

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIV, No. 5 • New York City • JANUARY 2009  
FOR PARENTS, EDUCATORS & STUDENTS

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THE EDUCATION  
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## A NEW CHAPTER IN EDUCATION

## GUEST EDITORIAL

## Confessions of a Recovering Public School Superintendent

By JAY RUSSELL, Ed.D.

Three years ago after 30 years in public education, I became the Head of Windward School, an independent school in Westchester County. I was motivated to make this change for personal as well as professional reasons. I was well aware of Windward's excellent reputation for teaching children with language-based learning disabilities and was eager to be part of this good work. After 11 years experience as a superintendent of schools, I felt that it was time for new challenges and new learning. I knew that the learning curve at Windward would be steep, but I did not anticipate that being at Windward would cause me to change my closely held beliefs about how children learn and what constitutes effective instruction.

Like many educators during the 1970's, I believed in the principles of the progressive movement and fell under the spell of whole language. The wide-spread adoption of whole language by schools is not surprising given its endorsement by state education departments, schools of education and groups such as the National Council of Teachers of English. More recently the whole language movement, in response to a barrage of criticism, re-invented itself as "balanced literacy" claiming to combine the best practices of both whole language and direct reading instruction.

This seductive blend of approaches has been adopted by many well intended school districts including the one where I was superintendent. This jazzed-up version of whole language once again received support from teachers, publishers, schools of education, and state education departments. With this type of encouragement, it seemed not only reasonable, but prudent, to adopt a balanced literacy approach. The only problem with this tempting hybrid approach is that there is no scientific research to support it.

At Windward the Orton Gillingham based reading program provides direct, intensive, systematic, and comprehensive instruction in a hierarchy of discrete reading skills with particular emphasis on how to apply phonics to decode written words. I once believed that phonics instruction was strictly drill with little concern for comprehension, but now I know that knowledge of phonics allows readers to become fluent and fluency is the key to reading comprehension. Having once been lost in the whole language maelstrom, I am now fully committed to championing the research-based instructional program that is the basis of our students' success and the hallmark of Windward.#

*Dr. Jay Russell is the head of the Windward School in Westchester County, New York..*

## METROBEAT

## Ring in a New Year and a Bright Future for New York City

By MAYOR  
MICHAEL  
BLOOMBERG

Last month, more than a million revelers jammed Times Square to ring in the New Year. It was a reminder that no one puts on a celebration like New York City. And although 2008 was a difficult year in

many ways, there was still much to celebrate. Take crime for example. Our police officers drove crime down another 4 percent in 2008, bringing our 7-year decline to nearly 30 percent.

Not only is our city safer than at any point in modern memory, it's also cleaner. Our Sanitation workers do an impressive job and we saw their skills on display again this New Year's when they cleared some 40 tons of debris out of Times Square in just a few short hours.

In 2008 we made great strides in another area that's critical to our city's future: education. Last year, graduation rates rose to their highest level in decades, and our students performed better than ever on State math and English exams, with

black and Hispanic students making some of the greatest gains.

Despite the economic downturn, we were also able to attract more tourism business. In 2008, an estimated 47 million tourists came to our city.

It's no wonder that so many people came to visit us. New York is the greatest, most exciting city in the world. We proved that again on New Year's Eve. And we will continue proving it in 2009.#

Manhattan Chamber  
of Commerce  
Board Member of the Year  
2001

Dr. Pola Rosen

LETTERS TO  
THE EDITOR

LINCOLN, CA

*Teaching American Sign Language To Hearing Children***To the Editor:**

This is a great article!!! I have four ASL DVDs for kids just for this purpose!! This is great! I will check out the Sign-A-Lot DVDS!!!!

Terry Ann Woodward

DETROIT, MI

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

I feel that this is an excellent alternative and outstanding means of rebuilding our American society. Our foundation has been chipped and cracked by things that should not have happened; crime was an effect of simple mistakes. Our children, namely males have been incarcerated for minute charges of misdemeanors up to felonies. This anecdote would strengthen and reform many prisoners, and give them more hope of functioning productively in society. In my field of study I have seen some unjust acts as well as justice done to Americans.

Carole

MT. AIRY, MD

*An Interview with Vice Admiral Joseph D. Stewart, Merchant Marine Academy***To the Editor:**

VADM Joe Stewart is one of the finest persons to be in a position of influence on our children. Our daughter was fortunate enough to attend USMMA and he was there constantly. He and Pete Rackett, (KP '61, another outstanding leader) ran with the freshmen (plebes)predawn and beat most of them. He showed up everywhere and knew the name of every one on campus AND their parents! He is the definition of "lead by example", and Acta Non Verba. It is our daughter's great fortune to have been educated during the tenure of Joseph Stewart at Kings Point, and our great pleasure.

Doug Edwards

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## EDUCATION UPDATE

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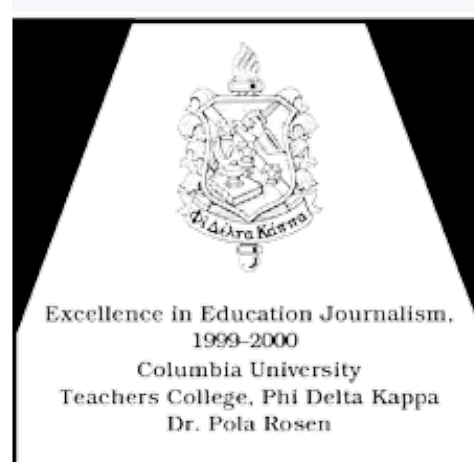
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FROM THE SUPERINTENDENTS' DESKS

## Keeping Open the Lines of Communication With Your Children

By DR. CAROLE HANKIN



Effective communication is a critical component of any interpersonal relationship, and parent-child relationships are certainly no exception to that rule.

When your children come home from school, or you come home from work ask them how their day was, and listen -- really listen -- to their answers. What are they learning about? Who are their friends in school? What do they like about those friends? What do they like, or dislike, about their teachers and the things they are learning?

When your child becomes a teenager, a more concerted effort may become necessary in order to ensure that effective and meaningful communication continues. Not only do the hours of separation between parents and kids tend to increase at this age, but as children get older, they strive for autonomy and independence -- a natural part of development -- and often embrace new ideas and attitudes. They may discuss their views openly in school and with their friends, but be less forthcoming once they're back at home. If parents are willing to take the initiative and exercise a little creativity, there are ways to ensure that communication continues through middle and high school.

One good way to get a conversation going is to ask your son or daughter for an "interview."

You might begin by posing a few questions and inviting your child to come up with his or her own questions in return. A starting point might be to focus on your child's favorite subject, favorite movie, favorite food, favorite music and other current likes and dislikes, then compare them to your own favorites or what you liked or disliked when you were the same age. You can explore

other ideas of your own, and ask what topics he or she would like to discuss. Another way to encourage casual conversation is to plan time with your child. Even something as simple as taking a walk together can provide the right climate for informal talk. You may have to push a little to get your son or daughter to agree to set aside the time, but even just a short time will be well spent for both of you.

These are just a couple of ways to convey to your child that you are taking an interest in his or her life, and that you are willing to be candid about your own life as well. Throughout childhood and adolescence, knowing that parents are always willing to listen and to answer questions honestly can prove invaluable in keeping the lines of communication open. #

*Carole Hankin is the Superintendent of Syosset Schools in Long Island, NY*

## Community Mayors & Special Education

By DR. BONNIE BROWN



Special Education in New York City has a guardian angel, a maker of dreams which come true for special needs youngsters. It is the Community Mayors of New York City. This group is comprised of selfless men and women from various federal, state, and city agencies: Police Department, Fire Department, Department of Transportation, CIA, FBI, Department of Sanitation, who give their time and energy to brighten the lives of the most challenged children in the city.

The President of this organization, Shelley Della Rocca is continuing the work that her father, Dominick started which emanated from the founder, Louis Zeltner in 1875. as the Locality Mayors. The group was originally dedicated to community and charitable activities and one of its notable members was Teddy Roosevelt. In 1957, Dominick Della Rocca, reincorporated the organization as the Community Mayors with special needs children as his primary focus. He was Community Mayors' Chief Mayor for almost 50 years until Shelley took the reins and continued his work to provide "recreational therapy" for over 50,000 children with disabilities.

Through linkages with various cultural institutions and private recreational entities in the city, the Community Mayors schedule outings to places where disabled and disadvantaged youngsters would otherwise not have access. Each year students visit The Bronx Zoo, the Aquarium, the Circus, Nellie Bly Amusement Park, Coney Island and the piece de resistance, the annual "Operation Santa" which is held in a hangar at JFK airport. At this event, several thousand special needs students are surrounded by clowns, marching bands, and are given

presents and after a boxed lunch watch the hangar open and see Santa appear from the "North Pole" waving hello from the window of Delta Airlines jet plane. They go home fed, with gifts and smiles on their faces as hundreds of volunteers from all government agencies push the wheelchairs or help escort them to their school busses. All the labor is provided by these government workers on their days off as they volunteer

their time.

The other gift that the Community Mayors bestow to special needs students is scholarships to summer camps either day or residential. Through District 75, the Special Education district in New York City, the Community Mayors sort through hundreds of applications and select students who are awarded with checks for the camp of their families' choice. Over the years students have spent summer time in the country, with all the necessary supports they require, as a result of the generosity of the Community Mayors Organization.

The money raised for the children is from donations and fund raisers. One is easily awed by seeing the goodwill of these people at a time in our history when narcissism and greed have led to an economic recession. The fact that these people give their personal time and energy to unfamiliar but very special children in order to make their lives happier gives one hope for a better world. The philosophy of this organization is exemplified in the logo of the Community Mayors. It reads, "No man is so tall as when he stoops to help a handicapped child." #

*For more information please see the website [www.communitymayors.org](http://www.communitymayors.org)*

*Dr. Bonnie Brown is the superintendent of District 75 in NYC.*

## FINANCIAL AID: EXPERT OPINION

### Paying for College in Tough Economic Times

BY DR. PHILIP DAY

The unprecedented economic difficulties roiling our nation are making it increasingly difficult for families to pay for college and for colleges to provide financial aid to the increasing number of students who need it.

High school seniors, their parents, and adults who want to return to school to learn new job skills in order to enhance their employability and future job security are struggling to pay for rising college costs at the same time that wages are falling (or being eliminated) and home equity is declining. More people than ever are applying for the same amount of financial aid dollars.

Meanwhile colleges and universities are working to do more with fewer resources. Their operating costs and student enrollment continue to increase, and many are bracing for reduced funding support by cash-strapped states. In addition, many schools are watching their endowment investments plummet with the stock market. To compensate for these drains on their budgets, many colleges and universities are forced to cut spending and increase tuition and fees.

Within all this bleak news, there are some bright spots -- although you may have to strain your eyes to see them. The federal government has acted swiftly and decisively to ensure that students will continue to have access to federal student aid. Further, President-elect Barack Obama and leaders in Congress have been talking about including additional student aid funding in legislation designed to stimulate the floundering economy.

Colleges and universities are also aware of the financial difficulties many families are facing. Despite their own budget troubles, most institutions are doing all they can to keep tuition and fees down and to provide sufficient financial aid to those who need it.

For those struggling to pay for college or debating whether to attend or complete their degree, I offer the following advice.

First, don't give up. A college education in the

best investment you can make, so make sure you earn that degree or certificate.

Second, review all your college options. Colleges and universities come in all shapes, sizes and costs. Before assuming that you can't afford college, make sure you investigate schools with a smaller price tag, and compare financial aid packages and total costs. Pay attention to the type of aid you will receive and whether it must eventually be repaid, in addition to the bottom line.

Third, don't miss out on any financial aid. Many people don't receive financial aid simply because they don't apply. Make sure you complete the Free Application for Federal Student Aid (FAFSA). You should also contact the financial aid office at the schools you hope to attend. Financial aid administrators are dedicated to helping students and parents overcome financial barriers to education. They can help you.

The current economic challenges offer us an opportunity to rethink financial aid programs at the federal, state, local, and institutional levels, and ensure that the funding reaches the neediest students. Unfortunately, our financial aid programs have not done enough to help low-income, minority, and first-generation college students to enroll and succeed in college. These are the fastest growing student populations in the United States. If we don't do a better job of getting these students through college, we risk losing our position as a global leader.

Ultimately, making college accessible and affordable is a matter of priorities. If making higher education affordable is a top national priority, lawmakers will find the funds needed to achieve that goal. We must insist that our lawmakers and policymakers keep higher education affordability at the very top of our national priorities. The future of the nation depends on it. #

*Dr. Philip Day is President and CEO of the National Association of Student Financial Aid Administrators (NASFAA).*

## THE DEAN'S COLUMN

### How the Tables Have Turned

By DEAN ALFRED POSAMENTIER, Ph.D.



