

EDUCATION UPDATE

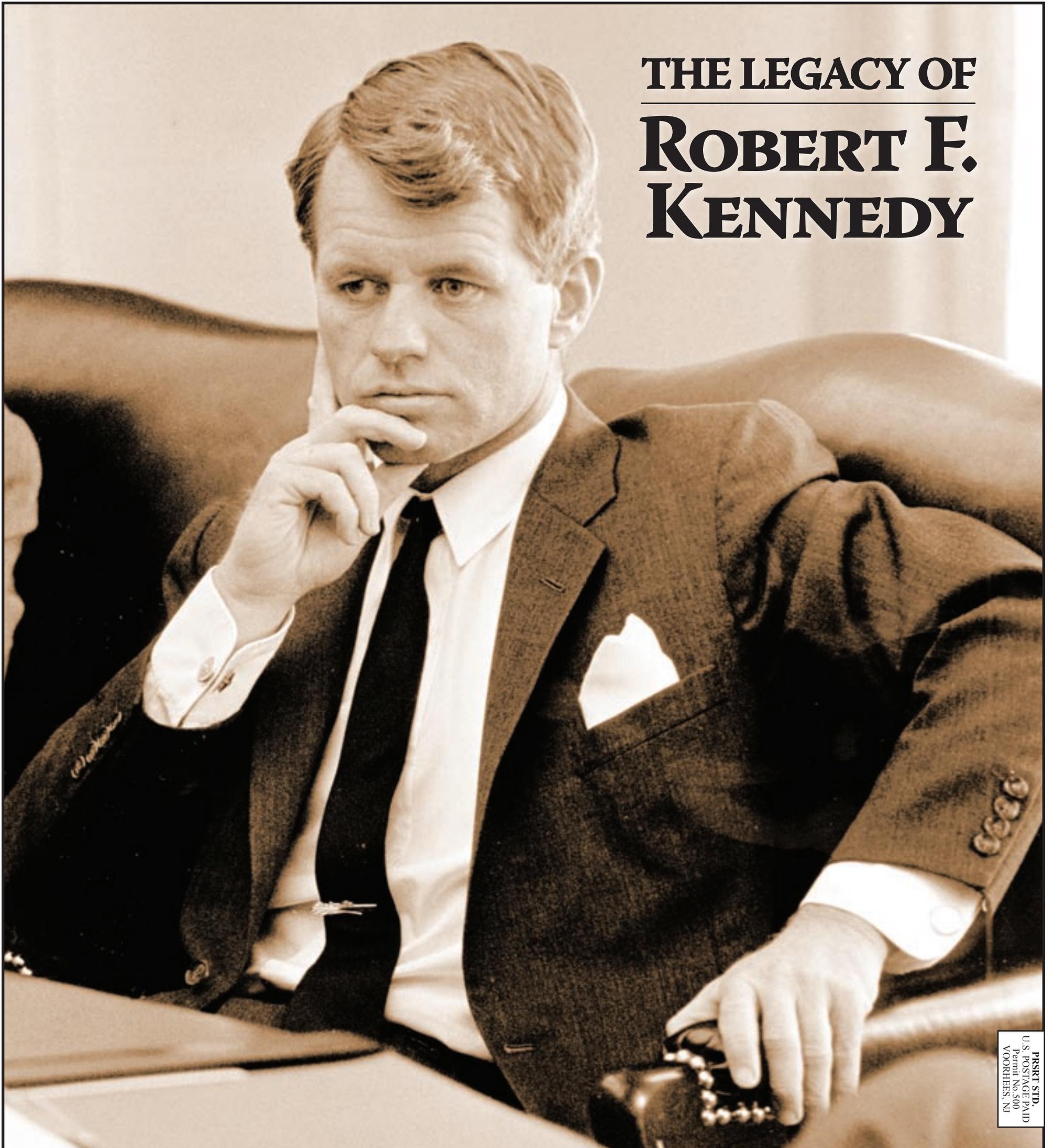
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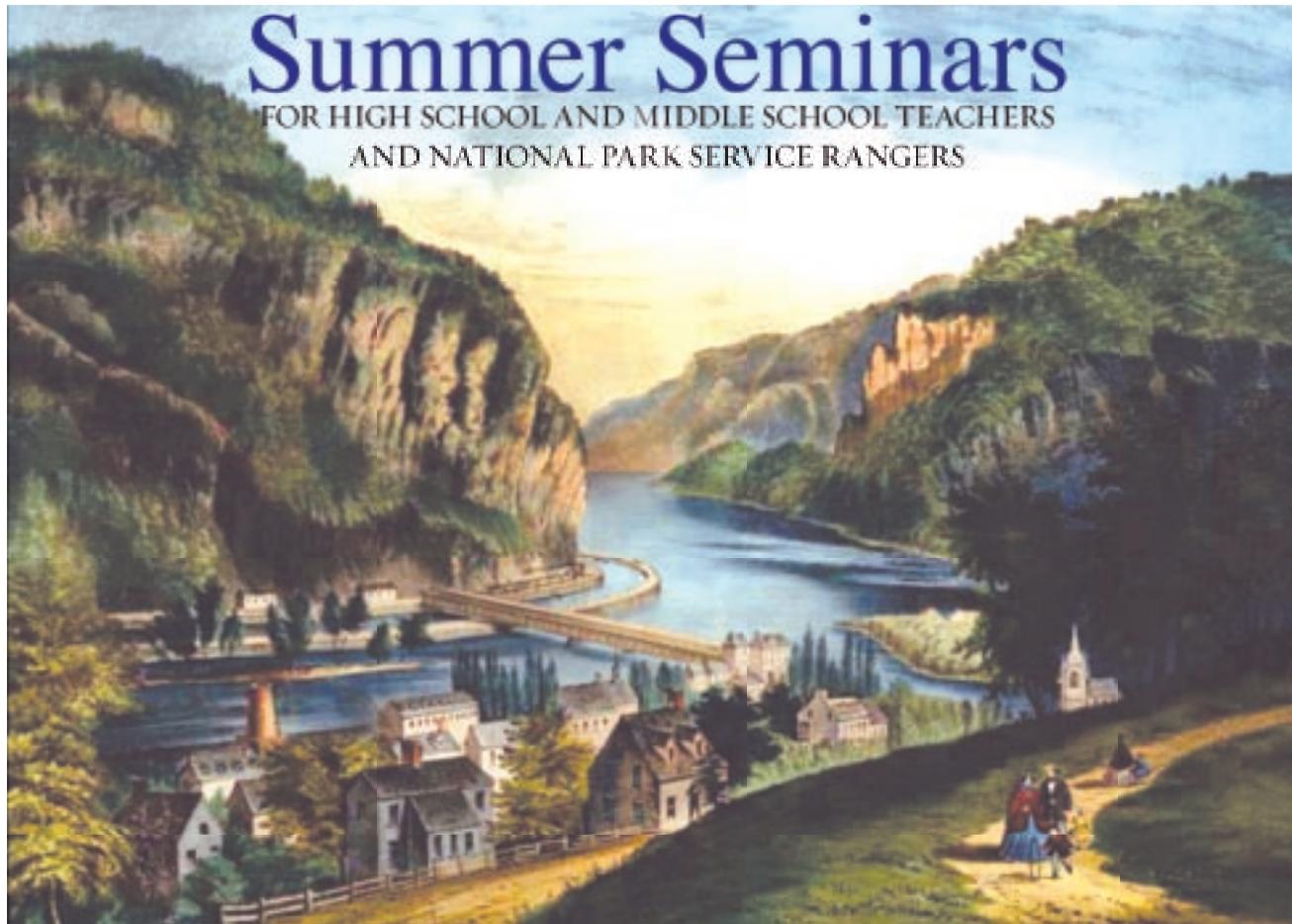
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FOR PARENTS, EDUCATORS & STUDENTS

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THE LEGACY OF ROBERT F. KENNEDY



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IRA BERLIN
University of Maryland

Reconstruction

ERIC FONER
Columbia University

July 23-29

The Cold War

ODD ARNE WESTAD
Cambridge University, U.K.

The Worlds of

Thomas Jefferson

DOUGLAS L. WILSON
Monticello and
the University of Virginia

July 30-August 5

The Civil Rights Movement

ANTHONY BADGER
Cambridge University, U.K.

EDUCATION UPDATE

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GUEST EDITORIAL

It's Time To End The Old Distinction Between Vocational And Academic Education

By **JERRY F. CAMMARATA, Ph.D.**
& **JERROLD ROSS, Ph.D.**

Once upon a time, we could make a distinction between “educating for making a living” and “education for life.”

The liberal arts and the humanities—education for life—helped us live our lives well and decently. Liberal studies also trained our minds to think creatively and imaginatively. A liberal arts education was meant to train us in critical thinking. They were an exercise in seeing patterns, in understanding the different ways of looking at the same event, or in grasping the creative possibilities broadened by the very strictures that might seem to limit them.

Education for making a living, on the other hand, was what used to be called the commercial arts, the technical arts, a curriculum designed to help us find the kinds of jobs that often put a value on adherence to limits rather than the ability to manipulate or transcend them.

Today, it is often said that we live in the “information age” and people are “information workers.” Perhaps it would be better to say that our information economy has blurred the old definitions of thinker and doer, creating everyone anew as manager, entrepreneur, and creative deci-

sion maker. Today, people are expected to have the flexibility to take on a multitude of tasks, to approach unforeseen exigencies with clever solutions, and to constantly improve the product; in short, to be information workers.

A recipe for disaster: we hear a renewed call for “career-oriented” curricula in high schools. The National Association of Scholars recently issued a proposal for reforming secondary education that would ask entering ninth-graders to select one of two tracks of study: a “subject-centered” curriculum (similar to the college prep courses of old) and a “career-oriented” curriculum (similar to the old commercial course or vocational education but reflecting jobs generated by the new technology). It is a recipe for disaster for our economy, our national culture, and our students’ futures.

As the pace of technological change accelerates, the very jobs at which such specific training is aimed will be disappearing as well—those of us who are still struggling with our VCR’s have felt the breeze of DVDs, DVRs, and podcasting passing us by. We may soon well be receiving three-dimensional interactive entertainment via chips implanted directly in our brains.

This applies not only to the technical careers, but to business as well. TiVo and similar services are about to render obsolete the traditional advertising executive, and the New York Stock Exchange trading floor may well be housed entirely on a CPU chip within our lifetimes.

History repeating: recall that the very notion of vocational education has its roots in the early part of the 20th century, when the “line jobs” meant assembly lines. In *Left Back: A Century of Failed School Reforms*, the highly regarded scholar Diane Ravitch noted that, around the time of World War I, education reformers decided an academic curriculum for all students was not “socially efficient.”

And so was born the junior high school—or intermediate school, or middle school—where youngsters would be guided into a track based on evaluations made possible by the burgeoning science of intelligence testing. At about age 13, students decided, or had decided for them, whether they were college and professional material, or whether they belonged in manual labor.

A new vocational education: the skills needed today are, in fact, precisely not the ones acquired by this sort of consignment to a myopic, pre-employment education, but those acquired through the challenges of a broad, liberal arts curriculum: the ability to focus on detail, yet also comprehend the whole; the intellectual curiosity to ask not just “how” and “what” but “why” things can’t be different from they way they are; the perspicacity to see other possibilities of interaction between discipline, industries, or departments; the creativity to draw in seemingly irrelevant analogies to better understand apparent conundrums; the flexibility and open-mindedness to try new things, whether professionally or personally, or as Ernst Boyer stated in *Scholarship revisited*, to “...interpret, draw together, and bring new insight to bear...on ideas.”

A friend of ours told us about a talk given recently at an alumni dinner for a Jesuit high school. “The Jesuits taught us Latin and literature, calculus and chemistry, philosophy and pure physics,” he said, “They trained us for nothing but prepared us for anything.”

That’s the kind of vocational education we need now. That’s the kind of education we need for living and for life.#

Jerry Cammarata is a former member of the NYC Board of Education and a former NYC Commissioner of Youth and Community Development. Jerrold Ross is dean at the school of Education at St. John’s University, Queens, New York.

IN THIS ISSUE

Editorial	3
Letters	3
Spotlight on Schools	4-7,9-11,23-24, 26
Special Education	8-9
Colleges & Grad Schools	12-15,19-22
Calendar of Events	15
COVER STORY	16-18
Children’s Corner	24
Music, Art & Dance	25
Movie & Theater	26
MetroBEAT	27
Technology & Education	28
Books	29
Resource & Reference Guide	30
Medical Update	31

LETTERS

The Incredible Maxine Greene
To the Editor:

I want to congratulate you for the richness and expansion of your newspaper and to thank you again for mentioning me, and the wonderful coverage of the arts.
Maxine Greene
New York, NY

15,380 Homeless Children in NYC Get Lost in the Shuffle

To the Editor:
Well done on your good work and more importantly for having a fine name.
Russell Crane
London

Assistant Principals: Crisis Management to Instructional Expertise

To the Editor:
This is a wonderful article. A lot of good points were identified. I am an assistant principal and I really want to give my principal all of the support

that I can to ensure that she is successful. If she is successful so is our school.

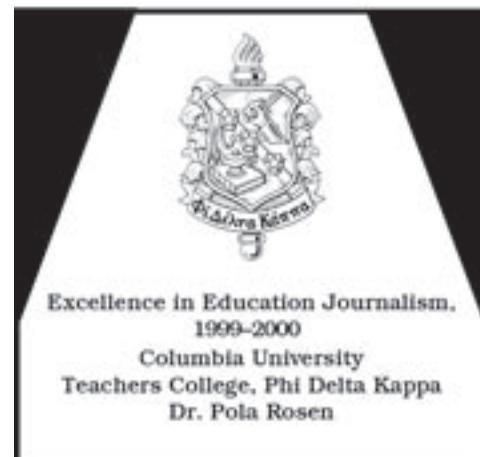
Mable Scott
Columbia, SC

The Fertile Crescent for Fertile Minds

To the Editor:
Very good site! I like it! I just wanted to pass on a note to let you know what a great job you have done with this site.
Thanks!
Serj
Queens, NY

A Glimpse into the Imprisonment of Jean Harris

To the Editor:
Your article about education in prison and Jean Harris was excellent. Jean Harris did a great deal of good with her work in Bedford.
Gloria Prietz
Flagler Beach, FL





ON-LINE LEARNING: VANTAGE LEARNING OFFERS STUDENT WRITING FEEDBACK AT THE STROKE OF A KEYBOARD

By EMILY SHERWOOD, Ph.D.

Imagine a tenth grade, Spanish-speaking student who is reading at a sixth grade level. She logs onto Vantage Learning's *MY Access!*—an online, portfolio-based writing instruction program—and writes a practice essay in English in preparation for an upcoming state test. Voila! *My Access!* provides immediate feedback to the student in Spanish, at a sixth grade reading level, so that she can improve her English writing techniques in a variety of designated areas that will be evaluated on her state test.

Sound complicated? Not to Harry Barfoot, Vice-President of Vantage Labs, which developed the *MY Access!* program to improve student writing proficiency in response to increased

mandatory, high stakes state writing tests as well as the new writing requirement on the SAT I and ACT tests. "*MY Access!* is a twenty-first century pencil," explains Barfoot. "It's as if the students had a writing coach sitting behind them, helping them through the writing process." Students are able to write and revise as often as they like; their work is then analyzed based on over 300 semantic, syntactic, and discourse characteristics and scored on a four or six point scale. Teachers, who are theoretically freed up from the demands of tedious paper correcting and able to spend more time on instruction, can access the student writing portfolios online to monitor their students' progress, understand areas of weakness, and tailor lesson plans to meet their specific needs.

In justifying the need for his product, Barfoot points to the College Board-founded National Commission on Writing's 2003 report to Congress, "The Neglected 'R,'" that called for a writing revolution to return writing to its rightful place among the three "R's" in the classroom. The Commission, which surveyed 120 major corporations employing eight million people, found writing to be a "threshold skill" for hiring and promoting and a necessary passport to professional opportunity in America's increasingly white collar society.

MY Access! is far from the only online writing program on the market, but it may be the most popular, with several states, including California and Pennsylvania, using it extensively to help students meet state testing standards. In November, California's Los Angeles Unified School District announced a three year, multi million dollar rollout of *MY Access!* in 93 of its secondary schools.

Key to the success of *MY Access!* is what is widely regarded as one of the most sophisticated scoring technologies in today's marketplace, IntelliMetric. Developed in-house by Vantage Learning, IntelliMetric uses artificial intelligence to emulate the process carried out by human scorers when assessing a piece of writing. Until recently, few academicians believed that an inanimate computer could effectively grasp the art and nuance of writing. Yet in 1999, amidst a storm of controversy, the Graduate Management Admission Council (GMAC) became the first academic body to utilize automated essay scoring in a large-scale assessment, the Graduate Management Admission Test (GMAT), the standardized test for business school admission. GMAC has just subcontracted with Vantage Learning to use its IntelliMetric Essay Scoring System on the GMAT's. But Vantage Learning is not the only one clamoring for a piece of the profitable computer-generated scoring business. Educational Testing Service (ETS) sells a program called Criterion which uses the "e-rater" technology to score essays statewide in Indiana high schools. ETS, which administers the SAT and GRE (Graduate Records Examination), expects at least ten more states to adopt computerized essay scoring in the next several years.

So what's in store for Vantage Learning as the appetite for online learning continues to grow



Harry Barfoot

among school districts and students? "We're developing a tighter alignment of our writing prompts to the core basal reading textbooks so that we can more closely match our programs to the scope and sequence teachers are using in the classroom," says Barfoot. "Take, for example, a thematic unit that students are working on in citizenship. There are different prompts in *MY Access!* that are about citizenship. Students will be writing about citizenship and its importance, so we're helping them not only practice their writing, but we're also helping them develop higher order thinking in the process," adds Barfoot.

And for the proliferating field of on-line learning—which incorporates anything from computerized college degree programs to such businesses as Growing Stars, an online personal tutoring service based in California whose tutors live in India – the opportunities are endless. Key among the issues for future study will be quality assurance, particularly where public monies are concerned. Indeed, the newly formed North American Council for Online Learning (NACOL), launched in 2003 to keep pace with the "rapid development in the field of K-12 online learning," notes in its website that "vigilant monitoring is a must." But for scores of students across the country, the ease and comparatively low cost of logging on will continue to drive the burgeoning online learning industry.#

Read more about online learning on the college level on page 20.

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Scholastic Early Childhood Products Selected by U.S. Department of Ed

Early childhood products and services from Scholastic Education, a leading provider of research-based print and technology solutions proven to raise reading achievement for students in grades pre-K and above, have been selected by three of the five grant recipients of the U.S. Department of Education 2005 Early Childhood Educator Professional Development (ECEPD) Program. Local education agencies across the country will use The Scholastic Early Childhood Program, Scholastic Early Literacy Seminar Series, Scholastic Early Childhood Today magazine, and thousands of Scholastic's children's books as part of their larger efforts to help prepare young, disadvantaged children to enter school ready to learn.

The University of Texas at Brownsville/Texas Southmost College recently announced that it will implement the Scholastic Early Childhood Program and the Scholastic Early Literacy Seminar Series in day care centers across Southern Texas as part of its grant award.

The Scholastic Early Childhood Program is a research-based, comprehensive curriculum in English and Spanish that supports academic, social, personal and physical development among pre-kindergarten students. The program has a rich professional development component

and includes materials to foster a strong school-to-home connection. Participating pre-school teachers in Southern Texas will also receive additional professional development through the Scholastic Early Literacy Seminar Series, in-person workshops on essential topics of early literacy skills.

Two additional grant award recipients, the University of Tennessee, Chattanooga and Children's Forum, Inc. in Tallahassee, FL, will implement additional Scholastic Early Childhood products and services to support young children and educators in their communities.

"Scholastic is committed to providing research-based curriculum materials for young children that support the language acquisition, cognitive development and pre-reading skills that are essential for school success," said Francie Alexander, Senior Vice President and Chief Academic Officer, Scholastic. "We are proud that three of the five grant recipients of the U.S. Department of Education Early Childhood Educator Professional Development Program have chosen Scholastic's early childhood products to help prepare their young children for reading and learning."#

For more information visit www.scholastic.com.



