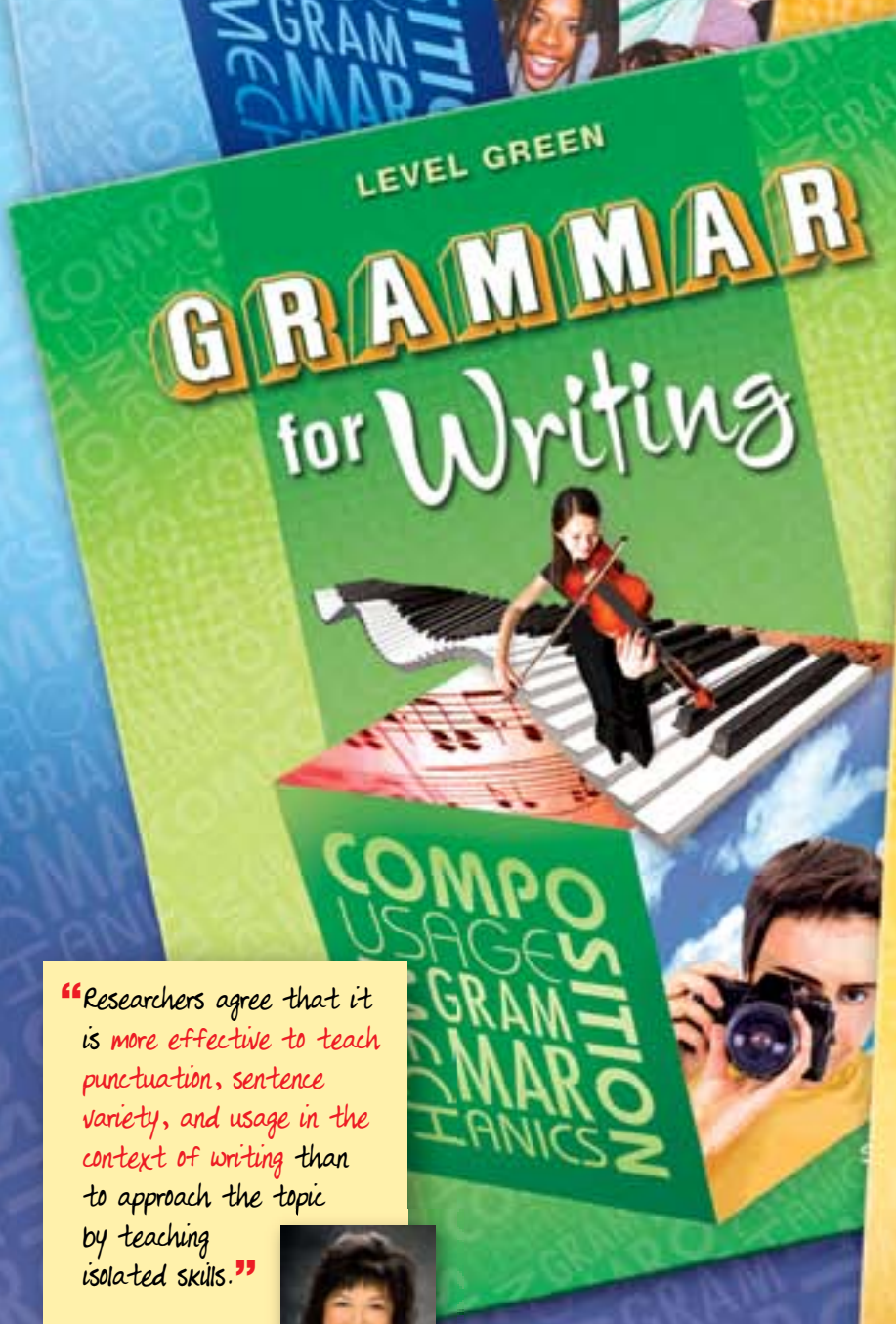
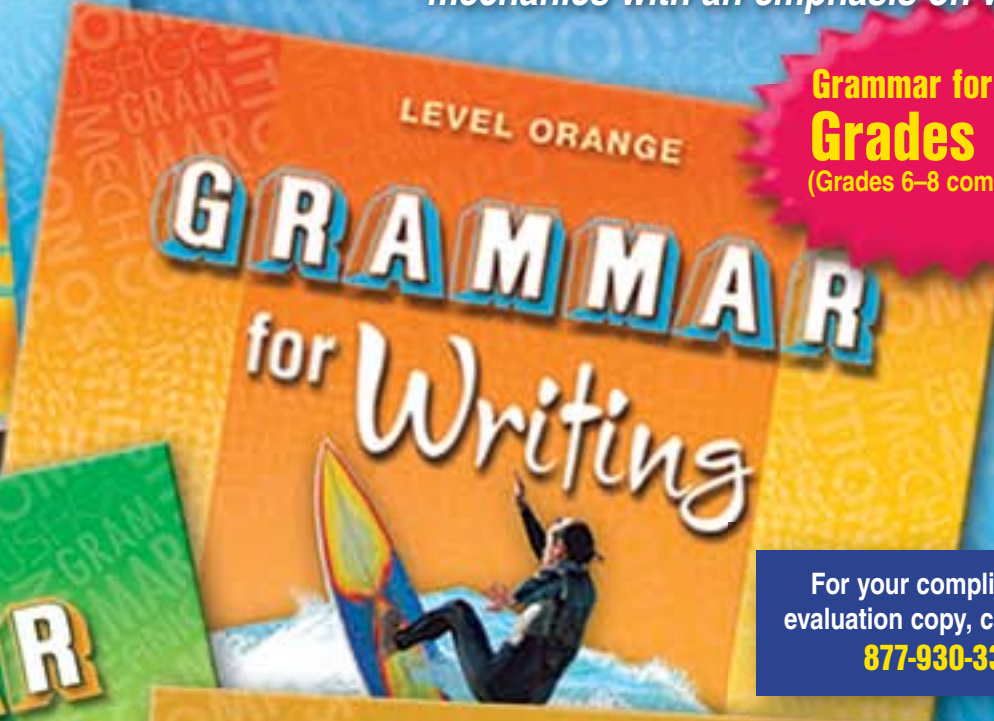