As was reported on the front page of the New York Times, "Low on Teachers, New York Scours Austria," the problem of the severe shortage of mathematics and science teachers in New York City embarked on an innovative solution: recruiting highly qualified mathematics and science teachers from Austria. The idea emerged during a casual dinner conversation I had with the then Austrian Education Minister, Elisabeth Gehrler, who mused at the large number of Austrian students preparing to be mathematics and science teachers when her country had very few positions to offer them. For the next 10 years, there has been a steady stream of teachers who have come to New York through the sponsorship of the Austrian government and the Austrian-American Educational Cooperation Association and has been enlarged to include teachers from the neighboring countries such as Czech Republic, Slovakia Germany, Croatia, Italy, Hungary, and others.

For the most part, these teachers have stayed for at least two years and many have stayed as long as nine years and may continue their professional career in New York City. Although the initial motivation on the part of the Austrian Minister was not only to provide employment for qualified university graduates, but that these visiting teachers would return to her country and teach mathematics and science in the English language. Learning English is clearly one of the most important subjects in the Austrian schools.

In a recent visit to Austria, I met with a director of personnel for the Vienna school system who, as a great surprise to me, lamented that the Vienna schools were now facing a shortage of mathematics and science teachers. He felt that the relationship built up during the past ten years might now be flipped in the other direction, where we would find American mathematics and science teachers

who would be willing to teach their subject (in the English language) in Vienna schools. Naturally, they would gladly include teachers who could teach English in their schools as well. This comes at a time when the New York City Department of Education is indicating that the previous shortages of mathematics and science teachers might now be abating.

It would be interesting to see if our professionals would be willing to take a leave from their current positions or those about to retire interested and interested in a second career, or those who have not yet embarked on an American teaching career, would be interested in teaching their subject in Austria. Those interested in such an opportunity should contact me by e-mail ([asp2@juno.com](mailto:asp2@juno.com)) and send along a cover letter and curriculum vita. How the tables have turned.....interesting! #

*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.*



## CAREERS

## A SNAPSHOT OF A CAMPUS POLICE OFFICER

By JUDITH AQUINO

As the economy continues to spiral downwards with many people facing bleak job prospects, Cory Gilmore, 25, considers himself fortunate to have recently secured a job as a campus police officer at Hunter College.

To become a campus police officer, Gilmore enrolled in an intensive two-month training program that included classroom instruction on state laws and local ordinances, constitutional law and civil rights, as well as instruction on the use of firearms, self-defense, first aid, and emergency response. After participating in the program full-time, Gilmore was certified to work as a police officer in New York State.

After completing his training, Gilmore accepted a job offer from Hunter College. Gilmore has been employed by Hunter College for 8 months where he works the afternoon and evening shift from 3 p.m. – 11:30 p.m. From his station at the main campus on East 68th Street and Lexington Avenue, Gilmore observes students and staff from various walks of life. Hunter College is the largest college in the CUNY system and serves a student body representative of the diversity of New York City. According to the school's website, Hunter students come from more than 150 countries and speak approximately 100 languages.

It is precisely the diversity of the community Gilmore helps serve and protect that makes his

job both interesting and challenging. "You're meeting people from different backgrounds every day which is exciting," said Gilmore. "Sometimes it's hard because some [students] just can't relate to what you're telling them and might not want to cooperate with you." It is rare that Gilmore has trouble communicating with students since he says that many seem comfortable speaking with him. "A lot of students notice me and say hello," said Gilmore. "I'm still a young guy myself and many of them feel comfortable approaching me."

Most days on the college campus are calm, but crimes occasionally occur. Crimes that are recorded in Hunter College's daily crime log range from harassment to assault and grand larceny.

Growing up in Brooklyn, Gilmore never expected to find himself working as a campus police officer, however he knew he wanted a college education. Eventually Gilmore hopes to pursue a degree in Business Administration and Marketing. Being a campus police officer brings Gilmore closer to his goal since the job benefits include financial support to attend college courses. Other benefits include health insurance and a salary ranging from \$28,000 to \$40,000.

For someone considering a career as a campus police officer, Gilmore's advice is to just go for it. "You have nothing to lose and everything to gain," said Gilmore. #

## HAVE YOU THOUGHT OF BECOMING A PILOT



By LAUREN SHAPIRO

Each day, the Federal Aviation Administration controls take-offs, landings, and flights of over 50,000 aircraft, and they expect to hire approximately 17,000 air traffic controllers in the next 10 years. That's a lot of jobs, and some 30 colleges and universities have partnered with the FAA under a program called the Air Traffic Controller Collegiate Training Initiative. Partner Schools "...encompass the FAA's Air Traffic Basics Course and the CTI designation requires that a school be "...willing to complete the evaluation process and participation in a site visit."

There are an array of aviation programs from Eastern New Mexico University-Roswell's Aviation Maintenance Technology program to New Hampshire's Daniel Webster College online M.B.A. for Aviation Professionals. Most schools partner with airlines and airports: the Lewis University Airport serves as a reliever airport for O'Hare International, Kent State University partners with Express Jet Airlines, Arizona State University partners with Mesa Air Group airlines and uses the Phoenix-Mesa Gateway Airport Authority.

Student Brandon Blank says "We start flying from day one. They oversee all of our training. Upon graduation, you're guaranteed an interview with the Mesa Group." Mr. Blank says "You get your private pilot certificate, your instrument rating, your commercial pilot's certification, your certified flight instructor certificate. In the final year we, we fly in the regional jets. There are also simulators and slow motion simulators.

We learn about air traffic control, so we learn a lot about what's going on, on the other side of the microphone, which is cool because anybody can make mistakes and it's good to know how they're thinking. All of our classes are relevant. I've never seen anybody, like they do in other majors, walk into a class and say "why am I tak-

ing this class?"

Dr. Thomas Schildgen, Chair for the Department of Technology Management at Arizona State says "My son went through this program. There are three components Air Transportation Management, Professional Flight, and Air Traffic Control Management which is all FAA regulated. ASU has partnered with a major airline and the mesa air group does conduct interviews with all of our graduates; not everybody gets hired but the employment rate is extremely strong in part because we have a secondary admission process - a dual review process. For example, we review students to make sure their driving records meet FAA requirements - anyone with a DWI conviction or several moving violations in a car or drug problems, we tell them up front the flight provider isn't going to put them up in an aircraft and they will not be hired by the FAA.

At this moment, the industry as a whole is in cutback mode, but students are still entitled to their interview and Mesa can hold their applications. There's always furloughs in this industry, there always have been, but there are also age restrictions on commercial pilots and air traffic controllers, so a lot of people will cycle out."

In the Valley of the Sun, ASU trains out of "the old Williams Field air force base; they did more touch and go's than any other base. Pilots from all over the world were train here and we were able to walk into this where you can fly pretty much 365 days a year, 24/7."

ASU's flight program costs \$52,000 above tuition. "Some schools are \$100,000 over tuition." says Dr. Schildgen, "Students pay for the flight provider to give you the hours that you need to get through the degree." However, "We make ourselves available to minority and immigrant students through loans, scholarships and financial aid. Access, Excellence and Impact is the mantra."#

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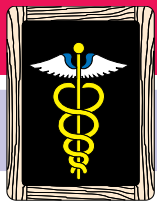
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# MEDICAL UPDATE



New York City • JANUARY 2009  
FOR PARENTS, EDUCATORS & STUDENTS

• 5

## DOCTORS WITHOUT BORDERS: An Exclusive Interview with Dr. Nicolas de Torrente

By JOAN BAUM, Ph.D.

The year 2009 marks ten years since Doctors Without Borders (DWB) / Médecins Sans Frontières (MSF) won the Nobel Prize for Peace "in recognition of the organization's pioneering humanitarian work on several continents." The good news is that this remarkable, independent, international NGO—founded in 1971 by doctors and journalists and now staffed also by nurses, logistics experts, administrators, epidemiologists, laboratory technicians, mental health workers -- is bringing even more quality medical care to people caught in crises, "regardless of race, religion or political affiliation," and notwithstanding danger. The bad news, of course, is that man-made and natural disasters have escalated dramatically in the last decade due to continuing wars, new armed conflicts, natural disasters and recurring epidemics.

No one knows about the dilemmas and challenges facing DWB more than Executive Director Dr. Nicolas de Torrente, who, though stepping down this year, will continue to address related issues in his position as adjunct Associate Professor at Columbia University's School of International and Public Affairs (SIPA). Until mid-year he will



be on special assignment for DWB, researching global health activities and large donors, such as the Gates Foundation.

The Swiss-born Dr. de Torrente was graduated from the University of Geneva, has a Master's degree from the Fletcher School of Law and Diplomacy in Boston, and a Ph.D. in International Relations from the London School of Economics. His area of expertise is "the relation between

humanitarian action and political and military strategies," which is as much to say, upholding the organization's principles of medical ethics and impartiality and not falling into or being per-

ceived to fall into any country's political, military or religious agenda.

DWB is a privately funded, independent, apolitical organization. *continued on page 14*

# Breast Cancer Update

## From the San Antonio Breast Cancer Symposium

Join us for a discussion of the latest findings emerging from this international symposium about breast cancer.

**Tuesday, January 13, 2009**

6:00 PM to 7:30 PM

**NYU Langone Medical Center**

550 First Avenue (at 31st Street)

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### Presenter

**Amber Guth, MD**, Associate Professor,  
Department of Surgery

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## Dr. Charlotte Frank Moderates *Secrets of Success With President Jennifer Raab, Dr. Louise Mirrer, Vickie Tillman (Standard & Poor)*

By SYBIL MAIMIN

Moderated by education guru Dr. Charlotte Frank, whose many accomplishments include executive director of curriculum and instruction for NYC public schools, senior vice-president for research and development at McGraw-Hill Education/McGraw Hill Companies, and New York State Regent, a panel of three very successful women told a rapt audience at Sutton Place Synagogue how they reached the top of their professions. Dr. Louise Mirrer, president and CEO of the New York Historical Society, Jennifer J. Raab, president of Hunter College, and Vickie A. Tillman, executive vice president of Standard & Poor's and head of its Rating Service tackled questions about early ambitions, detours along career roads, and skills needed to meet challenges.

Mirrer explained that as a youngster she often went on hospital rounds with her physician father, admired "Candy Strippers," loved biology, and planned to study pre-med in college. Illustrating Frank's point that, "Nothing happens without a good teacher," Mirrer was detoured by a class in medieval history and "a great professor." Fascinated, she changed her goal from medicine to teaching others about the medieval world through literature. She earned a PhD at Stanford and taught and served as department head at several universities. As she explains it, to remedy the absence of women in executive roles at the University of Minnesota-Twin Cities, she "leap-frogged" over several men to become vice provost, a job that "set me on the course of academic leadership." She ultimately became executive vice chancellor of the City University of New York (CUNY) where she enhanced the place of history in the curriculum, helped raise academic standards, and oversaw the widely praised Honors College. Of the changes

she brought about, she says, "I like to take risks, not stupid risks, but it is important to take risks." She came to her present position as head of the New York Historical Society "through a connection," and has used her experience and ties in academia to broaden the institution's educational mission. "Always a good student...curious, serious, and disciplined," she explained this skill has served her well in her career. She also advised listening to people, recognizing and learning from good teachers, and seizing opportunities.

Jennifer Raab grew up poor and was the first person in her family to go to college. Taking the train from her Washington Heights home to Hunter College High School ("an incredible public high school"), she passed through Harlem and determined she would seek a career in public service in order to help people. With a graduate degree in Public Affairs, she found work in the South Bronx but decided knowledge of jurisprudence would be helpful and earned a law degree from Harvard. After time as a litigator at two top New York law firms and two unsuccessful runs for public office, she was appointed chair of the New York City Landmarks Preservation Committee and seven years later, in 2001, she became president of Hunter College, the largest college in CUNY. Raab sees similarities in the Landmarks and Hunter positions. Both are "privileges" that allow her "to make a better city," and both were controversial appointments due to her inexperience in the respective fields. Without a background in preservation, she had to prove herself in the Landmarks



Dr. Charlotte Frank



Pres. Jennifer Raab



Dr. Louise Mirrer



Vickie Tillman

community to people who, by definition, "are opposed to change." At Hunter, her opponents questioned her lack of a PhD and inexperience in academia. To prove her worth, she drew upon two sets of skills acquired as a litigator. To be effective, a lawyer must learn everything about a client ("That's what I did in Preservation. I learned everything about the business"). In addition, a litigator must be a convincing advocate, a "verbal warrior." She says, "I am a passionate advocate for public higher education" and, at Hunter she "spent lots of time learning everything about the school" and showed she is willing to "fight for resources to push the institution forward." Like Mirrer, she has found that "change is not easy" and instituting new policies at CUNY has been "very controversial." Also, like Mirrer, she has learned that being in the public eye and facing negative media coverage "can be very painful."