Three New York High School Students to Attend Nobel Festivities in Stockholm, Sweden

On December 6, 2005, three New York City high school students will leave for Sweden for a week-long, all-expense paid trip to attend the Nobel Prize Award Ceremony, the world-famous Nobel Banquet and related activities. The trip is the grand prize awarded in the essay contest The Laureates of Tomorrow—Nobel Essay Contest. The three high school students traveling to Stockholm are:

- Jedtsada Laucharoen, Horace Mann School, The Bronx
- Alina Fradlis, Staten Island Technical High School, Staten Island
- Michael Vishnevetsky, Midwood High School at Brooklyn College, Brooklyn

The program and trip to Sweden include attending the lectures by this year's Nobel Laureates, the Prize Award Ceremony and the world-famous Nobel Banquet where guests will include King Carl XVI Gustaf and Queen Silvia of Sweden. The students will also visit a local high school, enjoy sightseeing and be able to experience one of Sweden's foremost traditions, the Lucia pre-Christmas celebration at the Stockholm Globe Arena.

Alina Fradlis can't wait to attend the Prize Award Ceremony. "It will be such a unique opportunity to be in a room with some of the greatest scientific minds in the world," she said. When the Nobel Prizes were awarded in October, she followed the news avidly.

"Since the contest, the word 'Nobel' has great significance to me," Jedtsada Laucharoen commented. "I've heard a lot about the uniqueness of the ceremony." A lover of maps, he observed that Stockholm is "built on many islands. Just viewing a map of the city and its surrounding areas makes this apparent."

Michael Vishnevetsky agrees that the most exciting part of this trip will be the awarding

of the prizes and the festivities attending the ceremony. He hopes to converse with the Nobel Laureates of this year and believes that he will "rejoice in this amazing experience." In addition to sightseeing, he also looks forward to "enjoying a traditional Swedish meal."

The competition, launched in 2004 and open to all juniors in New York City high schools, required students to write essays examining the impact on science and society of major scientific achievements by Nobel Prize winners in physics, chemistry or physiology/ medicine. The finalists had to defend their essays before a panel of scientists and journalists, among them Nobel Laureates. The winners were announced at the ceremony at the Nobel Monument in Theodore Roosevelt Park on June 13, 2005, as the new inscription of names of the most recent American Nobel Prize Laureates was celebrated.

The Laureates of Tomorrow—Nobel Essay Contest is exclusive to students enrolled in New York City high schools and the three students are the first ever to win the competition, which is now entering its second year.

Contest top prize winners' trips to Sweden and program are courtesy of the Consulate General of Sweden, which initiated the essay contest. Dr. Pola Rosen, publisher of *Education Update* was one of the judges of the contest and is a member of NYAS.

The contest is a partnership between the Consulate General of Sweden, New York Academy of Sciences (NYAS) and Nobelprize.org, in collaboration with the New York City Department of Education (NYCDOE), and the City University of New York (CUNY). The contest encourages students to examine the impact of major scientific achievements by Nobel Prize winners on science and society.#



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THE DEAN'S COLUMN

Surprising Rope Around the Earth

By ALFRED POSAMENTIER, Ph.D.



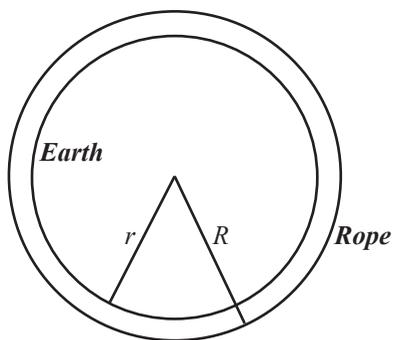
At this time of the year a teacher needs to seek ideas that will put some life into the instructional program. Clearly all teachers make every effort to make their lessons as interesting as possible. Yet those lessons that include something that even the teacher

can get excited about are usually the most interesting lessons. There is nothing that can compare to the teacher's excitement with a topic when it comes to motivating a class. Here is one such lesson that will clearly interest most math teachers and usually motivate them to share this wonder with their class. It can fit in a number of places in the standard math curriculum. This topic will show your students that their intuition cannot always be trusted. What you will present will surprise (or even shock) your students with disbelief. As always, take time to understand the situation and then try to grapple with it. Only then will the conclusion have its dramatic effect.

Consider the globe of the earth with a rope wrapped tightly around the equator. The rope will be about 24,900 miles long. We now lengthen the rope by exactly 1 yard. We position this (now loose) rope around the equator so that it is uniformly spaced off the globe. Will a mouse (a real one, not one attached to the computer!) fit under the rope?



The traditional way to determine the distance between the circumferences is to find the difference between the radii. Let R be the length of the radius of the circle formed by the rope (circumference $C+1$) and r the length of the radius of the circle formed by the earth (circumference C).



The familiar circumference formulas give us:

$$C = 2\pi r, \text{ or } r = \frac{C}{2\pi}$$

and

$$C + 1 = 2\pi R, \text{ or } R = \frac{C + 1}{2\pi}$$

We need to find the difference of the radii, which is:

$$R - r = \frac{C + 1}{2\pi} - \frac{C}{2\pi} = \frac{1}{2\pi} \approx .159 \text{ yards} \approx 5.7 \text{ inches}$$

Wow! There is a space of **over 5½ inches** for a mouse to crawl under.

Your students must really appreciate this astonishing result. Imagine, by lengthening the 24,900-mile rope by 1 yard, it lifted off the equator about 5½ inches!

Now for an even more elegant solution. This topic lends itself to a very powerful problem-solving strategy that may be called *considering extreme cases*.

Have students consider the original problem mentioned above. They should realize that the solution was independent of the circumference of the earth, since the end result did not include the circumference in calculation. It only required calculating $\frac{1}{2\pi}$.

Here is a really nifty solution using an extreme case:

Suppose the inner circle (above) is very small, so small that it has a zero-length radius (that means it is actually just a point). We were required to find the difference between the radii, $R - r = R - 0 = R$.

So all we need to find is the length of the radius of the larger circle and our problem will be solved. With the circumference of the smaller circle now 0, we apply the formula for the circumference of the larger circle:

$$C + 1 = 0 + 1 = 2\pi R, \text{ then } R = \frac{1}{2\pi}$$

This topic has two lovely little treasures. First, it reveals an astonishing result, clearly not to be anticipated at the start, and, second, it provides your students with a nice problem-solving strategy that can serve as a useful model for future use.

You may find other such examples in *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (ASCD, 2003) see: www.ascd.org, or

Math Charmers: Tantalizing Tidbits for the Mind. By Alfred S. Posamentier (Prometheus Books, 2003) see: www.prometheusbooks.com.

If you wish to learn more about π , see: *π : A Biography of the World's Most Mysterious Number*, by Alfred S. Posamentier (Prometheus Books, 2004) see: www.prometheusbooks.com.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math, and member of the NYS Standards Committee on Math.

Darwin Exhibit as Teaching Tool at American Museum of Natural History

By SYBIL MAIMIN

"This is a particularly important exhibit to us as an institution and to educators and to society," exclaimed Myles Gordon, vice president for education at the American Museum of Natural History (AMNH). He was speaking to over 300 middle and high school science teachers about "Darwin," a major installation at the museum that chronicles the life and work of Charles Darwin, father of the theory of evolution. The impact of the naturalist's work was the centerpiece for "science day," a program designed to familiarize educators with museum resources, with a special focus on the Living Environment and Earth Science Regents exams. Acknowledging that Darwin's theory of evolution based on natural selection is "the subject of debate in our society," Gordon said, "We think this is an important time to make a statement" and "to look at who we are." In lectures and workshops for participants, museum educators emphasized the importance of evolution to all areas of science. In welcoming the teachers, Dr. Maritza Macdonald, director of professional development, explained, "To know how we know what we know and to understand our world, we must look at theories and evidence." Theories, it was explained, can be tested, and so represent the highest level of understanding for scientists.

In a fascinating talk, Dr. John Flynn, curator in Fossil Mammals, Division of Paleontology, noted, "Evolution has stood up to 100 years of intense scrutiny." Natural selection shows how species evolve over time; Flynn's research in the Andes Mountains in Chile, one of the best places to study geologic time and changing ecosystems, has produced abundant and challenging fossils, such as a whale bone in the mountains, presenting opportunities to reconstruct the geologic and natural history of the area. In a workshop on teaching evolution using the halls of Biodiversity and of Ocean Life, curator Joel Cracraft remarked that "life has been around for 3 to 4 million years so it is important to teach deep time and to relate the history of life to the history of the earth." He emphasized, "We are part of an evolutionary stream... a key story is habitats and how animals adapt." Several teachers remarked that their students reject evolution and resist learning about it. Calling it "a tricky thing," Joel suggested "getting kids to think in terms of the deep history of life, of fossils and what they mean, of how the world has changed over time, of the need to explain things." The Tree of Life is a good starting point because, "kids can connect with roots, with their own genealogy."



Marine iguanas and land iguanas from the Galápagos Islands especially interested Darwin. They appeared specially adapted for life there and had been found nowhere else.

William Schiller, who has been sharing his breathtaking knowledge and enthusiasm with museum visitors for 45 years, stressed interrelationships between people, plants, and climate and the importance of studying adaptations and fossil records. There are "interrelationships in every scene... nature is not good or bad." Poison ivy, for example, is food for rabbits, deer, and song birds. It is a very important plant that arrives in an area early and holds the soil together. Acorns are food for many animals and insects. The size of the acorn crop helps determine the number of animals in winter. An important connection between plants and people is botanic cures, and understanding natural selection helps scientists anticipate the evolution of new varieties.

Dr. Neil deGrasse, an AMNH astrophysicist, praised Darwin and his "value to all the sciences... the concept that things change goes to all the sciences." Researchers recognize they each have distinct training and need to come together to answer questions.

The AMNH offers many opportunities for class visits and professional development. The Darwin exhibit, which runs through May 29, is very comprehensive and brilliantly captures the man, his times, and the evidence that led to the theories of natural selection and evolution. It includes live animals from the Galapagos Islands, fossil specimens, part of Darwin's beloved beetle collection, personal letters, a recreation of his study, and original tools, such as his magnifying glass. Very accessible as a teaching tool, it emphasizes the importance of observation and analysis. For more information, visit [#](http://www.amnh.org/education)

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AIFL FOSTERS INTERNATIONAL UNITY AMONG YOUTH

By LIZA YOUNG

With information about nations around the world just a mouse click away, misconceptions still abound with respect to the nature of different cultures and nations. In addition to working towards debunking cultural stereotypes, the America Israel Friendship League (AIFL)—created in 1971 to bolster the bond between the two democracies—has been fostering its mission of cultural exchange and understanding between youngsters of the US and Israel through its Youth Exchange program, created in 1977. The program lays the groundwork for a foundation of unity and a formula for peace. As stated by Kenneth Bialkin, President and Chairman of the Board of the AIFL, in describing the struggle against the refusal of Islamic states to accept the existence of Israel stated, “Based on this experience you will join that army of freedom.”

Last year for the first time Russian youth were invited to participate in the AIFL youth exchange program while efforts are currently being made to expand the program to a trilateral exchange program, where Russia would serve as a host country for Israeli and American students.

At the recent High School Youth Ambassador Student Exchange Program Luncheon at the AIFL headquarters in New York, the room was filled with a melody of languages and the internationally understood sounds of Beethoven’s moonlight sonata and jazz tunes, as student participants performed informally on the piano located in a corner of the meeting room.

Dr. Charlotte Frank, Chair of the Executive Committee, highlighting the common bonds of youth in the room stated, “looking around you can’t tell who’s from Moscow or who’s from Israel.”

Student participants articulately summed up what they garnered from the program during the first running two weeks.



Dr. Charlotte Frank & 3 students

There was resounding agreement among participants that the leadership workshops which took place in Washington, D.C. was enriching and of practical value. Israeli participant Inbar Levi of Rishon Le’Zion enthusiastically stated that she is looking forward to applying the leadership skills she learned to future experiences.

Jack Douglass Jessop of Montana—from a relatively culturally homogeneous town of only 8,000 stated, “I learned not only not to perpetuate stereotypes, but stopping others from perpetuating them.” He participated in the program through the American Israel Friendship League Regional Outreach program, which aims to reach communities across the United States.

The general consensus among students was that the program provides the opportunity to learn more during three weeks at the program than during all of high school.

Marina Geletko, an English studies high school teacher in Moscow, who is chaperoning the trip for the second year in a row, valued the leadership workshop programs that took place in Washington, D.C., for the “opportunity they give students to learn how to understand themselves and share ideas with others.” Her colleague, Natalya Sukhorukova similarly expressed her appreciation of the program for the communica-



William Behrer, III, CEO, AIFL



Teachers Marina Geletko & Natalya Sukhorukova

tion and analytical skills it fosters. Both teachers are looking forward to welcoming students to Moscow as a host country and giving students a tour of Russia’s historical and cultural sites, including the Kremlin and Red Square.

William Behrer, III—Chief Operating Officer of AIFL—who students informally call Bill, pointed out that while at last year’s luncheon students were teary eyed at saying farewell, this year students were exuberant as they prepared to embark on a journey to Israel. In addition to forg-

ing ahead with the trilateral union, Behrer stated that he envisions the future of the program as including more Americans; efforts are currently being made to further target Western portions of the United States. “It’s important to reach into communities like Jack’s in Montana, who need to understand the relationship between our two countries,” stated Behrer.

The AIFL truly accomplishes its mission of ensuring a strong future for democracy and freedom.#



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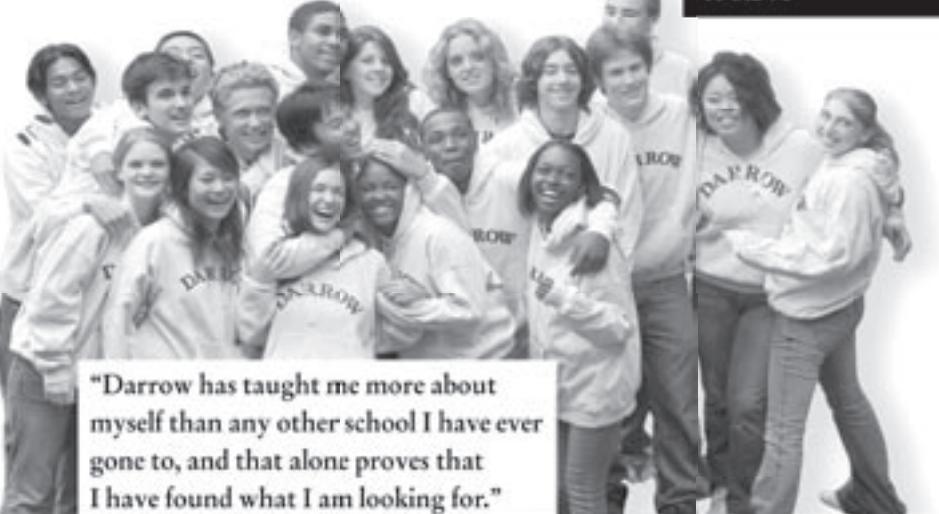


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CODEY SIGNS EXECUTIVE ORDER TO HELP EMPOWER INDIVIDUALS WITH DISABILITIES

EO Will Help Generate Millions of Dollars in Employment Opportunities for the Disabled

Acting Governor Richard J. Codey recently signed an Executive Order directing all state entities to work to increase their purchases of annual goods and services through the state's Central Non-Profit Agency (CNA) to three percent, a measure that will provide millions of additional dollars in employment opportunities for individuals with disabilities without increasing state spending.

"For too long this extremely important program has been overlooked," said Codey. "This Executive Order will hold us to a higher standard of accountability and help countless people with disabilities earn a decent living, become self-sufficient and live a life filled with dignity and respect."

In 1984, the legislature designated ACCSES New Jersey (Association for Choices in Community Supports and Employment Services) to serve as the state's Central Non-Profit Agency to administer a Set-Aside Program for people with disabilities. ACCSES New Jersey is a non-profit corporation that provides leadership, resources and support to 29 organizations throughout the state that serve people with physical and mental disabilities. The CNA's mission has been to provide set-aside commodities and services to all public agencies in New Jersey in order to generate productive employment opportunities for adults with disabilities.

However, the program is often overlooked as the first source for goods and services. While other states like Maryland, Pennsylvania and New York purchase anywhere from \$35 million to \$135 million each year from their respective



Acting Governor Richard J. Codey

programs, New Jersey only purchases roughly \$8 million.

Of the roughly \$2 billion the state spends each year, this is only half of one percent of state spending.

Today's EO will direct all state departments, agencies and institutions, to make a good faith effort to meet a goal of purchasing three percent of their goods and services through the CNA. By creating a goal of three percent, the state stands to contribute up to \$60 million to the program each year by directing their spending to the CNA for goods and services they would have otherwise purchased from different outlets.

The Governor signed the EO at The First Occupational Center in Orange, one of ACCSES New Jersey's 29 support agencies. He was joined by Assemblymen Mims Hackett and John McKeon, Department of Labor and Workforce Development Commissioner A.J. Sabath, Nils Richardson, President and CEO of ACCSES New Jersey and Rocco J. Meola, President and CEO of the First Occupational Center.

"Working to assist individuals with disabilities to obtain jobs and to build careers has been a key element of the Department of Labor and Workforce Development's mission," said Sabath. "Acting Governor Codey's order today signifies New Jersey's commitment not only to hard-working individuals with disabilities but also to our efforts to help workers achieve their greatest potential in the workplace, regardless of the

obstacles they face."

"By setting the standard for increases of State Set Aside work, Governor Codey has ensured that the disabled and disadvantaged residents of our State will be able to work at jobs where they will achieve a decent wage, benefits, and move from dependence to independence," said Meola. "We are deeply grateful for the Governor's ongoing support of the most vulnerable citizens of our communities."

"By setting a goal of 3 percent of all state purchases, Governor Codey has challenged us all to grow the CNA program by some seven fold," said Richardson. "This means more jobs and earned income for our citizens with disabilities." #

For additional info on ACCSES New Jersey and the CNA program, visit www.accsesnj.org.

Keep Your Family Healthy During Cold & Flu Season

According to Woodson Merrell, MD, Director of Beth Israel's Continuum Center for Health and Healing in NYC, there are practical steps you can take—some of which you may have overlooked—to break the sickness cycle, boost immunity and protect yourself and your family during cold and flu season.

Dr. Merrell attacks the problem with an integrative medical tool kit. "I'm a pragmatist," he explains, "which is why I incorporate the best of Western scientific medicine and the best of complementary therapies. Even if you get a flu shot, you're still at risk for colds and flu. However,

continued on page 9

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SPECIAL EDUCATION

CHRONIC ILLNESSES IN SCHOOL: WHAT TO DO

By AMANDA SINA

Chronic illnesses affect at least 10 to 15 percent of American children. Responding to the needs of students with chronic conditions, such as asthma, allergies, diabetes and epilepsy, in the school setting requires a comprehensive, coordinated and systematic approach. This is particularly important because children have unique ways of describing their experiences and perceptions, including allergic reactions. Precious time is lost when adults do not immediately recognize a reaction is occurring or don't understand what the children might be telling them. Students with chronic health conditions can function to their maximum potential if their needs are met. The benefits to students can include better attendance, improved alertness and physical stamina, fewer symptoms, fewer restrictions on participation in physical activities and special activities, such as field trips, and fewer medical emergencies.

Schools can work together with parents, students, healthcare providers and the community to provide a safe and supportive educational environment for students with chronic illnesses and ensure that students with chronic illnesses have the same educational opportunities as do other students. One way this can be accomplished is by working through organizations like the Food Allergy & Anaphylaxis Network (FAAN), National School Safety and Security Services and the Epilepsy Foundation of America. Another option is to hold in-service days for teachers and school nurses.

These in-service programs are opportunities to educate school personnel by providing basic information on chronic illnesses and first aid, and by offering strategies for addressing conditions like epilepsy in a school setting. One company that provides in-service days to schools throughout the country is Houston-based Cyberonics,

a company that designs, develops and markets implantable medical devices for the long-term treatment of epilepsy, treatment-resistant depression and other chronic disorders using the unique patented therapy, vagus nerve stimulation (VNS). The company travels the country offering education on epilepsy, VNS Therapy and use of the special magnet that works in conjunction with the device.

In addition to in-service days to educate teachers and nurses on how to care for their students with chronic illnesses, there are also teachers themselves who live with chronic illnesses and work to educate their students about their own conditions. One such individual is 46 year-old Lawrenceville, Virginia resident and Algebra teacher, Starr Phipps, who has epilepsy. Because she was a child when she first began experiencing seizures, she knows what it's like when teachers and nurses don't understand what a child is going through. She remembers adults telling her parents she had "head problems" and would not be allowed back to school unless they stopped.