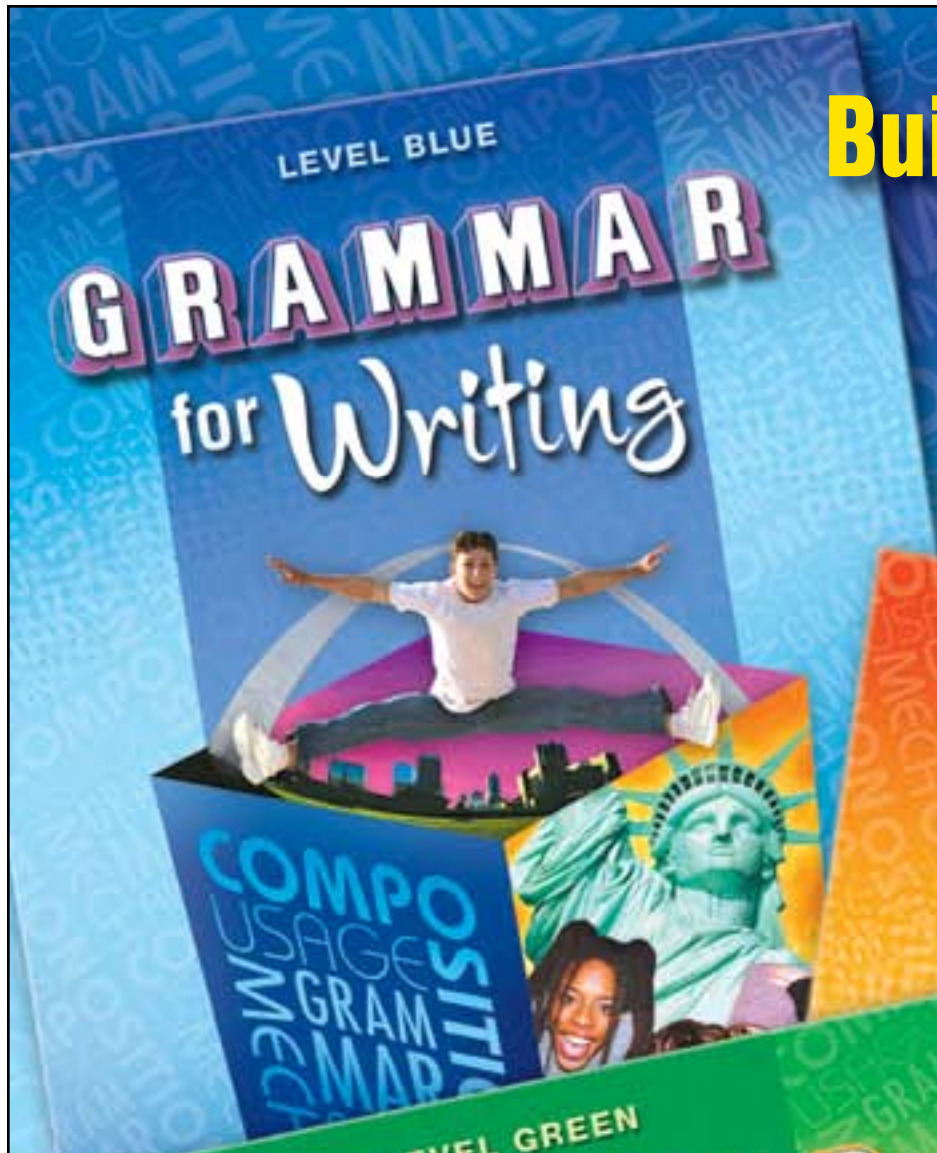


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