Tillman made practical career choices. As a youngster, she wanted to be a baseball player but realized there were no women in the game. Her interest in archaeology was blunted by the need to make a living. At the University of Pittsburgh she attended the Graduate School of Public Affairs, learned Russian, and studied foreign relations only to realize, at graduation, that the field was overcrowded. There was a job for her at Standard &

Poor's and now, over thirty years later, she explains how she rose in this "male-dominated world." She confesses, "I am incredibly stubborn. I wouldn't let any kind of ceiling get in my way." She learned "diplomacy" and was willing to "listen, be flexible, and take risks." I was called "the change agent" at S & P, she reports, but was careful to present new ideas in "acceptable terms." Making changes can be "incredibly difficult," she reports as "some people are committed to no change and sometimes they are very formidable people in your organization...Bring people along with you as you make changes." She suggests finding a mentor to "teach ways to get through political hurdles" because, "There are politics in every organization, whether in your face or behind your back." Tillman advises being "passionate" about your work and monitoring relevant developments, even when on vacation. "You must believe in yourself" but also need "competencies and a little help along the way." She sees that, "Women are always afraid to ask for help and think they have to prove themselves." She hopes the next generation "will learn to say what they believe and ask questions." Saying, "There is no straight line in a career," Frank summed up: know your discipline, keep learning, take risks, be flexible, consider acquiring new skills, and have confidence in yourself.#

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## Learning Languages at the Age of 6 Months? Little Pim Does It!



Julia Pimsleur & her mother Beverly Pimsleur

By JOAN BAUM, Ph.D.

Bonjour *lecteurs* et *lectrices*. *Qu'est-ce que c'est?* Check with a two-year old. Chances are, if the little one has been watching a DVD called *Little Pim*, you may get your answer. And in any number of languages. *Little Pim*, a groundbreaking immersion and repetition animation video series was created by a bigger Pim—Julia Pimsleur Levine, the daughter of a renowned language professor whose eponymous “Pimsleur Method” introduced a highly successful technique for rapid language acquisition by adults. Taking its origin from her own childhood experience, *Little Pim* was created for children, babies, preschoolers. It owes its prompt to Ms. Levine’s desire to offer her own children the same gift of learning languages her parents gave to her. Behind that personal motivation, however, lies a sharply focused video series based on extensive research and close observation about how young children can best learn while having fun. The pace is slow, each episode no more than five minutes, the look highly professional.

A documentary filmmaker, as well as language teacher (with fluency in French, Italian, Spanish and German), Ms. Levine, who adds “mom” to her professional titles, spent a long time studying and testing what was already available for young children and came to the conclusion that what was out there did not meet important criteria for the introduction and retention of spoken foreign languages. She had a four-year old at the time who was an “Elmo” junkie, and she appreciated the attraction that animal characters held for the very young. She wanted a program that would be engaging, easy to use and attractive to young children everywhere. It was her mother, Beverly Pimsleur, however, who suggested a panda. At the least, Pim the Panda alliterates, but at the most the adorable soft and cuddly creature has proved his worth in ways well beyond that of language acquisition.

The programs subtly introduce “panda facts,” a wee bit of China lore, and ecological concerns about saving a beautiful and exotic species from extinction. Ms. Levine also points out – one of the many sharp effects of her experience with film - that the black and white panda shows up well on screen. Little babies, she points out, see in black and white, not color, so *Little Pim* is age appropriate – it’s for infants, toddlers, pre-Ks. And also for monolingual adults, who are warmly invited by way of a “Parents’ Guide” to watch the DVDs with their children.

When to start? Ms. Levine wisely doesn’t go there, “that’s a personal choice,” she says, but she does note that parents and grandparents are choosing *Little Pim* in increasing numbers, including—great PR, this—Angelina Jolie, and customers in Babies R Us stores all over the country, not to mention libraries where companion books to the DVD series have been receiving a lot of attention. When to move on? Probably around the age of five, Ms. Levine suggests, because at that age “kids want a narrative” and more computer time—shrewd observations that suggest that *Little Pim* Phase Two, an interactive program for older children, is on the way. In the meantime, the panda is proving especially multilingual: in response to requests, he now paws his way around in Hebrew, Italian and Japanese, with phonetic visuals available.

For Ms. Levine, the three-year old series is not just a language-acquisition program but also a “mission” to “democratize language learning.” It just so happens that this goal is consonant with President Obama’s belief that every child should be learning a foreign language. Child friendly, affordable (\$17.95), well made (by the award-winning production company, Asterisk, and the filmmaking company, Arts Engine, Inc., *Little Pim* promises to “bear” 180 words in a foreign language to all who listen and watch. #

## LINGUIST MOTHER & DAUGHTER CARRY ON FAMILY TRADITIONS

By JOAN BAUM, Ph.D.

Beverly Pimsleur has an wonderful job: with great joy and dedication she’s working with her daughter on *LittlePim*, a unique educational animated video series for young children, exchanging roles that once had Julia Pimsleur Levine working for her. When her daughter was four, she was “starring” in one of her mother’s videos (on Greek mythology). Later on, Julia would be a Production Assistant for ACTUEL Video, INC, a small company Ms. Pimsleur ran for a few years. Now, together, they are fulfilling the dreams of her late husband and Julia’s father, Dr. Paul Pimsleur.

On her own, however, Ms. Pimsleur continues to edit her husband’s language books (he had completed three at the time of his death) and writing others in light of his pedagogical principles. “Carrying the flame” of his passion to revolutionize “rapid language acquisition” for adults (Dr. Pimsleur also created “the first language lab in the country”), Ms. Pimsleur has been moving quietly to reassert the importance of the method, an innovative program that once engaged the interest of the former Department of Housing, Education and Welfare in conjunction with its idea to create a national bank of languages. The Pimsleur Method is now the guiding force of a best-selling, updated audio tape and CD series published by Simon and Schuster.

The modest and articulate former academic (she has an M.A. in Ancient Greek History and took course work for a Ph.D. in Comparative Literature at NYU and the Sorbonne. Although she is also a documentary filmmaker, she doesn’t trumpet her own professional expertise, but it’s impressive. She met her husband, a professor of French, at Ohio State; they went to live for three summers in Lyon, first with a French couple, where she realized she had better become fluent fast, at least better prepared than what dubious instruction had provided in school and college. At that time, and no doubt still part of some foreign language curricula, languages were typically pre-

sented as reading exercises—translations of literary works and, for aural acquisition, parroting isolated words and phrases. “Boring” and likely to persuade the less attuned that they had no ability to learn. During the summers in Lyon her husband devised an original and revolutionary way to teach the reading of foreign languages. He did not rely on literary standards, then in widespread use, but on short articles of topical, contemporary interest. Compiled, they became a book, the first of which was called *C’est La Vie*, for which she did extensive research. Her husband’s texts eventually became models for others in the foreign language field, and he added *Sol Y Sombra* and *Encounters* to the series.

But it was his innovative idea for teaching rapid language acquisition that made his wider reputation. With a grant from Washington, the newly married couple set off for Greece to try out the method which Prof. Pimsleur called “graduated interval recall.” Ms. Pimsleur describes the method as a device to ensure that words just learned are remembered by putting them in recombined contexts and “recalled just as you are beginning to forget them.” Another feature of the method is what Ms. Pimsleur refers to as “teaching a new word from the back” (not prefix, not root). It works for every language, she says. She still hears from professionals, among them archaeologists who learned Greek with the Pimsleur method and who went to work with the Greek Archaeological Society, about the speed and effectiveness of the method.

The fruit does not fall far from the tree. In addition to daughter Julia, Ms. Pimsleur has a son who is completing his medical internship and will be practicing in Texas where he will also be practicing his Spanish. As The Pimsleur Method demonstrates, if you can learn one language, you can learn any one, including tonal languages, such as Chinese. You need no classroom, no teacher—and, because the target audience is adult, not even a panda (though you may well want to adopt).#

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## Early Childhood Education: The Commitment in 2009

By JOAN BAUM, PH.D.

Dr. Ruby Takanishi, President of The Foundation for Child Development (FCD), a national, privately endowed philanthropic organization dedicated to the improvement of education for all children by way of supporting “research, policy, programs and advocacy,” is a strong believer in the “low hanging food strategy.” That means, taking and working with what is near and available rather than reaching everywhere, especially in less fruitful times, so to speak.

Given the stated commitment of President Obama to commit \$10 billion toward early childhood education and the fact that the new Secretary of Education, Arne Duncan, former Chicago Schools Superintendent, comes from a public school district that Dr. Takanishi calls “one of the best” in addressing early childhood needs and integrating them into a rational system, Dr. Takanishi is hopeful that something may finally be done about a structure that is now fragmented, incoherent and bureaucratically weighted down – even if not all of the \$10 billion is made available. She is pleased that FCD was asked for input from the transition team. Four billion philanthropic dollars (about half of which is provided by Gates) are now directed toward education, but 500 billion are required for K-12 expenditures. As they say, do the math. And remember, we’re in an economic downturn.

In her area of expertise, early childhood education and child development, Dr. Takanishi’s belief translates to education basically in two ways: 1) improving the quality not the quantity of pre-K to 5; and 2) integrating special ed pre-K-5 “culture” into the so-the s-called regular K-12 culture. The two aims are related since FCD’s mission includes understanding and promoting the well being particularly of disadvantaged children. No system that separates (or “silos”) special ed public school children from others, from infancy until age 8 or 10, is worth much, she says. Besides, “pre-K” and “K” are meaningless terms in the 38 states that do not have mandated kindergarten. It comes as no surprise therefore to learn that Dr. Takanishi is an advocate of national standards and national assessment. When she was Assistant Director for Behavioral and Social Science Education in the Clinton administration, she expressed her frustration at having to deal with 50 different state standards (“not good for children”). The situation continues but she is thinking seriously of addressing it in forthcoming grant proposals.

She is eager to give her “pitch” for “continuity” from grade to grade, starting with infancy. Of



course, closing the achievement gap among the various ethnicities in the country is important, she says, but even if it were achieved, if the quality of America’s early childhood education programs is not addressed – in all states, similarly – American children will be not be competitive. Her passion is in part personal: born in a rural part of Hawaii, with Japanese heritage, Dr. Takanishi fervently believes in education as a main avenue of effecting social change, an idea that guided her to come to the continental United States in 1964 and pursue her own opportunities at Stanford. FCD’s recent reports notes that among 41 nations participating in a student assessment survey, “American 15-year olds ranked 12th in reading, 20th in science, and 25th in math.” Not a pretty picture but one that begins to “develop” early on. The National Assessment for Education Programs (NAEP), the nation’s report card, “reinforces the connection between PreK-3rd and academic achievement.”

Although several FCD grants have been clustered in the Washington D.C. area, where many high-profile policy-making national education centers make their home, FCD extends its three-pronged initiative nation wide. They are: PreK-3rd A New Beginning for American Education (the major thrust of the foundation); Child Well-Being Index (an annual external review program that measures, reports on and makes central in seminars devoted to policy issues); and New American Children (focusing on children from immigrant families, from birth to age nine), a program that encourages research by way of a Young Scholars Program. Extensive information on each of these can be found online. #

## A Farm to Table Education Program

By LAUREN SHAPIRO

“We call ourselves delicious nutrition educators,” says Laura Stanley, Executive Director of the Sylvia Center, a farm-to-table education program. “We use a farmed table, a garden table. Our orientation is pleasure, to see, taste, and understand how delicious good food can be.”

The need for such education is clear. The Centers for Disease Control and Prevention website, warning of prevalent childhood obesity, states “schools provide an ideal setting for ... implementing innovative programs that focus on improving ... nutrition ...”

With that agenda on her plate, Ms. Stanley continues “We regard all children as being in need of good food, but we focus on neighborhoods where childhood obesity is epidemic. We set up a kitchen in Soho for kids who are learning to cook; there are no open flames, it’s very safe, intimate. There are pictures of our farm all around and we talk about the farm.

We get school, after school, and summer camp groups. We’ve teamed up with Big Brothers, New York Cares, and other organizations. Award-winning cookbook author Corinne Trang, designed two curriculums for us: Healthy Snacks and World Food. Both use simple, seasonal, whole,



organic foods.

It’s all hands on. A typical dessert this time of year is roasted pear. We brush it with oil and put it to roast. It carmelizes, so the natural sugars come out and it tastes great. For high school

## WHAT ARE HALF-MILLION TEENS READING EACH MONTH? ARCHIE COMICS OF COURSE

By LAUREN SHAPIRO

They’ve been in Riverdale High School for 67 years, and there’s still no graduation or retirement date in sight. I’m speaking, of course, of Archie, Jughead, Betty and Veronica.

