

EDUCATION UPDATE

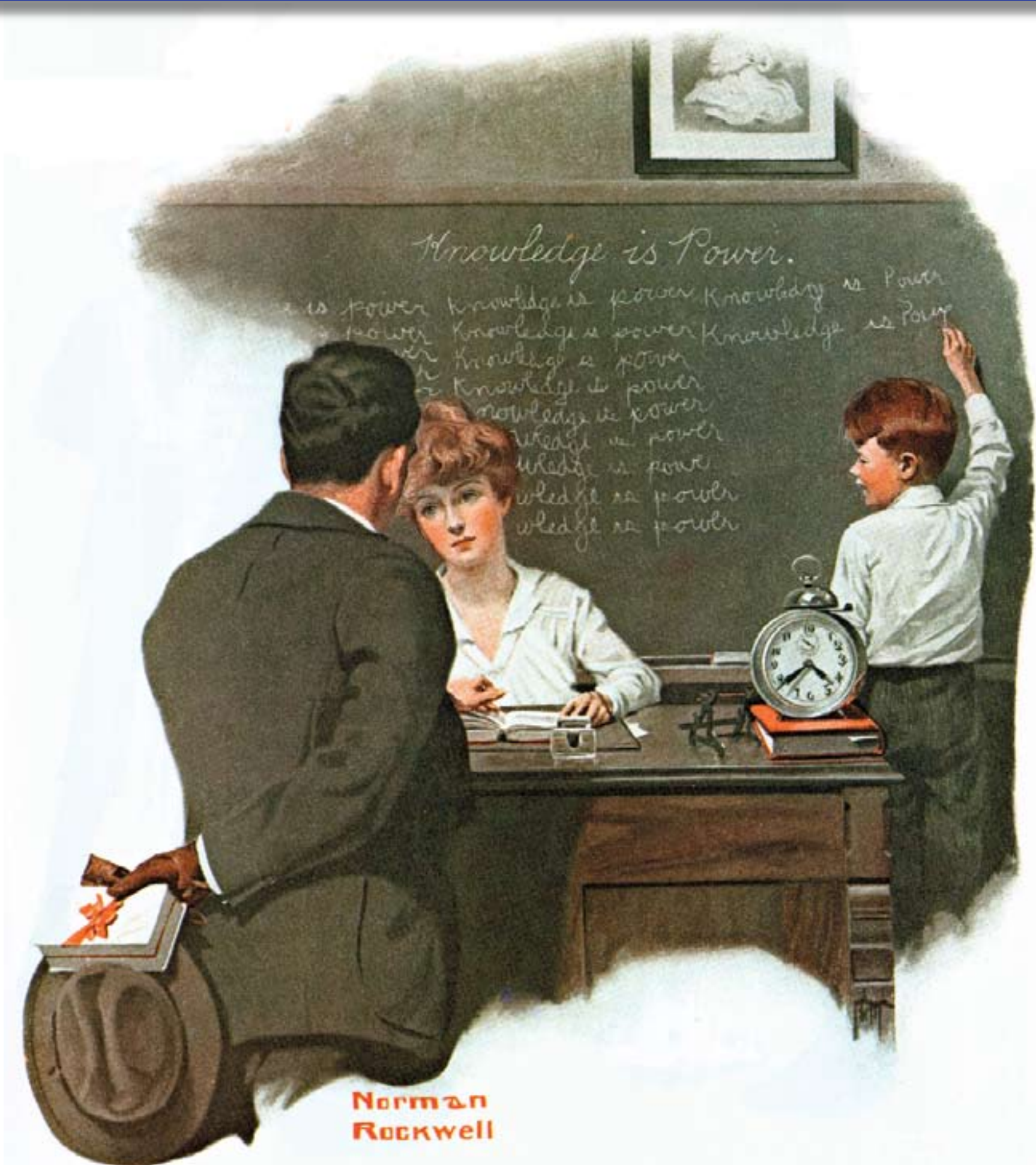
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIV, No. 1 • New York City • SEPTEMBER 2008
FOR PARENTS, EDUCATORS & STUDENTS

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BACK TO SCHOOL 2008



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GUEST EDITORIAL

Debate The Issues, But Remember That NYC Public Education Has A Heritage of Success

By LOUISE MIRRER, Ph.D.

The past year brought a raft of new ideas for improving the city's public education system, including paying students for good performance and appointing an economist to help close the achievement gap. As one might expect, much debate has ensued over the merits of these ideas. The quality of public education in our city continues to be a vexing and contentious issue. For some, the seeming intractability of the problem breeds apathy and inaction. Yet wherever one stands on the issues and concerns that form the crux of the current debate, we in New York City should never doubt that effective public education is possible. Indeed, it is a part of our legacy.

There is no better example of this heritage than the African Free School that was established in New York more than two centuries ago. From 1787 to 1835, this unique institution educated thousands of black children, many of them the progeny of slaves. Its founders were influential people like Alexander Hamilton and John Jay, who in the earliest days of our republic, believed that American children, irrespective of race or family background, should receive a quality public education. Graduates of the school went on to become pioneering figures in medicine, religion and the arts. They served as leaders in a nascent community of free African-Americans. And they improved life for generations-to-follow by working to abolish slavery and achieve civil rights.

The history and records of this groundbreaking school, newly recovered by the New-York Historical Society, offer a telling portrait. The materials underscore the focus and discipline

the school instilled and the importance of creating a curriculum and approach that addressed the circumstances of its student body. And while some aspects of the technique clearly wouldn't fly today—including corporal punishment—one is amazed at the progressive ideas that were utilized.

Three concepts in particular were as forward thinking as anything being proposed today. Consider that a century and a half ago the African Free School:

•**Created a model of childhood that stressed the child's potential and gave students responsibility.** The school placed the burden on children to learn. Advanced students both instructed younger students and maintained discipline. Investing students with responsibility helped turn them into leaders.

•**Taught the basics, but also provided students the vocabulary and strategies they would need for "real life."** Students learned to read, write, calculate, draw and speak well. But they were also taught skills important to securing jobs—cartography and navigation—as well as skills essential entering the middle class.

•**Encouraged good behavior and good grades by rewarding students.** The school at times distributed tickets that could be saved and redeemed for prizes. At other times, students were given gifts directly.



•**Occupied students for an extended day of diverse activities.** The school day ran from 9 a.m. to 5 p.m., with a two-hour break at midday. A typical morning session had eight periods heavy on composition, reading, vocabulary and math.

The nature of the African Free School's approach suggests that the challenges we face are not new. Clearly, educators then were working to engage their students, increase the relevance of their lessons, create a community within the institution and minimize their

time on the streets, all while giving each child the fundamentals necessary to reach his potential.

And the school succeeded. One product was the nation's first black physician, James McCune Smith, who 142 years ago looked back on his public school education there and concluded that it was the single most important factor in his success. Smith, by his own description, "the son of a slave... and a self-emancipated bondswoman," wrote that "in all cases," the schoolhouse and school-days "settle the permanent characteristics, establish the level [and] gauge the relative mental and moral power" of a child's adulthood.

If New York City, in an era of slavery, poverty and deprivation that is hard to imagine today, was able to provide such a foundation in a public school for the remarkable Dr. Smith, who are we to doubt that we are capable of the feat today?

Louise Mirrer is president of the New York Historical Society. #

EDUCATION UPDATE

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LETTERS TO THE EDITOR

NEW YORK

An Interview with Vice Admiral Joseph D. Stewart, Merchant Marine Academy

To the Editor:

The USMMA is an integral part of life—guarding, protecting, and delivering goods via our seas. The students are well turned out, well rounded, and mannerly. This is a credit to USMMA staff and parents of the students.

I am proud of this Academy and I hope it continues to be a mainstay here in New York. The students are knowledgeable in Math and Science. However, they can also dance. I have taught DanceSport at the USMMA, and they won in Ballroom Competition 2007. Also, on June 14, 2008, the students performed my Tango/Swing routine for the June Ball. I danced with them. This is quite an Academy.

Marcy Gross

BECKLEY, WV

The Bard College Prison Initiative

To the Editor:

We in WV, have a very active "Institutional Transition Program" and our University is a "newcomer" to the effort. We have developed a

program for getting far more of our 9th graders to stay in school and to pursue post-secondary education as well as getting more of our adults into post-secondary education which will keep them from going to prison. The same programs apply to those in prison who lack the education they need to be productive citizens.

John B. Thackston

OAKLAND, CA

Imam Oliver Mohammad

To the Editor:

Alhamdulillah! Congratulations excellent example of commitment and leadership by example.

Faheem Shuaibe

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Dr. Pola Rosen

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Education Update



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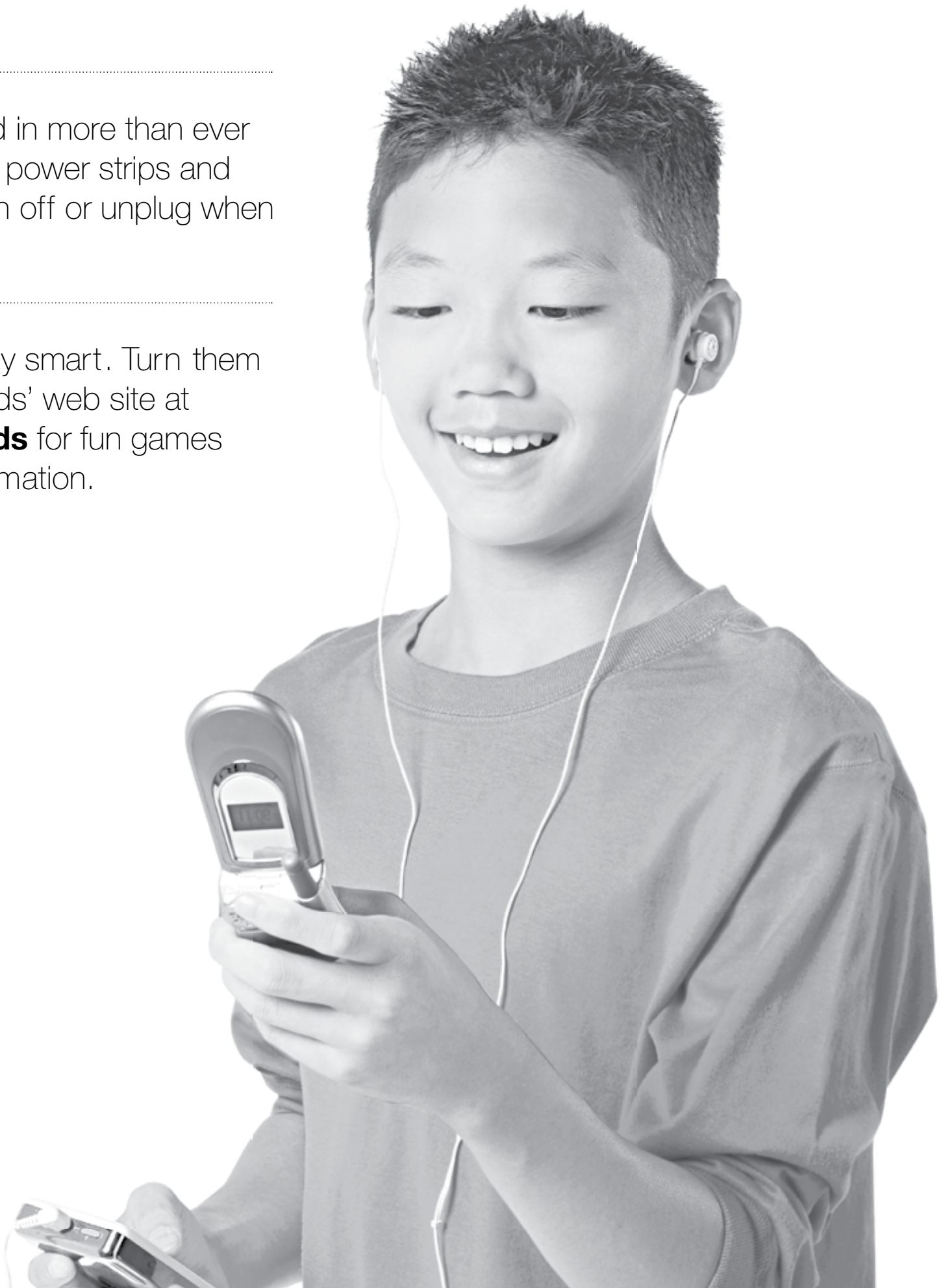
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ACCOUNTABILITY IS THE KEY TO IMPROVING NEW YORK'S SCHOOL SYSTEM

By MAYOR MICHAEL R. BLOOMBERG

I still remember the day I graduated from high school—even though it was longer ago than I'd like to admit. Graduating is one of the proudest days in anyone's life—up there with starting your first job, getting married, becoming a parent—or winning a Gold medal. You really can't overestimate the value of a high school diploma. It opens the doors to college, to better jobs, to higher wages, to a brighter future and that's why a major focus of our public school reforms is helping more students graduate and move on to college or get a good job.

When we gained control of the public school system in 2002, graduation rates had been stagnant for more than a decade. But because we've raised standards and introduced accountability in our schools, graduation rates have climbed steadily every single year. The State Education Department recently released the numbers for 2007 and once again, the percentage of students who graduated within four years increased. The graduation rate for the class of 2007, including August graduates, was 55.8 percent.

While that rate is still much too low, it is climbing faster than it is in the rest of the state, including in other big cities like Syracuse and Buffalo. What's more, a higher percentage of students are meeting the rigorous requirements needed to earn a Regents Diploma, which means they're graduating better qualified than ever for successful college careers. More students are also getting diplomas by going to summer school after their senior year or by spending a fifth



year in high school and we should applaud them for that, because it shows that they cared enough about their education to stick it out and finish all of their requirements.

But perhaps most uplifting, graduation rates for Black and Hispanic students are climbing at the fastest rates. That's one more piece of evidence that the shameful and intolerable achievement gap that has separated students of different races and ethnicities is finally beginning to close. Of course, it goes without saying that, despite this encouraging progress, we've still got a long way to go. Too many children are not finishing high school. But it's also just as clear that we are headed in the right direction and we can't go back to the old days when the school system was mired in dysfunction and people simply shrugged at the fact that students weren't learning.

Accountability, which starts with mayoral control, has been the key to our school system's turnaround. It's given us the ability to phase out social promotion, implement fair funding for all schools, achieve an agreement on merit-based pay for teachers, and other important measures. The result is that crime in our schools is falling, test scores and graduation rates continue to rise and more students are heading off to higher education or the working world, armed with the confidence and skills they need to live out their dreams.#

Science Educators Find Interactive Workshops at NY Botanical Garden

By JAMIE BOYER

Through The New York Botanical Garden's Professional Development Program, science educators in the tri-state area are expanding their knowledge about plant biology and ecology through innovative, hands-on workshops and professional development seminars. The Professional Development workshops are designed to help science educators learn how to use the Botanical Garden as an extension of their classroom. Workshops are offered conveniently on Saturdays and/or during school breaks. Sessions include dynamic classes on how plants grow and an introduction to plant diversity in the forest.

When school is out for the summer, many teachers improve their teaching skills by participating in the Summer Institutes, week-long studies in nature and botanical sciences led by educators. Teachers learn how to make science fun through field-tested, hands-on activities. In the Seedlings Program, geared toward K-2nd grade educators, participants explore the Garden's 50-acre Native Forest—the largest remnant of uncut forest in New York City—search for flowers, fruits, and seeds, and learn about gardening especially for children. Through the Saplings Program, geared toward 3rd-5th grade science educators, participants conduct experiments and identify trees in the Garden's Native Forest and engage in forest ecology practices. All participants visit the Enid A. Haupt Conservatory, America's premier Victorian-style glasshouse, to explore the



Entrance to the Everett Children's Adventure Garden

rain forest and the Ruth Rea Howell Family Garden, a 1.5 acre garden created and maintained by children. After completing the Institutes, teachers receive salary increments or graduate credits from Lehman College.

According to one former Summer Institute participant, "This program is absolutely fantastic; a week filled with fun, exploration, experiments, learning, laughing, and enjoying. The instructors are a great inspiration for every teacher."