Now as an adult, Starr utilizes VNS Therapy, a small pacemaker-like device that is implanted in the chest with wires connecting to the vagus nerve in the neck. VNS Therapy then sends mild, intermittent pulses to the brain, reducing seizures. She has a special magnet that can be swiped over her chest when she feels a seizure coming on, an action that can stop a seizure before it starts. Though she no longer needs the magnet she keeps it on her desk, and at the beginning of each school year she informs her students on how to use the magnet. She also displays a VNS Therapy booth at the school's annual science fair, with diagrams and information to educate students on epilepsy and how VNS Therapy works. #

Amanda Sina is a senior account executive with Schwartz Communications.

Cold & Flu Season *continued from page 8*

everyone can add a few smart preventive measures to their routine and strengthen their natural immunity." Here are Dr. Merrell's out-of-the-box tips and tricks to help families make it through cold and flu season:

1. We all know the importance of hand wash-

ing in reducing the transmission of cold and flu germs. But did you know that most children do not wash their hands long enough to have a significant impact? Teach your children to recite a nursery rhyme while lathering their hands, rinsing at the completion of the poem. This technique can triple or quadruple the amount of time their hands are exposed to soap and friction—the two methods that remove the most germs from the skin.

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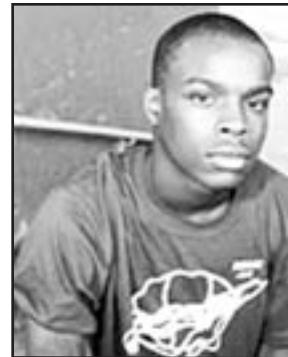
SIMON GRATZ HOOPS STAR TO ATTEND UTEP NEXT FALL

By RICHARD KAGAN

"Go West Young Man" is an admonition that is just about as old as America itself.

That is what senior guard Malik Alvin of Simon Gratz High School in Philadelphia, PA will do upon graduation in June 2006. Alvin, a highly touted basketball player signed a National Letter of Intent to attend the University of Texas at El Paso (UTEP) next fall, where he hopes to help the Miners make their mark in their debut season in Conference - USA.

Alvin, at 6', 170 pounds is noted for his exceptional jump shot, strong leaping ability, and being willing to take the big shot in a clutch situation. He was recruited by the University of Pittsburgh, Temple University, and St. Joseph's, and other schools with top basketball programs. But Alvin, a named team captain for his senior year, decided to go west. "I wanted to get out of Philly and see the country," Alvin said.



Malik Alvin

That desire coupled with knowing some players and an assistant coach on the UTEP team, made Alvin's decision an easy one. "It's the only place where he wanted to go," said Leonard Poole, his high school coach.

Alvin has known David Anwar, now an assistant coach on the Miners, since he was a child and that was a big factor in solidifying his choice. The Miners have a need at the guard position and Alvin hopes he is the answer. "I wanted to go somewhere where I had a better opportunity to play," Alvin said.

Now that he has made his choice where he's going to college, Malik's focus is on "books and basketball." Simon Gratz is one of the high school basketball powers in the East. In the

last 17 seasons, the Bulldogs have played in the Public School's title game 15 times. The Bulldogs have won 7 titles during that span. Coach Poole, now starting his fourth season at the helm, has an impressive 69-18 record. The Bulldogs last won the city title in 2004. Alvin transferred from another Philadelphia high school after his sophomore year and would love to continue the great success his school has achieved. "We can do a lot," said Alvin. "I think we can win the whole thing this year if we play together."

The Bulldogs have traveled to New York City where they have played Rice High School, one of the top teams in the city. They have also faced off against Christ The King High School, located in Middle Village, Queens. The school has an Academic Counselor, Debra Singleton, who works with players to keep current with their homework. If they are traveling and are away for a few days, the players are ready for Monday's classes. "They don't miss a beat,"

said Poole.

The school has quite a tradition of producing top athletes and civic leaders. Hall of Fame catcher Roy Campanella of the Brooklyn Dodgers graduated from Simon Gratz. Leroy Kelley, formerly of the Cleveland Browns football team also went to Simon Gratz. As did Rasheed Wallace, who currently stars with the Detroit Pistons of the NBA. William H. Gray, III, a former United States Congressman also attended Simon Gratz.

The school is named after Simon Gratz, a patriot and civic leader in post-Colonial Philadelphia. Gratz, along with his brother Hyman, and Charles Wilkins supplied saltpeter for the manufacture of gunpowder during the War of 1812 when a fledgling nation fought against the British. #

2. When serving snacks, beware the communal snack bowl. Children like to touch, and may pick up three cookies before making a final selection.

Children also may not have washed their hands before plunging into the popcorn bowl. Much better to use separate bowls, or single serving sizes when concerned about cold and flu germs being passed around with the goodies.

3. Wait wisely. During peak outbreaks of viral illnesses, you might want to reconsider turning the little one loose in a children's waiting area. These areas have tempting child-sized tables and chairs, brightly colored toys and books. Unfortunately, these areas are used by many children with varying degrees of hygiene in the

course of a day.

4. If you or your child is ill, be a hero and stay home. Not only is this the most effective way to protect others from your illness, you are more likely to rest and drink more fluids in an unstructured home environment vs. the more rigid schedules of school and the workplace. Consider canceling play dates with children who are coming down with colds.

5. Treat yourself to a new toothbrush. After your recovery from a cold or the flu, celebrate with a new toothbrush. Your old brush is likely carrying some residual germs from your illness, so out with the old and in with the new. #



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Veteran Coach Arrives at Staten Island Academy to Guide Girls Basketball Program

By RICHARD KAGAN

It's been a long time since the varsity girls' basketball program at Staten Island Academy (SIA) reigned supreme in New York. The Lady Tigers captured the New York State Association of Independent Schools crown during the 1992-1993 season. There have been some lean years since then.

When veteran high school basketball coach Michael Reape became available prior to the start of basketball practice, Staten Island Academy wasted no time and named him Head coach of the Girl's Varsity and Junior Varsity teams, and coordinator of all Middle School Boys and Girls basketball. Reape had successfully coached the boy's

Varsity basketball team at Tottenville High School, where he led Tottenville to Eight berths in the Public School Athletic League playoffs in New York City.

Reape also coached Tottenville H.S. in the last two Staten Island High School League Championship games, for bragging rights on the Island. Due to an administrative change in credentialing, Reape could no longer coach at Tottenville.

And in stepped Staten Island Academy. Darlene Crowe, the current director of athletics at SIA got in touch with Reape to see if he was interested in re-building the Girl's varsity basketball program. The Lady Tigers finished 1-15 last season, and had no returning seniors. But Reape, signed up for the challenge. "It is a challenge," said Reape. "Patience is the key word."

This season the Lady Tigers will play 20 games, starting in early December.

They compete in the Athletic Conference of Independent Schools and the Private School Athletic Association. Reape, who also runs the recreational basketball program at the Jewish Community Center on Staten Island, is teaching fundamentals to the players and to get them to play to the best of their ability. "The goal will be to improve the overall program," Reape said. He's not expecting overnight miracles, just steady progress.

That seems just fine to the staff at SIA. "We're thrilled to have someone of Mike's caliber leading our girl's basketball program," said Crowe in a statement released to the media. M. Peter Rapp,



Coach Michael Reape

former athletic director of the school from 1970 to 2003, who is still active on the 12 acre campus, said Reape brings "a wealth of experience."

First and foremost, the Academy is a college preparatory school, one hundred percent of the seniors graduate and go on to a four year college. SIA's mission is to provide a liberal arts education to a socio-economically diverse population. While at SIA, students are encouraged to participate in sports or other extra-curricular activities.

Coach Reape is a teacher of the game of basketball. At the JCC, he supervises all volunteer coaches in a Sunday recreational league that attracts over 400 students from Kindergarten to 8th grade. He provides coaching clinics to new coaches and helps the ones with more experience brush up on strategy.

The Lady Tigers are preparing for the 2005-2006 season and the mood at SIA is upbeat. There's a new coach and a new season.#

THE LAW & EDUCATION

WILL STUDENT UNIFORMS BECOME THE NORM?

By MARTHA MCCARTHY, Ph.D.

In general, school authorities can ban student attire that disrupts the educational process, is lewd or vulgar, promotes unlawful activity, or conflicts with the school's objectives. Courts have interpreted the legal standards as authorizing public schools to prohibit a range of student attire including Marilyn Manson t-shirts, gang symbols, sagging pants on boys, and halter tops on girls. Yet, students have prevailed in a number of cases where courts have found attire restrictions to be arbitrary, vague, overly broad, or discriminatorily applied.

Some of the most sensitive recent attire controversies have pertained to clashes between the school's interests in promoting civil expression and students' rights to express their religious beliefs. For example, the disruption standard recently was not satisfied where a student was suspended for wearing a T-shirt with the phrases "Homosexuality is a Sin, Islam is a Lie, and Abortion is Murder." In this Ohio case, *Nixon v. Northern Local School District*, school authorities argued that the shirt violated the school district's dress code by promoting values contrary to the school's mission and invading the rights of others. However, the federal district court disagreed and enjoined school authorities from banning this shirt that expressed the student's religious beliefs in the absence of a disruption. Other courts also have allowed students to wear shirts expressing similar religious views as long as the attire did not disrupt educational activities.

Some schools are adopting restrictive dress codes or student uniforms to avoid such sensitive attire controversies. Indeed, voluntary uniform policies are gaining popularity, particularly in urban areas, including New York City. And courts have been inclined to uphold such policies as long as they are not designed to suppress expression, they include waivers for students opposed to uniforms on religious or ideological grounds, and assistance is available for students

who cannot afford the specified attire. Public schools have successfully defended both restrictive dress codes and prescribed student uniforms that advance legitimate school objectives such as reducing socioeconomic tensions, increasing attendance, and improving the school climate. Courts have rejected assertions that student uniforms violate parents' Fourteenth Amendment rights to direct the upbringing of their children or students' First Amendment expression rights.

For more than a quarter of a century the Supreme Court has recognized that students do not abandon their constitutional rights when they enter public schools. Yet, despite the communicative elements of student attire, dress codes and uniform policies are being judicially upheld if they advance important government interests unrelated to the suppression of student expression. School boards, with the support of parents, increasingly are concluding that they can reduce time-consuming and divisive conflicts over student attire by adopting policies that severely limit what students can wear at school. If this trend continues, the United States may follow most other countries in making student uniforms the norm in public schools.#

Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana University.

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92 STREET Y NURSERY: A COMPREHENSIVE LEARNING PROGRAM FOR YOUNGSTERS



Ellen Birnbaum, Associate Director & Nancy Schulman, Director at the 92nd Street Y Nursery School against the background of a 1990 weaving made by 3 year old children.

By LIZA YOUNG

It's not surprising that so many parents of pre-school age children vie competitively in pursuit of sending their kids to the 92nd Street Y nursery school. Housed on the premises of the great 92 St. Y cultural center, the pre-school boasts the resources of the organization and has features such as three outdoor playgrounds, with soft-cushioned floors, with one playground having a special protective roof. But this is just a part of what makes this pre-school a treasure for youngsters, their parents, and the staff.

As Nancy Schulman, Director of the nursery school, stated in a recent interview in her office, the quality of teachers at the Y is a cornerstone of the pre-school: master teachers with 25 years of teaching experience strive to "pass teaching on to the next generation of teachers."

There is a sense of camaraderie among staff and students, with everyone, including program directors, being addressed on a first name basis. Even the security guards contribute to the sense of having an extended family at pre-school as they heartily greet students each morning, sometimes providing treats such as stickers and candies.

Through the inter-generational program started by Ellen Birnbaum, Associate Director, 92nd Street Y, generation gaps are melted away as seniors, 60 and over, interact with the nursery school aged children. Seniors share their childhood memories, engage in block play, and one senior is even teach favorite hobbies, such as tai chi.

With the walls of the school lined with children's artistic creations, such as art work in Jackson Pollock style, colorful candle holders, and drawings of faces, the pre-school is warm and welcoming to the young students, and illustrative of its mission to educate children, emotionally and intellectually, within the framework of an environment of warmth and creativity.

The program hosts 175 students, ages 2½ through five years olds, with a teacher/student ratio of about 4 to 1. A dynamic team approach is used by teacher groups for each respective class, with regular discussions on what teaching approaches have proven successful in the classroom.

The curriculum is multi-dimensional and multi-sensory, involving lively student participation. Examples of lesson plans include using pumpkins to learn about circumference and the development

of scientific hypotheses. Three year olds were asked whether the pumpkin would float when placed in a large pool of water, and actively engaged in this experiment. Finally children learned culinary skills as they baked pumpkin seeds. Mathematical concepts and art go hand in hand as children colorfully graph different phenomenon, such as the number of times the temperature was cold versus mild in a particular week.

A major component of teaching at the pre-school is fostering independence and self-confidence, such as having children learn to put their coats on by themselves or pour their own beverages. The moral develop-

ment of children is bolstered through teaching the concept of *Mitzvot*—good deeds—which are summarized on index cards with specific examples of students engaging in kind behavior, such as "David held the drawer open for Sam."

Enrichment programs at the pre-school program include music sessions with a specialist in the field as well as science studies with a teacher referred to as professor. There is a rich array of after school programs available for youngsters—some even coordinated with dismissal time—that range from pottery to dance, music, gym and sports.

Recognizing that learning at the nursery school must be reinforced and complemented outside of school, special programs are available for parents and caregivers.



Alphabet books made by children



Jackson Pollock-like ceiling art

The parenting center, launched in 1979 is open to all parents—even those who do not have children enrolled in the pre-school and recently a program for caregivers was launched. These programs are in addition to regular parent-teacher conferences.

Children with special needs are integrated into the program at the pre-school. In-service programs are available such as psychologists and occupational therapists, and referrals are made to programs such as the Child Study Center at New York University, when necessary.

The pre-school overall is an ideal center to meet the moral, academic, and cultural growth of the child, a center where teachers and parents

partner in taking an active role in the process.

When asked about major changes at the school during her 16 year tenure, Schulman spoke about the complicated lives that children and their fast track parents live, often overwhelmed and exhausted. Parents need more guidance today: they are bombarded with information and have lost contact with extended families. Children need to develop more self-confidence and competence in order to take risks and learn.

With Schulman and Birnbaum at the helm, children will continue to flourish and grow; and they will continue to return to visit years later, as so many do, the roots of their early success. #



Old shoes are art lessons



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CCNY History Professor Judith Stein Named Fulbright Distinguished Chair

Dr. Judith Stein, Professor of History at The City College of New York (CCNY), has been selected as a Fulbright Distinguished Chair for 2005-2006 by the Council for International Exchange of Scholars, which administers the Fulbright Scholar Program.

An expert in African-American and 20th Century U.S. history, she is one of 31 prominent scholars chosen as distinguished chairs, which is the most prestigious category in the Fulbright Scholar Program.

Professor Stein will hold the prestigious Nikolay V. Sivachev Distinguished Chair in American History at Moscow State University from February to July 2006. There she will teach U.S. history since World War II to advanced undergraduate and graduate students. She will also be the resource person for Russian students and scholars in American history.

"This is part of the Distinguished Chair in American History program, whose purpose is to advance knowledge and familiarity of American history in selected countries of the world," she said.

The Sivachev Distinguished Chair was created to increase American-Soviet cultural relations in the wake of the détente between then-President Richard M. Nixon and Soviet Premier Leonid Brezhnev in the early 1970s. It is named for Nikolay V. Sivachev, who was the Soviet Union's top American scholar at that time.

A Professor in The College's Ph.D. Program in History, Dr. Stein is a graduate of Vassar College (B.A.) and earned her Ph.D. at Yale University.

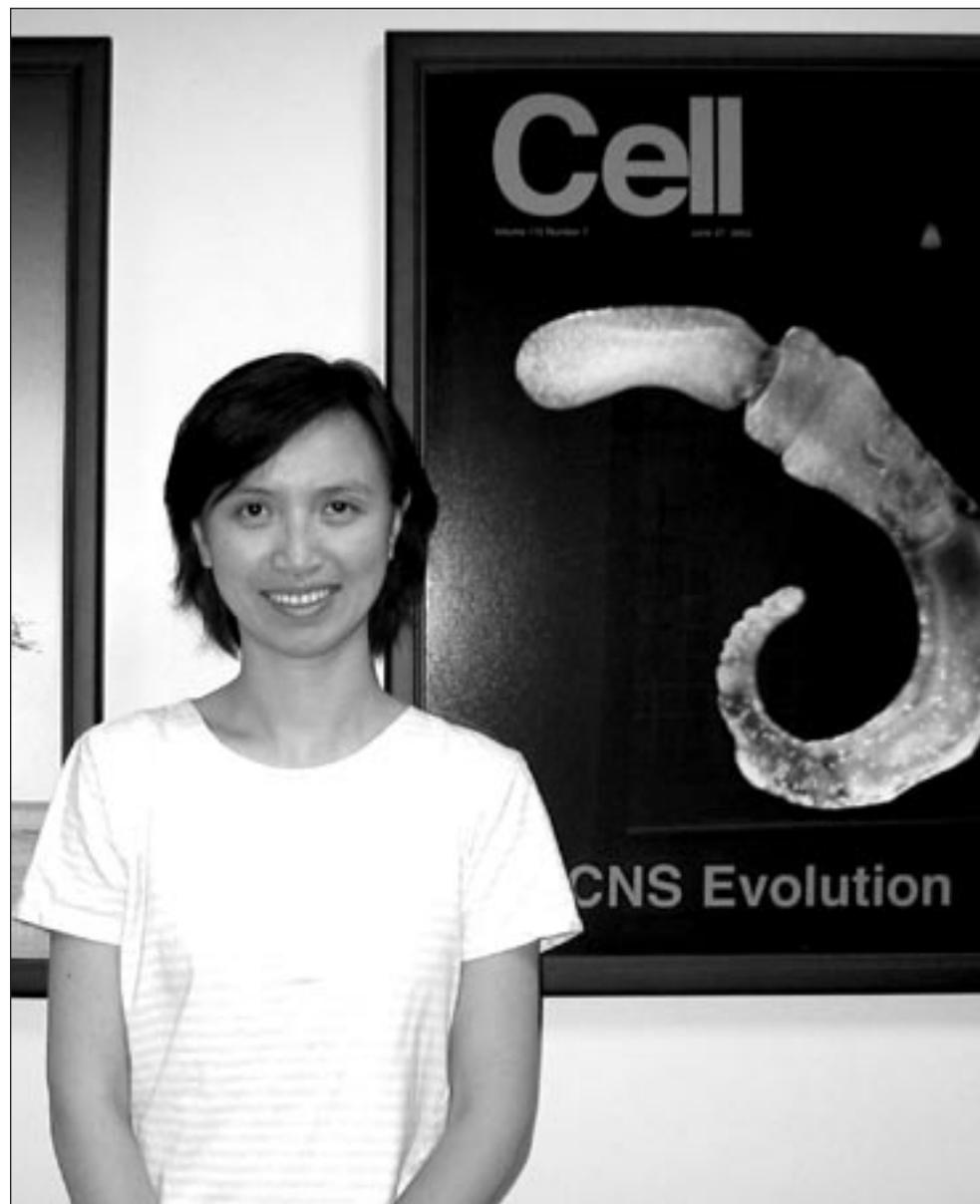


She has received fellowships from the National Endowment for the Humanities and the American Council of Learned Societies.

Professor Stein is the author of *The World of Marcus Garvey: Race and Class in Modern Society* and *Running Steel, Running America: Race, Economic Policy, and the Decline of American Liberalism*. She is currently working on a book about the 1970s. A Manhattan resident, she sits on the editorial board of *International Labor and Working-Class History*, a journal published by Cambridge University Press. #

DISTINGUISHED ALUMNI

Wen Chen: From Central China to The College of New Rochelle



By JOAN BAUM, Ph.D.

There is nothing inconsistent in Wen Chen's having double majored in chemistry and biology at the College of New Rochelle (CNR), an undergraduate institution known for its concentration on the liberal arts. In fact, says this alumna of the class of '96, she attributes her "good fortune" as a science professional to her undergraduate days at the college. The scientific editor of *Neuron*, a prestigious peer-reviewed journal of research in neurobiology, Wen Chen has nothing but praise for her CNR teachers—her favorite was a nun who taught biochemistry—and she talks animatedly about the great support, academically and emotionally, that she had during her four years there. Without CNR, she says, she might not have made it to Harvard for graduate work. It could certainly not have been easy for a sheltered 18-year old from Wuhan, China, who knew only the basics of English, the King's English at that, to make her way in The United States. She laughs softly, remembering how in a chem. lab during her first year she had asked her partner who was working with her "cooking up ingredients in an experiment," to "turn up the hawt plate," giving the word "hot" a British spin. She was "so embarrassed," she recalls. But she was also focused on a field she found "fascinating."