Interested in getting kids to read for pleasure? Archie comics range from 32-page magazines, to 176-page “double-digests” – in other words, books. Although Archie is an average student, in a suburban, non-magical world, his readership numbers rival those of Harry Potter. While they are very dissimilar—one is epic literature, one is a comic book—both have the magical pull of the series; and both draw readers with recognizable school-life characters. Archie’s world is populated by Principal Mr. Weatherbee, Miss Grundy, (English), Professor Flutesnoot, Coach Cleat, Ms. Beazley (cafeteria), and Pop Tate who runs the Chocklit Shoppe, “the perfect place for quality time wasting”; students Dilton (brainy), Reggie (wise-guy), Moose (dyslexic) Ethel (boy crazy) and Chuck (cartoonist).

Fred Mausser Co-President / Director of Circulation at Archie Comics Publications, says about 515,000 mostly 7-14 year olds, buy an Archie comic per month; and there is a significant pass-along readership. Archie Comics Publications receives “thousands of letters a month, running the gamut from comments, criticisms and suggestions regarding the characters and storyline, comparisons to things in the life of the reader, questions on the history of the Archie characters and requests for additional characters. These are in addition to the “Dear Betty” fashion questions. Readers send us pictures.” The website, archiecomics.com, publishes selected letters and “fan art.” Some is quite impressive; all of it shows voluntary effort.

With or without the optional mail-for-me!-thrill of a subscription, Archie’s a noteworthy education tool. Mr. Mausser says “Archie’s been used in curriculums. We’ve done custom comics: “Archie & His Friends Help Raise Literacy Awareness in Mississippi”; “Archie & Friends vs. Toxic Waste” - for San Diego city and County of; “Archie & His Pals In The Peer Helping Program”, for the FBI and the ELKS; “Archie and his Friends in Westchester” - on drinking for Westchester County; Energy & Safety Adventures - joint project with DC Comics for Con Edison.

We don’t get preachy in the comics, but we can come up with a curriculum or a custom comic on anything. Some regular [non-custom] books were: “The Archies go to the Los Angeles Public



Library”;

“Archie Visits The World Famous Salt Lake City Library”. Archie’s a role model. Everything’s always on the up and up, there’s never any violence; Archie respects the law, his teachers, his elders, his parents. There are little pranks, but they never get beyond that. He’s kept up with the times in terms of clothing, cell phones, iPods, he uses everything that’s current, he’s always contemporary.”

The girls are fashion-obsessed (I told you it was not a magical world) but they care about getting good grades; and they have no eating disorders - they like to eat, and are drawn to look 120 pounds.

Archie Comics have partnered with high schools and colleges for art internships. Stephen Oswald, Associate Art Editor says the interns do “copying, a lot of the art work, helping out the production artists, scanning, photocopying, some of the hand coloring.”

In 1995 the U.S. Fish and Wildlife Service brought four grizzly bears from the wild to the Bronx Zoo and they were named Jughead, Archie, Betty and Veronica. In 2004 Archie Comic Publications sponsored “Extreme Survivors Weekend” at the Zoo, giving cartooning lessons, and creating a special comic. Jughead, Archie, Betty & Veronica are on the cover at their eponymous bears’ exhibit and Jughead says “There’s something familiar about those bears.”

There’s something familiar, and reassuring, about Archie.#

groups, we’ve made mayonnaise. Kids go home with foods and recipes that are easy. We don’t go after the expensive or the esoteric - this is meant to be for everybody.”

Liz Neumark, founder of Great Performances, caterers for Sotheby’s and Jazz at Lincoln Center, among others, founded the Sylvia Center. Ms. Stanley says “After many years of serving the privileged, she turned her attention to feeding other people, and since she’s a mom she founded the Sylvia Center,” says. “We’re housed at their office in Soho and on their Katchkie Farm, in Kinderhook.

At Katchkie Farm, children get the added attraction of chickens, rabbits, pigs and ducks. “It’s scheduled for 3 hours, but we only book one group a day, so they can stay as long as they want,” says Ms. Stanley “They have the full garden to table experience. We start on the farm; they plant, harvest, and pick and eat right off the vine. When things don’t look the same as they do in a supermarket, there’s an “ah ha!” moment. For example, a girl pulled up a carrot that grew

around a rock, so it was twisted; now she understands that a carrot is a root. From stuff they’ve harvested we make soups and salads. In good weather, we have a camp (outdoor) kitchen. After lunch, we take our waste and we compost. So, we plant, harvest, cook, eat, and then feed the garden.

Then, they visit with our chickens. Some kids are terrified; we have to hold some of the little kids. They harvest the eggs which are still warm from the chickens. Afterwards, kids who can stay longer go on our hiking trails.”

For those who can’t go to Soho or Kinderhook, there is Sylvia’s Center in the Classroom, a multi session workshop series. “It takes our kitchen curriculum and moves it into the school; so we’ll work in the school kitchen, or classrooms and kids go home with letters and recipes, also translated into Spanish. If a school is growing any food we incorporate that, if not we find a nearby community garden, or take kids to a nearby farmer’s market. We find some way to connect cooking with the farm.”#



## A PSYCHIATRIST EXAMINES CHILDREN & SPORTS

By RONALD L. KAMM, M.D.

Seventy percent of all children drop out of organized youth sports between the ages of 8 and 13. Over the past 25 years, such a statistic has led youth sport experts to conclude that adult-organized youth sports, as they have come to exist, are not adequately serving the needs of our children.

Interestingly enough, though Little League is often regarded as the prototype for adult involvement in youth athletics, two New York City educators were really the first to take a crack at it. The educators believed, in 1903, that the New York City elementary school curriculum should include organized sports for boys. Teachers, acting as coaches, supervised their young charges as they played sports, and this model spread to most US schools over the next 30 years. In the 1930's, however, educators became alarmed at the emphasis on winning that they observed in these programs, and at the physical and emotional strains that championship play seemed to put on the children. In the early 1940's, seeing the same patterns, physicians joined educators in their concerns. Both the American Medical Association and The American Academy of Pediatrics came out against "highly organized competition of a varsity pattern for children of elementary and junior high school age", and educator-run sports programs for children began to disappear, leaving a vacuum that would soon be filled.

Carl Stotz, an oil company clerk from Williamsport, PA, unwittingly changed youth sports forever when, in 1939, he plopped adults, and a miniaturized version of major league baseball, on a backyard game that had been played in



Dr. Ronald L. Kamm

splendid isolation by children for many years.

Stotz's intentions were good. He had originally conceived the idea when, as a boy, he was playing right field and felt bored because his teammates were arguing incessantly about whether a runner was safe or out. Young Stotz daydreamed of growing up and organizing a team with adult supervision, where such bickering could not occur.

Years later, when his two nephews came to him dejected over not being allowed to play with a group of older boys, Stotz had a flashback to that day in right field. He excitedly began describing his idea to the boys.

They were wide-eyed and enthusiastic as their uncle described how he intended to outfit them in real uniforms and, using brand-new balls and scaled-down bats, give them regulation fields to

play on and teams to play against. They asked Uncle Carl if he thought people would actually come watch them play, and whether there would be a band, like the Williamsport Grays had at their games.

From that grand and innocent notion, we have come down to the tennis dads and swimming moms who become so involved in their children's athletic lives that they take the fun out of youth sports.

As coaches and parents, umpires and league officials, adults are nothing if not teachers. Yet, while the dedication of many adults in youth sports is worthy of high praise, most coaches and officials get little training in child development and psychology and are not responsive enough to the individual differences among kids. More Parent-Training classes, and the filling out of pre-season check

lists by the whole family would be a good start, as the two most common reasons that kids give for dropping out of youth sports are abusive coaching practices and excessive parental pressure.

From a sport psychiatrist's perspective, it seems that adults often forget that we are really only Carl Stotz's "invited hosts" in children's play. Hosts have responsibilities, and one of the primary ones is to try to make the sport experience a positive and fun one for each child involved, showing respect for the individuals that they are and for the ones we hope them to be.#

Ronald L. Kamm, MD, is Director of Sports Psychiatry Associates in Oakhurst, NJ and immediate-Past President of the International Society for Sport Psychiatry. <http://www.mindbodyandsports.com>

### NEW: COACHES SERIES

## Joe Jones, Coach of Columbia Lions Leads Team to New Era

By RICHARD KAGAN

During a recent Columbia Lions men's basketball game, head coach Joe Jones met his team during a timeout. He knelt down and fleshed out the assignments for his team on a small board. Jones was animated. His players, some sitting in chairs, others standing, were concentrating intently on his every word. For coach Jones, and his staff, playing the game is a culmination of hours of practice, combining player meetings, film work, and practice on the court. The game is literally decision-time, how will the hard work pay off? After 40 minutes of action, the coach will have an answer.

In his sixth season as head coach of the men's varsity Columbia Lions basketball team, the answers have been improvingly positive. Jones has won 53 games in a four span, more than any other Columbia men's coach, since the 1980-81 season. Two years ago, The Lions won 16 games and finished a respectable 7-7 in the Ivy League. The 4th place finish was a step in the right direction. Last season, Columbia again, finished 7-7 in the Ivy League, solidifying the fact that the Lions were to be taken seriously.

Jones coached one of the top players to play for Columbia in recent years. Power forward John Baumann earned first-team All Ivy League honors two consecutive years. Last season, in his senior year, he was selected to the first team All Metropolitan team, the first Lions' players to be named since Hall of Famer Buck Jenkins, in 1993.

Jones, in his early 40's, exudes, passion, positive energy, and a "can do" attitude. This spirit has spread to the Lions basketball program, making the home games an event.

In the world of college basketball, coaches come and go. There seems to be a revolving door of coaches who land jobs, get fired, and are rehired at another school. Seth Greenberg, a head coach in college for 18 seasons, knows all the



Coach Joe Jones

ins and outs of coaching. He got his start as an assistant for the Columbia Lions, almost 30 years ago. Currently he is the head coach at Virginia Tech, a team to watch out for in the ACC. He knows the complex job requirements for a coach in athletics at Columbia and comes out with a ringing endorsement of Jones' work. "Joe Jones is the perfect fit for Columbia University," said Greenberg. "He's a terrific ambassador for Columbia University. He is a magnificent coach, his team is well-prepared and plays to their strengths. He is a great role model. He is a great mentor. If I was the Athletic Director I would be proud to have him represent the university."

This season has been a challenge for the young coach. The Lions need to fill the void of their star Baumann who graduated last year. The injury bug has hit the team knocking out two key starters for part of the early season. While the Lions are currently 4-9, they have consistently competed and have been in most of the games they've played.

Jones knew he wanted to become a coach in

*continued on page 13*

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## EXCLUSIVE INTERVIEWS WITH TWO NEW MEMBERS, NEW YORK STATE BOARD OF REGENTS



Dr. Lester Young

Last March, the joint session of the Legislature of the State of New York elected Dr. Betty Rosa and Dr. Lester W. Young Jr to the state's 16-member Board of Regents. The Board, established in 1784, presides over The State University of New York and the New York State Department of Education. Its members serve five-year terms, with a regent for each of the state's 12 judicial districts, plus four regents at large. Regents receive no salary. With the recent announcement by Dr. Richard P. Mills that he will be stepping down as New York State Commissioner of Education and with a newly appointed Secretary of Education, Arne Duncan, *Education Update* thought it a good time to catch up with the Regents' newest members and get their take on state and national challenges and priorities.



Dr. Betty A. Rosa

By JOAN BAUM, Ph.D.

How appropriate that Dr. Lester Young serves as Regent-At-Large because he certainly has an admirably large view of his role, coming to it with years of experience as Associate Commissioner with the New York State Education Department, Associate Professor at Long Island University's Graduate School of Education, and previous positions in teaching and guidance as well as supervisory roles in Special Education Services, not to mention having also served as a principal, a superintendent and as a senior executive for Youth Development and School Community Services in the city system. As the founder of the college-prep Benjamin Banneker Academic High School in Brooklyn, he takes particular pride in having established a model that other schools have used in establishing similar missions.

Himself a product of New York City public schools, Dr. Lester went on to earn a B.S. in Behavior Science (majoring in biology, with a minor in psychology), an M.S. in Guidance and School Counseling and an Ed. D from Fordham. He retired officially in 2003, but his soul never got the message. He willingly accepted the invitation to be considered for the Board of Regents because of continuing challenges facing the city – especially those relating to “disparity in student achievement.” He prefers the word “disparity” to “gap,” he says, because “gap” unfairly puts the onus on the students, while “disparity” suggests that an opportunity is in the offing.

His number-one goal is to help put in place, and soon, a coherent early childhood program, an objective totally consonant with emphases expressed by President Obama and Secretary of Education Duncan. No money? Do people fear that the choice will be between education v. health care? He doesn't buy into the dichotomy. Priorities must be set that will determine how money can be spent wisely. Research continues to show the importance of early childhood years—some studies even cite 0-5 – but Dr. Lester is content with focusing on age three and up, though he notes that many children who go through pre-K programs successfully lose steam by the time they enter 3rd grade. There must be continuity.