Professional development seminars allow teachers to spend a half or full day learning about a variety of science topics including, Biomes of the World, Nature for Early Learners, and Introduction to the Wetlands. These programs are available for pre-arranged groups of educators (minimum of 12 participants) during the fall, winter, and spring.

On Wednesday, September 24, from 3:30 to 5:30 p.m., The New York Botanical Garden will present a free Teacher Open House. This annual event is the perfect time to meet the Children's Education staff and learn about the Garden's professional development programs. Visitors will also have the opportunity to explore the Botanical Garden's 250-acre landscape through a tram tour. For additional information, please call 718.817.8181 or visit www.nybg.org/edu

Jamie Boyer is the Associate Director of Teacher Professional Development at The New York Botanical Garden.

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RANDI WEINGARTEN — AFT & UFT



Protecting the Classroom

By RANDI WEINGARTEN

As summer draws to what seems like a much too rapid end, parents, children and teachers across New York

City are preparing for the challenges of the new school year with a renewed sense of optimism—and with good reason. The fact is we all have much to be excited about as we get set to build upon the momentum of progress we've worked so hard to achieve over the past year.

Test scores and graduation rates are up—not as much as everyone would like, of course, but the progress is substantial and things are certainly headed in the right direction. Most parents surveyed by the public school system give their children's teachers and schools high marks. In fact, 94 percent of parents approve of the job teachers are doing. The learning environment is safer, too, with school crime dropping 11 percent over the past academic year. And education continues to get a lot of attention in the news as both presidential candidates make it one of the core issues of their campaigns.

But getting to this point has not been easy, and many challenges remain in the months ahead, particularly regarding the issue of growing pressure to cut education funding due to these tough economic times.

Since January, the United Federation of Teachers has worked tirelessly with other groups in the Keep the Promises Coalition to protect our public schools from the threat of budget cuts. It has been an extraordinarily tough fight, and the New York City school system has taken some hits in the form of cuts in services and programs. But

those cuts are nowhere near as bad as they could have been, and coalition members have prevailed for the most part in our efforts to persuade elected officials to protect the classroom and core services from the type of deep and crippling cuts we saw during the fiscal crises of the Seventies.

We appreciate the New York City Council for stepping up and restoring funds that the administration sought to cut from the education budget recently. And we are extremely grateful to Governor Paterson and the state Legislature for working hard during a special session this summer to find a way to immunize our schools from the pain of disruptive mid-year education budget cuts while also providing taxpayers with needed relief and a fiscally responsible way to pay for it. They should be commended for their wisdom in making our schools a priority when having to make drastic cuts in these difficult economic times.

But those of us who have had to fight these battles for so long know all too well that the biggest challenges lie ahead as the economy continues to show signs of strain. We know we must keep parents and the rest of the public aware of the threat to our schools.

That's why the United Federation of Teachers, the union representing the city's 100,000 public school educators, is currently running a radio advertising campaign for this back-to-school season. The spots are airing for a two-week period on most local stations. Our aim is to reassure parents and the public and let everyone know that while our educators are proud of the progress we achieved with their help and collaboration over the past year, we'll be working even harder this year to improve upon that and give children the

ERNEST LOGAN — CSA



Welcome Back

By ERNEST LOGAN

September is always an exciting time for school supervisors and administrators. New students, new curriculum, new parents—the opportunities to improve our classrooms seem unlimited. I know the calendar says that the New Year begins in January, but we who work in schools know that the year really begins after Labor Day when the children arrive with pristine notebooks and sharpened pencils.

We must now focus on this school year; a year that will surely hold challenges but also triumphs. By working together, school leaders, teachers, and parents can focus on student achievement as well as work to narrow the achievement gap. We will try to improve the educational climate for all students, especially for those struggling to remain among their peers. As school leaders, we are dedicated to educating every child that walks through our doors.

This year, thankfully, we have not been faced with another major reorganization. However, we will still face obstacles, many of which have arisen from recent budget cuts. Although we success-

fully fought the more drastic budget reductions, we are still struggling to fill vacancies, offer new programs, and maintain those that are in place. Even in this deteriorating economy, it is essential that education remain a priority. Remember: Our kids do not get a second chance.

The beginning of another school year also presents the opportunity to explore new educational initiatives. I encourage you to try different approaches; if you find what you're doing is not yielding the results you'd like to see, it's time to switch gears. As Albert Einstein said, "We can't solve problems by using the same kind of thinking we used when we created them."

I know that your community looks to you to provide direction and guidance when difficulties and conflicts emerge. I know I can count on each one of you to be caring and innovative when working collaboratively with others. We must never underestimate the importance of building relationships with staff and parents. With their support and your strong leadership, we can be assured that the city's students will make significant progress this year.#

Ernest Logan is President of Council of School Supervisors and Administrators.

quality, well-rounded education they deserve.

And our efforts will not be limited to just the classroom. Educators, parents and other concerned groups and individuals must continue to work together in order to protect the classroom from budget cuts as tax revenues lag and costs rise. Barring a dramatic turnaround in the economy, the fight to save our schools from budget

cuts will likely get much worse before things get better.

The only way to oppose those cuts is for parents, educators and other supporters of public education to band together and present a united front that will let our elected officials know in no uncertain terms that education must always be a

continued on page 19

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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

A Good Loser Can Be A Winner

By DR. GLENN S. HIRSCH

Stephanie, aged 4, stamps her feet in frustration when she loses a game of cards with her brother. Allan, aged 9, whines, blames the pitcher, and throws down his bat when he misses the ball.

Suellen, aged 16, cries bitterly when she comes in second in a swim meet.

Four-year-old Stephanie is not yet able to verbalize her frustration about losing, and her behavior is not unusual for her age. What's okay for a four-year-old, however, is not okay as children grow older. Allan and Suellen, although disappointed, can be expected to react in a more socially appropriate way.

What makes a kid a sore loser?

No one likes to lose, but for some kids losing is a mortal blow to their self-esteem. Why? There are several reasons:

Individual temperament is one factor; each child is born with a particular temperamental style and some tend to be easily upset, while others take things in their stride.

Some sore losers are overly concerned about what other people think of them, so when they lose their self-esteem plummets and they believe they're not as good as others. Losing reinforces their belief that they can't win, that others are better than they are. While it's natural for kids to compare themselves to others, our culture sometimes overemphasizes competitiveness, and too many kids winning is the only way to prove you're better than the others.

Models matter most of all. Many kids who are sore losers are copying the behavior they see in their parents, coaches or other adults who are important to them. Kids who are sore losers often have parents who are sore losers. Parents can become overly involved in their children's activi-



ties and have unrealistic expectations for success. Some parents, unwittingly or intentionally, transmit the message that winning is all-important.

How can parents help a "sore loser" be a winner?

- Acknowledge your child's feelings. Let him know it's okay to feel angry, disappointed, sad, etc. when he loses.

- Insist that kids play fair. Explain the rules of the game before beginning, and don't let the child bend the rules.

- Don't always let the child win. Let him experience losing.

- Praise your child for doing his best rather than focus on winning.

DISTINGUISHING A BAD MOOD FROM DEPRESSION IN TEENAGERS: HARVARD U

The teenage years are a time of emotional highs and lows. So how do you distinguish normal teenage mood swings and rebellion from actual depression? The September 2008 issue of the Harvard Mental Health Letter highlights some ways to tell.

Although depression can occur at any age, it affects teens more than younger children. Depressive symptoms may start appearing around age 13, and often peaks between 16 and 24. Yet depression can be difficult to diagnose in young people, because symptoms seldom involve mood alone. One study concluded that fewer than half of teen patients suffered mainly from depressive symptoms. More often, they developed a mix of mood and behavioral problems, for example, agitation, anxiety, attention difficulties, or defiant behaviors.

Many schools have implemented screening programs to identify teens at risk as well as programs to prevent depression. These programs generally

educate staff and students about depression and suicide, provide advice and practice in challenging negative thinking, and seek to build resilience and problem-solving skills. The most effective programs are those that are implemented consistently and on an ongoing basis.

Dr. Michael Miller, editor in chief of the Harvard Mental Health Letter, says experts have identified the following ways to distinguish mood swings from depression in adolescents:

Severity: The more pronounced the symptoms (changes in mood, behaviors, feelings, thoughts), the more likely that the problem is depression and not a passing mood.

Duration: Any deterioration in behavior or mood that lasts two weeks or longer, without a break, may indicate depression.

Domains: Problems noticed in several areas of a teen's functioning—at home, in school, and in interactions with friends—may indicate depression.#

- When he wins, teach him to respect the feelings of a person who loses.

- Praise her when she's a good sport about losing.

- Don't immediately ask "did you win?" after a game.

- Find ways to help her feel successful even if she hasn't won.

- Notice when she's improving at something.

- Provide opportunities for success such as practicing and building on skills she's already mastered.

- Encourage children to be aware of their prog-

ress not on the number of games they win.

- Watch television coverage of sports and other events and discuss how players deal with losing and winning.

- If your child wants to be on a team, look for a coach that emphasizes team play and skill building rather than focusing on winning.

It's been found that sore losers have more trouble than other children in making and sustaining friendships as they grow older, which highlights the importance of helping children develop realistic values about disappointment as well as success. #

Charley's Fund: A Mother's Take On Muscular Dystrophy

By TRACY KRAMER SECKLER

Our vacation week in the Hamptons could not have been more glorious. For the first time in a very long time, the weather was our best friend...sunny, clear blue skies with not a hint of humidity. For some reason, beach memories are extremely powerful for me. For those of you who have seen the movie *Darius Goes West*, you know I get emotional when I reminisce about a trip to Florida several years ago, specifically when I describe Benjy tossing Charley and Sammy around in the ocean. I'm not sure what it is about the sea...maybe it's a reminder that whoever created DMD also has the power to create such astounding beauty. Or maybe it's my childhood memories of Atlantic beach, jumping the waves with sisters and friends until dusk, and the dread that Charley's wave-jumping time is limited. I think the sheer power and expanse of the ocean is humbling and awe-inspiring...makes me think about our place in the world, that we're all pretty small in the grand scheme of things. At the same time, watching the waves crash in reminds me that our ability to achieve is limitless. We've sailed across the ocean, explored the bottom of the ocean, even flown over the ocean...surely we can beat Duchenne Muscular Dystrophy.

After dropping the kids with their grandparents and the puppy with a friend, Benjy and I headed down to Philadelphia for the most comprehensive annual DMD conference in the world. We participated in two intense days of scientific presentations as well as "break-out sessions" covering day-to-day issues that DMD families have to face, such as physical therapy and social isolation.

I have been to this DMD conference four times. My first time, in 2005, I remember hearing anxious parents talk about how the scientists seem to say the same thing year after year. That scared me—talking with experienced DMD parents who felt like nothing was changing. Thank God I do

not have that feeling now. This year's conference was markedly different from past meetings. For starters, there was a panel of speakers from the biotechnology industry discussing the different therapies they are developing. Two of the speakers discussed human clinical trials that are underway, and others presented their plans to begin trials in the near future. The excitement over PTC-124, the first DMD drug to enter human clinical trials, was palpable. The company that is developing this medicine just struck a licensing deal with Genzyme, a major biotechnology company in Cambridge, MA. Finally, the biotechnology industry is paying attention to DMD, and the money you have generously donated is being leveraged by big investments from well-known industry players.

In closing, I feel the urge to come full circle with the beach metaphor...something about how the waves have been building, and now they are starting to crash into shore. It's in my mind somewhere, but as I learn more about this new blogging genre, I realize that it's better to write more often and less perfectly than to wait three months to produce an elegant essay laced with well-crafted metaphors.

One thing I will continue to do, no matter what, is to end on a high note. So here it is: Charley is still wave-jumping. With a humongous smile on his face, he readied himself for the break, bending his knees in anticipation of the onslaught. Time and time again he cleared the incoming wave with a small but real two-footed jump. And when he got tired, he decided that it is just as fun to swim under the waves as it is to jump over them. It's amazing that he can still jump, and just as amazing that he can adapt to what life sends his way without a hint of frustration or anger.

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THE JEWISH GUILD FOR THE BLIND SCHOLARS BEGIN FRESHMAN YEAR AT COLLEGE



Steven Maxfaults from Brooklyn will be attending Harvard University



Sean O'Keefe from East Brunswick, NJ will be attending Columbia University, The Fu Foundation of Engineering and Applied Science

Legally blind high school graduates are off to college after receiving major scholarships from The Jewish Guild for the Blind. The GuildScholar Program is the largest of its kind in the country, selecting as many as 15 students for scholarships each academic year. These extraordinary young students plan to study medicine, psychology, computer science, photography, engineering, history, business or music; their ambitions are without limits.

•Steven Maxfaults from Brooklyn, NY will attend Harvard University.

•Sean O'Keefe from East Brunswick, NJ will head to Columbia University.

Additionally, recipients of The Jewish Guild for the Blind's 2008 GuildScholar awards have been accepted to Binghamton University (SUNY), Gettysburg College, Stanford, Texas A&M, Mercer, Eastern Illinois, Colorado and Florida.

In September 2006, The Jewish Guild for the Blind announced its new scholarship program for 20 college-bound high school seniors who are legally blind. The GuildScholar Program awards each student a \$15,000 scholarship to help assure that more blind students are able to enroll in a college or university that might otherwise be out of their reach financially.

The Jewish Guild for the Blind, located at 15

COLLEGE REMEDIAL READING: IS IT TOO LATE?

By LISA K. WINKLER

For every teacher, beginning the school year brings a mixture of trepidation and excitement. By August, each day brings me closer to the first day when I ask: Who are my students? What do they need? And can I deliver?

At New Jersey City University, an urban university in Jersey City, I'll be teaching Reading for College, a non-credit, four semester hour course, required of students who fall below a benchmark determined by test scores, high school GPAs and such. Students are given two chances to pass and then must take Reading and Study Skills, before enrolling in college English. Meanwhile, they're registered in courses in other disciplines.

Though I'm free to design the syllabus, I wonder—should I focus on strategies geared toward reading texts assigned by others or should I attempt to instill a passion for reading that will empower them to become independent learners? Would teaching strategies using their textbooks turn class into a glorified study hall?

Which leads me to question how students got here in the first place? Why were they so left behind throughout their schooling that to begin college they require remedial work? As an educator and a parent, I've seen how reading is a personal journey that varies for everyone. Support for reading from home and school is crucial to create lifelong readers.

Take my eldest son, for example. Now 23, as a child, he worried neighbors who saw him read while walking the dog, oblivious to traffic. My

second son, now 21, brings everything he reads to life by creating movies in his head, complete with accents and soundtracks. My daughter, 17, opts for books on CD. Each is a reader; with different tastes and reading styles. What did we do to encourage this? Endless reading aloud and library visits, taking books to doctors' offices and on vacation, and so on. It's unlikely my remedial students have been so enriched.

Sharing reading provides a common language and cultural bond. A lunch with my running partner, her 12-year-old daughter and her friend illustrated the community created by reading. Assigned S.E. Hinton's *The Outsiders* (1967) for summer reading, the girls mentioned how they love the first sentence, prompting us all to recite: "When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home."

By contrast, an anecdote a colleague shared troubles me. A plumber, servicing his boiler, complained that his young son "asks too many questions and is a momma's boy because he likes to be read to." Can this child be expected to develop a love of reading? Is this child destined to remedial classes?

I'm eager to meet my students and become part of their reading journeys. Yet I worry too. Is college too late to bridge the gulf between those who aren't readers and those who are? To begin, I've amassed a list of "good reads" to share that I hope will inspire them to read more, read critically, read for fun, and read to succeed in college.#

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ally impaired and multi-disabled children, adults and the elderly since 1914. For more information, visit www.jgb.org.#

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U of Oxford Launches New Centre For Ed Assessment

Recently the University of Oxford officially launched the Oxford University Centre for Educational Assessment. The centre was established by a grant from Pearson PLC. The collaboration brings together research expertise in the University's highly acclaimed Department of Education with Pearson's international expertise in educational assessment.