The only child of two science professionals, Wen Chen was in some sense born to pursue science—the top high school students in China go into science and engineering – but to hear Wen Chen talk about biology is to know that she loves her subject. Her father, who had been a visiting scholar in Arizona in the eighties and was "impressed" by the quality of scientific education in The United States, suggested she apply to an American college. In particular, he and her mother recommended that she look at undergraduate

liberal arts institutions and schools where they felt she would be looked after and thrive in a safe environment: enter The College of New Rochelle, which in addition to fitting the bill, offered her a generous scholarship. Wen Chen says she had always been attracted to biology, particularly genetics, which she discovered in high school in China, but when she came to this country and discovered the link between scientific observation and mathematical underpinnings, she was hooked. She decided on a double major and then interned at Memorial Sloan Kettering. Graduate study in neurobiology followed, centering on research into Rett's Syndrome, a cognitive disease related to autism afflicting young children. She then went on, as a post-doc, to specialize in protein sequencing at MIT, and she studied for a year at Harvard Medical School, wanting to know how research was applied in clinical settings.

As scientific editor at *Neuron*, a position she has occupied since last December, Wen Chen feels she has a wonderful opportunity to keep up with all the subspecialties in neurobiology, also her husband's field. Because the journal reviews blind submissions, she has no way of knowing how many women are involved in scientific research, but she does say that when she was at Harvard and MIT, she saw fewer women than men at the higher levels and of those who made it, there were drop outs. She feels that historical and cultural biases against women need to be addressed, but she also notes that her editor-in-chief as well as many colleagues at *Neuron* are women. No doubt, she not only "really enjoyed" her college years at CNR but also found role models who encouraged her to pursue intellectual passions, no matter how competitive the field. #



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By JOAN BAUM, Ph.D.

"You work with your door open" and feel limitations, only as these are "offered from above," says Dr. Stephen J. Sweeny, trying to explain some part of the passion and the philosophy that have motivated him for over 30 years as an administrator at the College of New Rochelle (CNR) and, for the last 9 years, as its president, invited to serve by the board of trustees, who dispensed with the usual search, and then repeatedly asked to continue. With great modesty the president expresses gratitude and quiet confidence at the opportunity to lead the CNR community, sensitive to the values and needs of a being at the helm of a 102-year-old Catholic woman's college and its more recent co-ed graduate and professional schools.

He likes to think that "we're not getting older, we're just getting better," but in conversation, it becomes apparent that much that motivated Dr. Sweeny to seek out the CNR in the first place still holds true today—a belief in the merit of a Catholic liberal arts education and respect for the research that has indicated leadership advantages for women who attend single-sex undergraduate schools—his own daughter's experience. A disproportionate number of congresswomen, he points out, come from women's colleges, and women students report a greater ease and opportunity studying with their own. But Dr. Sweeny is quick to point out, as well, that though women constitute 70 percent of the faculty at CNR, men have always been welcome as administrators. What is more, the college, owing its origin to the spirit of the Ursuline order, asks for no religious tests. Its faith-based mission is inclusive, the president remarks and welcomes "diversity" in all its forms—age, ethnicity, socio-economic status, interests.

Dr. Sweeny, who holds a doctorate in higher education, has a bachelor's degree in Spanish from Catholic University in Washington. Considering demographics, what could be more timely! The country's Catholic population is projected to be, possibly by 2012, certainly by 2015, he notes, over 50 percent Hispanic. This projection gives CNR a kind of heads up in recruitment because it has not only a lovely upstate campus but five branch campuses in New York City—Co-op City, 149th Street in the South Bronx, 125th Street



Dr. Steven J. Sweeny

in Harlem, the Lower West Side, and Bed Sty Plaza in Brooklyn. These are no foster children, however, for each campus, while providing solid liberal arts undergraduate education along with "access," holds to a consistent liberal arts curriculum. Indeed, the president prides himself on uniformity of standards and programs at all the campuses, noting that CNR's unusually low student-faculty ratio (10 to 1) and commitment to methodologies reportedly favored by women—seminars, collaborative learning models, curricula that contain themes of special interest to women—has made the college especially attractive to older women who help swell the ranks of the more popular offerings, including psychology, the arts, and education.

The challenge and so far the accomplishment, Dr. Sweeny adds, has been CNR's success at having over 50 percent of its graduates go on for further study. It is his hope that the number of those who seek out CNR for continuing education will grow, once the college's \$25 million Wellness Center is complete. It is one of CNR's distinctive features, he points out, that where other institutions have disbanded with physical education, CNR requires students to take up four (noncredit) courses. And it is his pride that most CNR students opt to take more, aware of the nation's and their own growing health needs, and of the connectedness of mind and body, here augmented by spirit. #

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Selected candidates will start coursework either in January 2006 or in June 2006.

Questions? Contact Nilda Bayron-Resnick, 212-875-4543.

CALL FOR ENTRIES: THIRTEEN/WNET & JPMORGAN CHASE AWARDS OPEN TO TRI-STATE STUDENTS

Tri-state area teachers have until January 31 to enter pioneering student video, Web or multimedia projects in the JPMorgan Chase "Multimedia in the Classroom" Awards, presented by Thirteen/WNET and WLIW New York as part of their first Celebration of Teaching and Learning professional development conference, March 24 and 25 in NYC.

"We're looking for projects that take what students have learned in the classroom to another level," said Ronald Thorpe, vice president and director of education for Thirteen and WLIW. "These projects can explore anything in the curriculum and involve students at any grade from kindergarten through 12. There are teachers and students out there who are transforming learning environments through video and other technologies, and with the help of JPMorgan Chase, we intend to celebrate their achievement."

Each of the top 10 winning project teams will receive a cash prize of \$1,000 donated by

JPMorgan Chase; full access to the Celebration of Teaching and Learning professional development conference; and VIP seating at special events at the conference.

Video, Web or multimedia projects by kindergarten through 12th-grade students from New York, New Jersey or Connecticut can be entered by their teachers. Projects must be teacher-mentored, student-executed, and exemplify skillful use of media and technology to improve learning in a curriculum area.

Details on entering the competition are available online at the Celebration of Teaching and Learning homepage:

www.thirteencelebration.org. Entries must be postmarked by January 31.

Winners will be announced on March 6 and the prizes will be presented on March 24 at the opening of the conference. For further information, e-mail jpmorganchaseaward@thirteen.org.

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Above, from left: Max Berger, Class of '68, Senior Partner, Bernstein, Litowitz, Berger and Grossmann • JoAnn Ryan, Class of '79, MS '83, President and CEO, Con Edison Solutions • Alan Liang, Class of '05, Baruch BBA in Finance, CUNY Honors College • Evelyn Taveras, Class of '96, Baruch BBA in Marketing Management, Senior Media Planner, Della Femina Rothschild Jeary & Partners

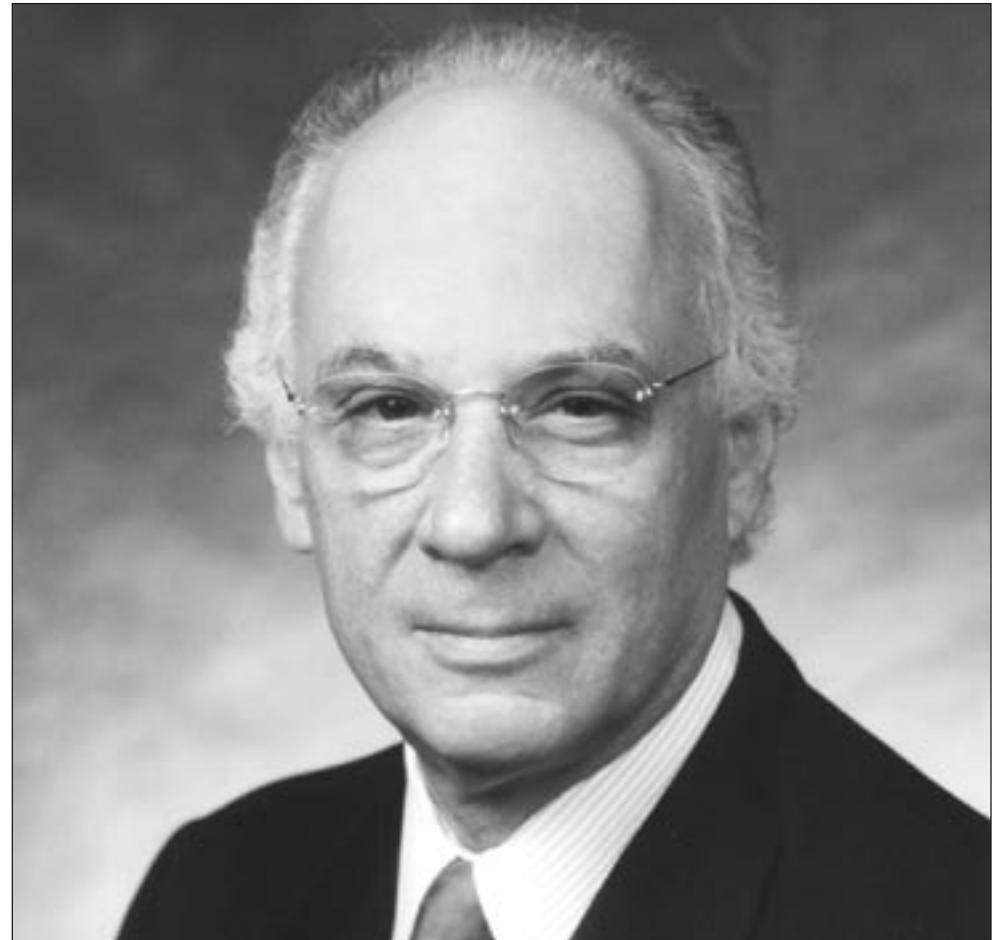
For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf/.

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CUNY Chancellor Announces New Compact for Public Higher Education



CUNY Chancellor Matthew Goldstein

By JOAN BAUM, Ph.D.

Parents, take note: Introduced by the president of the Center for Educational Innovation-Public Education Association (CEI-PEA) Semour Fliegel, who hailed him as the first CUNY graduate to be the leader of a great public university, and someone Fliegel's own father would have called a "prince of a man," Matthew Goldstein, the chancellor of The City University of New York, gave an impassioned address on the need to rethink the funding of public higher education, citing along the way *The New York Times'* Thomas Friedman, new data on costs and student performance, and his mother. Quoting from Friedman's best-seller *The World Is Flat*, the chancellor quoted Friedman's observation that when he a child he was told "to finish his dinner because people in China and India were starving." Today, Friedman tells his own children "to finish their homework because people in China and India are starving for their jobs."

With compelling anecdotes and hard data, the chancellor effectively drove home his theme that there are moral, social and academic reasons why funding must be increased for public higher education in general and for CUNY in particular, and now. Although the chancellor had addressed CEI-PEA in February, the November 17 speech expanded on earlier discussion about private funding sources. This time around, however, the emphasis was on the "public side" of higher education funding. Specifically, the chancellor proposed implementing recommendations recently made by a university task force. Called Investing in Futures: A New Compact for Public Higher Education, the initiative would bring together various funding constituencies: the state, the city, the university, friends and alumni and the students through a 3-3½ percent tuition hike. Alone, the students can't do it and the city and state won't do it, but a "shared partnership" could efficiently and effectively meet global competition for skilled workers and serve the mission of the university. To do less than provide access and ensure equity, the chancellor said pointedly, looking out at the assembled guests, would be a "moral outrage." Though reading from prepared remarks, the chancellor paused at numerous times to emphasize

what clearly is for him a personal, heartfelt mission. The facts are that public support for public higher education has plunged dramatically in the last decade, continuing a trend, thereby aggravating the disproportionate number of blacks who do not enroll in college or complete a degree, compared with whites. This "divide" in higher education and the work place, he pointed out, citing Bill Gates, has serious economic and social consequences for the country in keeping competitive, especially in the sciences. The numbers are frightening: only 7 percent passing the physics regents, 18 percent chemistry. CUNY would address the challenge by way of more pipeline programs in the schools, full tuition scholarship for those who commit to teach math and science in middle and high schools, strengthened financial support for graduate school programs, guaranteed financial aid for poor but promising college-bound youngsters, refurbished science facilities at the colleges, and new collaborations with the Department of Education. But it all costs money. So what else is new? A new way to get it.

The chancellor believes that a "self-leveraging" multi-year, multi-pronged investment initiative to effect CUNY's Master Plan can provide a responsible means of funding public higher education: "If each [partner of the Contract] agrees to put in a share, each gets the benefits of the whole." The chancellor noted the irony that CUNY is asking for more public support at a time when reports indicate that the university is at the top of its form in enrollment and academic performance. Indeed, four outstanding students sitting in the audience, heard their praises sung as winners of prestigious awards, an honors circle that includes, of course, the nation's number-one Intel Science Talent Search Contest winner this year. The implications were clear: the public can be assured that their investments would bear fruit.

CEI-PEA, a not-for-profit organization made up of private citizens dedicated to investing in public education, seeks to support school leaders, encourage parental involvement and infuse curricula with imaginative and efficient programs that will strengthen both the image and the functioning of urban public school systems. #



TEACHERS COLLEGE CEO&I ANNOUNCES WINNERS OF FIRST ANNUAL LIFELONG LEARNING AWARD



Chautauqua Institution President Thomas Becker gives an acceptance speech



Noted educational theorist Maxine Greene gives a speech accepting a Lifelong Learning award

Four Institutions, Educators Receive Honor

The Center for Education Outreach & Innovation (CEO&I) of Teachers College, Columbia University, recently announced the four winners of its first annual Lifelong Learning Award: the Chautauqua Institution (and its president Thomas Becker), Brazilian educator Paulo Freire (posthumously), educator Maxine Greene and PBS (Public Broadcasting Service). The awards were presented at an early evening cocktail reception at The Princeton Club of New York.

"This prize was created to honor notable leaders and institutions for their innovative and sustained contributions to lifelong learning," said Arthur Levine, President of Teachers College. "In today's information and global society, knowledge and education are the twin engines that drive our economy and shape our lives. In this environment the half-life of knowledge is becoming shorter and shorter. This makes education throughout life essential. And it makes strong lifelong learning programs imperative."

Levine noted that in a 1996 study by the International Commission on Education for the 21st Century, the concept of lifelong learning was described as education that is flexible, diverse and available at different times and places throughout one's life. The report, called the Delors report, identified four pillars of education for the future: learning to know, learning to do, learning to live together (and with others), and learning to be. "The contributions of our honorees have addressed these four essential elements of learning throughout their lives, helping to change the way education is conceived and delivered," he said.

Selected by CEO&I's Advisory Committee on Lifelong Learning, a group of 20 leaders in national and international business, health, education and media, honorees were judged according to the reach and scope of their impact, how they had nurtured and demonstrated beliefs and practices that support lifelong learning, if they had been engaged in life learning for more than 20 years and if their contributions have been widely recognized.

In their awards document the Advisory Committee noted the contributions of each honoree: The Chautauqua Institution, founded more

than 130 years ago as an educational experiment in vacation learning is today recognized as a kind of "American soapbox" where the discussion addresses some of society's most compelling global issues. Its president, Thomas Becker, has proved to be a true 21st century leader, matching and marrying the historic charter and adapting it to address current concerns.

Paolo Freire had a distinguished career as a progressive educator in Brazil, proposing that education move beyond the elite of society and into the poorest communities. In addition to his academic and institutional life, he participated in a movement for popular education in the early 1960's, encouraging literacy among the country's peasant population. Throughout his life, until his death in 1997, this controversial man was engaged in unceasing intellectual labor and inspired by the struggle of the Brazilian people for an equitable and democratic government.

A 1938 graduate of Barnard College, long-time educator Maxine Greene has had a distinguished career in education, combining philosophy, education and the arts to enhance the education process. In her words, "If we enlist the arts and imagination in teaching, we allow students to take advantage of their lived experiences." Involved in many spheres of the education world, Greene founded and directed the Center for Social Imagination, the Arts and Education at Teachers College. She has been philosopher-in-residence at the Lincoln Center Institute of the Arts in Education for more than 25 years, and was the editor of the Teachers College Record. Among her many affiliations, she is past president of the Philosophy of Education Society, the American Educational Studies Association and the American Educational Research Association. At age 87, Greene is still a practicing educator as Professor Emerita of philosophy and education and the William F. Russell Professor Emerita in Foundations of Education at Teachers College.

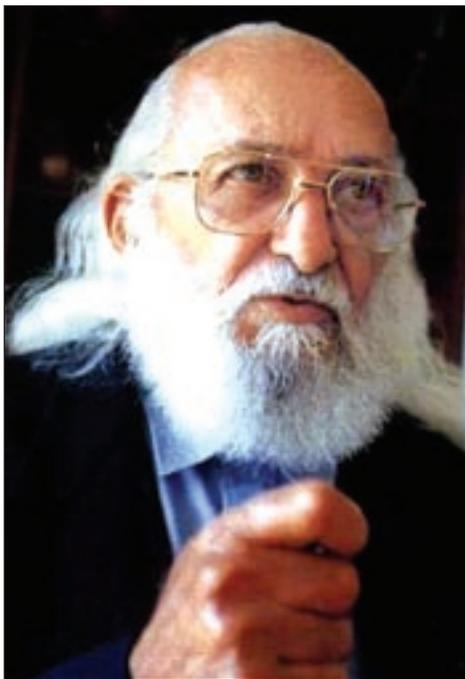
Since it was founded in 1969, the Public Broadcasting System has been dedicated to pro-

viding the nation's public television station with the best in children's, cultural, educational, history, nature, news, public affairs, science and skills programming. PBS works with the nation's school systems and the U.S. Department of Education to help parents and teachers prepare children for success in school, and to provide quality professional teacher development through a series of online courses. Its Adult Learning Service involves local PBS stations and colleges in an effort to provide college credit TV courses to almost half a million students each year.

"Today, dynamic learning across one's lifes-

pan is influenced by technology and innovation, changing population demographics, quality of life and workforce needs. To keep pace, individuals must find learning to be enlightening, engaging, ongoing, and, most of all, relevant," said Mary Rose Barranco Morris, Ed.D., Director of Lifelong Learning for CEO&I. "Our honorees have succeeded in this and as a result, have made great contributions to the development of intellectually, socially and aesthetically enriched and responsible citizens."#

For more information, visit the college's Web site at www.tc.columbia.edu.



Brazilian Educator Paulo Freire

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CNR Wisdom for life.



By POLA ROSEN, Ed.D.

The name Kennedy is synonymous with public service, with answering the call to improve the lives of all people around the globe. Robert Kennedy was the attorney general of the United States from 1961-1964 and senator from 1965-1968. In the tragic aftermath of his brother President John Kennedy's assassination, he was murdered in Los Angeles in 1968 at the Ambassador Hotel.

The Kennedys always admired the courage of others fighting adversity. *Profiles in Courage*, written by President John Kennedy, celebrated those individuals who represented the best of humanity. Passing the mantle of champion of human rights, Kerry Kennedy, daughter of Robert Kennedy, recently published a book, *Speak Truth to Power*, celebrating and applauding the lives of 41 brave men and women that she met in her travels around the world.

November marked the 80th birthday of Robert F. Kennedy. Robert Kennedy answered the call to action to create a more just world and in the process he influenced generations of social, political and cultural leaders. His vision was to empower communities and secure the rights of the individual.

The RFK Memorial honored his life and his legacy in Washington DC recently, with the 2005 Robert F. Kennedy Human Rights Award, presented to Stephen Bradberry, the Lead Organizer of the New Orleans chapter of ACORN (Association of Community Organizations for Reform Now). Mrs. Robert F. Kennedy, Senator Edward Kennedy (D-MA) and Keynote Speaker Senator Barack Obama (D-IL) spoke about how RFK's legacy has impacted America and how the legacy is alive and thriving.

Photos by Kelly Kreech



Ethel Kennedy

SENATOR EDWARD M. KENNEDY ON THE PRESENTATION OF THE 2005 RFK HUMAN RIGHTS AWARD TO STEPHEN BRADBERRY OF NEW ORLEANS

We're very proud of Ethel, Kerry, and everyone else at the Memorial for their extraordinary leadership and commitment in carrying on Bobby's ideals. I know my brother would be very grateful to all of you for advancing his work so well, and he'd be especially pleased with this year's recipient of the human rights award in his name.

Bobby dedicated much of his life to social justice in all nations and for all peoples, and this award was created to honor courageous individuals fighting for that ideal.