Moreover, pre-K alone is no answer to the education crisis unless such programs are universal, compulsory and full day. How ironic, he points out, that when everyone worries about funding, money goes unspent: many people don't want

a half-day pre-K program and so they don't opt to use the set-aside money. He adds, however, that some communities really don't need state-supported pre-K, and he'd like to work on how best to target those communities that do. Perhaps challenge grants might be a way to go. But the problem is still more complicated. For example, in thinking about funding districts in need all over the state but particularly in rural areas, transportation issues are crucial, and expensive. His larger point is that the issue of education is larger than most people realize.

Despite the overwhelming number of challenges facing the Regents, however, Dr. Young has hope of moving ahead on policy recommendations. The Board is the only body in state government that is truly independent, he points out. The Board of Regents, not the governor, appoints the State Commissioner of Education. And he takes heart from the directness of President Obama – he may be the first chief executive to do so -- to speak out directly about the drop-out crisis in the country.

He's for national standards but more so for a national curriculum and for getting schools with teacher education programs to take responsibility for their students even after graduation, especially new teachers. He'd like to see more courses in cultural diversity in schools of education and cooperation between such institutions of higher education and public schools in the areas where the universities are located. As for merit pay? His answer reveals a discriminating intelligence: incentives are good but not necessarily good policy for the over 700 school districts in the state. You don't change a system by rewarding individuals. Yes, high-quality teachers should get paid more, but the larger issue is trying to make the profession itself competitive.

For Betty A. Rosa, serving her first term as a Regent, filling the position from the 12th Judicial District (Bronx County), was an opportunity to “come back home.” After resigning from the restructured New York City system a few years ago, Dr. Rosa became a consultant, looking particularly at public schools in Miami Dade, Florida, L.A., and Clark County, Nevada. When she was urged, however, by several political and academic colleagues to consider becoming a New York State Regent – she was at Cornell at the time -- she found the call of her “backyard” irresistible.

Her connectedness to the city had been honed, of course, from years as a practitioner and administrator, a diverse background that included five years as superintendent for Community School District 8 and principal in District 6, and over 13 years in allied administrative positions. Named Educator of the Year in 2002 at the Bronx Puerto Rican Parade, Superintendent of the Year by Mercy College in 1999 and Outstanding Educator by the New York State Assembly, she feels that she comes to her new role with solid experience. She has a Ed.D from Harvard University.

The attraction of the position, she says, was a chance to address issues that have always been important to her but that now had the chance of being translated into major policy: falling graduation rates especially for Blacks and Hispanics, Special Needs education, maintaining “rigor” in the curriculum. She'd also like to do what she can to ensure that the State Education Department be more “service oriented” and that districts all over the state, urban and rural, “feel involved” in initiatives. She thinks that her familiarity with education as a practitioner, as someone who has a “sense of reality about the day-to-day operation of schools,” will be an advantage on the

board. It is her intention to continue to consult with principals, those she knows for former days and those whom she has recent met, to hear their ideas. She wants “reality” to inform her work. And research. She has been looking at curricula in other states, such as North Carolina, where efforts to “raise the bar” on teacher training throughout the state have been proving effective, and where the governor has been involved in a supportive role.

Particular goals? Dr. Rosa feels strongly about addressing testing. Why is the English Language Arts exam offered in January? That means that many teachers are “obsessively” devoting September to January on preparing their students for the exam. Then, when that's over, they start in on preparing for the Math exam. “This doesn't make sense.” Such an arrangement is not desirable way to deal with accountability. There must be different models out there, she says, and of course she's looking at them, as well as reviewing recent research. The issue is more than the timing of the exams, however, she points out. It has to do essentially with the purpose and evaluation of the exams, the interpretation and use of the reported data.

Dr. Rosa is also especially cognizant of global strategies. Yes, there are wonderful schools out there, but if they remain sui generis, then the system cannot benefit. She used to think that “local problems deserve local solutions,” she says, but “if you try to compare one local district with another, in another state, it's like comparing apples and oranges.” She is, needless to say, an advocate of national standards, if not curricula, and perhaps teacher training. As for curricula, she would have “fewer concepts, more in-depth learning.” Overall, she is optimistic about have Arne Duncan at the national helm – “he has good people skills” and his views are consonant with those of President Obama.

She has nothing but success on mind. After all, it's what her grandmother, her ultimate mentor, would want. A woman who cleaned schools for a living, her grandmother taught Dr. Rosa that “education is your credit card to a better tomorrow.” In fact, when Dr. Rosa was elected to District 8, Grandma was right there, counting the votes. And she bought herself a new dress because she just knew the occasion would happen and that it would be good for her granddaughter, for education and the city of New York. And now, she would probably add, the state.#



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## A NEW YEAR'S WISH LIST

By CHARLOTTE K. FRANK, PH.D.,  
SVP, RESEARCH AND DEVELOPMENT,  
MCGRAW-HILL COMPANIES

**I** look forward to the actions the new Secretary of Education in continuing and modifying where necessary our focus on accountability and standards. I have every confidence that he will achieve for the young people of the United States, as a whole, what he is achieving in Chicago.

I also look forward to a renewed emphasis on science, the arts, as well as health and physical education if we are to bring our students to the forefront in the world of education. This clearly is in addition to the recently publicized pre-K – early childhood initiative because as the “twig is bent that is how the tree will grow”.

My congratulations to Secretary Arne Duncan



and my every wish for his success because his success is our success.#

## A NEW DAY AND A NEW YEAR FOR PUBLIC HIGHER EDUCATION

By KATHLEEN WALDRON, PRESIDENT,  
BARUCH COLLEGE, CUNY

**A** new year brings with it new possibilities, particularly when it coincides with a new administration in Washington. The change that President-elect Obama has pledged to the nation must include the return of education to the very top of the national agenda. The destiny of our nation depends, more than ever, on a highly educated populace capable of understanding the technological and financial gears that propel our global economy.

Of course, a commitment to education means little without the dollars to support it. Even in the current difficult economic circumstances, we must do everything possible to ensure that education, particularly public education, does not become a casualty of the economic downturn. Tuition at CUNY colleges will increase next year, and we must make sure that there is a commensurate increase in financial aid, including loans, grants and work-study programs, so that no deserving



student is locked out by the inability to pay.

As president of a college frequently cited as the most diverse in the nation, I am surrounded by talented, ambitious hard-working young people of all ethnic and cultural backgrounds. We cannot afford to exclude any of them from the promise of higher education.#

By ERNEST LOGAN, PRESIDENT,  
COUNCIL OF SCHOOL SUPERVISORS  
AND ADMINISTRATORS

**A**t the dawn of 2009, I'm filled with promise. It's true that we've rarely lived in more perilous times; we're dealing with international terrorism, war and global economic crisis. In New York, we are confronting severe reductions in school funding and in many services to children and families. But we are also witnessing the fledgling administration of our 44th President, a transcendent figure who ran for office on a platform of hope and built a Cabinet on an enlightened theory of pragmatism. As a witness to Barack Obama's triumph, as well as his dedication to education – including a nearly unprecedented emphasis on early childhood education – I'm going allow myself to indulge in a little optimism and take a leap of faith.

While I'm allowing myself this moment of belief in infinite possibility, I'll refrain from prioritizing four of the wishes I hold in my heart. Every wish is equally important:

At the top of my list is the wish to put the “public” into public education in a more meaningful way. Yes, our school system recognizes the value of family and community involvement. But children will benefit greatly if that recognition grows and the system allows families, as well as the community, a greater voice in the appointment of community superintendents and development of district budgets, safety and policy. Engaging families in children's education is particularly important for student achievement. Those who know our children best have a great deal of wisdom to impart on their behalf.

At the top of my list is the wish to introduce an independent evaluation of our schools, which would be a boon to our children, families and educators, as well as to the Department of Education, which is often accused of manipulating the data that it gathers by itself. I would like to see the Legislature create an Independent School Performance “Data and Budget Office” that would collect, analyze and provide timely infor-



mation about school performance. Independent evaluation would strengthen public faith in the integrity of the system and provide an extra layer of protection for children.

At the top of my list is the wish to appoint one Assistant Principal into every school. Let's listen to our new Education Secretary, Arne Duncan, who has referred to APs collectively “as a great pool of talent” that hasn't been noticed nearly enough. One role of the AP is to provide leadership in the absence of the Principal. In addition, the AP plays an indispensable role in helping teachers with planning, curriculum and classroom. APs also serve as beacons to parents as they strive to become involved in their children's learning. Already stretched to the limit, our Principals should never have to serve without an AP.

At the top of my list is the wish that school leaders be recognized as educators rather than mere CEOs. Schools don't exist to make money and manufacture products, but to teach children and help them fulfill their potential. Considering the recent Wall Street collapse, and the revelation of corporate Ponzi schemes, perhaps we can finally put to rest the myth that CEOs know how to run things better than anyone else. It is educators who have the training and inspiration to help transform children into the most successful, productive and happiest citizens they can be.#

## HOPES AND DREAMS FOR SECRETARY OF EDUCATION ARNE DUNCAN

By BONNIE KAISER, PH.D., DIRECTOR,  
SUMMER SCIENCE OUTREACH  
PROGRAMS, THE ROCKEFELLER  
UNIVERSITY

**A**long with my hopes, dreams, and best wishes for President Obama and Secretary of Education Arne Duncan, I know that I have to be ready to serve where it counts if we are to contribute all our rich human resources to education to temper accountability with reason such that our children learn how to think and to become citizens of the world.

We hope for a brighter future.



tech entrepreneur Bill Jackson, GreatSchools was founded with the mission of empowering parents with deep information about individual schools and the ability to communicate together to fundamentally change the face of education in America today.

Parents remain the last free untouched resource to change schools and Web 2.0 or social media holds the key to unlock that potential. Recently

awarded a \$20M investment from the nation's leading education foundations, including the Bill and Melinda Gates Foundation, GreatSchools is poised to launch an ambitious web. 2.0 initiative to dramatically increase college attendance.

“We intend to use the Web to transform the relationship between parents and schools in the same way that the Obama campaign changed the way voters interact with their candidate.”#

## ARNE DUNCAN

## APPOINTMENT: PARENTS TO PLAY NEW ROLE

**G**reatSchools, the non-profit one in three parents turn to for advice and community about how to improve their child's education, applauded the appointment of Arne Duncan as President-Elect Obama's choice for Secretary of Education. “The importance of parents and the essential role they play in a child's academic success was once again reinforced by President-Elect Barack Obama during his news conference this morning announcing the appointment of Arne Duncan,” said GreatSchools founder and former teacher Bill Jackson.

“Arne Duncan's leadership in executing President-Elect Barack Obama's vision of renewed parental engagement as a way to dramatically improve school performance is a strong vote of support for the 33 million parents who

visit GreatSchools every year to improve their child's education.

“We look forward to helping President Elect Obama and the incoming Secretary of Education leverage the media of our time to help parents play their role as partners and advocates for their children's education,” added Jackson.

More than 33 million parents—one in three—visit a website called [www.GreatSchools.net](http://www.GreatSchools.net) every year. It serves as the largest “virtual” meeting place for America's parents to learn more about their children's school and how they can improve their child's academic performance. It has more ratings, facts and figures on schools: pre-K through 12th grade, both public, private and charter, than any other single resource as well as helpful hands-on guidance for parents.

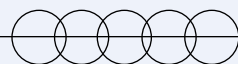
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## Don't Worry, Camp Is Not Out Of Your Reach

By EVE EIFLER, CO-DIRECTOR, TIPS ON TRIPS AND CAMPS, BALTIMORE, MD

The costs associated with camp may seem daunting to many families, especially in today's economic downturn. However, especially for working parents, camp is not a luxury but an essential part of the summer.

What will your child do this summer if you cannot afford sleep away camp? Do you envision your child lying on the couch in front of the TV all summer long? Do you have thoughts of your teen plugged into an iPod or on Facebook for three straight months? Or worse? It is a recurring issue for all parents.

Although the costs are real, camp is an important part of a family's peace of mind as well as an important part of any child's education. So, don't dismay, there is a way to find a camp that fits your budget. Help is readily available to families picking a sleep away camp that matches their

child's requirements and is within their budget. A handful of companies exist that provide free consulting and advisory services to any family that knows to call them. The service is without charge, and families incur no obligation of any kind when they request guidance or information. Camp advisors are often an unknown parental resource spread by word-of-mouth among families already "in the know." Camp advisory services like the one I work for (Tips on Trips and Camps) have years of experience addressing families' questions and concerns. Advisors ask families the questions necessary to make sure that the "fit" is right between the program and the child and provide families with lists of questions to ask directors.