In an initial 10-year relationship Pearson is funding and supporting the new centre and a Pearson Professor of Educational Assessment. Gordon Stanley is the inaugural director of the centre and Pearson Professor of Educational Assessment, taking up the appointment in April 2008. Professor Stanley was President of the Board of Studies in New South Wales in Australia from 1998-2008. In 2007 he chaired the National Numeracy Review for the Council of Australian governments. He was also a member of the NSW Vocational Education and Training Accreditation Board from 1998-2008 and an overseas member of the Hong Kong Council for Academic Accreditation (now HKCAAVQ).

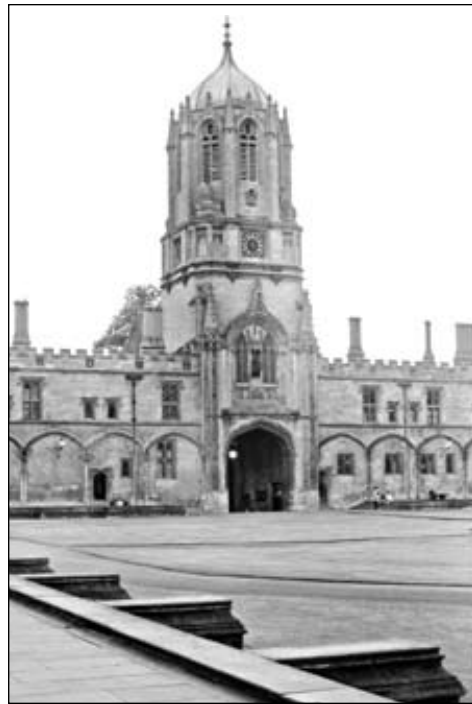
As well as having a full-time director, the centre has post-doctorate scholars and DPhil students, and research staff associated with the research program as it evolves. It is located within the Oxford University Department of Education, where a number of academic staff have research interests in aspects of educational

assessment, so many projects will involve them as collaborators or consultants. There will be a formal association with the Psychometric research group of the Faculty of Education at the University of Western Australia.

The launch of the centre will be marked with a round-table in Oxford, which will bring together researchers and assessment experts in the UK to look at the priorities for research in educational assessment. This will be followed by a workshop involving professionals from a number of countries to discuss emerging issues associated with assessment programs.

Gordon Stanley, Pearson Professor of Educational Assessment and Director of the Oxford University Centre for Educational Assessment, said: "We look forward to working collaboratively with other researchers and agencies on the challenges confronting education systems in the quest for global qualifications and standards. The research will look at new approaches to educational assessment to help improve the understanding of different types of learning processes and outcomes. It will examine the opportunities offered by recent advances in learning and assessment technologies, and the challenges presented by the increasing requirements for global qualifications and standards."

Dr. John Hood, Vice-Chancellor of Oxford University, said: "As education becomes increas-



ingly global, Oxford is pleased to be leading the way in launching a research centre that will help improve learning and assessment systems in the UK and around the world."

Professor John Furlong, Director of the Department of Education, said: "This is a very important new development for Oxford and for education systems around the world. Assessment is a key part of learning at every level of the education system; it is vitally important to parents, teachers, governments, as well as to learners themselves. This new centre will help to ensure that our assessment systems in the UK and internationally are underpinned by the highest quality research."

Oxford's Department of Education has a leading reputation for its work in child learning, comparative and international education, professional education, teacher education, and e-learning. The staffing of the Department and its number of graduate students is expanding: last year it appointed five new professors, established five new lecture-ships and attracted funding for four post-doctoral positions. For more, go to www.edstud.ox.ac.uk

Pearson's international development work in the area of educational assessment and standards for general, vocational and professional learning is led by Professor Jim Tognolini, Director, Pearson Research and Assessment based in Sydney.#

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MY GRANDDAUGHTER LEARNS TO READ

By SID TRUBOWITZ

My granddaughter, Gabriela, not quite 2, has her own version of reading. She toddles over to the bookshelf holding her collection of stories and chooses one to examine. She turns the pages, arranges them right side up, eyes the different illustrations, and as she moves through the book babbles her baby talk sounds. Interspersed among her vocalizations, many of which I don't find intelligible, is the occasional "moo, moo", "arf, arf" or "meow" to represent the cow, dog, or cat she has identified.

Sometimes after she picks a story from her bookshelf, she comes to the couch where I'm seated, climbs up, moves close and together we look at a book. We recognize situations and characters we've seen before. I read "Boo, hoo. The baby is crying." Gabriela brings her hands to her eyes to mimic sobs. "Sh, sh. The baby is sleeping." We each raise a finger to the lips to reinforce a need for silence. We look at a baby's bellybutton in the book *Where is Baby's Bellybutton?* and we connect it to the bellybuttons on all of us, on Grandma, Grandpa, and Gabriela. The world begins to make sense.

For Gabriela books are more than words. They are the brilliant hues of the frogs, birds, flowers, and other creatures in *Goodnight Sweet Butterflies*. They are the stark white and black colors in Tana Hoban's books, the different textures found on the snouts, tails, and heads of the animals illustrated in *Curly's friends*, and the sounds coming from *The Wheels on the Bus* when we press the right spot on the cover.

On occasion a word does gain attention as when she pulls a tag at the bottom of a page and drawings of a polar bear, a snowman, and a piece of chalk emerge from under previously flaps. I point to the printed markings that appear in the middle of the page and say "white". Then it's on to the next page where things yellow are pictured and again I mouth the written word.

We go the children's room at the local Barnes and Noble outlet and maneuver past the gathered carriages and strollers encountering books everywhere. A nanny shows a book to an infant perched in a carriage. A ten-year old boy seated on the top level of a raised platform reads to his younger sister. A young mother with a child glued to each side of her relates a story to two entranced listeners. Children of all ages lay sprawled on the carpet in different corners of the room with eyes only for the book in hand. Quiet, noses buried in books, everyone reading.

Gabriela wanders through the aisles checking out books. She looks at little books, big books, thick books, thin books, books that give off sounds, touchy-feely books, and even books made of rubber that you can take into a bathtub. She finds popup books, books devoted to color, others illustrating different shapes. In time, she selects one to read and her little hand pats the surface next to her signaling me to sit alongside so that we can look at the book together.

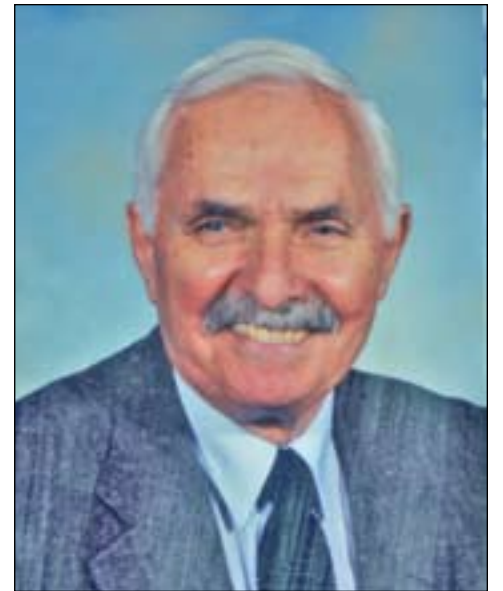
Gabriela enjoys seeing the same book again and again. It gives her a sense of comfort to come across familiar characters. It also feels good to know how a story will develop and to have that

sense of anticipation rewarded by seeing what you expect to see. A story is read many times and the experience of colors, sounds, pictures, and the warmth of a grownup's body sitting alongside makes contact with books pleasurable.

We return home for lunch and it's time for a diaper changing. A book softens the interruption to Gabriela's constant exploration of her environment. Instead of reacting to a pair of adult hands fussing and fumbling below by kicking her feet and twisting her body, it all becomes bearable when she has in her hand a tiny book like *Mary Had a Little Lamb* and her grandma and grandpa sing the text as she is being changed.

The day ends with a book. A parent reading a favorite story precedes going to bed. The lights are dimmed, the noises of the day retreat. The inchoate, fragmented bits of reality that invade sleep are cushioned by the control Gabriela has found in the regularity and certainty of what she has found in books. The transition into the world of sleep becomes less perilous.

When I leave Gabriela after babysitting, I have visions of a girl grownup who sits in a quiet corner book in hand oblivious of everything but the story. I see myself as that little boy who loved the smell of libraries, who each night placed a book



under his pillow to be retrieved first thing in the morning, and for whom Friday afternoon free reading was his favorite school time. In the years ahead it'll be fun for Gabriela and me to talk about what we've been reading.#

Sid Trubowitz is a professor emeritus from Queens College, New York.

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Hunter College: Humanitarian Trip to Honduras, Part I

By JUSTINE RIVERA
WITH LAUREN WITTER

New York City is often known for its rude people and tough streets, but there is a group of people who may be changing this stereotype.

Hunter College, City University of New York (CUNY) recently sent New York State's first Global Medical Brigade to provide free medical care to the underserved people of rural Honduras. With the humble group of 24 including one family doctor and one EMT, the Hunter College students helped over 400 people, by donating their time, medicine, clothes, money, and other goods to needy villagers throughout Honduras.

Honduras is a small Central American country that is filled with beauty, traversed by sprawling dirt roads, trees as far as the eye can see, in an ear-popping, high-altitude, mountainous region. Historically, the country is filled with a rich past but less than rich economy. Suffering from a harsh hurricane ten years ago, more than half of the country's population still lives below the poverty line. Even those who can afford homes better than shanties still have trouble accessing clean water and electricity. Medical care is a major issue.

Prior to arriving at their living quarters, the 24 Brigaders prepared themselves for the worst. As one brigader Selby Chu, put it, he "was completely surprised to see our dwelling area. It was an expansive building, staffed with friendly cooks, housekeepers, and groundskeepers. Tables were lined up surrounded by couches and hammocks to relax on; I could've mistaken it for a resort. There couldn't have been a better place to stay. Yet it also strengthened the stark contrast between our lives and those we were helping." Going to Honduras gave the group a clearer visual of how serious the situation is and how badly they need help. It was no longer just something



Lauren Witter checking a young patient's temperature

you read in a newspaper or learned in class but something that was clearly visible before their eyes. For some, coming to Honduras solidified their dreams of becoming a doctor, as well as inspiring them to be more determined in their future efforts to improve healthcare.

Working with the people there was such a wonderful experience. Everyone was so nice, and the children were such a delight to play with and speak to. The people of Honduras are just like everyone else; they want live their lives just as healthy as we do. The problem is that they have a much harder time accessing proper health care than we do and when they can, it's normally too far from home, or out of their price range. They are then forced to live with minor afflictions that can escalate to a major illness such as Malaria or Gangrene. There is a high epidemic of respiratory problems due to low ventilation in the villagers' homes.



Brigaders (L-R) Magali, Fasi, Jean & Justine

Thanks to the hard work of Marissa Lombardo, President of the 2007-2008 Hunter College chapter of Global Medical Brigades, the group successfully conducted fundraisers and received a generous donation from Joseph Testa, Pharmacist of Woodhaven Pharmacy, and as well as a donation from Church on the Hill, with a special thanks to Reverend Justin Meyers for his support in gaining funds. With their help the group was able to reach their year-round goal of traveling to Honduras to help provide free medical care to those who needed it the most. Other New York based colleges are now following suit.

The Hunter College chapter plans on going again and the gears are already in motion for a bigger better brigade that will provide even more help.#

Look for Part II next month.

Eric Nadelstern, CEO, Empowerment Schools

On the second day of the Democratic National Convention, I can't help but feel that 54 years after Brown vs. Topeka, history is being made by nominating the first African-American Presidential candidate, and perhaps, our first black President. Let's repledge our efforts to do everything we can this year to close the educational achievement gap and ensure that this historic moment is not an anomaly.

Outstanding Educators of the Year 2008 Share Best Lessons & Techniques

ELLIE GREENBERG

Principal, P4K, Brooklyn, NY

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MEDICAL UPDATE



New York City • SEPTEMBER 2008
FOR PARENTS, EDUCATORS & STUDENTS

• 11

EASING THE PAIN OF DIABETES

To ease pain and numbness associated with diabetes, NewYork-Presbyterian/Weill Cornell physician-scientists are studying a drug previously used for depression to treat peripheral neuropathy. Diabetics often suffer from this condition because of high blood sugar levels that damage nerve cells. Those with peripheral neuropathy often endure chronic pain, cramping and sleepless nights that prevent them from living a normal lifestyle.

But now, scientists believe that a drug called reboxetine

may alleviate their symptoms. The compound works by boosting the level of the neurotransmitter norepinephrine between nerve cells. But it also works by inhibiting the neurotransmitter's degradation within the nerve, where it is stored within the cell for later use.

Dr. Bassem Masri—a cardiologist and diabetes specialist at New York-Presbyterian/Weill Cornell and Helen and Robert Appel Clinical

Scholar and assistant professor of clinical medicine at Weill Cornell Medical College—is studying the drug's effectiveness in a Phase II trial in subjects who have been diagnosed with diabetes for at least one-year and who have peripheral neuropathy.

For more information: Please contact Ivanka Zaprianov at 212-746-2349. #

WII-HABILITATION: USING VIDEO GAMES TO HEAL BURNS

Video games—often regarded as nothing more than mindless entertainment for lethargic kids and teens—are proving to be an effective, new tool to motivate patients to perform rehabilitation exercises. Rehabilitation therapists from the William Randolph Hearst Burn Center at NewYork-Presbyterian Hospital/Weill Cornell Medical Center are using the motion-sensitive Nintendo Wii video game console, along with traditional methods, to help patients recover from life-changing injuries.

Patients hold wireless remotes that control actions on screen. Players swing the controller to simulate realistic motions, like swinging a tennis racquet, swatting a baseball for a home run, among countless other motions. For burn patients or any patient with a skin graft, moving and stretching the skin is very painful, but imperative for a successful recovery.

The Burn Center is also employing a special add-on to the Nintendo Wii system, Guitar Hero III. The controller for the game resembles a miniature guitar. Patients strum a bar on the guitar's body and press color-coded buttons that resemble notes. Therapists hope that Guitar Hero will help patients with burns on their hands, arms and shoulders to regain fine-motor control. #

STRIKING AT THE HEART OF HEPATITIS B VIRUS

NewYork-Presbyterian/Weill Cornell clinician-scientists are studying how a new drug might be used to treat chronic hepatitis B infection (HBV). Clevudine is a compound that may provide a longer lasting viral suppression after treatment is stopped, compared to drugs currently prescribed to treat HBV. This new compound is being studied in subjects with chronic HBV who have never been treated before by one of the current standard medications for HBV. The drug blocks an enzyme called DNA polymerase in order to stop the replication of the HBV virus.

Dr. Ira Jacobson—principal investigator of the study, chief of the Division of Gastroenterology and Hepatology at NewYork-Presbyterian/Weill Cornell, and Vincent Astor Distinguished Professor of Clinical Medicine at Weill Cornell Medical College—says that the new drug may help many patients with HBV avoid a lifetime of taking drugs to control the infection.

For more information: Please contact Arline Loh at 646-962-4731 or email her at arl2005@med.cornell.edu. #

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By PRESIDENT ANTONIO PÉREZ,
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Community colleges are hardly a new concept—indeed, they first opened their doors in the early 1900s, and by the early 1960s there were nearly 500 throughout the nation. But as we approach the second decade of the 21st century, community colleges have taken on new importance—and grown into a vital presence on America's social and economic landscape. Yet federal and private sector funding of these indispensable institutions remains largely inadequate.

Consider: there are more than 1,200 community colleges across the country today. In New York State, community colleges account for fully half of SUNY's total student enrollment. Still closer to home, BMCC has evolved into CUNY's largest community college, with more than 21,000 degree-students and a growing reputation for academic excellence and achievement.

These are impressive numbers, even if they are born, in part, out of difficult times. As rising prices, falling wages and a faltering economy take their toll, more and more families of college-bound children are viewing community colleges as a cost-efficient—and necessary—alternative to four-year schools.



But economic uncertainty isn't the only factor. Positive forces are also at work. More than ever before, community colleges are places where individuals can return to acquire and update the skills they need

to function and thrive in a rapidly changing world.