Often, the award has recognized human rights heroes from abroad. But this year, with the devastation of Hurricane Katrina so much in mind, we turn our sights homeward. No event in modern America has destroyed so much and uprooted so many in so short a time as that violent storm, with much of the magnificent City of New Orleans and the beloved Gulf Coast reduced to ruin.

I visited the area soon after the storm and was deeply shocked to see the devastation. For many of our fellow citizens in New Orleans and the Gulf Region, there is literally nothing to return to. Entire communities are completely gone. All that's left of endless blocks are the concrete slabs where family homes once stood.

The violent winds and flood tore away the mask that has long concealed the silent slavery of poverty in so much of our society. Katrina showed how long a journey we still have to make to live up to America's promise. For a new generation of Americans who did not live through the civil rights movement or the Vietnam War or Watergate—Katrina was their American apocalypse. More than any event in their lifetimes, it revealed the consequences of our nation's neglect.

But new young leaders like our honoree understand that the darkest time often comes just before a dawn. On my visit to the Gulf Coast, I was moved by the caring and courage of ordinary people stepping up in extraordinary ways to rebuild lives and communities. Churches, police officers, firefighters, National Guard members, families, friends, neighbors, strangers—they came together and became heroes in the wake of the storm. They saw the face of poverty and homelessness, and responded instantly by joining the fight against despair.

To their credit, some courageous and very dedicated people had joined that fight long before, even when the storms weren't arriving and the cameras weren't rolling. Among the best of those who have been fighting the good fight with great courage is this year's honoree, Stephen Bradberry of New Orleans.

Stephen is the lead organizer for the New Orleans chapter of ACORN, the Association of Community Organizations for Reform Now. He's lived in New Orleans for 18 years. He's originally from Chicago, but stayed on in the Crescent City



Senator Ted Kennedy addresses the audience as Senator Barack Obama listens intently on his immediate left

after graduating from Dillard University in 1992. At Dillard, his eyes were opened to new depths of poverty. He came face to face with the plight of people in poverty in the state with the largest proportion of men and women in the nation living on the minimum wage or less.

Ever since, he's been a relentless crusader for social and economic justice. He battles every day, and with great humility, to empower the poor of New Orleans and mobilize them to fight more effectively for themselves.

After Hurricane Katrina, he temporarily moved to Baton Rouge, organizing in shelters, and locating and supporting ACORN members displaced by the storm. But Stephen kept the faith, and is leading a new movement to give the low-income community of New Orleans a genuine voice in the redevelopment of their city. Survivors I met told me they don't want veto power over every proposal to rebuild their region—they just need a voice in the rebuilding of their own communities, and ACORN is their voice.

The name is especially appropriate—Association of Community Organizations for Reform Now. That says it all. Typically, it plants seeds in communities across America that can grow into mighty oaks with strong roots and far-reaching branches in the ongoing struggle for progress, opportunity, and justice. It's the nation's largest community organization of low- and moderate-income families, with 175,000 member families and 850 neighborhood chapters in 75 cities in our country, Canada, the Dominican Republic, and Peru.

Robert Kennedy understood the critical importance of local activists like Stephen in these struggles. "In the fight for social justice," Bobby said, "national power can create and encourage, but local power is determinative." Stephen has been that kind of determined leader for ACORN, orga-

nizing the poverty community through marches, demonstrations, media campaigns, leadership training, door-to-door visits, e-mail, and the Internet. He's led New Orleans ACORN into battle for a living wage and for voting rights—and against lead poisoning and predatory lending. Now he's waging a new battle in support of fair rebuilding after the hurricane.

Stephen has had other missions as well. In New Orleans' Eighth Ward, he's worked with the local carpenters union to reduce exposure to lead poisoning in old homes. It's characteristic of ACORN that the local union is offering apprenticeships to young men and women ages 18 to 24—giving them a priceless opportunity to learn how to find their way out of poverty. As the Chinese saying goes, give people a fish, and you'll feed them for a day. But teach them to fish, and you'll feed them for a lifetime.

Stephen's also led the most effective voting rights campaign in New Orleans. "A lot of other organizations have been doing big, flashy events," he says, "but we've been out there in the neighborhoods where people are, signing them up door-to-door, at bus stops, wherever people congregate. Slow and steady wins the race." Of the 460,000 residents of Orleans Parish, over 302,000 are registered to vote in this historic treasure of an American city, including almost 200,000 African Americans.

In fact, that's ACORN's defining cause -- and it's effective. In November 2004, because of ACORN, 71 percent of voters in Florida and 68 percent in Nevada approved ballot initiatives to raise their state's minimum wage. Similar initiatives are now underway for next year's elections in Ohio, Michigan, Arizona, and Colorado. These campaigns are strong and successful tributes to the power of the grassroots. They draw people to the polls because the people know it makes a

difference in their daily lives.

In the wake of Katrina, that struggle in New Orleans is especially important. Before the hurricane, one of every 20 workers in Louisiana earned the minimum wage or less—almost twice the national average. A quarter of the population lived in poverty—77 percent higher than the national average.

The challenge facing these low-wage workers was aggravated by the Administration's harsh decision to suspend the protection of prevailing wage laws for reconstruction workers in the Gulf Coast—a needless and appalling insult to suffering workers and their families. ACORN made its outrage known. Thanks to its efforts, the Administration admitted the error of its ways and reinstated the long-standing federal wage protections for these hard-working Americans.

But there is much more to do. Stephen sees the living wage as indispensable in attracting residents back to New Orleans. As he says, "people have moved away from this city and have seen that they can make more money in other places. The simple fact of the matter," he says, "is you can't pay a minimum wage in New Orleans right now, because there is nobody in the city. So you have to pay people in order to have them come to work." In 1968, Bobby spoke about this need, in words that ring even more true after Katrina.

Perhaps the most invisible of all among the invisible poor are those in the immigrant neighborhoods and communities of New Orleans. A century and a half ago, thousands of Irish immigrants gave their lives digging the New Basin Canal, which linked the city with Lake Ponchartrain at the time. Lost from public view today are thousands of contemporary immigrants, especially from Mexico, Honduras, and Vietnam, who had been living in the areas hit hardest along the Gulf Coast. Few have sought help from relief agencies or gone to shelters, for fear they'll be deported. Whatever violations of the immigration laws they may have committed, we can't wash our hands of their plight and let their suffering continue.

As this disaster reminds us, we're all part of a family—and we have a responsibility to help members of our family in need. More than ever, as we have learned so painfully in recent weeks, the war on poverty has casualties like any other war—and so far, we are losing this war.

Government must respond in ways that are as good and as compassionate as the American people. We know what must be done. We're a stronger country when we're a fairer country. Inequality and injustice undermine our economy, our security, our standing in the world, our future. We need to wage a wiser war on poverty. That means a broader effort and a new spirit of cooperation to reduce poverty, a genuine new dedication carried out by leaders in government at every level, in religion, in industry, and in the academic community.

This is our opportunity and our calling—and

continued on page 18

EXCLUSIVE INTERVIEW

KERRY KENNEDY: HONORING HER FATHER'S TRADITION

By JOAN BAUM, Ph.D.

It's appropriate that many who were politically active in the sixties associate "speak truth to power" with demonstrations to end the Vietnam War, but the now famous phrase (which actually surfaced in 1955 as part of a strategy statement by the American Friends Service Committee) also resonates as a rallying cry for social justice and civil and human rights in this country and abroad, no more so than as articulated by Robert F. Kennedy (1925-1968), whose impassioned dedication to redress the lot of the poor and the abused in this country and abroad was recently honored in Washington at a special memorial on the occasion of his 80th birthday. Much of his legacy, which has become the heartfelt life work of his daughter, Kerry Kennedy, can be seen in the extraordinary number of important action committees she heads, to continue his drive for "a more just world, where the powerless cannot be abused by the powerful." Her five-star, best-selling book, *Speak Truth to Power: Human Rights Defenders Who Are Changing Our World*, since its original publication in 2000, has become a play, a video, a PBS documentary, a traveling photographic exhibit, and an educational packet that can now be found in over 10,000 American high schools and colleges and, by way of the Internet, around the globe.

The classroom, of course, can effectively inculcate and hone a sense of fair play. Kids, Kerry Kennedy shrewdly observes, know instinctively about justice. She recalls how, when she was a small child, learning to tie her shoes, she would



try to be fair: if she began by putting on her left shoe, she would then tie the laces of the right one first. "Listen to five-year olds," she says, "they talk constantly about what's fair or not fair." Though she was only eight when Robert Kennedy was assassinated, she has strong memories of his zest for life, outdoor play, sense of humor. He was, she recalls "a tremendously

loving father and enormously present" in her life. And obviously a strong influence at least by virtue of the fact that there was little separation for him between work and home. The constant flow of people to their house meant constant talk at the dinner table. RFK was Attorney General at the time and "equality was the seminal issue of the day."

Much as the recent Washington birthday memorial made it clear, in speech after speech about RFK's heritage, Kerry Kennedy also makes it apparent how much she has charted her own course in fighting for social justice, tracing her abiding interest in Amnesty International, for example, to an internship she had one college summer, choosing the organization over other sites because it responded to her stated desire to be given a significant project and not push paper. And did she get such a task: documenting abuses against refugees from El Salvador committed by U.S. immigration officials, a horrifying shocker that clearly marked out her future commitments. After graduating from Brown, she went to Boston Law School, impressed by a group of volunteer lawyers she had met who were working with the indigent. Her membership on the board of the nonprofit

"The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike. Rather, it will belong to those who can blend vision, reason, and courage in a personal commitment to the ideals and great enterprises of American society."

—ROBERT KENNEDY

Robert F. Memorial and her founding of the RFK Center for Human Rights are just two of many, many advocacy organizations she actively works for and supports that seek to speak truth to power. Her awards would take another article.

Though her three children get first priority, Kerry Kennedy manages to keep up with an amazing number of education initiatives, including making presentations about *Speak Truth to Power*. She has also become an ardent advocate of NetAid, an action-oriented organization for the high school students (www.netaid.org), but she suggests that teachers and parents can also do a lot on their own. "Have kids read a newspaper every day and count up stories on the front page that have to do with human rights issues." Be informed. She notes that

one of her daughters not too long ago came home with a project to do a report on candy. Candy? Did her daughter know that 43 percent of chocolate is made by child labor in West Africa? Well, she knows now. Yes, much as been accomplished in the last 25 years in providing better conditions, especially for women, children, and the poor, but much remains to be done. As RFK said—and Kerry Kennedy needs no prompt to recall the words—"one person can make a difference and each of us has an obligation to try."#

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REMEMBERING RFK

continued from page 16

it's our duty—to get it right. We can rebuild the Gulf Coast in a manner that lifts people up and gives them a voice. We can reduce and even eradicate poverty in the nation, and reclaim our moral standing in the world. Other nations still desperately want to look to us for moral guidance and leadership, and we cannot fail again.

As Bobby said, “The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike. Rather, it will belong to those who can blend vision, reason, and courage in a personal commitment to the ideals and great enterprises of American society.”

He believed that we must “learn to find our own advancement in the search for the advancement of others.”

“All of us,” he said, “from the wealthiest and most powerful of men to the weakest and hungriest of children, share one precious possession: the name ‘American.’”

In April 1968, he ended his remarks about the Bedford-Stuyvesant community in New York

City with words that ring especially true today about Stephen. “We live in a time when the nation is deeply divided. But you have proven that we need not remain so. Together we can attack the problems that seem so overwhelming, and master them. Your example should give courage to all Americans in the difficult days before us.”

Stephen, you honor my brother immensely in your mission to make this a more just and peaceful land. Bobby would be very, very proud of all you're doing to carry on his unfinished work, and to help all those living in even the deepest shadows, about whom he cared so much.

REMARKS OF SENATOR BARACK OBAMA AT THE ROBERT F. KENNEDY HUMAN RIGHTS AWARD CEREMONY, WEDNESDAY, NOVEMBER 16, 2005, WASHINGTON, DC

I come to this with tremendous humility. I was only seven when Bobby Kennedy died. Many of the people in this room knew him as brother, as husband, as father, as friend.

I knew him only as an icon. In that sense, it is a distance I share with most of the people who now work in this Capitol—many of whom were



Senator Barack Obama

not even born when Bobby Kennedy died. But what's interesting is that if you go throughout the offices in the Capitol, everywhere you'll find photographs of Kennedy, or collections of his speeches, or some other memento of his life.

Why is this? Why is it that this man who was never President, who was our Attorney General for only three years, who was New York's junior Senator for just three and a half, still calls to us today? Still inspires our debate with his words, animates our politics with his ideas, and calls us to make gentle the life of a world that's too often coarse and unforgiving?

Obviously, much has to do with charisma and eloquence — that unique ability, rare for most but common among Kennedys, to sum up the hopes and dreams of the most diverse nation on Earth with a simple phrase or sentence; to inspire even the most apathetic observers of American life.

Part of it is his youth—both the time of life and the state of mind that dared us to hope that even after John was killed; even after we lost King; there would come a younger, energetic Kennedy who could make us believe again.

But beyond these qualities, there's something more.

Within the confines of these walls and the boundaries of this city, it becomes very easy to play small-ball politics. Somewhere between the partisan deadlock and the twenty-four hour news cycles, the contrived talking points and the focus on the sensational over the substantive, issues of war and poverty, hopelessness and lawlessness become problems to be managed, not crises to be solved. They become fodder for the Sunday show scam, not places to find genuine consensus and compromise. And so, at some point, we stop reaching for the possible and resign ourselves to that which is most probable.

This is what happens in Washington.

And yet, as this goes on, somewhere another child goes hungry in a neighborhood just blocks away from one where a family is too full to eat another bite. Somewhere another hurricane survivor still searches for a home to return to or a school for her daughter. Somewhere another twelve-year-old is gunned down by an assailant who used to be his kindergarten playmate, and another parent loses their child on the streets of Tikrit.

But somewhere, there have also always been people who believe that this isn't the way it was supposed to be—that things should be different in America. People who believe that while evil and suffering will always exist, this is a country that has been fueled by small miracles and boundless dreams—a place where we're not afraid to face down the greatest challenges in pursuit of the greater good; a place where, against all odds, we overcome.

Bobby Kennedy was one of these people.

In a nation torn by war and divided against itself, he was able to look us in the eye and tell us that no matter how many cities burned with violence, no matter how persistent the poverty or the racism, no matter how far adrift America strayed, hope would come again.

It was an idealism not based in rigid ideology. Yes, he believed that government is a force for good—but not the only force. He distrusted big bureaucracies, and knew that change erupts from the will of free people in a free society; that it comes not only from new programs, but new attitudes as well.

The idealism of Robert Kennedy—the unfinished legacy that calls us still—is a fundamental belief in

the continued perfection of American ideals.

It's a belief that says if this nation was truly founded on the principles of freedom and equality, it could not sit idly by while millions were shackled because of the color of their skin. That if we are to shine as a beacon of hope to the rest of the world, we must be respected not just for the might of our military, but for the reach of our ideals. That if this is a land where destiny is not determined by birth or circumstance, we have a duty to ensure that the child of a millionaire and the child of a welfare mom have the same chance in life. That if out of many, we are truly one, then we must not limit ourselves to the pursuit of selfish gain, but that which will help all Americans rise together.

We have not always lived up to these ideals and we may fail again in the future, but this legacy calls on us to try. And the reason it does—the reason we still hear the echo of not only Bobby's words, but John's and King's and Roosevelt's and Lincoln's before him—is because they stand in such stark contrast to the place in which we find ourselves today.

Our greatness as a nation has depended on individual initiative, on a belief in the free market. But it has also depended on our sense of mutual regard for each other, the idea that everybody has a stake in the country, that we're all in it together and everybody's got a shot at opportunity.

Robert Kennedy reminded us of this. He reminds us still. He reminds us that we don't need to wait for a hurricane to know that Third World living conditions in the middle of an American city make us all poorer. We don't have to accept the diminishment of the American Dream in this country now, or ever.

If he were here today, I think it would be hard to place Robert F. Kennedy into any of the categories that so often constrain us politically. He was a fervent anti-communist but knew diplomacy was our way out of the Cuban Missile Crisis. He sought to wage the war on poverty but with local partnerships and community activism. He was at once both hard-headed and big-hearted.

And yet, his was not a centrism in the sense of finding a middle road or a certain point on the ideological spectrum. His was a politics that, at its heart, was deeply moral—based on the notion that in this world, there is right and there is wrong, and it's our job to organize our laws and our lives around recognizing the difference.

When RFK made his famous trip to the Mississippi Delta with Charles Evers in 1967, the story is often told about the destitute they encountered as they walked from shack to shack. As they walk into one with hardly a ceiling and a floor full of holes, Kennedy sees a small child with a swollen stomach sitting in the corner. He tries and tries to talk to this child again and again, but he gets no response, no movement, not even a look of awareness. Just a blank stare from cold, wide eyes so battered by poverty that they're barely alive.

And at that point we're told that Kennedy begins to cry. And he turns to Evers and asks “How can a country like this allow it?” and Evers responds “Maybe they just don't know.”

Bobby Kennedy spent his life making sure that we knew—not only to wake us from indifference and face us with the darkness we let slip into our own backyard, but to bring us the good news that we have it within our power to change all this; to write our own destiny. Because we are a people of hope. Because we are Americans.

This is the good news we still hear all these years later—the message that still points us down the road that Bobby Kennedy never finished traveling. It's a road I hope our politics and our country begin to take in the months and years to come.#

In honor of RFK's 80th Birthday this November, the Robert F. Kennedy Memorial Center for Human Rights and Guggenheim Productions (www.gpifilms.com) will be offering Charles Guggenheim's Academy Award Winning film *Robert Kennedy Remembered* as a special gift for donating to the Center for Human Rights through the new Shop Site. You can join the Robert F. Kennedy Memorial in supporting RFK's vision and in fighting to secure human rights across the globe. <http://en.groundspring.org/EmailNow>

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COLLEGE PRESIDENTS SERIES

PRESIDENT LYNDA KATZ, LANDMARK COLLEGE

By EMILY SHERWOOD, Ph.D.

Nestled in the bucolic Vermont town of Putney, home to artists and artisans, where the 250 year old Putney Inn recalls a more genteel way of life unspoiled by fast food chains, Landmark College sits on a tract of land once home to Windham College, which closed its doors in 1978. From Windham's ashes—or rather, following its takeover by the federal government and subsequent auctioning to a New York developer—Landmark College was borne in 1984, realizing a dream of founder and visionary Dr. Charles Drake, who had dyslexia and wanted to create a learning environment specifically for students with learning disabilities.

Current Landmark President Dr. Lynda Katz, only the third president in Landmark's 21 year history since she took office in 1994, looks back on the tremendous growth and change she has helped to spawn since arriving in Vermont from Pittsburgh, where she previously held dual appointments at the University of Pittsburgh as Associate Professor of Psychiatry and Education in the School of Medicine and Associate Professor of Health and Rehabilitative Sciences. When Landmark began with 200 students in 1984 (today's student body is double that size), "we were a boot camp for students with significant learning problems," says President Katz. "They came as a last resort." Their sole purpose, she adds, was "to get into a 'real college' as soon as possible." President Katz' mission, which she deems successful, has been "to make a vibrant, vital place, not a college of last resort. We focus on attracting students from high school as a choice," Dr. Katz asserts. Indeed, though the college still functions as a "bridge program" for students from other colleges—including Williams, Holyoke, and Duke—who are struggling where they are and need intensive help before returning to receive their B.A. degrees, "we are focusing on attracting students who will stay and get their A.A. degree, so that their next college is one of choice rather than where they happen to get accepted," asserts President Katz.

Landmark's approach is fairly simple, con-

sidering that it is one of the only accredited colleges in the country designed exclusively for students with dyslexia, attention deficit hyperactivity disorder (AD/HD) or other specific learning disabilities.

Students must take a mandatory course in Cognition, Learning, and Self, which teaches them about the brain, ways of learning, study skills, and technology. "Students learn what ADD is, what a learning disability is...and how their condition affects learning," explains Dr. Katz. Students must come to class with a laptop and learn to use relevant software, such as the Kurzweil program that converts printed material (which is scanned into a computer) into an audio file, which the student can then listen to and read on screen. While the range of additional courses offered at Landmark mirror those at other colleges, it is the teaching methods that make Landmark unique. "Our classes are exceedingly interactive," says Dr. Katz. "Our teachers know how to do multi-sensory teaching and use meta-cognitive strategies." And of course, class sizes are small, rarely over 20.