Tips on Trips and Camps offers the following suggestions to make summer sleep away camps and teen programs affordable. If you have a tight budget but know you want to send your child

away to camp:

Be aware of early enrollment discounts. Plan ahead. Ask the camp about a discount for multiple children from one family. Inquire about shorter sessions to accommodate a tight budget. Make summer a part of your educational plan. Choose a shorter specialty program that will enhance the student's profile for college or help develop a new interest or skill. Private camps are not subsidized, so the camper is paying for all of the costs to run a camp: insurance, staff, equipment, and capital improvements. You can expect to pay between \$700 - \$1200 a week for a private camp.

If you have a very small budget and need to spend less than \$600 per week: Contact camps run by your local county government or agencies like the Jewish Federation, the JCC, the Salvation Army, Campfire Boys and Girls or the Boy Scouts and Girl Scouts. These camps offer a

summer experience at a reduced cost because the sponsoring agency subsidizes the camp.

Look into financial aid, which is available at most camps. If you apply early, it is possible to get a 20-50% discount based on need.

Camp is a wonderfully enriching gift you can give your child. No matter what your budget, there is a camp to meet your family's financial and educational needs. Happy camping!#

*Tips on Trips and Camps is one of the oldest and largest camp advisory services. Established in 1971, "Tips" has advisors in 16 cities, relationships with over 600 sleep away camps and programs, and each year provides advice and guidance to thousands of families. The service is provided by phone, email and the website, which makes it available to anyone virtually anywhere. For more information and advice, to request brochures and DVDs, or speak to a knowledgeable consultant, visit [www.TipsonTripsandCamps.com](http://www.TipsonTripsandCamps.com).*

## Joe Jones

*continued from page 9*

his early adulthood. He was guided by Warren Isaacs and Art Kindelman, two of his coaches at Half Hollow Hills West H.S. in Dix Hills, Long Island. He speaks of his college (SUNY, Oswego) coach, Paul Callahan with affection, calling him "a great college coach." Jones later assisted under Frank Romeo, varsity high school coach who made a great impact on the young man. "I wouldn't be coaching college basketball if it wasn't for him," said Jones. Romeo took the Comsewogue (L.I.) H.S. basketball team to the Villanova summer basketball camps led by former head coach Rollie Massomino. There he met Jay Wright, who took the job as head coach at Hofstra. Jones was a 23-year-old middle-school coach at Comsewogue, and would later take over the varsity job when Romeo retired. But Jones made important connections. An opening occurred at Hofstra and Wright asked him to join the team as an assistant coach. He coached three seasons at Hofstra. The team rose in the ranks of the America East Conference, and Jones landed a job at Villanova with coach Steve Lappas. Jones was responsible for recruiting, and on-court preparation. "I learned from him how to keep your better players involved in the offense," said Jones. When Lappas was fired,

Wright landed the head coaching job at Villanova and asked Jones to stay on. "I owe most of my knowledge and understanding to Jay," said coach Jones. Jones says he has learned how to handle losses from observing coach Wright. "I don't even know if the guy is for real," Jones said. Wright says he has been amazed how even-keeled Wright is after a tough loss. "I think that's part of why he's so successful."

Wins and losses are important. It is ultimately how one is judged as a coach. But Jones says he gets great satisfaction seeing young men face obstacles and grow through them.

He cites the example of K.J. Matsui, a key senior on the team. "K.J. comes in as a freshman, he's quiet, he's tentative and I kind of watch his development; now he's out there," Jones observes. "Now he's telling everyone what to do... it's tremendous to see kids really develop into men."

Jones stresses the importance of teamwork. "That's everything. That's why you coach," he says. He sees the players gradually recognizing their role and what they can do to contribute to the team. "To get them all to understand what their roles need to be and go out there and play collectively is a great part of coaching," Jones acknowledges.

After a victory against Wagner College, Jones says that Columbia put in hours of pre-game prep-

aration. "We had meetings after meetings, individual meetings, watching film with guys, doing extra shooting, breaking down the offense, talk about what (Wagner) is gonna do," Jones said. "It's a lot of time that goes into just winning the game," he says. That's why you're so crushed when you lose because you put so much time into it."

Playing is the fun part of being a student-athlete. Jones describes in details how his team prepares a player for his academic work. He said his assis-

tants are assigned four players and they monitor their classwork, scout out who would be a good teacher in the subject, and, are aware of upcoming papers and exams for each student. "We don't wait till a guy fails a test," Jones admits. "We try to figure out where the potholes are going to be before they start." Columbia has study hall five days a week for freshman players. A tutor is available for students at that time. Jones says the teams average G.P.A is 3.2 for this past semester.#

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## Tony Hendra Brings The House Down At Writing Center

By DR. POLA ROSEN

"Well he didn't exactly bring the house down in the concluding presentation of the Clementina Santi Flaherty Irish Voices Series at Marymount," said Lewis Burke Frumkes, the Center's eminent Director. "Just as Tony was gratefully acknowledging an ovation from the crowd and inscribing books for worshipful fans a piercing sound rang out throughout the school and I had to ask everyone to quickly leave because firemen were coming up the stairs." "What was more extraordinary," said Frumkes, "was that some people insisted on having their books signed before they would leave." It was only a false alarm fortunately, but nobody will forget the evening. Hendra, who appeared as the British manager Ian Faith in the film "This Is Spinal Tap," and was editor of "Spy" magazine, and "The National Lampoon," and the parodies "Not the New York Times," and "My Wall Street

Journal," clearly had the audience in the palm of his hand. He read passages from his best-selling book "Father Joe," that brought tears to the eyes of some fans, followed by shrieks of hilarity when he dead-panned some devastatingly irreverent lines. Frumkes thanked everyone for coming before the alarm sounded and invited them back in the Spring to hear some of the Best-Selling Authors he has lined up at Marymount January through May, such as Colin Harrison, Kerry Kennedy, Charles Van Doren, Sandra Brown, the screenwriter Heywood Gould, and the psychologist Steven Pinker. There will also be Master classes taught by John Simon, Debbie Applegate, and Sana Krasikov, and a publishing panel with Daphne Merkin, Chip McGrath, and other important editors and literary lights. Programs at the Writing Center are always memorable and in some cases such as this one unforgettable.#

## Doctors Without Borders continued from page 5

litical organization, but it gets involved in areas of the world that are clearly rife with sectarianism. Dr. de Torrente appreciates the fine line. Before becoming Executive Director, he served as an administrator, then head of mission, in Tanzania and Rwanda, eventually assuming the role of emergency coordinator in Somalia, Liberia, the Democratic Republic of Congo, Macedonia and Afghanistan, and also serving shortly thereafter as advisor in Sierra Leone, Liberia and Guinea. He was fulfilling a youthful goal to try to reduce and prevent poverty. Before coming to DWB he worked on practical problems involving Somalian refugees in Kenya -- storing materials, meeting payrolls. His eight years at DWB have only confirmed his practical idealism.

Under his leadership, DWB has suffered no diminution of support. Even in trying times, Dr. de Torrente points out, people give. This past December, a month when the agency typically

receives 30% of its annual funding, donations came in at \$50 million. During his tenure he was able to increase the budget five times and double the staff. Over one half million people in The United States now give anywhere from \$25 to million to DWB. But Dr. de Torrente also points to qualitative changes as well as quantitative ones, especially in New York, where there has been a growth in medical administration and area program teams.

Because the mission statement of DWB / MSF indicates that the organization "reserves the right to speak out to bring attention to neglected crises, to challenge inadequacies or abuse of the aid system, and to advocate for improved medical treatments and protocols," the question arises: how can one remain neutral and not bear witness to policies and procedures that, for example, make victims of innocent children? Indeed, among all the important jobs facing DWB, addressing and preventing childhood malnutrition is central. Dr. de Torrente says. Infant mortality overwhelmingly occurs in poor rural areas. At any time 20 million children suffer from malnutrition and

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only 7% receive "ready-to-use food" – highly successful paste supplements that were featured on "60 Minutes" a few months ago.

Of course, there are other problems facing the world community, the result of genocide, forced exile, massacre. The names of afflicted areas are iconic: Ethiopia, Sudan, Croatia, Darfur, Congo, Chad, Somalia. What can DWB really do? In the case of the paste product, train local inhabitants

how to make and distribute it, Dr. de Torrente says. And how to avoid being perceived as political? Ah there's the rub, though Gaza might be a timely example. Just days after the situation exploded, DWB moved in to do what it could in areas not cut off by the fighting. That meant concentrating humanitarian activities in Shifa Hospital in Gaza City. Prioritize, act: there are no borders in the human heart.#



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## CCNY PANEL HEADED BY DEAN ALFRED POSAMENTIER WEIGHS IN ON THE FUTURE OF PUBLIC EDUCATION



(L-R) Dr. Betty Rosa, Dr. Lester Young & Dean Alfred Posamentier (in foreground)

By JUDITH AQUINO

As President-elect Obama's Education Cabinet prepares to tackle the problems that plague the American school system, a panel of education experts expressed their views on what lies ahead to further improve public education. Hosted by the Education Alumni Association and the School of Education in the City College of New York, the panel included Ernest Logan, President, Council of Supervisors and Administrators; Michael Mulgrew, V.P., Career and Technical Education, UFT; Dr. Richard Organisciak, Superintendent, New Rochelle School District; Dr. Alfred Posamentier, Dean, CCNY School of Education; Althea Serrant, Educational Consultant; and Dr. Lester Young, Member, NYS Board of Regents at Large. Dr. Betty Rosa, member of the NYS Board of Regents, was the moderator.

Among the topics that were addressed, the panelists each identified an issue that deserves greater attention under the Cabinet's education initiative.

Ernest Logan opened the discussion by identifying early childhood education as a critical area in need of additional support. "We need to get our children focused on education," said Logan. "It is the basis for all that we do. If we don't start there we've missed the boat." In his campaign for the presidency, Obama pledged to provide support for young children and their parents through his "Zero to Five" plan, which emphasizes early education and care, starting with infants. He also

promises to help states offer voluntary, universal pre-schools and help working families find affordable, high-quality child care.

Focusing on the need for educators that are prepared to teach effectively, Dr. Alfred S. Posamentier called for the increased professionalization of the teaching profession. "I'd like to see people go through a proper training program," said Posamentier. "Unfortunately in education we go through one shortage crisis after another. We compromise standards and that compromises the profession."

Dr. Richard Organisciak supported the idea of a national curriculum. "Wouldn't it be nice to know that what you study in Mississippi applies to what is being studied in New York?" asked Organisciak. "I know that's far-fetched but it's my way of saying we are ready...for a national curriculum, which comes with national standards."

Citing findings that students in career and technical schools often outperform other students in test scores, Michael Mulgrew advocated an increase in the use of applied learning. "In this day and age we find more students are successful when we put them in real world sequencing...sitting down in a classroom...not in an applied learning setting is not a good idea," said Mulgrew.

Althea Serrant emphasized the importance of accurately identifying students with special education needs to reduce overcrowded classrooms.

The overall number of children enrolled in special education programs increased by 53% from 3.72 million in 1977 to 5.68 million in 2000, according to the U.S. Census Bureau. Critics attribute the increase to the misidentification of students as learning disabled, which some say is too broadly defined. "We need to redefine special ed. and be aware of students' learning styles," said Serrant. "That would help reduce the number of students we're moving into special ed."

Dr. Lester W. Young identified high school dropout rates as a growing crisis. "In every state there is a huge disparity in who graduates from high school. If anyone believes a young

person can survive without a high school education, you're kidding yourself," said Young. Black students are twice as likely to drop out of high school and Hispanic students are four times as likely to drop out as white students, according to a recent survey from the U.S. Department of Education.

Fellow educators in the audience appreciated the points made by the panelists. "I wasn't expecting any magic answers, but hearing this discussion was certainly helpful," said Dr. Lynn Tarlow, an assistant professor in mathematics at the City College of New York. "It's given us more food for thought." #

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## 40TH ANNIVERSARY OF THE DANCE THEATRE OF HARLEM

By LAUREN SHAPIRO

Ballet at a street festival? Students “rapping” about ballet in the New York State Supreme Court? A Creole version of the classical ballet *Giselle*? These out-of-the-box dance productions spring from the mission of Dance Theatre of Harlem (DTH).

DTH co-founders Arthur Mitchell, the first African-American male member of a major ballet company, and his mentor Karel Shook, shared a vision that DTH was “about returning the arts to the people to whom they belong and in perceiving them as necessary to daily life as they always should have been.”

Returning arts to the people is staging ballet in August city street heat, or re-setting *Giselle* in Louisiana, or reminding lawyers racing to “move this Court” that movement comes in many forms. The unique and meaningful education program

at DTH elevates these endeavors from potential gimmickry to “Classically American®.”