This is a role to which community colleges in general—and BMCC in particular—have always been totally committed. Through BMCC's Continuing Education and Workforce Development Division we enable individuals to upgrade their job skills, earn general equivalency diplomas and go on to college.

But whether or not they go on to pursue baccalaureate degrees, graduates know that they have taken an important first step toward making a valuable contribution to the economic growth and vitality of their communities. At a time when community colleges account for nearly half of the nation's undergraduates, the prudent course is to increase funding—not cut it back. Nothing less than the economic future of our communities—and the world—is at stake. #

QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

By PRESIDENT JAMES L. MUYSKENS



Queens College may be located on 77 beautiful acres in Flushing, but our campus is everywhere.

We have always attracted excellent students and faculty from around the globe—at present over 140 countries are represented on campus—and now we are working to send more of our students out into the world. Our Education Abroad program offers students a chance to study cinema and business in Japan, the crusades in Israel, photography, food, and art in Florence, aboriginal culture in Australia—indeed, we help students study almost anything they want anywhere in the world they wish to do so.

And who knows how far students might go when they take advantage of the many opportunities to do research with our stellar faculty? Later this semester three of our students will be accompanying their professor to Antarctica. And this fall alone we have hired new faculty who have done outstanding research in Italy, Turkey, Ghana, New Zealand, and China.

Students who prefer traveling in time to traveling in space will enjoy our innovative Reacting to the Past pedagogy. In these classes, students role-play important historical figures—such as Socrates, Galileo, and Gandhi—to get a better understanding of the ideas that have shaped our world.

Of course, we do much more than just react



to the past: we are always introducing new majors in fields that will be in demand in the future, such as business administration, neuroscience, graphic design, environmental geosciences, and translation. And

if students have a great new business idea, they can bring that idea to our faculty in the Schutzman Center for Entrepreneurship, where they will receive advice from experts and maybe even the financing they need to get their idea out into the global marketplace.

If the journey students most dream of is living on their own during their college years, Queens College is the place to do it. We will be opening the Summit, our first residence hall, next fall. In keeping with our commitment to sustainability and a greener planet, the Summit is expected to receive Silver certification from the United States Green Building Council, an award given to structures that prevent waste and conserve energy.

A first-rate education is perhaps the greatest voyage any of us ever takes. And more and more of our city's top students are now making that voyage with Queens College. #

GREETINGS FROM NYS ASSOCIATE COMMISSIONER SHEILA EVANS-TRANUMN

Parents and families are the first and most important educators of children. Active engagement by parents and families is vital to improving academic achievement and overall school performance. These principles serve as the cornerstone of the New York State Board of Regents policy to improve student achievement and school performance through promoting parent and family partnerships. To implement this policy, the Board of Regents has committed to working to ensure that:

- parents and families are fully engaged in and contribute to the academic development of their child and to the school's learning environment;
- schools and districts inform parents of their rights and responsibilities;
- schools and districts create opportunities for parents and families to support academic achievement and;
- each school board develop and implement comprehensive parent partnerships.

For more than three decades, researchers have reported a strong connection between parental involvement and academic gains. Parents who are actively involved in their children's education create learning environments that encourage and stimulate



children at home and reinforce their learning at school. When parents move "beyond the bake sale" to authentic engagement and shared decision-making, they help to transform schools into better learning communities.

This promises to be a challenging school year. Schools and districts, under tight fiscal pressures, are seeking innovative ways to maintain services. Now more than ever, schools should provide parents with information on what are the best research-based approaches for how parents can help their children learn. We must continue to seek collaborations with community and faith-based organizations; local and state agencies; businesses and universities; museums and libraries to build partnerships with families.

On behalf of the New York State Board of Regents and the New York State Education Department, I want to welcome you to another year of building connections between your homes and your schools. #

THE COLLEGE OF STATEN ISLAND REACHING NEW HEIGHTS

By PRESIDENT TOMÁS D. MORALES



This new academic year, we welcome to campus 27 new faculty members. They join a professoriate already widely recognized for its scholarship, research expertise and pedagogical skill.

Drawn by the quality of our faculty, our enrollment continues to surge. We are welcoming more new students to the College of Staten Island than at any time in our history. This enrollment increase of approximately 5 percent reflects admirably on the education provided at the College of Staten Island and strengthens our reputation as a center of academic excellence.

In response to suggestions from the College community, we are initiating a permanent shuttle service between the campus and the Staten Island Ferry. This free shuttle bus will reduce the number of motor vehicles coming to campus and speed the transit of students from their homes to the College.

This coming academic year will also see significant capital improvements on our campus. Staten Island's elected officials, especially our New York State legislative delegation and City Council delegation, along with the Borough President, have secured more



than \$42 million in funds to advance a broad range of College of Staten Island projects. Additionally, the College continues to advance toward the creation of residential living on campus. Residence

halls will be transformative for the College, providing students, faculty and staff with the astonishing experience of a green and gentle campus set in the most dynamic city in the world.

While we are immensely thankful for our elected officials' dedication to the college, we also know that we face the challenge of a troubled national economy. As I have over the past year, I will work closely with the College's Budget Committee, CSI's Student Government and CUNY to help the College of Staten Island navigate through this economic downturn. In the months ahead, we continue to support and invest in the academic mission of the College.

Working together, I am confident we will emerge stronger than ever. #

TO MEMBERS AND FRIENDS OF THE CITY UNIVERSITY OF NEW YORK COMMUNITY

By CUNY CHANCELLOR MATTHEW GOLDSTEIN

The purpose of this communication is to inform you of actions recently taken by Governor David Paterson and The New York State Legislature and the impact on the CUNY operating budget. The actions included budget reductions for CUNY's senior colleges totaling \$50.6 million. There were no cuts in community college base aid or in the State's Tuition Assistance Program (TAP). We have been mindful for some time of the likelihood of State expenditure limitations during this period of economic challenges. We are implementing strategies that minimize the impact of such limitations on the University's core business—our academic programs and support services—while the University continues to flourish and grow.

Through contingency planning, we have been able to utilize one-time resources and alternative ways of financing equipment replacement to substantially offset nearly two-thirds of the new budgetary reductions. Thus, the impact on the CUNY senior colleges has been reduced to \$18.6 million. This is being handled by restrictions on other than personal services (OTPS), a temporary vacancy control program on the replacement of administrative personnel, and a reduction in University-wide lump sum appropriations (insulating college operating budgets). This overall approach has allowed CUNY to respond to the actions by the Governor and the Legislature in a responsible way while maintaining the momentum CUNY has achieved over the past decade.

Notwithstanding the current difficult economic times faced by the State and City, the University must continue to move forward. We are hiring full-time faculty, for replacement purposes and for new positions already provided for in each college's financial plan, and staff who provide direct services to students, such as academic advisors and mental health counselors. We antic-



ipate no reduction of direct student services or cancellation of course sections attributable to the implementation of the aforementioned reductions.

We have worked diligently over the past two years in support of the work of

the New York State Commission on Higher Education, which explicitly called upon the State to begin investing in its two public higher education systems—CUNY and SUNY—so New York can more effectively compete in the national and international marketplace of careers and ideas. A major component of the Commission's recommendations is the establishment of The New York State Compact for Public Higher Education, based on the CUNY model we proposed several years ago, and supported by CUNY's Board of Trustees, the college presidents, the leadership of the University Faculty Senate, the CUNY Business Leadership Council, and many student government leaders. All CUNY campuses have implemented a "Compact" program for the past several years to effectively leverage public and private financing in support of campus priorities. We are working with State and City officials to obtain full budgetary recognition in the next Executive Budget of this innovative financial model.

I want to personally thank you for your support and for your dedication to CUNY. Our students are benefiting very much from the important work you do all year round. CUNY is strengthened by its ability to handle fiscal challenges with prudent management and an unaltered and unshakable commitment to providing the very best possible education to all those who come to the University to realize their educational dreams.#

HERBERT H. LEHMAN COLLEGE

By PRESIDENT RICARDO R. FERNÁNDEZ

Lehman College of The City University of New York (CUNY) begins the Fall 2008 semester with a number of exciting events that celebrate the College's fortieth anniversary, including an Award Gala and fundraising dinner on October 23. Honorees will include Lehman alumnus and noted musician Michael Bacon of the "Bacon Brothers" band and Frito-Lay North America CEO Al Carey.

Forty years of excellence in academics and service to our students and the surrounding Bronx community represent a major milestone for Lehman. As we honor the College's achievements, we also set our sights on building a strong future.

Lehman is leading the way in what CUNY Chancellor Matthew Goldstein has called the "Decade of Science" throughout the University.



Construction on the first phase of a \$250 million science facility, containing research and teaching labs, will begin with a September 24 groundbreaking on the Lehman campus. The 70,000 square foot science facility will be the

first CUNY structure to be certified under the U.S. Green Building Council's Green Building Rating System. The facility's design uses many energy-saving techniques that will ultimately cut Lehman's energy expenses and reduce our carbon footprint. These include a water-treatment system that will take water collected from sinks and drinking fountains, as well as rainwater, and

HUNTER COLLEGE

By PRESIDENT JENNIFER J. RAAB

As president of Hunter College, I have the great privilege each fall of witnessing some 20,000 students emerge on campus to live out nothing less than the American Dream. Hunter students speak over 100 languages and come from more than 150 countries—from Brazil to Zimbabwe to Uzbekistan. They are very likely the first in their families to go to college. As tuitions at most colleges rise astronomically, Hunter continues to provide its students with an affordable alternative, and an education second to none.

At Hunter, learning comes first. In addition to our low tuition rates, we do everything we can to ensure that students can spend more time in the classroom and less time working to pay the bills. We have had tremendous success—once again, Hunter was recognized by U.S. News & World Report as the master's-granting university in the northeast that leaves its students with the least post-graduation debt.

In the 2007-08 academic year alone, we gave away \$1,700,000 in student scholarships.

That does not include the dozens of scholarships donated by alumni and friends of the College, many of whom take part in our Mothers Day Scholarship program. In four short years, \$1.8 million has been raised on behalf of the countless women who have graduated from Hunter over the years. It's a wonderful way



for sons and daughters to honor their Hunter mothers—and all they have taught us—by helping to make the same wonderful education available to the next generation.

Only one of every three applicants is accepted to Hunter

College—and this year over 10,600 applicants named it their first choice among CUNY colleges. We are also welcoming 122 freshman into the Honors College, the largest in the CUNY system. The Honors College continues to draw top students from the best high schools; this year, seven students from Bronx Science, seven from Stuyvesant, and four from Hunter College High School are entering the program. Students are choosing Hunter over Columbia, Cornell, and NYU. They know that Hunter will further their big talents and ambitions without putting them into debt.

I look forward to another year of watching Hunter students shine in their classrooms, labs, and athletic arenas, knowing that we can offer them something that many never thought they could have—an outstanding college education, and the opportunity to succeed.#

BARUCH COLLEGE

By PRESIDENT KATHLEEN WALDRON

You may have read in the papers recently that the cost of tuition and board at a private college in New York can run upward of \$40,000 a year. That is a sum that, rightfully so, scares most parents.

As President of Baruch College, I marvel at what a great value public higher education is. At Baruch, for instance, New York State residents pay the reasonable sum of \$4,000 a year for the chance to study as undergraduates with some of the smartest and most eminent professors in the country. If even that is more than many families can afford, there is financial aid available.

Whether a young person aspires to become a CEO, an accountant, a lawyer, an educator or a journalist, at Baruch College he or she will find dedicated teachers, mentors and role models to give them a head start on a future career. Last year, the Poet Laureate of the United States, Charles Simic, taught at Baruch. This semester, Mario Cuomo, three-term governor of New York, will be explaining the 2008 presidential election to our students as it unfolds. Later this fall, Bruce Mosler, CEO of the global real estate firm Cushman & Wakefield, will talk to our business students about this key industry.

Of course there is more to education than what happens in the classroom. An urban college like Baruch can also offer its students the chance to



intern at some of Wall Street's top firms, or an opportunity to try out acting or theater-design skills in our performing arts center. A student can learn about local politics by working in a City Councilperson's office. If your sons

or daughters are passionate athletes, they can hone their skills on the basketball court or practice at becoming the next Michael Phelps. Our athletic coaches will spur them on to success.

It's also no secret that students learn from each other. An important part of the world-class education Baruch provides is the opportunity for young women and men to learn from their classmates, whether they hail from Brooklyn or Bangladesh, Tarrytown or Taiwan. Now ranked by Princeton Review as one of the top 10% of all colleges in the nation and repeatedly ranked the #1 college in the country for diversity, Baruch has a global perspective built into its DNA. Make no mistake about it, the ethnic, religious and intellectual diversity on our campus contributes mightily to the excellence of the education we provide. You can't put a price tag on that.#

make it reusable for flushing toilets.

The campus also will serve as a forum for discussion on alternative vehicle technology on October 3. CUNY's Center for Sustainable Energy will convene its fourth annual Alternative Vehicle Technology conference at Lehman with a daylong series of panels and a display of environmentally friendly vehicles. Panels will discuss emission reduction strategies, emerging technologies, policies and incentives to boost corporate interest in green vehicles, and case studies from fleet managers who are already on the road to energy independence. Alternative vehicles on display will include trucks, passenger vehicles, buses, and maintenance equipment.

Lehman is also expanding its efforts to provide

students, faculty, and staff with a state-of-the-art facility for media production. The new \$11 million Multimedia Center will go into preliminary operation this semester. Later in the academic year, when all the installations are completed, the Center will house the most up-to-date audio and video production equipment, as well as workstations for graphics. It will also serve local media seeking high-end production facilities.

In all these respects, 2008-09 promises to be a year that will usher in a new era of growth for Lehman College.#

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Addressing the 'Mis-education of Children': The Urban Education Initiative at Bank Street

By KATY GURLEY

In a front page article in late August, *The New York Times* described the frantic search many school systems face in finding enough qualified teachers to fill classrooms for the opening day of school. A key factor in this crisis, which seems to be an annual event, is the high turnover of teachers, especially teachers working in schools serving under-resourced schools in America's cities. In New York, many well-intentioned teachers in high-need schools move through a revolving door—in one year and out the next.

They are trained too quickly, then sent into challenging schools with little more than a pat on the back and no direction in how to work in traditionally underserved urban schools and communities. Discouraged, often enticed by prospects for a better job, they choose to leave, disrupting the continuity of education for children who may need it the most. The students left behind, educators agree, receive sub-par educations as a result of this revolving door.

But Bank Street College is working to change all that. It has a proud history of offering solutions to what Jon Snyder, dean of the Graduate School, calls the "mis-education of children."

The newest project to address the revolving door of well meaning but ill-prepared and under-supported teachers in hard-to-staff schools is the Graduate School's Urban Education Initiative.

The initiative, launched by a \$2 million grant from the Philip and Lynn Straus Philanthropic Fund of the Jewish Communal Fund, moved forward this past summer and early fall with the selection of a team of educators from the Graduate School. They are poised to design a set of learning opportunities geared to teacher

candidates who have expressed the desire to teach in hard-to-staff schools. The planning process is "reality-based"—teachers, administrators, and parents and community activists from such schools will work as equal partners in the design process.

Another key element of the initiative is to establish and sustain a visiting scholars program, where experts in the multitude of disciplines needed to educate teachers well will visit Bank Street and help enrich the Graduate School's capacity to better prepare and support teachers who want to teach in high-need schools—and to stay there.

"The majority of the gift will go to endow this visiting scholars program. The first visiting scholars will be the school-based educators on the design team. They will work with us to create our specially designed learning opportunities for candidates who enter with a desire to work in hard-to-staff, traditionally underserved schools and communities," Dr. Snyder says.

"After we get these specialized learning opportunities up and running, each year higher ed and school-based scholars will be selected to help us stay current on issues in the field and help us to continually renew our offerings. They will also provide learning opportunities both for our candidates and for our faculty."

The college is also seeking additional funds to work in partnership with local administrators and teachers in hard-to-staff schools to build a pipeline for placement and support of teacher candidates; document and research the work and its outcomes; and create incentives and support systems—including scholarships—for teacher candidates who pursue the urban pathway.