No one is better qualified to carry out a vision of excellence in this field than Dr. Katz, a nationally recognized expert in learning disabilities and AD/HD in adolescents and adults, who continues to operate her own practice as a psychologist by evaluating students for special education accommodations in the surrounding areas. Moreover, Dr. Katz has authored and co-authored scores of reference articles, book chapters, and other publications in her field, as well as a 2001 book entitled *Learning Disabilities in Older Adolescents and Adults: Clinical Utility of the Neuropsychological Perspective*.

Her hope for the future is that society will begin to refocus special education funding on the adolescent population. "We've put so much emphasis on early intervention, but by and large, these programs end at third grade," explains Dr. Katz. "Yet the cognitive demands on reading and comprehension don't really start till sixth or seventh grade. Adolescents with learning disabilities are struggling because, although they can decode,



there's more to special ed. than decoding. They need to not just learn to read, but *read to learn*," she argues passionately.

Often the true mark of success is to be able to share best practices with others in the field, and that is exactly what Landmark has done in its recent acquisition of a \$1 million grant from the

Department of Education to develop a curriculum that can be used by learning disabled students in community colleges around the country. For Lynda Katz, it's another step in the long road ahead for the learning disabled community, and—given her remarkable track record—she is the right person to be leading the charge.#

Bronfman HS Fellowships Now Available

The Bronfman Youth Fellowships in Israel is pleased to announce that applications are now being accepted for its 20th summer. The Fellowships take a group of 26 outstanding high school students to Israel for five weeks of intensive study and travel. The Bronfman Youth Fellowships in Israel was founded by Edgar M. Bronfman, President of The Samuel Bronfman Foundation.

The Fellowships offer an opportunity for students entering the twelfth grade to participate in the intensive five-week program, designed to develop future community leaders committed to Jewish unity. Fellows represent diverse Jewish backgrounds.

Traveling throughout Israel, the Fellows participate in seminars and dialogues with diverse rabbinic faculty. Fellows also spend a week with a group of Israeli peers who have been chosen through a parallel selection process as part of the Israeli Youth Fellowship, Amitei Bronfman. Bronfman Youth Fellows commit to 40 hours of community service when returning home after the summer.

In explaining the purpose of the Fellowships, Edgar Bronfman said, "Our hope is to open lines of communication among a group of outstanding young people on the major issues confronting the Jewish people in all its diversity. In that process, we believe, they will discover that there is a common Jewish agenda that transcends the differences among them."

In his recent book, *What It Really Takes to Get Into Ivy League and Other Highly Selective Colleges*, Chuck Hughes lists the Bronfman

Youth Fellowships in Israel first in discussing, "the top scholarship programs particularly noted for producing winners who year after year are among the strongest candidates for admissions to highly selective institutions."

There are now 495 Bronfman Fellowship alumni, the majority of whom still take part in alumni activities and projects. Professionally, BYFI alumni include former U.S. Supreme Court Clerks, Rhodes, Fulbright and Marshall Scholars, celebrated authors, journalists and producers with leading news organizations such as The New York Times and NBC, doctors, lawyers, teachers, academics, and clergy. Young leaders of note among Fellowship alumni include Jonathan Tepperman, Senior Editor of Foreign Affairs, Daniel Handler, aka Lemony Snicket, author of *A Series of Unfortunate Events*, Jonathan Safran Foer, author of *Everything is Illuminated*, Noah Oppenheim, a producer of the Today Show on NBC, Tali Farhadian, Rhodes Scholar and current Supreme Court clerk, and Sam Rascoff, former Supreme Court clerk and former assistant to Paul Bremer in Iraq.

"We view the summer as something much bigger than just five weeks in Israel," said Rabbi Shimon Felix, Executive Director of the program. "It is the beginning of a lifelong association with the Fellows and our faculty from which both participants and the Jewish people will benefit."

Applications for the 2006 Fellowship are available online at www.bronfman.org. High school students in the United States and Canada, who will be in the twelfth grade in the fall of 2006 may apply.#

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Empire State SUNY: Getting Your College Degree from Home

By LIZA YOUNG

Many of George Orwell's 1948 predictions in *1984* have since become realities. It is today possible through colleges, such as Empire State SUNY, to attain your Bachelor's degree from the comfort of your home, within the framework of your schedule. We spoke with Laurie Lieberman, who recently graduated from Empire State College with a Bachelor's degree in Human Services.

Lieberman, who currently works as Assistant Director of Clinical Services at a homeless shelter while pursuing a Master's Degree in Public Administration at another online program at Marist College, provided a comprehensive overview of her experience of attaining a Bachelor's degree online.

Education Update (EU): How did you hear about the program?

Laurie Lieberman (LL): Through word of mouth at work from other colleagues who attended the program. At the time, I had been studying for my bachelor's in a traditional college setting while working.

EU: How do the courses operate?

LL: You access the website of the program where the basic layout is; then you login to the virtual classroom. There is an area on the site for entering discussion rooms, or it's possible to just post discussion topics and start an ongoing discussion. Week to week discussions change and you are required to post a minimum of twice a



Laurie Lieberman

week, but they like to see it more lively than that. I logged on daily; you have to be self-disciplined if you want to successfully do online studies.

EU: What is the level of difficulty of the program?

LL: Initially my idea of online learning was that it was going to be easy, but as I went on I realized that it was going to be a lot of work. One of the requirements is that you create Degree Program Planner (DPP), where you have to develop a rationale essay which supports why the

classes you are taking with SUNY and how you are learning corresponds to the Bachelor's degree you are going for. You have to support that based on research from other schools.

EU: How long did it take you to get that information together?

LL: It took a long time. When you begin the program you are assigned a mentor who walks you through the whole process, but you have to do a lot of research, looking at other school programs. You have to get the information together in a neat little package. It has to make sense as it's going before a committee that's deciding whether the credits granted satisfy the requirements for the SUNY degree. (I also think it was better to have had classroom experience at least partially. Finishing up my degree I didn't think I would get that much out of it, but I was wrong.)

EU: What were the typical course requirements?

LL: There was at least the equivalent of three smaller papers, one midterm paper and one final project; some teachers required even more writing.

EU: How does the grading work?

LL: Originally SUNY did not provide letter grades, but just narratives at the end of the semester. Now they have changed that and they do provide equivalent grading systems and they also send you an evaluation of your work during that semester.

EU: Were the professors responsive in a timely manner to questions and concerns?

LL: Some were really efficient at responding to students' needs and there were some that were a little more laid back, but that's not unlike teachers in classrooms so for me it wasn't a remarkable difference.

EU: What is the cost of the program?

LL: It's the same essentially: SUNY tuition at SUNY rates.

EU: Would you recommend the program to others?

LL: Absolutely. SUNY Empire doesn't sacrifice integrity and values; they set the bar as high as any other school, if not higher. I supervise a case of team managers and a lot of them are at the entry level in their careers, and as a firm believer in education I really encourage them to always pursue their degrees, if they want, and while there are classroom schools that also cater to returning adults, with regard to online learning, I highly recommend SUNY as a great undergraduate program.

EU: What is the best part of the program?

LL: Some people have always dreamed of earning a degree and somehow earlier in life maybe got caught up in their career and the dream was lost, and later in life they start thinking about the degree. For some people, especially as you get older, it's harder to go back to school. Online learning affords the opportunity to realize dreams and fulfill your goals.

For more information about Empire State College, log onto www.esc.edu

Calendar of Events

DECEMBER 2005

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ARTLOOKS: A DAY IN THE LIFE OF AN ARTIST
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EXHIBITS AND LECTURES BY EMERGING ARTISTS SHOW-CASE VISUAL ARTS AT SARAH LAWRENCE COLLEGE

John Drury, Floodline

November 22, 2005 through January 18, 2006

Barbara Walters Gallery

Hours: M - F: 9 a.m. to 5 p.m. S/S 10 a.m. to 4 p.m.
Opening Reception: Tuesday, November 29th 5 to 8 p.m.
Artist Lecture: Thursday, December 8th 6 to 8 p.m.

Sarah Lawrence College is pleased to announce a solo exhibition of sculpture and installation by John Drury entitled "Floodline" in the Heimbold Visual Arts Center's Barbara Walters Gallery. The exhibit is free and open to the public. For more information please call (914) 395-2355 or cstayrook@slc.edu.

The exhibit of Drury's work is part of a series of emerging artists to be exhibited during the 2005-2006 academic year. Each artist in the series was chosen by members of the College's visual arts and visual culture faculty, in conjunction with their students.

The artist and critic Walter Robinson describes John Drury for the Internet art magazine *Artnet* (artnet.com) as, "...the Lower East Side folk avant-gardist." Intuition, knowledge and humor fuel discourse on American holidays, art history and personal biography. A rainbow of often recycled and common materials serves Mr. Drury's non-hierarchical need for mixed-media. Technique and chance are evident and their characteristics inform final presentation. Process is evident."

The critic John Perreault wrote in reference to an exhibition for *Glass* magazine, "Drury has a storyteller's gift for combining unlikely objects as though they were a string of events in a daydream. He is a mixed-media sculptor / provocateur. Drury, to my mind, is a true poet of the material world. He is a trickster rather than a prankster; an urban shaman". Victoria Pedersen describes Drury in another published review of the same exhibition for

Paper magazine, "Drury invests everyday objects with a new vitality that is born out of his quirky melding of materials..." Ms. Pedersen continues, "His fascination with materials and process has all the openness of child's play; with almost manic abandon, Drury gleefully pairs together the most unlikely elements".

Mr. Drury was awarded the Pernod Liquid Art Award and was included in the first New York Biennial of Glass at UrbanGlass, in 1994. Mr. Drury then had a solo exhibition: *Studies in Salvation; Purgatory at UrbanGlass's Robert Lehman Gallery*, in 1995. In 1997, John Drury was awarded a Louis Comfort Tiffany Award for the Visual Arts and was included in the Corning Museum of Glass New Glass Review 18.

John Drury works and lives with his wife and two children in New York City. John earned his BFA from the Columbus College of Art and Design in 1983 (where he began work with glass in 1982) and a Master of Fine Arts degree in sculpture (emphasis on glass) including a minor in painting, from the Ohio State University, in 1985. John is a founding trustee of Glass Axis (1987), a nonprofit, public access glass studio located in Columbus, Ohio. Drury has exhibited internationally (Velan, per l'arte contemporanea; Italy: La Panaderia; Mexico City) and at Exit Art, Holly Solomon, Bronwyn Keenan and the Willoughby Sharp galleries in New York City.

Special thanks to Robin Winters and the Sculpture department for inviting John Drury to Sarah Lawrence as part of the Emerging Artists Showcase.

Sarah Lawrence is a liberal arts college for men and women, founded in 1926, with a distinctive system of education. It is known for having one of the lowest student/faculty ratios in the country. At the core of the system are small classes, regular one-on-one student-faculty conferences, cross-disciplinary approaches and the integration of the creative arts within the curriculum.

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Programs

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Registration for the fall semester is now underway at The College of New Rochelle's Graduate School Education Center for the: 1) "Can Do" Program for elementary school age children; 2) After School Reading Program; and 3) Speech and Language Evaluation and Therapy for students in preschool to 8th grade.

The "Can Do" Program, open to elementary school-age children, is one-on-one and is conducted by graduate students in special education, guidance, or school psychology, under the supervision of the Graduate School faculty. This program includes thorough educational testing with simultaneous tutoring in reading, math, social studies, and science. The emphasis is on building learning strategies. Interviews and a final conference are conducted to discuss test findings and progress.

The After School Reading Program is one-on-one and is conducted by graduate students in literacy education, under the supervision of the Graduate School faculty.

This program offers assessment and tutoring of reading and writing problems.

The Speech and Language Evaluation and Therapy Program is provided by graduate students in speech and language pathology in a one-on-one setting, under the supervision of the Graduate School faculty. The focus is on vocabulary, phonics, understanding and following directions, comprehension of oral and written information, and formulating grammatically correct sentences.

Programs include interviews with parents and a final conference to discuss test findings and progress. The per child fee ranges from \$100-\$200; financial aid is available. Space is limited for both programs. For further information or to register, call Marjorie Scholnick, Director of the Education Center, at (914) 654-5333 or contact Barbra Nitzberg (914) 654-5285.

Workshops

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60 MINUTES CORRESPONDENT MIKE WALLACE ADVISES CUNY STUDENTS ON JOURNALISM CAREERS

By EMILY SHERWOOD, Ph.D.

Widely hailed as the preeminent television interviewer in the business, a man who has asked exacting, soul-baring questions to the world's most famous and infamous newsmakers for nearly four decades, CBS' *60 Minutes* correspondent Mike Wallace shared his views on the "noble profession of journalism" to a packed auditorium of CUNY undergraduate students recently. Wallace, who has just embarked on a multi-city tour for his newly autobiographical *Between You and Me: A Memoir*; a retrospective into a distinguished career that began in radio in the forties and has since earned him 20 Emmy awards, added yet another accolade to his collection when CUNY Chancellor Matthew Goldstein presented him with the Chancellor's Medal. Noting that only a baker's dozen of other leaders has received this award for "exceptional work in shaping society and influencing important events in our city and beyond" (previous recipients include Cardinal O'Connor, Jonas Salk, and Coretta Scott King), Goldstein told Wallace, "You have elevated and redefined the craft of reporting. You have provided wake-up calls to society. You teach us to be active and inquisitive citizens!"

Sponsored by the brand new CUNY Graduate School of Journalism, which will open its doors in September 2006 with an initial class of 50 students, Wallace spoke to 800 CUNY undergraduates as part of a media conference and career fair entitled, "What's Out There: Journalism, Jobs and the Brave New World." Reversing the format for which he is so lovingly known on *60 Minutes*, Wallace sat across from former CBS anchor/reporter David Diaz, who is now a City College lecturer, and answered a series of tough questions. "I don't have an anchor's face. I'm a trifle irreverent, abrasive, and nosy, and I've made a virtue out of necessity," laughed Wallace when asked how he "became the guy who makes people squirm." Wallace went on to discuss the tools of his trade. "Research, research, research. I learn as much about my interviewees as possible ahead of time, so that when I sit down with them,



Mike Wallace wearing the medal awarded by CUNY Chancellor Matthew Goldstein

they become co-conspirators, because they know that I know a great deal about them," explained Wallace. Wallace further urged his young audience to "be sure of the accuracy and fairness of your facts," in reference to CBS' 2004 scandal where Dan Rather and others were unable to

authenticate documents that implicated President Bush as the recipient of preferential treatment in the National Guard because of the political importance of his father, George Bush Senior.

True to form, Wallace quickly took off the velvet gloves when Diaz asked him why he

has never interviewed President George W. Bush. (Wallace has interviewed every other U.S. President and many First Ladies.) "Well, he doesn't like me," Wallace quipped back, adding that "I have never met the U.S. President because Mr. Rove has stood in the way. They don't trust the press, and they feel that my attitude would be insufficiently deferential." What would he ask the President if given the opportunity, asked Diaz? "I would ask him, 'What prepares a person to be the CEO of the biggest superpower of the world?'" Wallace shot back irreverently. Wallace was equally derisive about America's current occupation of Iraq, adding that "Afghanistan would have been an understandable war...but there was no imminent threat in Iraq. We should have been able to get him [Saddam Hussein] out of there without 'shock and awe'...No one thought through an exit strategy. When was that war going to be won?"

Noting that President Bush is not the only person who distrusts the press today, Diaz, citing statistics indicating that journalists are rated below congressmen, queried Wallace on what is wrong with today's press. The biggest problem, answered Wallace, is that "people are looking for 'infotainment'. Tabloid, or hype, news is what we get today. The 'suits' are just trying to build up their circulation." Equally harmful, continued Wallace, is the tendency toward biased news, with networks like Fox, where Wallace's own son works on the Sunday night news, are satisfying "the public's yearning for something different from what was perceived to be the liberal line of the predictable left wing press."

When Wallace completed his interview to the standing ovation of the young CUNY students, swarms of would-be journalists marched up to get another word with their icon, who seemed to be in no immediate hurry to leave the auditorium. Indeed, Wallace—octogenarian, world-renowned TV correspondent, and now author—appeared to be at the top of his game as he continued holding court with the next generation of the press.#

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DECEMBER 2005



CCNY PRESIDENT GREGORY H. WILLIAMS ANNOUNCES \$26 MILLION GIFT FROM INTEL CO-FOUNDER ANDREW S. GROVE, '60

CUNY Chancellor to Recommend Naming Grove School of Engineering

Contribution is Largest Gift to City College
The City College of New York (CCNY) announced recently that Andrew S. Grove, a member of the Class of 1960 and former chairman and a co-founder of Intel Corp., the world's leading producer of microchips, will donate \$26 million to his alma mater, and that CUNY Chancellor Matthew Goldstein will recommend to the CUNY Board of Trustees that CCNY's School of Engineering be named as The Grove School of Engineering.

"Dr. Grove is the quintessential City College graduate: He entered CCNY in 1957 as a recent immigrant, with no knowledge of English, and went on to graduate at the top of his class. He then did as much as anyone to usher in the information revolution that changed the face and pace of our world," said Gregory H. Williams, President of The City College, who noted that this gift is the largest ever made to CCNY. "His gift will bring world-class opportunities for generations of gifted engineering students, and enable The City College School of Engineering to take its place among the best schools of engineering in the nation."

"The City College of New York represents the bookends to my professional life from the cold January day in 1957 when I found my way to the admissions office to the chance encounter, a few weeks ago, with the winner of the Intel Science Talent Search on the day he was starting at City," said Grove. "This institution is a veritable American-dream machine. I hope to help keep it that way."

Chancellor Goldstein lauded the gift from Dr. Grove as "an enormous vote of confidence for The City College and CUNY. We thank Dr. Grove for recognizing and supporting the extraordinary role City College and CUNY play in providing access to high quality education and

to talented students from diverse backgrounds and in helping to build a workforce with strong technology skills." The Chancellor stated that Dr. Grove's gift was an important milestone for the "Invest in CUNY" Campaign for the Colleges of The City University of New York, which is seeking to raise \$1.2 billion by 2012 and has raised \$625 million in gifts and pledges to date. "Andy Grove's generosity and leadership sends a powerful signal of support for quality public higher education."

Chairman Benno Schmidt of the Board of Trustees said, "I am both grateful for and inspired by the opportunities for the School of Engineering to reach new heights propelled by the spectacular support of Dr. Grove. I welcome Chancellor Matthew Goldstein's recommendation to name the School of Engineering in honor of this distinguished alumnus. We commend President Gregory Williams for his great success in raising standards, increasing enrollments and enhancing the academic programs of The City College."

The gift includes funds for current uses and also for establishing the Grove Endowment that will exist in perpetuity and be used to provide ongoing support to gifted engineering faculty and students. CCNY will use the gift to help the School of Engineering attract and retain new faculty, renovate and equip laboratories for new faculty and rising stars. Funds from the gift will also support development of new interdisciplinary programs and will be used to provide seed money for new research initiatives with high potential for external funding.

Several improvements to the School of Engineering infrastructure will be funded through the grant, as well. These include wireless Internet access throughout Steinman Hall, the School's primary building, installation of a centralized e-mail server and renovation of new space as the School of Engineering expands. #

WIDE USE OF COLLEGIATE LEARNING ASSESSMENT

The Council for Aid to Education (CAE), which has been part of the RAND Corporation since 1996, has become an independent nonprofit organization to better promote wide use of its Collegiate Learning Assessment, an innovative series of tests designed to help colleges measure and improve the quality of their instruction.

RAND and CAE announced the action and said that a group of nationally prominent higher education leaders headed by former Yale University President Benno Schmidt will join a new CAE Board of Directors to help guide the major new initiative. CAE's goal is to move the Collegiate Learning Assessment from its development and testing phase into wide use among the nation's 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and to improve student learning.

The assessment is focused on the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.

"The Collegiate Learning Assessment has the potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn," Schmidt said. "This will give colleges and universities better information than they have ever had about their effectiveness as teaching institutions."

"Being a part of RAND has been an ideal situation that allowed us to do the research that provided the basis for the Collegiate Learning Assessment," said Roger Benjamin, president of CAE. "But as we move out of the pilot stage to widespread adoption, it's important for us to have a governing board composed of recognized leaders in higher education, with a broad spectrum of perspectives." #

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Hands Across the Campus: Tolerance Program Goes to Germany

By SYBIL MAIMIN

The excellent and aptly named program, Hands Across the Campus, developed by the American Jewish Committee in 1981 in response to the Los Angeles riots, offers hope in a world torn by ethnic, racial, and religious misunderstandings and violence. Hands aims to "reduce prejudice and build respect for differences among middle- and high-school students and develop skills among young leaders for resolving conflicts and improving the environments of their schools and communities." Designed to be adapted to the social studies curriculum, Hands provides teacher training and support as well as lesson plans, activities, and resource materials. The program has two parts. A core values curriculum focuses on principles such as personal responsibility, respect for others, tolerance, and civic participation. The Youth Leadership program selects students who are trained to develop projects to improve intergroup relations in their schools. Used in more than one hundred schools in the United States, Hands is currently being implemented in a 3-year pilot project in three schools in Berlin, Germany, where it was introduced to address the growing cultural diversity in that country and the increase in right-wing extremism and acts of bias, especially among youth. The goal is to transmit democratic principles and values, encourage cooperation and civic participation, and develop an appreciation of Germany's increasing diversity.