From their first steps as beginners, DTH students experience Russian, English, and American dance training. The faculty includes former DTH company members. Depending on the program—Community, Pre-Professional, or Professional—students have a varied curriculum of ballet, tap, modern, jazz and African dance. They also study gymnastics, music, physical therapy, anatomy and dance history. DTH is accredited by the National Association of Schools of Dance, and is listed as an institution of higher learning by the New York State Department of Education.

Lisa Jo Sagolla, DTH dance history teacher, says, “I think you can always tell a dancer who has a sense of the history, of the style, of where the choreographer came from. It makes a difference in their style; it makes a difference in their



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ability to get a job. If they audition for Miami Ballet and they know something about Edward Villela, it’s not so much in technique, but you see it in their style. Style is where you see historical understanding. It’s something that permeates their dancing in a way that it’s obvious to the rest of us, the older folks, perhaps. It’s obvious when it’s not there.”

This is dance from the inside out. Most students think of dance from a technical point of view—faster movements, higher jumps, longer endurance. “There’s always one or two that are real buffs that want to know all this, but I wouldn’t say it was a top priority for the majority of the students. Some students are not at all interested in dance history, but they’re very interested in their future careers and what is going on today in the ballet world. So I use current events as the jumping off points. This year San Francisco Ballet is celebrating their 75th anniversary, it’s Alvin Ailey’s 50th, Lars Lubavitch’s 40th—I used those anniversaries as the framing device. We

noted what celebration events were going on and I spoke about the history of each of those companies. I really try to find some news. When Lars did a new version of *Othello*, I went back and talked about the previous versions of *Othello*.”

She adds, “Whenever a famous dancer dies I bring in the obituaries. It’s an excuse to go back in history.”

If you want to see the results of this education driven institution, DTH hosts an Open House series, showcasing performances by students, the Dancing Through Barriers Ensemble®, and guest performers. The schedule is: January 11th, “Living the Dream...Celebrating Martin King Jr.,” February 15th, “Honoring The Elders: 40 Years at DTH,” March 8th “Arthur Mitchell at 75,” April 19th, “Jazz From Harlem With Love” and May 17th, “Sweet Harlem.” Mr. Mitchell generally introduces the performers and at the reception. This is DTH, up close and personal.#

Lauren Shapiro is dance accompanist at DTH and a reporter for Education Update.

### THEATER REVIEW

## Green Ogre Shrek, The Musical Hits Broadway

By JAN AARON

**T**he smelly, cranky, ugly green ogre, Shrek, starting as a slim book by cartoonist William Steig and featured and in a series of DreamWorks’ Films, has made an extravagant Broadway debut in *Shrek, The Musical*, a \$24 million show produced by the film studio: That huge sum is definitely out to good use in Tim Hatley’s awesome designs mixing low and high tech effects, mammoth pop-up picture books, puppets and imaginative costumes. This is the best family show to hit the Great White Way since *The Lion King*.

*Shrek, the Musical* nimbly follows the 2001 movie – essentially the story of the green ogre’s rocky courtship of Fiona but with a few new twists. It opens with the 7-year-old Shrek being kicked out by his parents, so we have a psychological reason for his churlish ways – Shrek never got over their rejection.

There is much to savor here. In green goop and a fat suit Brian d’Arcy James, as Shrek, still manages to be lovable and sing in a beautiful baritone and exude great joy. Daniel Breaker’s

sassy sidekick Donkey is indeed a fine singer and, in fact under director Jason Moore, the huge cast, is in great voice, and seems genuinely to believe and enjoy what they’re doing.

*Shrek*, perturbed by the invasion of his swamp by strangers, must travel the land to fix this. He finds romance along the way when he rescues Princess Fiona, played to perfection by Sutton Foster, and saves her from the diminutive evil Lord Farquaad, portrayed by sly scene stealer Christopher Sieber. A buddy show as well as a romance, *Shrek, the Musical* also is a touching story about finding beauty in even the most unconventional looking people.

David Lindsey-Abaire’s book and lyrics are cleverly satiric and Jeanine Tesori’s score is a fine match for the story, with nods to popular Broadway shows like *Gypsy*, *The Lion King*, *Chorus Line* and *Xanadu*. Choreographer Josh Prince’s choreography is best when Farquaad leads the ensemble in “What’s Up Duloc?” True to its’ opening tune, the show creates a “Big Bright Beautiful World.” (Broadway Theater, 53rd & Broadway, 212-2396200; \$41-50-\$121.50)#





## BANK STREET “CPR”: REVITALIZING MATH EDUCATION

By LAURA VENDERKAM

Math has long been a challenging subject for students and teachers alike. Fortunately, the movement to make it more accessible is gaining ground. Actress Danica McKellar scored a hit last fall with her new book, *Math Doesn't Suck* (Hudson Street Press, 2007), which encourages middle school girls through fractions and algebra with clear explanations and confidence-building assurances. “Acne sucks. Mean people suck,” McKellar writes. “But math is actually a good thing.”

That's something Bank Street-trained teachers have long known: the college's Leadership in Mathematics Education program celebrates its 20th anniversary in Spring 2008. It is the only program in the country that trains teachers to be confident in their own math abilities, and also trains educators to lead math reform efforts in schools.

“We feel that teachers need to experience mathematics not as recipes or as rules to follow, but rather as the study of relationships and the science of pattern,” says Hal Melnick, the program's director.

Unfortunately, approximately 50 to 80 percent of the teachers Melnick encounters start with a negative perception of their mathematical abilities. Many of these teachers learned math—and promptly forgot it—through the “drill and kill” method. Bank Street's leadership program works to overcome these negative perceptions of math by re-educating participants and showing them the reasoning behind mathematical concepts. In addition, it exposes them to cutting edge professional development strategies. And it teaches them the history of mathematics reform efforts so educators can affect change at various levels.

Speaking of math reform, many Bank Street alumni are active in efforts nationwide. Take Lucy

West, who runs a Manhattan-based math education consulting company called Metamorphosis: Teaching Learning Communities. She's worked in 20 school districts—from Yakima, Washington to Lowell, Massachusetts—in the past four years. Districts hire West to coach math teachers and principals on methods to boost teacher content knowledge, and how to make lesson planning more rigorous. Also, she suggests ways to monitor student progress on a near-daily basis. When she leaves, the district has “a cadre of coaches, a math initiative, and the capacity to keep it going,” she says. She credits Bank Street with giving her many “a-ha” moments that led her to her math career; her original training was in conflict mediation.

Indeed, many Bank Street math leaders don't come from a mathematics background. “I am the poster child for the idea that math ability can be developed,” says alum Robin Hummel '08, an education consultant in Huntington, NY. Originally a history major, she was in her early 40's when she participated in the Bank Street program. Now, “everywhere I go I see math. I see patterns and connections,” says Hummel. She recently shared Bank Street's methods of discovery, collaboration and deep understanding through a professional development program she led for a dozen Cherry Hill, New Jersey teachers. Her program has already paid off: student test scores rose considerably after these teachers implemented her strategies. One teacher even decided to apply to Bank Street herself.

These reform efforts can't come fast enough; recent international comparisons have put American 15-year-olds toward the bottom of the pack in math literacy and understanding. Teachers today “have to teach differently than the way they were taught as children,” Melnick says. “What was

## HEAD START CONTINUES TO THRIVE IN NYC

By MCCARTON ACKERMAN

Fourteen years later, the Bank Street College branch of Head Start is still going strong.

Fern Khan, Dean of the Division of Continuing Education at Bank Street College, led a breakfast on December 16th to discuss the progress Head Start has made and its plans for the future. The program was started 14 years ago in the Harlem area as a shelter for homeless families. After operating there for 18 months, it has since moved into the Bank Street College Division of Continuing Education (DCE) and now serves 97 children and families.

“Head Start is incredibly comprehensive in its services,” said Khan. “It's not just about the children, but also about families and their needs.”

Family was a reoccurring theme throughout the morning as Khan explained how Head Start works to help parents as well as children. In addition to strongly encouraging parent involvement, Head Start also helps provide parents with job training and referrals, as well as with enrolling in adult education and GED programs. A recent study done by NYU graduate students demonstrated the positive impact that head start can have on families.

“Kids that came from Head Start were able to successfully transition into public schools,” said Khan. “They were able to better relate to adults and weren't as shy. Parents also talked about the support they got such as social workers accompanying them to meetings.” Khan said the future

goal of the Bank Street branch of Head Start was to link the program to a graduate school and have graduate students placed with Head Start.

Steven Antonelli, Administrative Director for the Bank Street branch of Head Start, said he felt passionate about the values and mission of the program. “Children who come through this program are learning how to think and how to plan,” said Antonelli. “It's really high-level academics.”

Keisha Williams, a former graduate of Head Start and the head of DAPC, has now enrolled her daughter into the program. “As the old saying goes, ‘It takes a village to raise a child,’ said Williams. “Whenever I drop my child off here, I feel that I'm sending her to that village. There's a level of prestige here and it's very clear as to why that is.”

A formal structure has been put into place so that the Head Start performance standard is maintained. Parents are involved in the hiring of new staff and the assessment of education programs, and monthly parent meetings also take place.

Amy Guzman, Assistant Commissioner and a Bank Street graduate, said the goal of the Head Start initiative in New York City was to have 19,000 students enrolled. They are currently at just over 18,000 students. Williams encouraged all parents to enroll their children in the program.

“The program is both school and family, and Head Start allows that relationship to develop by allowing parents to help create their children's experience. It really is the best head start my child could have.”

good enough for them when they were in school is no longer enough for their kids today. The world requires deep appreciation for mathematical ideas—not just memorized formulas. And it is

this deeper level that Bank Street's Leadership in Mathematics Education program hopes to bring to its students—and the schools that these graduates will eventually go on to lead.

*“You must be the change you want to see in the world.”* — Mahatma Gandhi



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## Review of *Hugging The Middle: How Teachers Teach In An Era Of Testing And Accountability*

### *Hugging The Middle: How Teachers Teach In An Era Of Testing And Accountability*

by Larry Cuban  
Published by Teachers College Press, December 2008,  
New York. 120 pp

Reviewed By MERRI ROSENBERG

As someone who initially covered education at the moment when alternative assessments (raise your hands if you remember portfolios) became popular, only to be kicked to the curb when accountability, the standards movement and “measurable outcomes” became the only game in town, Larry Cuban’s timely exploration of teachers’ roles in actually teaching students is invaluable.

For no matter how fancy the school building, or how up-to-date the smart boards in the classroom, none of that makes as much of an impact as a well-trained teacher who knows what to do to reach students. And pity the poor classroom teacher—especially the creative, slightly unconventional one, whose classroom doesn’t always conform but may leave a life-long impact on her lucky students—who has to adjust his or her approach to accommodate the prevailing pedagogical winds

As he writes, “As important as improving boards of education, streamlining bureaucracies and getting unions to be reform-minded are in making good schools, learning still depends on what teachers do daily with students in classrooms. Inevitably, then, if critics see teachers as the problem in students’ inadequate academic performance, these decision makers also know that teachers must also be the solution.”

Not surprisingly, Cuban—perhaps obviously to those who’ve been in the educational field for some time—concludes that “good” teaching ( helping a student understand a concept or

subject) and “successful” teaching ( having a child recapitulate that knowledge in a format familiar in this NCLB era) aren’t necessarily the same, although decision-makers and parents don’t always grasp that distinction.

Cuban also argues that there can’t possibly be a one-size-fits-all approach—beit from the progressive or the traditional streams of education. In his view, good teaching is critically related to the subject matter at hand: “Good teaching of content requires knowledge of the discipline and particular pedagogical moves native to the subject matter.”

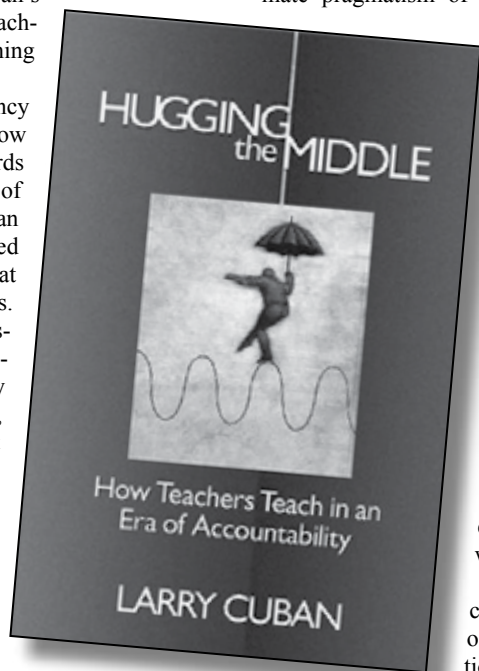
The author respects and champions the ultimate pragmatism of most classroom teachers, who have to negotiate the “windblown debates over what and how schools should teach.” Instead, “teachers assemble flexible lessons and become practical decisionmakers in these uncertain and messy but demanding settings. They hug the middle of the pedagogical pendulum.”