Polar Light: Greenland Photo & Drawing Exhibit at Look North Gallery

Wings World Quest is pleased to announce a collaboration between Look North Gallery and Al Gore's The Climate Project—*Polar Light: Greenland*

Photographs are by Rena Bass Forman.

Drawings are by Zaria Forman.

Opening reception for the artists is on Saturday, September 6th, 2008 from 7-9:30pm. Climate

change presentation at 8:30pm. Exhibition is on display through December 31, 2008.

Where: Look North Gallery (located on the waterfront in the historic Fairway Building) 275 Conover Street, Suite 4E Brooklyn, NY 11231

Details: Please visit www.looknorthny.com for more information, or contact info@looknorthny.com with any questions.

The current design team from the Graduate School is focusing on professional preparation for teaching in grades one to six. That team includes Graduate School faculty members Bernadette Anand, Lynne Einbender, Diana-Elena Matsoukas, Linda Metnetsky, '94, Olga Romero, and Barbara Stern, '73.

Future teams will undertake the same process for early childhood (preschool through second grade) and middle school (grades five through eight).

"This past summer, the current team focused on creating a reading list, in the traditional Bank Street manner, designed to give us information that lays out our core values about educating teachers," says Dr. Snyder, who is facilitating the initiative.

"Our next step is to identify what teachers in hard-to-staff schools need to know and be able to do, and the kinds of people they need to be—their knowledge, skills, and dispositions," he adds.

From there, the team will plan the learning opportunities specifically geared to grow and assess those knowledge, skills, and dispositions, using feedback from the graduate division—faculty, student support services' staff—as well as other divisions within the college, including Continuing Education, Children's Programs, and the Division of Institutional Advancement. In subsequent years, the visiting scholars will help the graduate school enact, assess, and enrich the work.

The Urban Education Initiative grew out of

Bank Street's Partnership for Quality Program (P4Q), currently under way with three elementary schools in the South Bronx. The aim of the program, funded by a grant from the U. S. Department of Education with additional support from the Charles Evans Hughes Foundation, the Hearst Foundations, and the HWG Fund, is to prepare, support, and retain teachers while enriching the educational opportunities provided to children and teachers in historically underserved schools, and supporting children's development into lives of consequence.

"The P4Q program addresses the need to develop and retain good teachers in schools where well-intentioned but often unprepared teachers have created that endemic revolving door that has been detrimental to children," says Dr. Snyder, who was instrumental in creating the partnership.

Both the P4Q program and the entire Urban Education Initiative are critical to Bank Street's mission and strategic priority to educate children in urban areas, he says.

"We believe that in a child's education, teachers matter most. And we've got to do a better job of educating teachers to help kids learn. These initiatives are an attempt to better educate teachers as well as to make a contribution to the field. We can help to resolve an endemic problem in American society, which is the mis-education of far too many of our children." #

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THE DEAN'S COLUMN

CROSSING THE BRIDGES

By ALFRED POSAMENTIER, Ph.D.

New York City, which is comprised mostly of islands (as a matter of fact the only part of the city that is part of the mainland of the United States is the main part of the Bronx—of course, excluding City Island), is blessed with many bridges. We have bike and track races that traverse several bridges throughout the tour. One takes bridge crossing for granted these days. They essentially become part of the path traveled and don't become noticed unless there is a toll to be paid. Then one takes particular note of the bridge crossing.

In the eighteenth century and earlier, when walking was the dominant form of local transportation, people would often count particular kinds

of objects they passed. One such was bridges.

Through the eighteenth century the small Prussian city of Königsberg (today called Kaliningrad, Russia), located where the Pregel River formed two branches, was faced with a recreational dilemma: Could a person walk over each of the seven bridges *exactly once* in a continuous walk through the city? The residents of the city had this as a recreational challenge, particularly on Sunday afternoons. Since there were not successful attempts, the challenge continued for many years.

This problem provides a wonderful window into



an extended field of geometry—a course that this semester will be getting much more attention in the schools of New York State. To begin we should present the problem. In Figure 1 we can see the map of the city with the seven bridges highlighted.

In Figure 2, we will indicate the island by A, the left bank of the river by B, the right one by C, and the area between the two arms of the upper course by D. If we start at Holz and walk to Schmiede and then through Honig, through Hohe, through Köttel, through Grüne we *will* never cross Krämer. On the other hand if we start at Krämer and walk to Honig, through Hohe, through Köttel, through Schmiede, through Holz we will never travel through Grüne.

In 1735 the famous mathematician Leonhard Euler (1707-1783) proved mathematically that this walk could not be performed. Indicate to students that the ensuing discussion will tie in their earlier work with networks to the solution of the Königsberg Bridge Problem.

The famous Königsberg Bridges Problem is a lovely application of a topological problem with networks. It is very nice to observe how mathematics used properly can put a practical problem to rest. Before we embark on the problem we ought to become familiar with the basic concept involved. Toward that end, have students try to trace with a pencil each of the following configurations without missing any part and without going over any part twice. Ask students to determine the number of arcs or line segments, which have an endpoint at each of the points: A, B, C, D, E.

Configurations such as the five figures above are made up of line segments and/or continuous arcs are called networks. The number of arcs or line segments that have an endpoint at a particular vertex, is called the degree of the vertex.

After trying to trace these networks without taking their pencils off the paper and without going over any line more than once, students should notice two direct outcomes. The networks can be traced (or traversed) if they have (1) all even degree vertices or (2) exactly two odd degree vertices. The following two statements establishes this.*

1. There is an even number of odd degree vertices in a connected network.
2. A connected network can be traversed, only if it has at most two odd degree vertices.

Have students now draw both traversable and nontraversable networks (using these two theorems).

Network Figure 3 has five vertices. Vertices B, C, E are of even degree and vertices A and D are of odd degree. Since Figure 3 has exactly two odd degree vertices as well as three even degree vertices it is traversable. If we start at A then go down to D, across to E, back up to A, across to B, and down to D we have chosen a desired route.

Network Figure 4 has five vertices. Vertex C is the only even degree vertex. Vertices A, B, E, and D, are all of odd degree. Consequently, since the network has more than two odd vertices, it is not traversable.

Network Figure 5 is traversable because it has two even vertices and exactly two odd degree vertices.

Network Figure 6 has five even degree vertices and can be traversed.

Network Figure 7 has four odd degree vertices and *cannot* be traversed.

The Königsberg Bridge Problem is the same problem as the one posed in Figure 7. Let's take a look at Figures 2 and 7 and note the similarity. There are seven bridges in Figure 2 and there are seven lines in Figure 7. In Figure 7 each vertex is of odd degree. In Figure 6 if we start at D we have three choices, we could go to Hohe, Honig, or Holz. If in Figure 7 we start at D we have three line paths to choose from. In both figures if we are at C we have either three bridges we could go on or three lines. A similar situation exists for locations A and B in Figure 6 and vertices A and B in Figure 7. Emphasize that this network cannot be traversed.

By reducing the bridges and islands to a network problem we can easily solve it. This is a clever tactic to solve problems in mathematics. You might try to find a group of local bridges to create a similar challenge and see if the walk is traversable. This problem and its network application is an excellent introduction into the field of topology.#

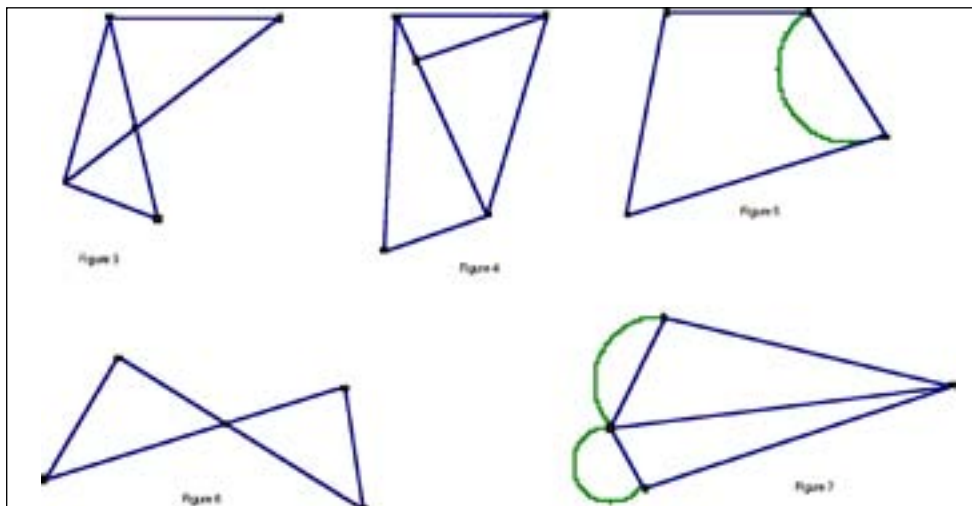
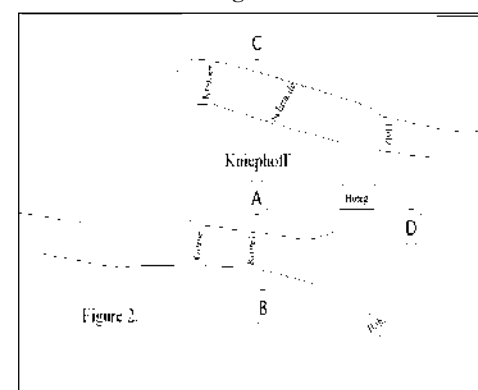
Dr. Alfred Posamentier is Dean of the School of Education at City College of NY, author of over 40 Mathematics books including: "Math Wonders to Inspire Teachers and Students" (ASCD, 2003) and "The Fabulous Fibonacci Numbers" (Prometheus, 2007), and member of the NYS Mathematics Standards Committee.

*The proof of these two theorems can be found in A. S. Posamentier and J. Stepelman, *Teaching Secondary School Mathematics: Techniques and Enrichment Units* (Columbus, Ohio: Prentice Hall/Pearson, 7th ed. 2006).

Figure 1



Figure 2



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HOLOCAUST MEMORIAL AND TOLERANCE CENTER OF NASSAU COUNTY

By **BETH LILACH**

Intolerance, bullying and hate crimes continue to escalate in America. The Holocaust Memorial and Tolerance Center of Nassau County combats these societal ills by utilizing the lessons of the Holocaust to encourage acceptance of, and respect for, diversity. We offer effective, interactive workshops on how to reduce bullying, intolerance and prejudice for students and adults.

The most profound lessons about hatred and prejudice are learned when listening to a Holocaust Survivor or Liberator in person. Unfortunately, the number of eyewitnesses (survivors, liberators and rescuers) is declining. To augment the waning population of testifiers, we have begun to recruit 2nd Generation survivors to continue the legacy by presenting their parents' histories through video, photos, and artifacts. We have a vibrant 2nd Generation group and will be traveling to Poland in May 2009.

Interestingly, many people view the Holocaust as ancient history, yet Holocaust education holds ever greater relevance today because of the continuation of genocide, the deterioration of human rights, and the escalation of bias and bullying incidents among young people. Our Holocaust and Tolerance programs teach that indifference is just as dangerous as prejudice. The Holocaust did not occur overnight and, like any genocide, was preventable. Hatred and persecution were allowed to flourish because of apathy and lack of

intervention. It is incumbent upon us to provide today's youth with the knowledge and skills necessary to intervene effectively and safely when witnessing an injustice.

For teachers, we conduct cutting-edge, interdisciplinary Professional Development classes and offer Holocaust and Tolerance Curriculum Trunks which contain class sets of books, posters, DVDs, CDs, and age-appropriate lesson plans. We will be conducting teacher training workshops throughout 2008-2009 in Queens, Nassau and Suffolk Counties. We grant prizes in our Literary, Art, and Music Competitions, and sponsor a Student Hero for Tolerance award to students who have promoted tolerance in their school. We are also in the process of accreditation by NYC Board of Education which will allow us to extend into the Boroughs. In addition to our work with grades 5-12, we have helped develop, and will be co-facilitating Hofstra University's new Genocide Scholars Program.

For employers, we offer a "Tolerance in the Workplace" program, piloted at North Shore-Long Island Jewish Health System, which promotes understanding and appreciation for the multicultural environment of the modern workplace. Additionally, we are one of three organizations in the nation permitted to conduct the "Law Enforcement and Society: Lessons of the Holocaust" program created by the United States Holocaust Memorial Museum and the Anti-Defamation League; every

cadet at the Nassau County Police Academy attends this special workshop.

Please go to our website or contact Beth Lilach, Director of Education, for more information or to schedule any of the following: Holocaust or Tolerance (anti-bullying) student workshops; Teacher trainings; Tolerance in the Workplace program; Hosting one of our traveling exhibits; Donating artifacts for our new Holocaust museum; 2nd Generation group; Volunteer opportunities.

Holocaust Memorial & Tolerance Center, www.holocaust-nassau.org, bethlilach@holocaust-nassau.org, 516-571-8040.#

TO PRINCIPALS AND TEACHERS:
DO YOU HAVE A HOLOCAUST STUDIES PROGRAM IN YOUR SCHOOL? ARE YOU INTERESTED IN DEVELOPING ONE? WRITE TO EDNEWS1@AOL.COM AND GIVE US YOUR NAME, SCHOOL NAME, AND EMAIL ADDRESS.

WAGNER COLLEGE, STATEN ISLAND, NY

New Teacher Academy Given \$10K For Scholarships

The UAU Capital Foundation, an arm of United Activities Unlimited, announced recently in a press conference at Wagner College that it has given a grant of \$10,000 to provide scholarships for the New Teacher Academy, a partnership of Wagner College and Columbia University's Teachers College. Twenty new teachers will be eligible to receive \$500 each, covering half of the \$1,000 tuition for the Academy, which starts next month.

The New Teachers Academy program is designed to improve new-teacher retention, develop teacher leadership and enhance teacher quality. Upon completion of the NTA program, participating teachers will receive 3 continuing education credits.

According to Maryrose Barranco Morris, director of the New Teacher Academy program at Teachers College, 20 percent of new teachers leave the profession after their first year;

another 30 percent leave before the end of their fifth year.

"Wherever we have brought the NTA, 90 percent of new teachers stay beyond their first year to the second, third and fourth year," Barranco said.

Louis DeLuca, CEO of United Activities Unlimited, parent organization of UAU Capital Foundation, said of the NTA grant, "In some circle, \$10,000 might not seem like a lot of money, but it is to us. If everything goes well, there will be more next year."

"Teachers' academies—caring, supportive, professional learning communities—are the wave of the future," said Stephen Preskill, chairman of Wagner College's Education Department.

For more information about the New Teacher Academy, contact Carin Guarasci, NTA director, or Susan Rosenberg, associate coordinator of graduate programs, at 718-390-3464. #

SUMMER JOBS

Nathan Marcus, 19, Hofstra University, Rising Sophomore

What are you doing this summer?

I am interning at Marc Platt Productions.

How did you decide on this activity/job?

I hope to enter into the film industry after college.

Brief description of what you're doing.

Mostly script reading of both possible new movies for the company to take on, and movies that are in the works already; And as always a little bit of gopher work (i.e. making sure printers have paper, re-stocking the fridge, going to the mail room).

Were you self-motivated or did someone suggest it?

Self motivated; I've been obsessed with movies and cinematography for a long time and have made multiple independent movies.

What are you learning from your experiences this summer?

Everything about the film industry: What goes into making a movie, from all the work that is put in before a movie even starts shooting (screen writing, casting, fundraising, etc.), to all the editing and publicizing that's done after—it's a very long process.

(Also unfortunately learning a lot about the bureaucracy of the industry and the hunger for money that drives Hollywood).

What are your future goals?

I know I want to work in the film industry. This summer I am interning at a production company to learn everything that it takes to put a movie together, but my real goal is to direct a movie.



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TODAY'S PEACE CORPS

By JONATHAN BEUTTLER

For young adults, the choice to volunteer is becoming more and more a popular career choice. Some feel it will benefit their career opportunities, others feel obligated by society, and some feel it's the best way to occupy their time while searching through the dwindling job market. Either way, there are multiple ways to volunteer; one of the most challenging is being a United States Peace Corps volunteer.