Recently a group of educators associated with the Berlin project visited New York City to report on progress in the program and to share and learn with their American counterparts. They explained that reunification has been a big challenge to the economy and educational system in Germany.

A once homogeneous country now has a large number of immigrants (one quarter of students in Berlin) and high unemployment, resulting in bitterness and, sometimes, violence. Teachers in poor performing schools report frustration with unmotivated students, negative value systems and disinterested parents. Other teachers report successes in implementing the Hands program such as incorporating the values curriculum into a field trip offered annually to help a new class get to know one another. A Hands technique, Cooperative Learning, in which students from different backgrounds learn in small teams, has helped improve classroom atmosphere. Service Learning in which students participate in community oriented activities is a particularly useful values program because German schools are generally separate from their communities and a tradition of volunteerism is not well developed.

The Hands participants from Germany and the United States discovered many common problems and challenges. Diane Steinman, executive director of the New York Chapter of AJC, explained that, "New York City is a laboratory for making democracy work with a diverse population. We must create future leaders who embrace this diversity, but that requires management and skills." Ann Schaffer, director of Hands in the United States, explained, "Public schools are the place where national civic values are taught. Students often come from non-democratic countries. It is in school that they learn the core concepts and skills needed to participate in a democracy." The German and American educators agreed to establish a dialogue to continue to share what is and is not working as they teach values, respect, and democracy. Hands Across the Campus is also being introduced in France. #

U.S. SEES SLOWING DECLINE IN INTERNATIONAL STUDENT ENROLLMENT IN 2004/05

More Than 565,000 International Students Enrolled In U.S. Institutions of Higher Education

In 2004/05, the number of international students enrolled in U.S. higher education institutions remained fairly steady at 565,039, off about 1 percent from the previous year's totals, according to Open Doors 2005, the annual report on international academic mobility published by the Institute of International Education (IIE) with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. This marked the sixth year in a row that America hosted more than half a million foreign students. This year's numbers indicate a leveling off of enrollments, after last year's decline of 2.4 percent. Some campuses reported significant increases in enrollments while other campuses reported declines.

A separate on-line survey in which IIE and several other higher education associations polled colleges and universities regarding Fall 2005 enrollments found more respondents reporting increases in newly enrolled students this Fall than reporting drops. (See www.opendoors.iienetwork.org for details.)

"The United States remains the best place in the world to pursue higher education and we continue to assure international students that they are welcome in our country," said Assistant Secretary of State for Educational and Cultural Affairs Dina Habib Powell. "The sharp growth of enrollments in non-degree programs reflects the diversity and flexibility of the U.S. higher education system, which can respond quickly to the changing needs of students."

According to Allan E. Goodman, President and CEO of the Institute of International Education,

"Colleges and universities have been proactive in reaching out to international students to let them know that they are welcome here. Strong recruitment, combined with more efficient and transparent student visa processes, have begun to stem the tide of decreasing international student enrollment. We need to continue these concerted efforts to get the word out that our doors are open to international students, in order to attract the best and the brightest students from all over the world."

The slight overall decline in international students enrolled in U.S. colleges and universities has been attributed to several factors, including real and perceived difficulties in obtaining student visas (especially in scientific and technical fields), rising U.S. tuition costs, vigorous recruitment activities by other English-speaking nations, and perceptions abroad that it is more difficult for international students to come to the United States. In addition, universities in students' home countries and other regional host countries have been increasing their capacity to provide a high quality education to a greater number of students, at both the undergraduate and graduate levels. #

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Put Calculus in its Right Place

By ALFRED POSAMENTIER, Ph.D.

Who would think that the very course designed to add prestige to a high school's curriculum might be one of the causes for a school's poor performance on mathematics tests—of late a great concern for local school districts ever since the federal "No Child Left Behind" law made testing the criterion for federal financial support.

Perhaps highest on a school's boasting list is the number of students they have enrolled in advanced-placement calculus classes. The very nature of the course requires teachers with the strongest mathematical background. This effectively removes such teachers from the instructional pool used to staff the standard courses that the majority of the students are required to take. Quality instruction there is crucial in setting a school district's overall mathematics performance.

Simply put, the advanced-placement calculus course, if at all to be offered at the high school level, should be reserved only for the mathematically gifted youngsters who, by their own talent, are progressing uncommonly fast through the curriculum and are "ready" to study this more theoretical course. Boosting the numbers of advanced placement classes, while enhancing the school's status in the community, does not serve well the majority of youngsters taking the course who are not mature enough to fully appreciate the abstract nature of the material. Many, therefore,

require private tutoring just to pass – not a very motivating experience for winning converts to higher mathematics. So the strategy backfires in two ways: strong teachers are drained from the regular mathematics program, and potential math majors are discouraged from exploring the field further.

In addition, the inclusion of this course in the four-year high school curriculum, which now serves as a gatekeeper for further study in mathematics, forced out topics from the time-tested high school mathematics curriculum – such as the study of three-dimensional geometry. In contrast, providing a richer (rather than faster) treatment of high school mathematics would give more students a better understanding and a more genuine appreciation for mathematics, thereby motivating them to pursue study in this important field. This should be done without the calculus.

The history of mathematics instruction in the schools shows a continuous progression of moving more sophisticated mathematics instruction to lower grades. Through much of the 19th century, high school mathematics focused on arithmetic. The 20th century saw the beginning of a downward shift of mathematics topics from the college level to the high school. Yet, until the calculus moved to the high school, the courses did not include the concept of infinity, a topic requiring a fair amount of mathematical sophistication.

This downward shift continues today, mostly at



Dr. Alfred Posamentier

New York State's new standards for math instruction cover instruction through the 11th grade and leave the 12th grade open for local school district option. This provides an opportunity to create math courses more closely designed for high school students in preparation for further study in mathematics as well as other academic endeavors. Let's leave the teaching of calculus to the colleges, where students, by then, ought to be "ready" for this course.

With a greater emphasis on problem-solving skills, drawing relationships and connections between and among mathematical topics, as well as the areas beyond mathematics, a richer and better prepared student is more likely to embark on a study of mathematics. At a time when we continue to suffer a severe shortage of math majors (not to mention the catastrophic shortage of math teachers), we rely on outsourcing mathematical and technological expertise abroad.

Let's concentrate on making the subject matter exciting, motivating, and relevant so that we can foster greater pride in achieving success in mathematics. Perhaps this will finally break the trend of taking pride in having done poorly in school mathematics. Let's get the best math teachers to where they are most needed: providing instruction to convert the masses to love the subject.#

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math.

the middle and lower grades. The New York State Mathematics Standards committee, of which I was a member, has tried to make the lower grades richer in their study of mathematics. Although continuing technological advances enable us to consider mathematics and its instruction in a different light than previously, this does not warrant a complete shift of curriculum downward. The shift can be selective and newly created openings should be used to enrich the subject matter rather than simply pulling a college course down to the high school prematurely.

MAYOR BLOOMBERG LAUNCHES OUT-OF-SCHOOL INITIATIVE

New System to Deliver an Array of High-Quality Programs to City's Youth

Mayor Michael R. Bloomberg and Department of Youth and Community Development (DYCD) Commissioner Jeanne B. Mullgrav announced the launch of the City's new Out-of-School Time (OST) initiative, a three-year, \$200 million initiative that will provide a mix of academic, recreational and cultural activities for young people after school, during holidays and in the summer. The new OST system consists of over 550 programs free of cost, in every neighborhood across the City. The programs, which are operated by 200 community-based organizations, are located in schools, community centers, settlement houses, religious centers, cultural organizations, libraries, public housing facilities, and Parks Department facilities. OST will serve more than 47,000 elementary, middle and high school students this school year, and is expected to grow substantially to serve at least 65,000 next September.

These new programs are the product of reforms designed to make OST better targeted, more comprehensive, more accountable, and better integrated with the overall education reform goals.

"Our new Out-of-School Time system will better serve children and working parents by engaging youth at precisely times of the day when they are likely to be home alone or are most vulnerable," said Mayor Bloomberg. "For these young people, the learning and growing will continue even after the school bell has rung. This reform has been long overdue."

"The children of New York deserve the highest quality services during non-school hours and that is exactly what we have set out to do with this new system," said Commissioner Mullgrav. "We have adopted best practices from across the country to deliver comprehensive programs that help our young people develop socially, academically and emotionally in a supportive environment."

The OST system is a model of interagency coordination as it reaches into every corner of the City and consolidates services from a multitude of City agencies. For example, the Department of Education (DOE) is hosting 60 percent of all OST programs in public schools and will contribute a range of services, including security and healthy snacks. Other programs are located in New York City Housing Authority facilities,

in Parks and Recreation facilities and in Public Libraries. Additional resources are coming from the Department of Health and Mental Hygiene and the Department of Cultural Affairs.

The City's new OST system is strengthened through several public-private partnerships. The Wallace Foundation supported the OST planning process and is providing a five-year \$12 million grant. OST is also supported through partnerships with The Clark Foundation, the Partnership for After-School Education, Policy Studies Associates, Inc., the Citizen's Committee for Children and the Fund for the City of New York.

"The City's new Out-of-School Time system-based on an analysis of where current services are provided, market research among parents and children, quality standards, and wide-ranging community input - lays a strong foundation for improving services to children and youth, particularly those most in need," said President of The Wallace Foundation Christine DeVita. "Approaches pioneered here will provide valuable lessons for other cities around the nation seeking to develop more effective out-of-school time systems."

System-wide changes have brought OST programs to neighborhoods and communities that traditionally have been underserved. High-need areas were pinpointed by analyzing five demographic variables: youth population; youth poverty rate; rate of youth ages 16-19 years who are not in school, not high school graduates, and not in the labor force; number of English Language Learner students in public schools; and the number of single parent families with related children under 18. Sixty percent of programs were opened in 58 high-need zip codes in the City. In total, there will be 118 OST programs in the Bronx, 194 in Brooklyn, 118 in Manhattan, 105 in Queens and 23 in Staten Island. OST programs form the core of New York City's youth programming, which includes a broad spectrum of more than 1,400 City-funded after school programs in total.

Families can find OST and other youth programs in their neighborhood, including program hours, ages served and types of activities either online at www.nyc.gov/dycd or by dialing the City's 311 information line.#



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sometimes the simple things in life aren't so simple.

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FROM THE SUPERINTENDENT'S SEAT

For My Father

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

In this column we share information and advice on parenting, and how to be the best advocates for our children. This week, my family and I said goodbye to our very strongest advocate, my father. Dad passed away just a day before he was to turn 93. He had a very good life.

I am an only child, and was definitely the apple of my father's eye. I never had to share my parents with anyone. But Dad, and Mom who left us much too soon, showed me how to love my children and what was the most important values to give them. He had the pleasure of watching my three children grow to adults with families of their own, and he rejoiced in the birth of each of his nine great grandchildren.

People often ask me how my school district has been able to become so outstanding. I certainly did not do it alone. Parents are an integral part of their child's education. They have to be passionate about wanting the best education for their children and they have to encourage their children to want it for themselves.

My father was my biggest supporter. He always encouraged me to do my best and to accept only the best from others. He valued education and supported me and my husband in choosing

education for our careers. And he never stopped I lead an active and very busy life. As superintendent of a district with ten schools and 6,800 students I have a great many responsibilities and challenges. While my father recognized my abilities to manage my professional life and raise my family, he never stopped being my father. I



will miss him calling to remind me to take an umbrella when rain was predicted, and all the other ways he kept me grounded in the details of life by caring for me so lovingly.

My father was one of the very lucky people who maintain their minds and their knowledge throughout a long life. He set an inspiring example for me, my husband, our three children, and their spouses to emulate. Watching him age so well and so gracefully has

been a factor in why I am fascinated with the workings of the brain, and motivates me to foster programs in Syosset that help give brain development a boost in the early school years, to serve our students well long after they leave our schools.

As parents, we hope to be rewarded for the love we give our children. The greatest rewards are the love they give us in return and the pride we feel in their successes and happiness. My father gave me the greatest gifts a parent can give. He gave me love, support, motivation, and tenderness. I dedicate this column to his memory.#

A GIFT OF A BOOK IS A WONDERFUL HOLIDAY TREAT!

By SELENE VASQUEZ

PICTURE BOOK: AGES 8 THRU 10

The Stars Will Still Shine

by Cynthia Rylant

Illustrated by Tiphonie Beeke

(Harper Collins, 32 pp., \$15.99).

A gentle rhyming celebration of cyclical wonders of the natural world and the good things in life awaiting around the corner. A comforting bedtime story.

POETRY: AGES 5 THRU 8

School yard Rhymes: Kid's On Rhymes for Rope Skipping, Hand Clapping, Ball Bouncing and Just Plain Fun

by Judy Sierra

Illustrated by Melissa Sweet

(Knopf, 32 pp., \$15.95)

"Tarzan, Tarzan, through the air/ Tarzan lost his underwear." An anthology of the funniest and most memorable school yard rhymes to compel bouncy youngsters towards memorization. Animated watercolor and collage illustrations accompany these irresistible zany verses.

BIOGRAPHY: AGES 8 THRU 10

The Bus Ride That Changed History: The Story of Rosa Parks

by Pamela Edwards

Illustrated by Danny Shanahan

CIP, 32 pp., \$16.00)

A timely tribute to the bravery of this singular woman who refused to give up her seat on a bus in Montgomery over fifty years ago. With pen and ink and watercolor artwork, this historical account of the early stages of the Civil Rights Movement is an excellent read aloud.

Saint Francis And The Wolf

by Richard Egielski

(Harper Collins, 32 pp., \$15.99)

Knights, armies and even an ominous "war machine" have failed to dissuade a wolf from terrorizing an Italian town. St. Francis finds a workable compromise by speaking the wolf's language.

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida. She is formerly a children's librarian for the New York Public Library.

TOYS CONTRIBUTED TO 5,970 EYE INJURIES IN CHILDREN

It's that time of year again when the holiday toy shopping rush gets into full swing. Parents, grandparents, aunts and uncles will try to make the season special by giving the perfect gift. But, not every toy on the child's wish list may be the safest.

In fact, in 2004 the Consumer Product Safety Commission states that there were 210,300 toy-related injuries treated in U.S. emergency rooms. And close to 6,000 of those were injuries to the eyes of children under the age of 15. Contusions and abrasions accounted for 64 percent of those injuries, with the remainder being chemical burns, foreign bodies, lacerations, punctures, hemorrhages, dermatitis/conjunctivitis and other diagnoses.

Toy injuries can happen in a variety of ways, including poor construction, age-inappropriate toys and incorrect usage. Many times, injuries occur by simply tripping over toys or by younger siblings playing with toys that are not intended for them when their parents aren't looking. There were more injuries from the misuse of pens, pencils and other art supplies than any other category. That is why it is so important to closely monitor children during all of their activities.

"During the busy holiday season it's important to take the time to make sure the gift you're giving is the best choice," said Daniel D. Garrett, senior vice president of PBA. "The emergency room is no place to spend the holidays!"

Prevent Blindness America, the nation's leading volunteer eye health and safety organization, has declared December as Safe Toys and Gifts Month and is urging all toy buyers to read the labels and pay attention to what their children are playing with.

The group offers free fact sheets and safety tips on toy safety as well as a new DVD for children entitled "Play It Safe with Your Eyes!" The DVD features Iris and Ira, two puppet characters that make learning about the importance of eye safety easy and fun for young viewers. It is available in English and Spanish languages for \$19.95 plus shipping charges.

PBA suggests the following tips to help make this holiday season a safe one for children:

- Inspect toys for safe construction. Products given to young children should be made of durable plastic or wood with no sharp edges or points. The toys should be able to withstand impact. Avoid purchasing toys for young children with small parts, as they tend to put items in their mouths, increasing their risk of choking.

- Check your children's toys regularly for broken parts. Throw broken toys out immediately if they cannot be safely repaired. Older kids often alter their toys and misuse them, making them unsafe. It is better to be vigilant, even with older kids, so that serious eye injuries can be prevented.

- Read the instructions and the suggested age level on the packaging. Assess whether the item is appropriate for the child's ability and age. Age labeling is provided not just for developmental reasons, but for safety reasons as well.

- Look for the symbol ASTM F963. This indicates the product meets the national safety standards set by the American Society for Testing and Materials (ASTM).

- Make recommendations to family members and friends about gifts that you feel are appropriate for your child.

- Remain aware of recalled products. Large toy retailers post regular notices of recalled toys usually at the front of their stores. Take recalled products back to the store where they were purchased for a full refund. For further information on toy and product recalls, visit the U.S. Product Safety Commission Web site at www.cpsc.gov.

- Remove hazards in the car. As many families will be traveling by car this holiday season, make sure children are properly secured in baby carriers and child safety seats, and the seat and shoulder belts fit well. Children age 12 and younger should never ride in the front seat. And remember to store loose items in the trunk or secure them on the floor as any loose object can become a missile in a crash.

For more information in both English and Spanish on safe toys and gifts or to order the new "Play It Safe with Your Eyes!" DVD, please visit www.preventblindness.org or call 1-800-331-2020.#

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

When you let your students discover the wonder and joy of *Disney on Broadway*, we'll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney's educational program, which provides schools with special rates for groups of 15 or more for *Beauty and the Beast*, *The Lion King*, and *Tarzan*.

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

We will help teachers arrive to the theater prepared. For every show, Disney has developed study guides that help teachers develop projects, discussions and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on *Disney on Broadway* souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.#

For more info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BVTGgroupptix@disney.com. Or visit www.disneyonbroadway.com.

HOLIDAY VOLUNTEERISM

Holy Apostles Soup Kitchen:

located at 296 Ninth Avenue (on the corner of 28th Street), the Holy Apostles Soup Kitchen (HASK) has been serving hot food to the needy since 1982. Volunteers and staff members serve roughly 1,100 meals each weekday, offering help and support to the hungry by providing a sense of community and hope for the future. For more information, visit <http://www.holyapostlesnyc.org/haskhome.htm> or call (212) 924-0167.

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Taking Judy Carmichael In Stride



By JOAN BAUM, Ph.D

Count Basie is said to have called her "Stride" because of her command of this incredibly difficult technique of fast left-hand syncopated jumps that beat out rhythms against right-hand melodies. Although the term "stride piano" goes back to the days of the fabled James P. Johnson, "Fats" Waller and Willie "The Lion" Smith, Judy Carmichael gave this distinctive way of playing jazz piano her own signature touch when she was barely out of her teens, which, to judge by appearances, was only yesterday. Vivacious, full of bubbly enthusiasm, especially for Jazz Inspired, her weekly radio show which airs on NPR stations across the country, she surely must still turn heads when she enters concert halls and visits schools to perform and talk about stride piano, the history of jazz, music and the joys of being creative. A slim woman with an infectious smile and a cascade of shoulder-length blonde ringlets, Judy Carmichael is at the top of her form as a pianist and entertainer, but she is particularly proud of being told that she's also a good ambassador for music and an inspiring teacher.

Indeed, teaching is her love, and though she does give master classes, she especially likes going into grade schools and making contact with youngsters, most of whom have never heard of her or know little or nothing about jazz. No problem. "Know your audience, involve them," she says, and so when she visits classes, adjusting her presentations according to age, she tries to feel her way by beginning where the students are. And so she might start with references to a popular teenage music video or hip hop celebrity and then move out, demonstrating. She also likes to tell stories that she believes resonate with young audiences—describing, for example, her early years taking piano lessons from a teacher who actually discouraged her and told her she had no ability, or noting that she wanted to be an actress

and tried the beauty-pageant route in California, where she was born and went to school, not to mention how she felt as a minority in a school system where the overwhelming population was Latino and Asian. There were also early professional gigs at Disneyland—"five years, seven hours a day" for little money. By the time she got to college, she was thinking of another kind of career—Foreign Service, and so she majored in German, and actually, later on, did get to go abroad playing piano for the State Department, thus proving that you can have it all, even benefits from challenging times. Because music, jazz, was always her main passion, however, she starting playing the clubs in L.A. but had an identity problem. She was seen only as a "cute blonde chick, who had a gimmick, playing piano," and no, she is not related to Hoagy Carmichael. Some big names nonetheless got to see and hear her and urged her on her musical way. These included Count Basie and Sarah Vaughan, and a host of well known jazz artists who insisted she come to New York.