Larry Cuban, professor emeritus of education at Stanford University and the author of *How Teachers Taught* is a veteran educational reformer who knows his stuff.

Not only has he taught courses about the history of school reform, instruction, leadership and curriculum, but Cuban also taught

high school social studies in high-poverty urban schools. He also served for several years as superintendent of public schools in Arlington, VA, so he brings more than theoretical academic expertise to the subject.

In this slim, yet important, volume, Cuban offers common sense, compelling examples and refreshing, well-grounded insights that remove the discussion from the dismaying ideological tug-of-war, returning the solution to teachers, in whom more of us should have more faith.#



## JANUARY BOOK REVIEWS

By SELENE VASQUEZ

Celebrate the new year with the latest and greatest in books!

PICTURE BOOK: AGES 5 THRU 8

### *Pirate Treasure Hunt!*

by Jan Peck. Illustrated by Adrian Tans  
(Pelican, unpagged, \$15.95)

“Wanted: Pirates/No experience or bath needed.” The quest begins in this swashbuckling hilarious readaloud with lots of “Arrrrrrrrhs!” and “Shiver me timbers!” Detailed oil paintings of pajama-clad kiddies swinging thru jungle-vines and navigating the crocodile-infested waters of an imaginary land.

### *The Firefighters*

by Sue Whiting. Illustrated by Donna Rawlins  
(Candlewick Press, unpagged, \$15.99)

In Mrs. Iverson’s classroom, cardboard boxes are magically transformed into fire engines, paper tubes are fire hoses, and scarfs are oxygen masks. Bright, primary colored acrylic illustrations perfect for introducing fire safety.

FICTION: AGES 8 THRU 12

### *The Houdini Box*

by Brian Selznick  
(Atheneum, unpagged, \$17.99)

A would-be magician named Victor encounters his hero Harry Houdini and is even given a prize box that offers up an amazing discovery! An intriguing tale with bonus biographical information on the great Houdini and illustrated magic tricks.

NONFICTION: AGES 8 THRU 12

### *Underwear: What We Wear Down There*

by Ruth Freeman Swain  
Illustrated by John O'brian  
(Holiday House, 32 pp., \$16.95).

With an energetic writing style and humorous artwork, learn the chronological progression of different types of underwear throughout the ages. A fun selection on the history of clothing for future little fashion designers.#

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

## Logos Bookstore’s Recommendations



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### *Barack Obama, Son of Promise, Child of Hope*

by Nikki Grimes  
illustrated by Bryan Collier  
(Simon & Schuster, \$166.99)

A new year has begun. People await with great expectation the inauguration of Barack Obama as President of the United States. There are a couple of very informative and inspiring books for children about our president-elect. One, *Barack Obama, Son Of Promise, Child Of Hope* by Nikki Grimes, illustrated by Bryan Collier presents Barack Obama’s story in rich, pictorial style around the concept of Hope stopping by for a young boy, David, and his mother. The narrative of Mr. Obama’s life in this book is a combination of free verse and prose. At the bottom of several pages in colored rectangular like boxes is a running commentary by David and his mother of the story and issues in their life. The back pages of the book include notes by the author and the illustrator as well as a chronology of important events in the president-elects’ life up to now. In addition there is an Obama family tree delineating the extensive number of paternal relatives as well as the modest number of maternal relatives.

*Barack Obama, Son of Promise, Child of Hope* is a great visual and narrative introduction of Barack Obama to very young children. For older children a very effective introduction to him is *Barack Obama: United States President* by Roberta Edwards with illustrations by Ken Call and photographs. By means of photographs and

### *Barack Obama: United States President*

by Roberta Edwards  
illustrated by Ken Call and with photographs  
(Grosset & Dunlap, \$4.99)

illustrations, Mr. Obama is shown at different times in his life. Also the use of simple maps is effective in showing the reader where his mother and father were born and where he lived overseas. The text is very helpful, to not just children but also to adults with no time to read, in learning about Barack Obama’s life.

Here at Logos Bookstore in addition to the two books mentioned above there are the books by Barack Obama, himself, *Dreams From My Father*, *The Audacity Of Hope* and *Change We Can Believe In* as well as *Team Of Rivals* by Doris Kearns Goodwin, a book he has referred to publicly quite often. Logos also stocks several biographies of President Abraham Lincoln including the newest: *Lincoln President-Elect* by Harold Holzer. Also there are books by and about Martin Luther King in time for his birthday in mid-January.

January is also a good time to drop by Logos Bookstore. for Holiday card and select Holiday gift items discounted sales. Later in the month there will be an extensive discounted book sale. January is a good time to shop early for Valentine’s Day. Logos will have an extensive collection of Valentine’s Day cards. As to what is happening at the store do take a look at our upcoming events below. Happy New Year!#

*continued on page 19*

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Hunter College is the nation's #8 "Best Value" public college for 2009, according to "Best Value Colleges for 2009," a ranking released today by The Princeton Review and USA Today.

The Princeton Review selected the institutions as its "best value" choices for 2009 based on its surveys of administrators and students at more than 650 public and private colleges and universities. The selection criteria covered more than 30 factors in three areas: academics, costs of attendance, and financial aid. Tallies were made using the most recently reported data from each institution for its 2007-08 academic year. Of the 50 schools chosen in each "best value" category (public and private), the top 10 are ranked in order, and the remaining 40 are listed alphabetically.

According to the rankings website (PrincetonReview.com/BestValueColleges or BestValueColleges.usatoday.com), "For many New Yorkers seeking a college degree, Hunter College within the CUNY system offers the best, most affordable option available. It is the first choice among many applicants... Hunter has a lot to offer beyond its minuscule tuition. The school's faculty is a huge asset, for one. Students agree that professors are expert and that they work hard to accommodate undergraduates. Location is another major plus, as New York City is a virtually limitless source of valuable internship

opportunities."

Said Hunter President Jennifer J. Raab, "We are proud to be on this list, particularly because it proves the ongoing success of Hunter's mission: to provide an outstanding education at a price you can afford. Especially during the current economic crisis, it is a privilege to lead an institution where the American Dream still comes true."

Indeed, many concur that the present economy will bring greater attention to this year's "Best Values" list than those in years past. Robert Franek, Princeton Review VP-Publisher, said, "We have always believed finding the 'best fit' college should be the foremost goal for student applicants and their families. But the economic crisis and financial downturn have presented sobering challenges both to families struggling to afford college and to higher education institutions struggling to maintain their programs in the face of budget and funding shortfalls."#

## Logos Bookstore continued from page 6

**UPCOMING EVENTS AT LOGOS**  
**Wednesday, January 7, 2009 at 7 P.M.**, KYTV Reading Group will discuss Marley & Me by John Grogan.

**Monday, January 12, 2009 at 7 P.M.**, the Sacred Texts Group led by Richard Curtis will continue its discussion of the Gospel of Matthew.

**Wednesday, February 4, 2009**, KYTV Reading Group will discuss Pere Goriot by Honore De Balzac.

Children's Story Time led by Lily occurs every Monday at 11 A.M.

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

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To learn more, contact Jean Wilhelm at (212) 517-0460/jwilhelm@mmm.edu



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## Open House

Monday, January 12, 5:15 pm  
Tuesday, February 10, 5:15 pm

## Open Course Registration

Wednesday, January 14, 5:45 pm

## Becoming a Teacher: A Forum for Career Changers

Thursday, January 29, 5:30 pm

Infancy & Early Education • Early Childhood • Childhood Middle School  
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Museum Education • Child Life • Leadership • Bilingual/Dual Language

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 for New Americans, 2006

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 Queens College  
 Fulbright Scholarship, 2007

**Suzanne Barnett**  
 Hunter College  
 Jacob Javits Fellowship, 2004

**Itamar Belisha**  
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 The City College of New York  
 Barry M. Goldwater  
 Scholarship, 2007

**Christopher Bell**  
 Baruch College  
 Fulbright Scholarship, 2007

**Mitsy Chanel-Blot**  
 Macaulay Honors College at  
 Hunter College  
 National Science Foundation  
 Graduate Research  
 Fellowship, 2008

**Vanessa Crevecoeur**  
 York College  
 UNCF-Merck Undergraduate  
 Science Research Award, 2006

**Christine Curella**  
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 at Hunter College  
 Harry S. Truman Scholarship,  
 2007

**Riki Drori**  
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 Jack Kent Cooke Foundation  
 Graduate Scholarship, 2004

**Holly Ecker**  
 Hunter College  
 Fulbright Scholarship, 2005

**Moses Feaster**  
 Brooklyn College  
 National Science Foundation  
 Graduate Research  
 Fellowship, 2006

**Miriam Ginzberg**  
 Queens College  
 Barry M. Goldwater  
 Scholarship, 2007

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 Rubio  
 The City College of New York  
 Paul & Daisy Soros Fellowship  
 for New Americans, 2007

**Kate Hirschmann-Levy**  
 Hunter College  
 Fulbright Scholarship, 2007

**Joseph Hirsh**  
 Macaulay Honors College at  
 Queens College  
 National Science Foundation  
 Graduate Research  
 Fellowship, 2008

**James Jackson**  
 Hunter College  
 Fulbright Scholarship, 2005

**Tennessee Jones**  
 CUNY Baccalaureate,  
 Hunter College  
 Jacob Javits Fellowship, 2008

**Matthew MacLean**  
 Brooklyn College  
 Fulbright Scholarship, 2006



**William McCaig**  
 CUNY Baccalaureate,  
 Hunter College  
 NSF Graduate Research  
 Fellowship, 2005

**Ryan Merola**  
 Macaulay Honors College at  
 Brooklyn College  
 Harry S. Truman Scholarship,  
 2006

**Carla Minami**  
 Hunter College  
 Fulbright Scholarship, 2006

**April Mojica**  
 CUNY Baccalaureate,  
 Medgar Evers College  
 Thurgood Marshall  
 Scholarship, 2005

**Jocelyn Muhleisen**  
 Baruch College  
 Fulbright Scholarship, 2007

**Philipa Njau**  
 The City College of New York  
 Fulbright Scholarship and  
 Barry M. Goldwater  
 Scholarship, 2005

**Sarah Osewait**  
 Hunter College  
 Fulbright Scholarship, 2006

**Ianna Owen**  
 Macaulay Honors College at  
 Hunter College  
 Ford Foundation Pre-doctoral  
 Fellowship, 2008

**Margaret Park**  
 Hunter College  
 Fulbright Scholarship, 2008

**Yeshey Pelzom**  
 LaGuardia Community  
 College  
 Jack Kent Cooke Foundation  
 Transfer Scholarship, 2006  
 and Graduate Scholarship,  
 2008

**Julia Rafal**  
 Lehman College  
 British Marshall Scholarship,  
 2006

**Alex Rodriguez**  
 Macaulay Honors College at  
 Hunter College  
 Fulbright Scholarship, 2008

**Yisa Rumala**  
 York College  
 National Science Foundation  
 Graduate Research  
 Fellowship, 2006

**Rachel Schnur**  
 Queens College  
 Barry M. Goldwater  
 Scholarship, 2006

**Aida Sehovic**  
 Hunter College  
 Jacob Javits Fellowship, 2007

**Erica Seppala**  
 Hunter College  
 Fulbright Scholarship, 2006

**Eugene Shenderov**  
 Brooklyn College  
 Rhodes Scholarship, 2005

**Claudio Simpkins**  
 Macaulay Honors College at  
 The City College of New York  
 Harry S. Truman Scholarship,  
 2005

**Mark A. Smiley**  
 Baruch College  
 Jack Kent Cooke Foundation  
 Graduate Scholarship, 2007

**Corey E. Sullivan**  
 The City College of New York  
 Fulbright Scholarship, 2008

**Priya Surya**  
 Macaulay Honors College at  
 Queens College  
 Fulbright Scholarship, 2007

**Lev Alexander Sviridov**  
 The City College of New York  
 Rhodes Scholarship and Barry  
 M. Goldwater Scholarship,  
 2005

**Sean Talisman**  
 Queens College  
 Jack Kent Cooke Foundation  
 Graduate Scholarship, 2006

**Jessica Tibbets**  
 The City College of New York  
 Fulbright Scholarship, 2007

**Keisha Toms**  
 CUNY Baccalaureate,  
 Medgar Evers College  
 Fulbright Scholarship and  
 Thurgood Marshall  
 Scholarship, 2005

**Van Tran**  
 Hunter College  
 Paul & Daisy Soros Fellowship  
 for New Americans, 2004

**Kojo Wallace**  
 Bronx Community College  
 Jack Kent Cooke Foundation  
 Transfer Scholarship, 2008

**Deborah M. Wolf**  
 Macaulay Honors College at  
 The City College of New York  
 Jacob Javits Fellowship, 2006

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