The organization John F. Kennedy implemented in 1960 has evolved into a much different and broader type of work than one he originally may have envisioned. While many Americans served in order to advance the agricultural industry of developing nations in the 1960s, the role of volunteers today focuses mainly on teaching English, community development and HIV/AIDS prevention.

The setting where most Peace Corps volunteers work has changed as well. The image of volunteers living in huts, heating their home by shoveling coal and transporting food and water a long way still exists, but is much less frequent. Volunteers serving in all areas of the world have been known to have showers, television and even wireless internet within their homes. In

some cases, the drastic difference in living can occur within the same country.

Living and working in developing countries is never without risk. At any moment, otherwise seemingly stable countries can take a dramatic turn towards uncertainty and danger. The recent evacuation of Peace Corps volunteers from Kenya and Georgia both, while for different reasons, showed how quickly a seemingly stable country could prove dangerous for Americans to live and work.

However, other governments have worked towards allowing the Peace Corps program back into their country, working towards bettering relations and accepting aid to areas of society they deemed most in need. Liberia, once a closed society, has now opened its doors to the Peace Corps. By extension, we may one day see the Peace Corps operating in Iraq.

Due to the state of constant change the world is forever in, Peace Corps remains an important fragment of public relations between Americans and the rest of the world. New York City has become a haven for many Peace Corps volunteers to work and seek higher education due to the fellowships and scholarships offered in the city's universities. We can expect



Jonathan Beuttler

this trend to continue as Peace Corps work becomes ever more relevant and necessary around the world. #

Jonathan served in Peace Corps Ukraine's

Youth Development sector and now works for Harlem Children Society. He is also a contributor to the Ukrainian Heritage Foundation (www.ukrainianheritagefound.com).

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LETTERS TO THE EDITOR

continued from page 2

PACIFIC PALISADES, CA

Dr. Diana Meehan, Founder, Archer School for Girls

To the Editor:

My daughter is lucky enough to be attending Archer as a sixth grader this fall. Having been a Women's Studies major from 1984—1988 at UC Santa Cruz, and then studying for a teaching credential in the late 80's/early 90's, when the gender and education studies behind Meehan's data, were first being conducted, I know first hand that this information is true. Boy students call a lot more attention to themselves in the classroom than girls, and are chosen to answer questions and participate more often than female students who are politely and quietly raising their hands. It makes no difference whether or not the teacher is male or female. On another note, pathetically, Women's Studies at UC Santa Cruz while I was a student, was not considered a suitable enough subject to major in, and if one wanted to be a "Women's Studies" major one had to also major or minor in something else to make it legitimate. I wonder if it is still the same today.

Marni Diamond

SUNY NEW PALTZ, NY

The Incredible Maxine Greene

To the Editor:

I appreciate LCI so much. I was introduced to your work several years ago when the Dean of Education at SUNY New Paltz invited me and some of my co-faculty members for a daylong workshop at LCI.

Subsequently, I presented a workshop for your annual conference in 2007 on arts-based research, and for the last two summers have been teaching a graduate course that I wrote called Expressive Arts Leadership and Change. I use the LCI capacities when designing my first class of the course, which takes place at the Samuel Dorskey Museum on the SUNY New Paltz campus. My students are always so awed by the process and are thirsty for more.

Thanks very much and best of luck with the amazing LCI programs.

Lucy Barbera

LONG BEACH, CA

No Child Left Behind: Says Who?

To the Editor:

I love the analogy of this article. I have completed many volunteer hours within the elementary and high school sectors. I have found that the NCLB is only a fly on a wall that needs to be killed. I have seen children continued on to the next grade unable to read, spell or write

their own name. I have seen children placed in an advance class with the inability to read at a kindergarten level. It baffles me on the purpose of the NCLB. I have seen labels placed on students by teachers because they have the inability to sit down and remain calm during class. Some teachers do not take their students seriously enough to teach. We are at a stage where we are teaching ourselves and teachers are only providing direction. Teachers are not looking at the end result of a child's education. Our prisons are full and teen pregnancies are on the rise, drug addicts are created and formed because of a stressful environment. Programs are created to help our children, but we only find them sitting on the sideline waiting for a helping hand. How do we keep our youth from joining crews or gangs that deface property? What measures are we taking to reach a child in trouble? Has the NCLB been a positive measure within our communities? Twenty or more years from now, we will see our reflection of the NCLB.

Shari Rainey

WOODSIDE, NY

To the Editor:

My name is David McCullough I am 13. My goal in life is to become a Real Estate Agent, but I want to start my own business. My stepfather Joseph Fobbs owns his own real estate business. The name of his business is JBSloan. So I really would like to be accepted to Bayard Rustin educational complex.

David McCullough

NEW YORK, NY

An Interview with Vice Admiral Joseph D. Stewart, Merchant Marine Academy

To the Editor:

The USMMA is an integral part of life—guarding, protecting, and delivering goods via our seas. The students are well turned out, well rounded, and mannerly. This is a credit to USMMA staff and parents of the students.

I am proud of this Academy and I hope it continues to be a mainstay here in New York. The students are knowledgeable in Math and Science. However, they can also dance. I have taught DanceSport at the USMMA, and they won in Ballroom Competition 2007. Also, on June 14, 2008, the students performed my Tango/Swing routine for the June Ball. I danced with them. This is quite an Academy.

Marcy Gross

NEW YORK, NY

The Bard College Prison Initiative

To the Editor:

How can my incarcerated son get into your College Degree Program? He is currently serving a 7-year sentence in Clinton Correctional Facility in NY. He has his GED and some college level credits and is very eager to further his education.

BarbSmith1001

NEW YORK, NY

Debunking the Stereotype of the Female Boxer

To the Editor:

Great article. I really enjoyed reading it.

Evangeline Dardouni

UNIONDALE, NY

Inclusion in NYC: Are We Making Progress?

To the Editor:

I'm doing a documentary for my film class at Hofstra University. Northern Parkway has an inclusion program and I have access to a few

children with special needs. I was wondering if you could perhaps give me some help on this project. I'm brand new to this subject but I really want to do a good job, and spread this message. You have any ideas? Maybe some websites with accurate and updated stats or info could work? An interview would be awesome...but any help or information you can provide would be a great help!

Jefferson Moran-Morales

FT LAUDERDALE, FL

Compelling Campobello: FDR's Summer Home

To the Editor:

Interesting enough to confirm that this is a "must" on my trip to Nova Scotia. I'll be there. Thanks!

David Parker, PhD

BROOKLYN, NY

Center for Early Care & Education

To the Editor: I have been looking for this program. I found it at Hostos College but they canceled it last year. I was offered a job but I was told I had to do this program. I am very interested in taking this course. Please contact me as soon as possible.

Stacey Chapman

NEW YORK, NY

Dream On

To the Editor:

I truly believe in this school. I am one of the students and Dr. Florsheim has taken it very far. He has retired this year, and I do hope that the school will continue to surpass expectations.

Anonymous

NEW YORK

Freedom Writers: Erin Gruwell

To the Editor:

I wish I could get a cycle model of this movie. It is the best movie I have ever seen.

Milena

MERRICK, NY

Forensic Pathologist Mark Tuff Describes Real Life Crime Solving

To the Editor:

Fascinating—Mark—You are so accomplished and obviously doing what you love—But...How come the article doesn't mention you were the president of our 9th grade class, 9-220?

Carol Querido Scibelli

BAY SHORE, NY

Dr. Rebecca H. Cort, Deputy Commissioner, NYS VESID

To the Editor:

I am looking for Kate Walsch from Suffolk County regarding VESID for my son we dealt with her before and I need her phone number to get in touch with her thanks.

Roseann Voulo

NEW YORK, NY

The World Was Ours:

Mira Jedwabnik Van Doren

To the Editor:

This is a great documentary. I found out you can get a copy at thevilnaproject.org!

Eta Flamholz

For more Letters to the Editor please visit us online at www.EducationUpdate.com.

Weingarten

continued from page 5

priority. We cannot afford to repeat the mistakes of the past when fiscal crises resulted in officials making education cuts so deep and harmful that it has taken our school system decades to recover.

The UFT has always been open to working with others to help find solutions to challenges in tough economic times, and we remain willing to do so. Parents can rest assured knowing that they can count on the union to be their partner in the fight to protect our schools. With so much at stake, this is one battle we cannot afford to lose.#

Randi Weingarten is President of the United Federation of Teachers and the American Federation of Teachers.#

CORRECTION:

Author Andrew J. Schiff, who wrote "Henry Chadwick", a book about the "father" of baseball, was incorrectly identified as Adam. Education Update regrets the error.



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CAREERS

BORN TO BE WILD

By JULIE AND MEGAN MAHER

"I have met a lot of people who have said to me, 'I always wanted to be a marine biologist' or 'a rock n' roll singer' followed by the caveat 'but...'"

I am happy to say I have never uttered the words 'I always wanted to be...but...'"

—Hans Walters

There aren't many who swim with sharks by day and rock out on a stage at night, but Hans Walters does just that!

A man with two distinctly different passions, music and marine biology, Walters is a supervisor for the animals at the New York Aquarium, and then after hours, grabs a microphone as lead singer (playing just enough guitar to be dangerous) for the New York-based hard rock band, 61/49.

Walters works at the Aquarium, one of the five wildlife facilities in New York that are part of the Wildlife Conservation Society, where he practices his first passion, marine biology, which is the study of ocean life including all the living organisms that fill the sea. He manages the keepers and wildlife at the Sea Cliffs exhibit, a rocky, wet place that walrus, octopus, northern fur seals, California sea lions, sea otters, and South African penguins all call their home.

Walters is also in charge of the Aquarium's shark exhibit where working with these incredibly cool ocean predators is his personal favorite. He literally swims with the fishes, SCUBA diving with sand tiger and nurse sharks as well as sea turtles.

Walters' work world is outdoors. The Aquarium is located right on the Coney Island Beach in Brooklyn. Walters spends most of his day within the Aquarium, but sometimes he's out in the Atlantic Ocean itself, working on systems that allow the salty sea waters of the ocean into the Aquarium for the marine animals in his care. He likes the mix of nature and institution, where casual dress and neoprene wetsuits are his occupational attire, both styles complimenting his spiky blonde hair.

Walters has loved marine biology for as long as he can remember, especially sharks. His first oceanographic position was performing creel censuses (so-named because a creel is the box where

the fish are placed once they are pulled from the water) for the National Marine Fisheries Service. Walters interviewed fishermen to research their "catch of the day". If the fishermen agreed, Walters would obtain weights and measurements of the fish and record the various species. The information he gathered was used to assess the general health and status of a fish population in a given location.

Although he completed college with a degree in marine biology, Walters first followed his musical interest into the rock and roll industry. He soon found that (although he truly loved rock and roll) as a career choice, it did not provide a secure income.

"If you want to be in the music industry, you can't care about what kind of music you play. If you want to play a specific type of music, like hard rock, then you won't really get as much work as if you are willing to pursue any kind of music gig," says Walters.

In Walters' case, he had the heart for hard rock, and his band, called ZToys, hit it hot in the 1980's. ZToys opened concerts for other notable rock and roll greats from that time period including The Ramones, Blue Oyster Cult, Foghat, Zebra, and Humble Pie.

Today, Walters is lead singer for a new hard rock band called 61/49, named after an intersection of two highways in Clarksdale, Mississippi, where in the 1930's, a famous blues musician named Robert Johnson allegedly sold his soul to the devil in search of fame and fortune. Johnson's musical vision enlightened future generations to enjoy rock and roll, which became an official genre the world over in the mid-1900's.

Walters compares his voice and band sound to an updated version of some of America's greatest hard rock bands like AC/DC, Bad Company, Guns n'Roses, and Twisted Sister (Dee Snider is a personal friend and colleague.)

Although his singing was successful (Walters loves performing and recording), he did not find it profitable, and so music became his lifelong hobby, not his livelihood.

"When I looked at music as a business, it took all the fun out of it for me. Now, writing, recording, and performing live as a hobby is a blast," declares Walters.

MOVIE REVIEW

American Teen: Close Up On 17

By JAN AARON



n time for back-to-school, American Teen is a documentary that follows the lives of five teenagers in one small town in Indiana through their senior year in a high school. Filmed daily for 10 months by filmmaker

Nanette Burstein, it gives us a fly-on-the-wall view of their insecurities, their jealousies, their cliques, first loves, heartbreaks, and their striving to make decisions about the future. Her goal was a "fresh honest look at teens in the 21st century," says Ms. Burstein. "Like most teens, I struggled through my own high schools years and wanted to make a film about the very real and intense pressures about being 17," she adds.

Fashions and technology change, but the kids and their dilemmas will not be new to you: They're trying to forge their own identities while being pushed to fit in with their peers and their families. There's Hannah Bailey, beautiful and smart but a misfit. She is a liberal, living in a Christian conservative town and hoping to move to California. Colin Clemens is the star of the schools basketball team—and in Indiana basketball is everything. He must not only please his strict father but also get a college scholarship. Megan Krizmanich, the student council president and daughter of a prominent surgeon, frets about her acceptance to Notre Dame. She's the mean girl of the group. Jake Tusing, the acne-scared school nerd, is touching and funny one-on-one, but painfully shy in a



(L) Megan Krizmanich, (R) Ali Wikalinska, in American Teen.

group. Mitch Reinholt, charming and attractive, is a Varsity player who puts aside his social status to pal around with Hannah. He tries to maintain his status quo while finding a new side of himself.

One standout moment captures the Hannah's devastation after breaking up with her boy friend. "I'll never go to school again," she wails, sobbing on a friend's shoulder. There also is an intense scene between Mitch and his dad about his college scholarship. Animations add emphasis to what it means to be a teen today. Ms. Burstein documentary does a good job of capturing real teens that are often absent in teen fictional films.#

One passion had to take precedence over the other. Walters made his first priority marine biology because it provided him with more financial stability than his rock and roll career.

Walters points out that mentally, there are differences between his two professions. Science is more of an intellectual pursuit, and music is emotional one.

"Working at the New York Aquarium and being a rock and roll singer can also share similarities because in both jobs, I am in the eye of the public. At the Aquarium, I can educate visitors about the wildlife in our care, and as a musician, I entertain people," Walters says.

Both passions are physically demanding because rock singer and marine biologist jobs both require lots of strength and energy. As a rocker, he sings and dances, keeping him fit.

"Music is a contact sport. As a rock and roll

singer, I love loud music and moving all over the stage," he says.

Lifting live animals at the Aquarium provides the buff benefit for Walters. Walrus can weigh up to 3000 lbs.!

Creature care takes Walters' continuous consideration every day. He has to remember that even though the animals are in the Aquarium, they have wild instincts. He respects their natural habits, and together with his staff, provides activities for the animals that are similar to things they would do in the wild. One enrichment activity the keepers use is to place fish inside a large plastic ball covered with holes. The walrus figure out how to find their treats, similar to fishing for their food in nature.

Walters also finds time for fieldwork to practice marine biology by studying sharks in the sea. He

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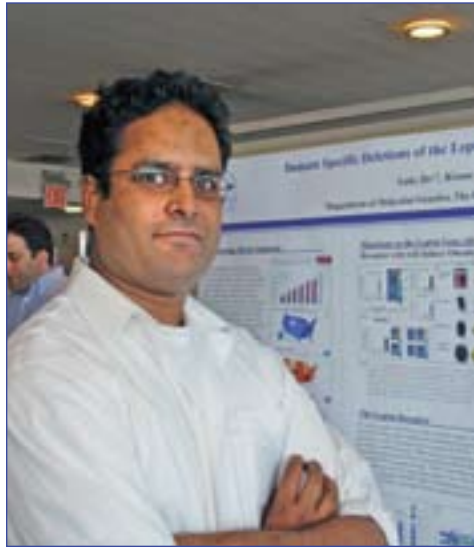
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Rockefeller University: Dr. Bonnie Kaiser's HS Scholars Score!



Dr. Bonnie Kaiser & student



Luke De, Teacher



Andrew Mui & Dr. Alice MacKinnon



The poster session

By DR. POLA ROSEN

Rockefeller University has the unique distinction of serving as part high temple to science, having more Nobel laureates than any other university in the country, part free post-graduate education, and part botanic gardens surrounded by acres of green along the banks of the East River. Some of the buildings are old-world, ivy-covered brick and stone, others are steel and glass. Amidst this eclectic architectural backdrop, a select group of about 50 diverse high school seniors from around the United States gather each year to do research under the tutelage of lab heads, post-doctoral candidates, high school teachers all supervised by Dr. Bonnie Kaiser, head of the pre-college science program.

The culminating event takes place in two huge rooms with students displaying their work in

poster sessions, discussing each aspect of their work with expertise. To prepare for this event, students learn to present a short paper in their lab each week followed by a poster session to small groups. Students learn scientific writing and critical reading of scientific papers.

Andrew Mui, a rising senior at Dover Sherborn High School in Boston loves biochemistry. Dr. Alice MacKinnon and her lab helped him study how ion channels function and tarantula venoms.

Claire Eden from the Riverdale Country School enjoys AP Bio. Dr. Hugo Mouquet of the Nussenzweig Lab helped her study HIV patients and molecular immunology. "There may even be a vaccine someday", she notes optimistically.

Ksenia Timachova, a Stuyvesant High School student enjoys studying chemistry, biochemistry and genetics. Her research focused on the pro-

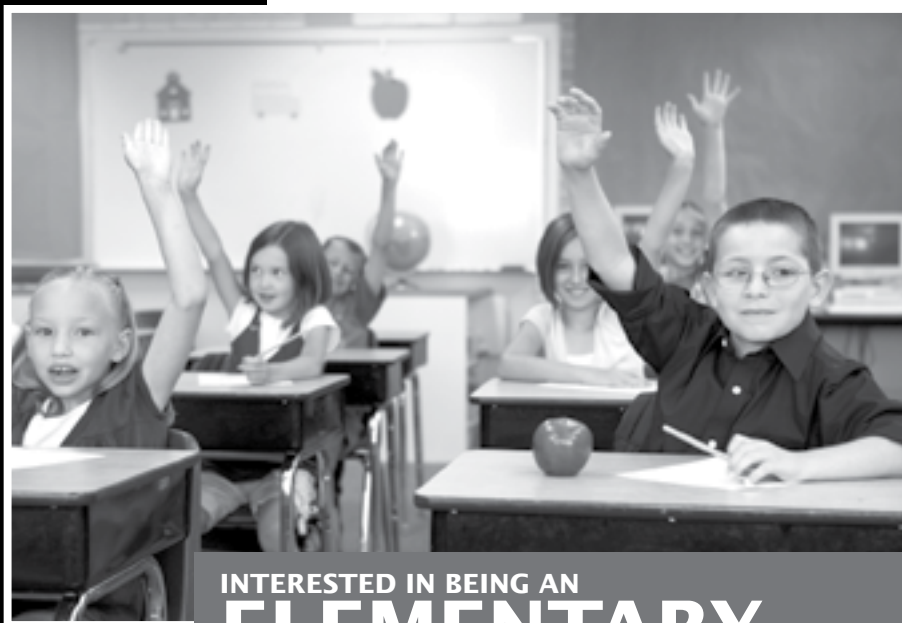
tein responsible for controlling antibodies in the human body and how it works. She is enthusiastic about continuing her research during the year.

Heidi Slatkin, a teacher at the NYC Lab School has been teaching at Rockefeller University for 12 summers. During the year she teaches English and biology, transforming those skills into scientific reading and writing (known as the STRAW program) probably inspired by her father, a retired scientist at Brookhaven labs. "The most important requirement for students", Slatkin avers, is to "come prepared with curiosity."

Luke De has been a biology teacher and mentor at the Pingry School in Short Hills, New Jersey for the past two years. He also mentors students doing independent research. Three students from Pingry are at Rockefeller U this summer, thanks to Luke, who waxes rhapsodic when describing

the program. "Every student has a mentor in the lab; this is real science with total immersion that you can't get in a regular school. Three to four students this summer will, guaranteed, be MD, PhDs and run their own labs, making great advancements in the world. Success is a combination of drive and talent. If you give these students any word or subject, in one week they will come up with everything!" Luke should recognize talent: he did research for several years at the Genome Research Institute in Cincinnati before going to Rockefeller.

While the lack of scientists and mathematicians in our country is often underscored, the great talent that surfaced at Rockefeller University at the culmination of the summer serves as a testament to the capabilities in the next generation! Kudos to Dr. Bonnie Kaiser for leading the charge.#



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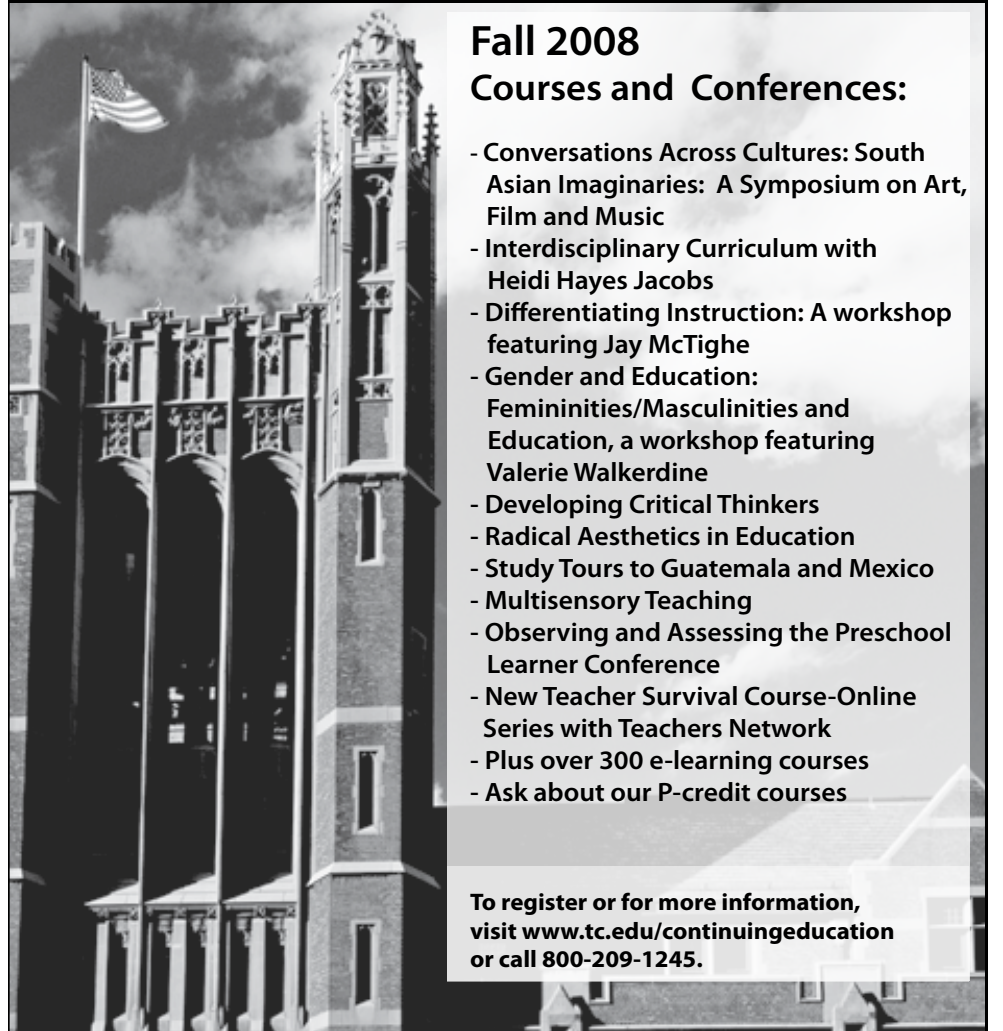
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Who is Briton Hadden? *The Man Time Forgot*. A book of the same title by Isaiah Wilner presents the reader the creation of *Time* Magazine and the life story of its true founder, Briton Hadden.

In his brief life of 31 years, Hadden, not only founded *Time* Magazine but also thought up *Life* and *Sports Illustrated* magazines, edited a small magazine on advertising called *Tide*, implemented early forms of magazine, market research, created a writing style known as Timestyle, providing an urbane style and wit to the early *Time* magazine, coining the phrase newsmagazine and running a radio show called *Pop The Question* while carrying on a madcap social life of endless parties.

Henry 'Harry' Luce figures prominently in this book as friend and Hadden's competitive rival since their days at Hotchkiss and Yale and also the person Hadden feels he must have to help him start *Time* Magazine. Their relationship becomes strained over the years as they drift apart. Yet in terms of their business, they had an unusual arrangement where Hadden and Luce switched jobs from time to time. Most of the time, though, Hadden was editor-in-chief and Luce the publisher.

After Hadden's death, Luce goes forward with *Time* Magazine, creates *Fortune* and takes credit for the idea of creating *Sports Illustrated* and *Life*. Luce also removes Hadden's name from the masthead, rarely ever mentions Hadden and perpetrates the image of himself, Luce, as the founder of *Time* Magazine and Time Inc. Only after Luce's death in 1967 is Hadden's name put back on the masthead, but as cofounder not founder.

Isaiah Wilner, close in age to the age of Hadden and Luce when they founded *Time* Magazine, has presented an exciting account of the early days

of *Time* Magazine and the personalities involved through a masterful job of summarizing what he learned from interviewing members of Luce's and Hadden's families and their friends and business associates. A list of the author's interviews appears on page 273. There are also several pages of explanations about source notes, the source notes themselves, abbreviations used, an extensive bibliography and photographs of Hadden, Luce, their associates and love interests.

Come to Logos Bookstore and buy *The Man Time Forgot* and find out why that man should not be forgotten. **Upcoming events At Logos**

Kill Your TV Reading Group (KYTV) will meet on Wednesday, September 3, 2008 at 7 P.M. to discuss *The Crying Of Lot 49* by Thomas Pynchon.

On Wednesday, October 1, 2008 at 7 P.M., KYTV will celebrate 10 Years with a party and a discussion of *The Master and Margarita* by Mikhail Bulgakov.

Thursday, September 25, 2008 at 7 P.M., Luce Amen will present the unplugged version of her musical, 'The Amazing Journey Of Juan Diego', which tells the story of an Aztec Matmaker who encounters Our Lady Of Guadalupe, who asks him to build a church for her which he does by overcoming great adversity. Amen who also wrote the book and the lyrics, composes the music for this musical in a variety of styles including folk, country, jazz, classical and pop. The CD of this musical is currently for sale at logos. A full production of this musical is scheduled for later this year.

Monday, September 8, 2008 at 7 P.M. will see the return of The Sacred Texts Group led by literary agent Richard Curtis for further discussion of The Bible and related texts.

Welcome back from the summer! #

A Shortcut for Communication Between Brain Cells

For the first time, Weill Cornell scientists have learned important details illustrating how neuronal cells in the brain communicate at a microcellular level. Such knowledge may help in the development of drug compounds used to treat disorders caused by malfunctions in communication between brain cells, such as schizophrenia, epilepsy, Parkinson's and Alzheimer's disease. Their findings are published in the *Journal of Neuroscience*.

To communicate between cells, tiny transport vesicles package and ship neurotransmitter-chemicals to the end (terminals) of the cell and then across synapses, or gaps in-between neurons. Adjacent neurons then receive the signal. To do this, these transport-vesicles must be recycled quickly—especially during boosts in brain activity, but it has never been understood exactly how such critical recycling works.

Observing proteins within cellular vesicles labeled with a fluorescent marker in the lab, for easy identification, the researchers saw that about 20 vesicles can be simultaneously manufactured

right at the end of the neuron—like milk bottles, lined up and waiting to be filled for shipment. The new findings show that calcium ions, which help to send the signal across the synapse to another neuron, also control the cell's ability to rebuild the vesicles at the cell's terminal end.

According to the researchers, the explanation for this cellular feat is a simple matter of distance. "Think of the cell body as New York City and the axon [the long narrow stretch between the cell body and cell terminal] as a highway leading to Boston," explains lead researcher, Dr. Tim Ryan, from the Department of Biochemistry at Weill Cornell Medical College. "It takes far too long for the vesicles to move from all the way in the cell body to another cell. These vesicles are made in New York and slowly transported to the cell's terminal end, but some are made right in Boston for immediate use." Dr. Ryan hopes that by understanding the mechanics of the cellular trafficking machine, he and other scientists will ultimately be able to identify and repair numerous neurologic malfunctions.#

HELP FOR KIDS FOR HURRICANE KATRINA ANNIVERSARY

Hurricane Katrina occurred three years ago, but its effects are still being felt, particularly by children. And, with more recent weather tragedies in mind, the Louisiana Children's Museum (www.lcm.org), and Think It Ink It Publishing (www.thinkitinkitpublishing.com) have teamed up to help.

Think It Ink It Publishing collaborated with the Museum to produce an interactive book commemorating the third anniversary of hurricane Katrina. The professionally illustrated, wordless picture book was unveiled during the Louisiana Children's Museum's commemorative two-day event, Days of Hope. The innovative book enables children to share their story and be published.

"We worked with the Museum, their child psychologist and a Louisiana illustrator to develop the idea and create a 20-page book using the destruction of a tree house as a metaphor," said Dr. Alice Wilder, a founder of Think It Ink It Publishing and prominent children's television producer (Super Why!, Blues Clues). "Children can write about the tree house, the community coming together to rebuild it, or they can tap into their experiences with Katrina. The open-ended story was designed to promote the positive characteristics of humanity that emerge during disasters perseverance, participation, resilience, a belief that each person can make a difference, and hope."

This book represents the latest addition to the Think It Ink It Publishing series of illustrated, wordless picture books with blank lines so children can write their own story and express themselves.

For the Days of Hope effort, a special, custom-illustrated book was created by prominent Louisiana artist Katie Rafferty, who lived through Katrina herself. The story is set in

a quintessential New Orleans neighborhood and depicts a community working together to rebuild a fallen tree house. The symbolism of the destruction of the Louisiana community is balanced by the message of hope expressed through the rebuilding effort. The illustrations depict everyone (even animals, such as a dog, squirrels and birds) working together.

There are two ways to "Think It Ink it." Using a creative-writing story kit, kids can express their feelings and become authors by writing directly into fully-illustrated, soft cover book. Or they can work online to write their story, which will then be printed and sent back to them as a hardcover, complete with their "author's" photo and bio.

Other Think It Ink It Publishing titles have their own sets of pictures and children are free to write whatever story sparks their imagination.

"We think of this project as a helpful tool for children who are trying to make sense of their memories and their present lives, and who will benefit from expressing their feelings, which can feel very therapeutic," said LCM staff psychologist Valerie Wajda-Johnston. "The stories we have seen so far have been heartwarming and display the extent to which children were affected by the tragedy and subsequent events in their lives like loss, relocation and family upheaval."

"We were looking for a way to help children with resiliency in the face of tragedy," said Wilder. "Children who have participated in our pilot program have shown remarkable courage and skill. We've been able to witness how Hurricane Katrina moved them."

Families wishing to write a "Hurricane Katrina" Think It Ink It Publishing story can do so by going online to: www.LCM.org. They can also visit: [#](http://www.thinkitinkitpublishing.com)

Born To Be Wild

continued from page 20

travels to South Carolina, near Myrtle Beach, where he attaches pop-up satellite transmitters to sand tiger sharks in the Atlantic Ocean. The data that the sharks collect while swimming is emailed by satellite back to Walters' computer, a virtual "My Space" for sharks. Walters processes the scientific findings that he hopes will help protect the sharks and their marine habitat.

Even though being a rock star is awesome, Hans Walters has proven that science geeks can be cool. #

A Wildlife Conservation Society park, the New York Aquarium, opens every day of the year at 10am, and closing times vary season-

ally. Admission is \$13.00 for adults, \$9.00 for children ages 3-12 and \$10.00 for senior citizens (65 and older); children under 3 years of age are admitted free. Visitors are allowed free admission on Friday's from 3pm to closing. The Aquarium is located on Surf Avenue at West 8th Street in Coney Island. For directions, information on public events and programs, and other Aquarium information, call 718-265-FISH or visit our web site at <http://www.nyaquarium.com>. Now is the perfect time to visit and show support for the New York Aquarium, Brooklyn's most heavily attended attraction and a beloved part of the City of New York

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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 and 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 chil-

dren 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.

PROTECTION FROM RETALIATION FOR FILING EMPLOYMENT DISCRIMINATION CLAIMS

By **MARTHA McCARTHY, Ph.D.**

Assertions that employees are the victims of retaliation for filing discrimination complaints are increasing. The Equal Employment Opportunity Commission recently reported that retaliation claims doubled from 11,000 to 22,000 in the past 15 years. Before or after discrimination suits are settled, aggrieved workers often contend that their employers give them less desirable job assignments, unwarranted reprisals, and other unfavorable treatment. Without protection against retaliation for filing discrimination claims, workers may be reluctant to challenge unlawful employment practices.

In May 2008 the Supreme Court rendered two significant decisions in which it sided with workers who alleged retaliation for filing age and race discrimination claims. One case, *CBOCS West, Inc. v. Humphries*, involved the Civil Rights Act of 1866 (codified as 42 U.S.C. Section 1981), which bars racial discrimination in making and enforcing contracts. This case was brought by a black associate manager at Cracker Barrel who alleged he was fired after complaining about a white supervisor engaging in race discrimination. The second case, *Gomez-Perez v. Potter*, involved the Age Discrimination in Employment Act (ADEA), which has no explicit retaliation protection for federal employees, even though it specifically protects workers in the private sector from retaliation for filing discrimination claims. A U.S. postal worker in Puerto Rico alleged she was retaliated against for asserting age discrimination under the ADEA. The Supreme Court in separate decisions ruled that protection against retaliation, although not explicit, is imbedded in

both provisions. In short, the Court concluded that the laws' prohibition of discrimination also shields workers against retaliation for filing claims.

The Court relied heavily on its 1995 decision, *Jackson v. Birmingham Board of Education*, in which it held that retaliation is another form of intentional discrimination, so retaliation does not have to be explicitly prohibited by federal laws. *Jackson* involved a retaliation claim under Title IX of the Education Amendments of 1972 that bars sex discrimination in federal programs receiving federal funds and does not directly mention reprisals for retaliation. The Supreme Court ruled that Title IX protected a teacher/coach against retaliation for complaining about sex discrimination in his school's athletic program.

Several other recent Supreme Court rulings have not been favorable toward employees in terms of protecting their expression that relates to job duties, allowing flexibility in filing pay discrimination claims, and using federal protections to challenge arbitrary actions that are directed toward specific individuals rather than members of a protected group. Thus, these two rulings shielding individuals from retaliation for filing discrimination claims were viewed with relief by many employees, including those working in school districts. It remains to be seen whether such protection against retaliation from their employers will encourage more workers to file employment discrimination claims. #

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

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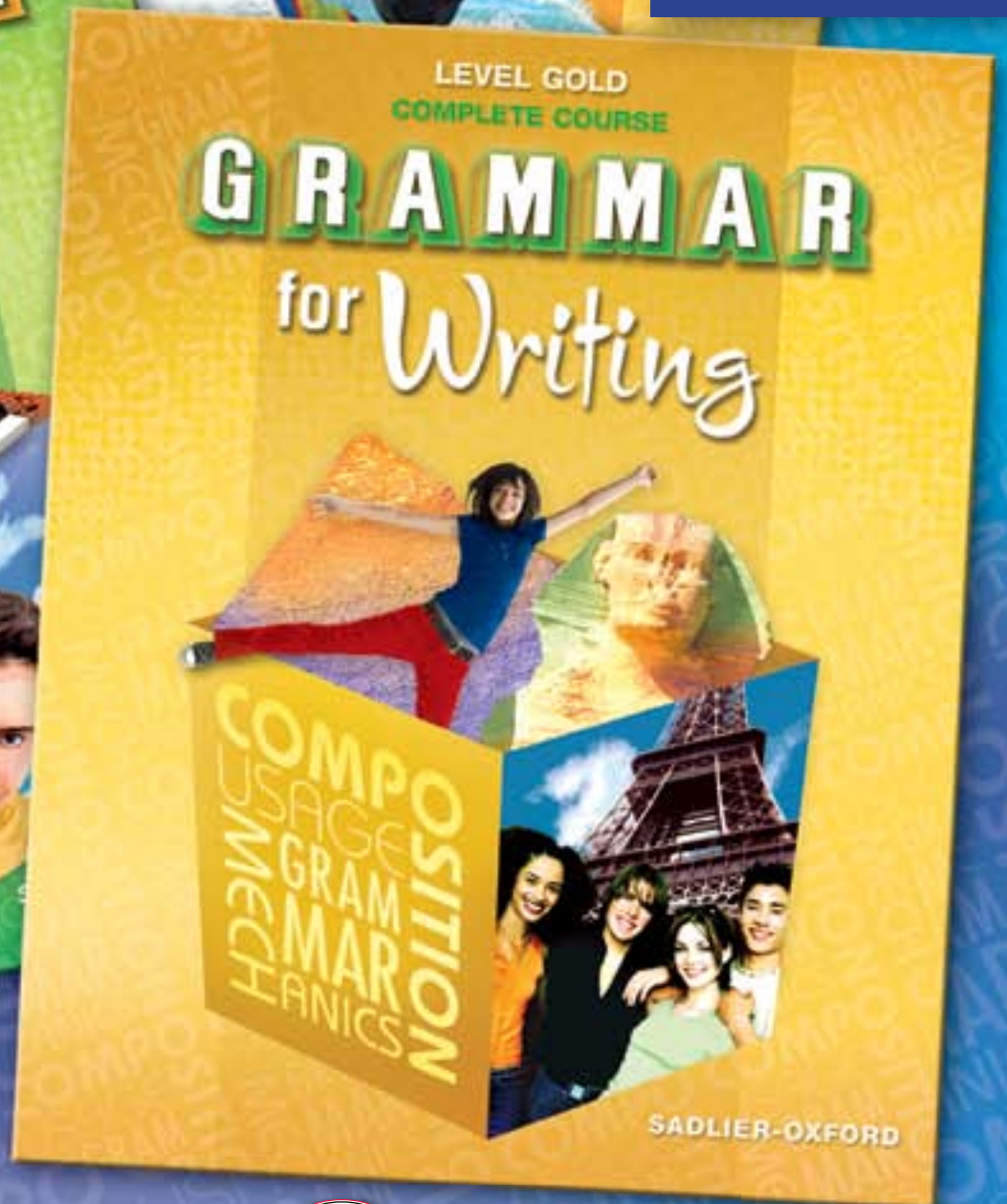
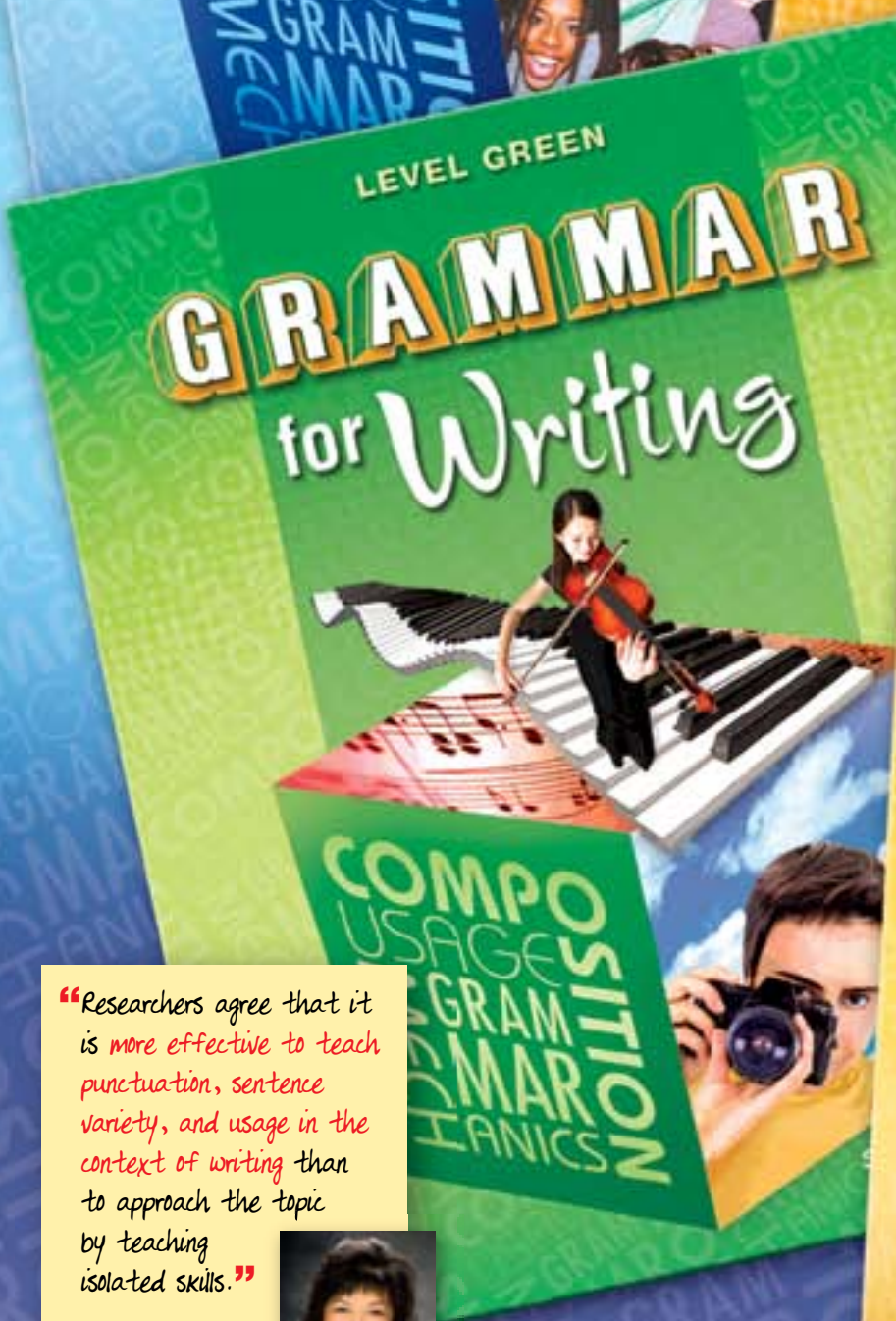
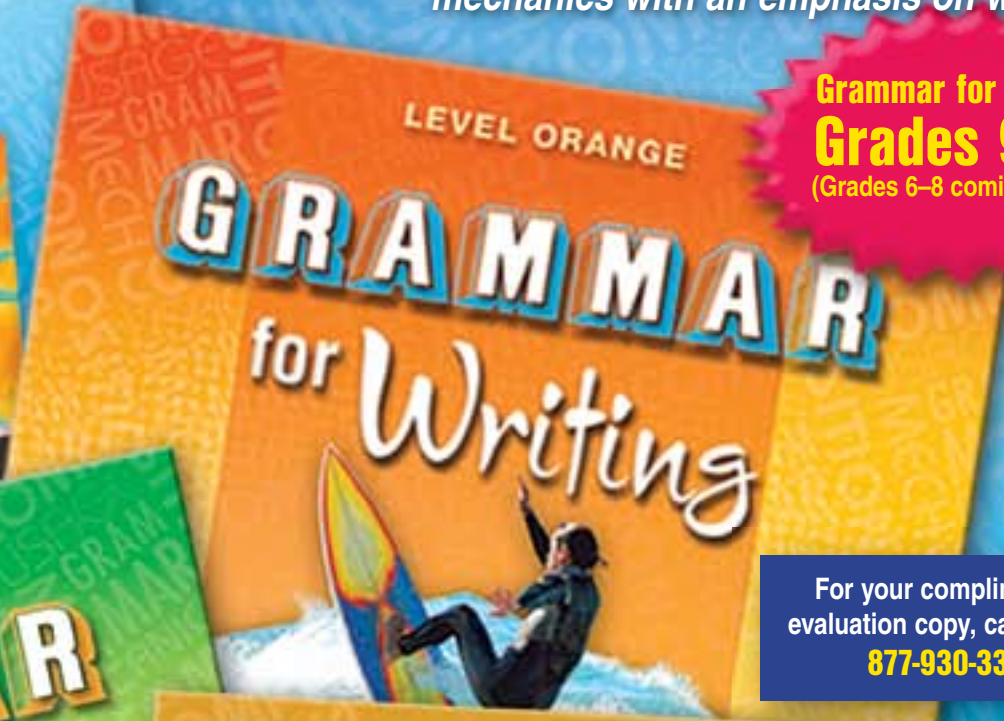
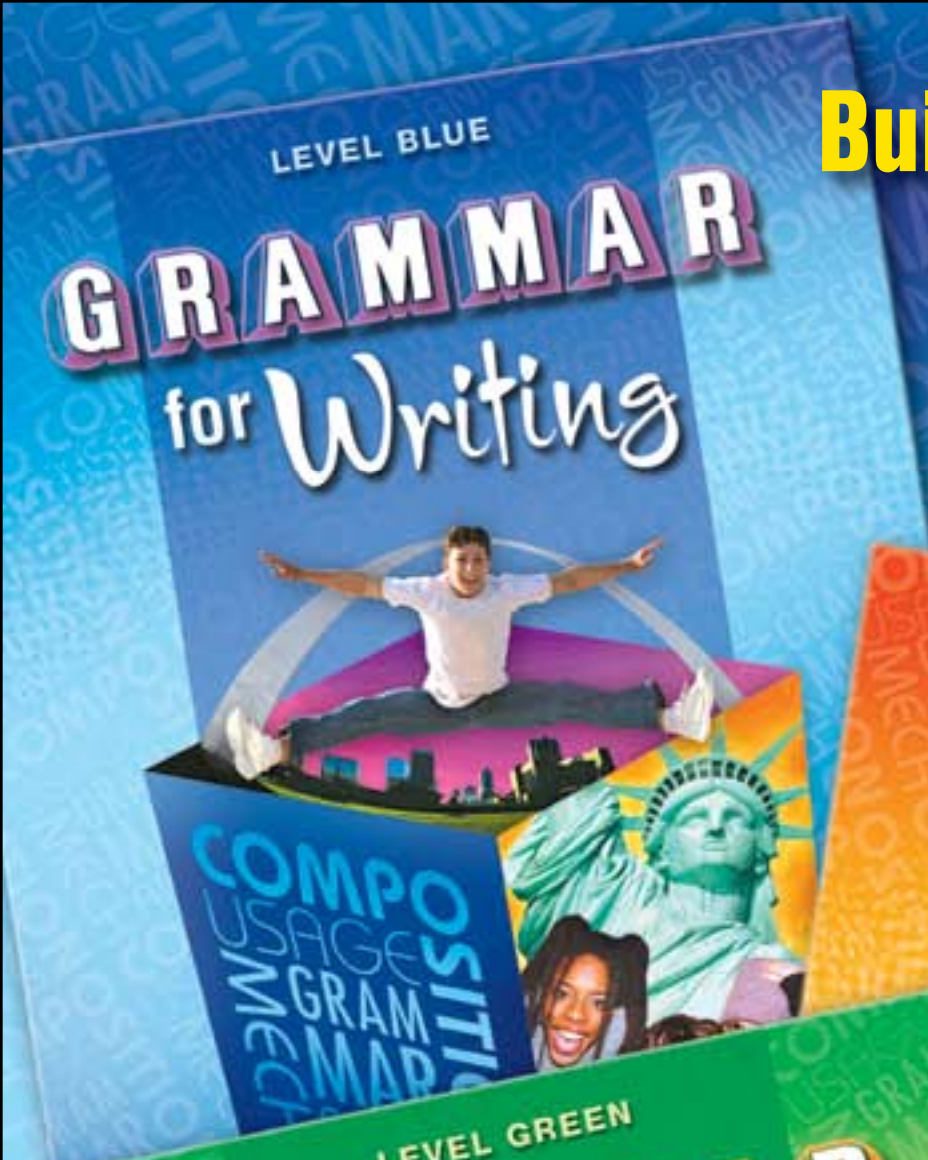


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