Judy Carmichael is the sole producer of Jazz Inspired. "The bad news is you have to do it all, the good news, however, is that no one can tell you what to do." Her take on the show—and website—is a broad one. She focuses on how her guests—not all jazz artists, not all even musicians—have been inspired by jazz and how it has made them happier, feeling more connected to their community. She believes that this kind of emphasis on creativity is often missing in schools and certainly from radio and tv, though it's what performers and audiences can share—an appreciation for the arts that can make for a better sense of self and for a better world. Mark January 23rd on your calendar for a special appearance on behalf of Jazz Inspired at Steinway Hall and visit the website: [#](http://www.judycarmichael.com)

The True Meaning of Leadership



By SCOTT NOPPE-BRANDON

Lately, I've begun to notice some strange developments. For instance, I no longer recognize the names of many of the pop heroes who reign over the charts—and I thought I was au courant. Also, most of the people I meet are younger than I am—many are considerably younger. AARP is sending me material, although I am convinced they've got the wrong person.

I am becoming part of the older generation and I am humbled by the experience. I have always felt "young for my age," certainly youthful in my beliefs. It seems only a few short days ago that I first realized that people older than me were retiring.

Retirement—the inevitable generational shift, and a very important one, as it opens up positions of leadership for younger executives. My first whiff of this transition was some 18 years ago, in Bowling Green, Ohio, when a mentor and friend of mine started talking about retirement and his plans for the future, ranging from fishing and gardening to consulting and publishing. He was at the age when people start thinking about leaving their current position in order to do other things in life—even though most people I know "flunk retirement" and remain quite active, as I am sure I will. I remember commenting to a colleague at the time that we were entering an exciting phase of our professional lives, the moment of leadership changes. But I also felt a lacking, a certain sadness. What happens to the knowledge base, the professional maturity, the organizational history? Must they end with the changing of the guard? Shouldn't there be a plan put into place by all organizations, for-profit and non-profit, that articulates an orderly change in leadership based on a thoughtful mentoring

process? My mentor at LCI was Mark Schubart, the Institute's founder and long-time director, and I benefited enormously from my many years working with him. He understood how valuable it was for "generational shifters" to understand that helping shape and cultivate leadership of the next generation is not only part of our job, it is part of our legacy. Mark believed that each organization should build for the present as well as the future through careful financial and leadership planning.

Yet there is some rebelliousness at the thought of passing the torch. That part of me that is still convinced that the AARP leaflet is in the wrong mailbox thinks, why should I think about someone replacing me when I have so many productive years ahead? The answer, in a disarmingly simple form, was recently given to me by my eight-year old, who came home from school and announced that he had learned that all creatures must have off-spring or our world as we know it would cease to exist! Yes, for all matters, large and small, this is the natural order. For those of us over a certain age, now in leadership positions in the arts and education, it is a matter of responsible tenure to start planning for our succession and working with our successors. We must ask ourselves, "Who will guide the organization along the path that we have strived to open?" What are we doing to facilitate the transition?

When I speak of leadership I do not only mean leading in the business sense, but also in a personal way, on a daily basis. To a great extent, leadership is only as good as the leadership it creates. I strongly believe that creating future leadership is part of my work, and this belief helps me feel grounded in it. I may never know the names of current pop stars, but I will know those whose leadership is the future of our organization. Now that is music to my ears, a tune for many generations.#

Scott Noppe-Brandon is Executive Director of the Lincoln Center Institute.

BUSINESS OF EDUCATION

Genesis Technology Group Selected by Shanghai Aerospace to Lead U.S. Initiative in Distance Learning Program

Genesis Technology Group, Inc. (OTC BB: GTEC) announced that it has been selected by China Vocational Education Satellite Network to lead its U.S. initiative in distance learning. Genesis management estimates that the contract could have a value exceeding \$5 million in profits for the Company in an industry estimated to yield billions of dollars globally.

Mr. Hong Kang, Chief Executive Officer of the CVE Satellite Network, commented: "We selected Genesis because of its management's long-term success in bridging Chinese and Western business interests. We are confident that Genesis can source our educational partners at major U.S. universities, hospitals, and private companies. More than distance learning, we also believe that the CVE programs can result in better understanding and cooperation among peoples in different countries."

Genesis Project Manager KeKe Zhang inter-

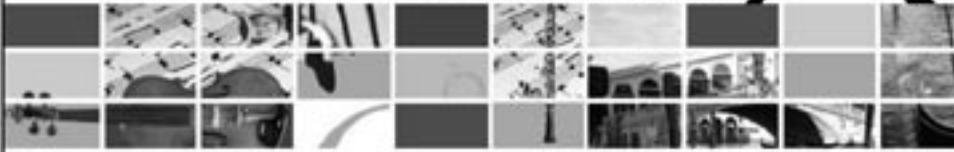
jected: "China Vocational Education Satellite Network is the premier distance learning platform sponsored by the National Center for Education Development & Research of Ministry of Education of People's Republic of China, owned and operated by Shanghai Aerospace Computer System Engineering Co., Ltd.

"Genesis' role is clear: we will secure the educational partners for the CVE programs, and the tuition-based courses will educate students and professionals regardless of time zone or geographic location. Genesis benefits by receiving a designated portion of each CVE contract," explained Ms. Zhang.

Continued Mr. Kang: "With a curriculum covering medical, management, engineering, spirituality, marketing, accounting, business and finance, and more, CVE will create global classrooms through distance learning programs that target a registered student body numbering in the tens of millions."#

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NYC Virtual Enterprise Holds Local Business Plan Competitions



Two teams dress for success and present plans to win

By IRIS BLANC

Winners Advance To Citywide Competition

Now approaching its tenth anniversary in New York City public schools, the Virtual Enterprises (VE) program represents a well-established approach to teaching high school students about business through task-oriented and hands-on applications. VE students, with the guidance of a course instructor and business mentors, oversee the operations of a company, enabling them to learn about careers, develop interpersonal and organizational skills, and use technology, as well as develop an in-depth knowledge of one particular type of business. Students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales, and they engage in virtual trading with other practice firms around the country and around the world. With links to nearly 3,000 firms around the world, the VE exposes students to different cultures, business practices, and currencies and gives students a broader international perspective.

The program in New York City include sixty-three firms in 45 high schools (with more in the planning stages) and has also expanded throughout the United States to include programs in over 300 secondary and post-secondary institutions.

Each year, the Virtual Enterprise Program holds a series of business plan competitions at which students from each VE firm present their business plans for the upcoming year. This activity actualizes the world of work, allowing students to apply communication skills, use technology, engage in teamwork and apply economic and financial con-

cepts as they trade in the global marketplace.

This year, over sixty-eight teams from New York City high schools competed over five days, in venues throughout all five boroughs.

One can only watch in amazement as these student teams, many of whom have only been in VE for two months, present their plans to a panel of judges, in front of an audience of their peers.

The following are the results of the local competitions:

First-place winners will advance to the citywide competition, which will be held on Thursday, December 15th at Deloitte & Touche, 2 World Financial Center at 1:00 p.m. Eight additional teams who ranked highest in the city will also be invited to participate in the citywide competition. First-, second-, and third-place winners in the citywide competition will have an opportunity to participate in the secondUS Virtual Enterprise Network National Competition to be held in New York City on April 5-6, 2006 and compete for \$25,000 in scholarships. (The national event is sponsored by a grant from the Merrill Lynch Foundation.)

All the teams are to be commended for an extraordinary level of achievement. Congratulations to all!

Virtual Enterprises, International is a program initiative of the New York City Department of Education, Office of Teaching and Learning. For more information about the program, visit the VE website at www.veinternational.org or contact Iris Blanc, Director, iblanc@nycboe.net.

Iris Blanc is Director of Virtual Enterprises, International™, New York City Department of Education

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THEATER REVIEW

Yiddish Theater At Its Best: Folksbiene's On Second Avenue

By JAN AARON

Crave a sip of chicken soup for the soul? Dine out on the nostalgia-flavored review, *On the Second Avenue*. The Folksbiene Yiddish Theater's surprise hit last spring, has reopened at the JCC (76th and Amsterdam) through January 1. The show transports you back to the heyday of the Yiddish theater in New York, between 1890 and 1910, when Second Avenue was the Yiddish Broadway boasting a dozen theaters between Houston and 12th Street.

Six terrific performers share almost equal time telling the history of the Yiddish theater through two hours of music, dance and monologues. They're backed by the zippy Folksbiene Klezmer Band. The show's most well known performer Mike Burstyn, shines brightest. The son of Yiddish theater royalty, Pesache-ke, Burstein and Lillian Lux, he grew knowing this stuff and presents every gesture and inflection with impish humor and in fine voice. In a poignant peek at his own past Burstyn, wearing a serape and sombrero, sings "Galitsyaner Cavelero," a song made famous by his dad (shown on a video clip) about a Polish Jew who lands in Mexico instead of America.

Joanne Borts, Lisa Fishman, Elan Kunin, Lisa Rubin, Rebecca Brudner and Robert Abelson join him in giving their utmost, each adding moving moments. There are songs about yearning for the old country ("Shtetyl Montage") and a play about a fallen woman in the new world ("Satin and Silk"), vaudeville tunes proclaiming "We're



(L-R) The cast of "On Second Avenue" includes Lisa Rubin, Elan Kunin, Robert Abelson, Joanne Borts, Mike Burstyn and Lisa Fishman

not archaic, we're from Passaic," and moving moments like the Hebrew lesson, "In Kheyder." For the Yiddish challenged, there are supertitles and translated songs. As in the old days, the audience can get in the act. At my performance, they clapped with the music and anticipated the punch lines before they were delivered.

Created by Moishe Rosenfeld and Zalmen Mlotek, and directed by Bryna Wasserman, the show is produced in association with the Dora Wasserman Yiddish Theater of Montreal. The set, designed by J.C. Olivier, recalls the colonnaded sets of old vaudeville theaters and the jokes go way back too. "Doctor, doctor, it hurts here and here and here," says the patient. To tell the punch line would ruin the joke. Go see for yourself. Enjoy! (334 Amsterdam Ave. Tickets \$37.50-\$47.50; 212-239-6200 or www.folksbiene.org)#

FILM REVIEW

Growing Up: Harry Potter's Goblet Of Fire; Exciting Austen: Pride & Prejudice

Murray Close ©2005 Warner Bros. Entertainment Inc. - Harry Potter Publishing Rights © J.K.R.



(L-R) Rupert Grint as Ron Weasley, Daniel Radcliffe as Harry Potter and Emma Watson as Hermione Granger in Warner Bros. Pictures' fantasy Harry Potter and the Goblet of Fire

By JAN AARON

It's no more kids' play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on a J.K. Rowling's novel is dark and daring with a PG-13 rating. The incipient teen age wizards, Harry (Daniel Radcliffe), and his pals, Ron (Rupert Grint) and Hermione (Emma Watson), now 14, are taller and more mature. That they face a year unlike any other at the school is apparent from the arrival of a flying horse-drawn carriage bearing the French female students of Beauxbatons and the emergence of an ancient sailing vessel carrying Middle European boys of Durmstrang.

As the wise headmaster Dumbledore (Michael Gambon) explains this experiment in international cooperation among wizarding schools is meant to foster the old tradition of the Triwizard Tournament, a trio of intimidating tasks to be undertaken by an exemplary representative from each institution. The selection of Harry, as one to the participants, creates concern—he's underage and ill-prepared. His first task is a dazzling sequence depicting a fight with airborne dragons, gladiator style. In his second task, he participates in a scary underwater rescue. Third task is mastering a maze and facing a showdown with the

evil Voldemort (Ralph Fiennes).

Expertly directed by Mike Newell, the movie balances both dark and light like another challenge facing Harry and his friends: They must pair up for a Christmas ball. Harry may be up to dragons in the sky, but he is goes all weak at the knees when he has to ask a girl to a dance. The party also causes a rift in friendships, mended later in the movie. A new character Rita Skeeter, (Miranda Richardson), a gossip columnist with a poison pen, adds humorous bits.

We are left with a message that we are faced with the choice of doing right or doing what's easy. The new movie chooses to make it right but acknowledges that Potter and friends now face a different world. (2:37)

Another literary adaptation, *Pride and Prejudice*, stars 20-year-old British beauty Keira Knightly as Elizabeth, tart, smart daughter of five in the Bennett family of modest means. In Austen's era, Elizabeth's spunk could ruin her chances of marriage and financial upward mobility. Matthew MacFayden plays the desirable, but aloof Darcy, the source of Elizabeth's slings and arrows. Filmed at some of the greatest estates of Great Britain, this P&P is a treat for the eyes, as well as feast for classroom discussion. (PG-2:07)#



Expanding Opportunities for High School Students

By MAYOR
MICHAEL R.
BLOOMBERG

Over the last four years, we've done a lot to improve our

high schools; a big part of our effort has been to increase the educational options available to high school students. It's a strategy that has worked, and the best evidence is that after long years of stagnation, graduation rates are rising. But believe me, we're just getting started. During my campaign for re-election, I presented a vision for offering more high-quality options than ever to all our high school students. Now, with the help of more than \$24 million in private grants and gifts, we're going to turn those campaign promises into realities.

We will, for example, create new pathways to graduation for students who currently—for a variety of reasons—aren't on course to receive a diploma. Over the next four years, we're going to set up 15 small "transfer" schools for students who haven't been succeeding at other schools, and also create more evening education programs for students whose adult responsibilities keep them busy during the day. Then there's our new "Learning to Work" vocational program; it gives students a combination of academic and vocational preparation. In September, we started 15 Learning to Work centers around the city; within four years, we'll open 20 more, and in the process, more than double the Learning to Work enrollment.

We're also going to keep creating new, small high schools throughout the city, where students are held to high academic standards and get close attention from teachers and principals. Our Administration has already established 149 such schools; we've got the most ambitious small school program in the nation. And 93 percent of the 9th graders enrolled in these small schools have been promoted on time to 10th grade, a

success rate well above the average in other City high schools. We're also going to create what are called "small learning communities" in eight of our largest public high schools; they're another way to give students the personal attention that helps them thrive.

New York City currently also has seven specialized high schools; they're among the best in the nation. But unfortunately, in some cases admission to them is harder than getting into an Ivy League college—and that spells frustration for a lot of students and families. They deserve more options—so, over the next four years, we're going to create seven more new academically selective high schools throughout the city. For too long, some communities have been under-represented in our existing selective schools—so we're also going to make a big effort to prepare students from those communities to fill spots in these new schools.

The Bill and Melinda Gates Foundation—a longtime backer of our school reform efforts—is providing nearly \$19 million in grants to help us realize these changes. We're also receiving \$5.5 million in grants and gifts from the Carson Family Charitable Trust, the Judy and Michael Steinhart Foundation, and *Daily News* publisher Morton Zuckerman. We're grateful for their help in doing more for our students.

Because make no mistake about it, we're going to keep our campaign promises to all New Yorkers. We are, for example, already moving forward with our plan to enhance the 311 Citizen Service Center. Next year, when the project is completed, 311 will link people more quickly and directly to the non-profit groups that provide much of the frontline health and human services in our city. Currently, 311 only connects callers to City services and non-profits who have contracts with the City. We're also continuing to press for much-needed reforms in electing judges. And now we're going to make good on our vision for improving the City's public high schools. #

TECHNOLOGY IN ELEMENTARY SCHOOL EDUCATION

By ANDREW GARDNER

With increased access to digital media tools in schools and no clear expectations about how to use them, teachers have an opportunity to be creative. Over the past 2 years while working at the technology heavy School at Columbia University, I have experimented with different tech tools. While using computers has been useful, I've found the most satisfaction putting digital cameras into the hands of the students. In this article I will describe the procedure we took to make a home grid, a project in which using digital cameras allowed us build classroom community by learning about each others homes while simultaneously addressing significant learning objectives.

We made our home grid during the 5th week of the new school year. With routines basically established, class 1a began approaching the meat of our social studies curriculum. At The School, first grade does a family study, in which we compare and contrast the cultures represented in our classroom community through studying different homes, rituals and even alphabets! In the spirit of doing creative projects, one afternoon, Genie, my associate, and I were brainstorming ways to help children understand the concept of home. Though we knew it would have been fun to visit each child's home, we knew it was impractical,

so we came up with the idea to help the children create a home grid in which they could at least see the different elements of each other's homes. This grid allowed us to compare and contrast the physical elements of every student's home. Genie and I believed it was important to begin our study by identifying concrete elements of home. The tangible items were easy to compare and contrast, and would provide a decent entry point into the more conceptual conversations as the study progressed.

During Monday morning meeting we asked the question what are some things in a home. The class created a list of things that are in a home. From bathrooms to beds, our list included 24 things that the kids felt were important. Later in the afternoon, at our end of the day meeting, I introduced the children to the classroom's digital cameras. We talked about what a camera did, and how to use it. For homework, I began sending the children home with the digital camera and a copy of the list of things they thought were important. Their job was to take care of the camera and document the home.

Slowly, over the course of 2 weeks, the kids brought home the cameras and took digital photographs of every item on the list. The next day they would return the cameras full of images from their homes. Using photo software on the



Special Attention to Special Education

By JILL LEVY,
PRESIDENT, CSA

Once again special education is in the news. After spending approximately \$350,000 on a study researched and

written by Thomas Hehir of Harvard University, is it still plausible that all this so-called educational team at Tweed could justifiably say is that, two years into their reorganization of special education services, they are "headed in the right direction"?

About four pages of the report were devoted to the stated goals of Tweed and more than 90 pages were filled with the things they have done incorrectly. Sad that they do not have enough respect for the children who are not getting adequate and appropriate services to get off their unacceptable excuse that "heading in the right direction" makes it okay. While they are fiddling around with Schools Attuned, special education is burning to the ground.

Principals and Assistant Principals have been given the responsibility of determining the appropriateness of the instructional and behavioral strategies used in their classrooms.

They are accountable for education issues about which, in most instances, they have little or no knowledge. With the elimination of school-based Supervisors of Special Education and Supervisors of Social Work how is a Principal to make strong instructional determinations? Individualized Education Program teachers have, by their own admission, taken up some of the

duties of the missing personnel, but they are unable to observe, evaluate and implement necessary change.

As for inclusion classes, my understanding of the term is that inclusion is a model recommended for individual students who could benefit from instruction in general education classes with the appropriate support services. I didn't know that one needed to have a designated "inclusion class" in which a group of special education students would be assigned to a general education class with a reduced register and there would be team-teaching by a general and special education teacher. Oops! Pardon me if I got it all wrong!

Even the report found the practices in some of these so-called "inclusion classes" to be less than acceptable.

Tweed could have saved the \$38 million they will need to spend to rectify the 90-plus pages of bad stuff and the \$350,000 for the study if they had bothered talking to any one of us in the field. If they had any respect for the experts whom they employ, they would have consulted with them as they reorganized city services for special education students. They might have avoided some of the problems which have arisen that have further deprived children of an appropriate education!

CSA has reached out to the experts in the field, our members. We will be releasing a report of our own on Special Education in the near future. Keep checking the CSA website at www.csa-nyc.org for details. #

Jill Levy is the President of the Council of School Supervisors and Administrators.

Macintosh computer (though any photo organization program could work), we organized and printed 2X3 prints (alas using a lots of color ink) of the children's homes. One afternoon, after all the photographs were collected and printed, we worked together to make the home grid. Each child was given paper copies of their pictures and glued them down in special order so that we created an enormous grid with columns of an individual child's home and rows of the same element. After everyone had finished pasting his or her photos we hung up the enormous grid on our class bulletin board in the hall. Over time we took many trips to the grid to have conversations, most of which involved comparing and contrasting each other's kitchens, ceilings, siblings and even toys.

So, you may ask, what do you learn from comparing and contrasting small photographs of each other's homes? Well within our diverse student population, the home grid was an entry point into seeing each other's homes democratically. By talking about how children's homes were physically similar and different, it helped develop self-awareness and awareness of others, important elements of building emotional intelligence. Also, the home grid provides easy visual subject for children to use while writing, playing I-spy or even solving mathematics problems. Also, upon establishing a firm grasp of the physical elements in a home, we were able to begin more complicated conversations about non-physical elements of home such as human relationships and love and even disagreements. These conversations helped children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human homes in New York City provided a base that helped when we began talking about animal homes, and homes in other cultures. In retro-

spect, we could have used the photographs in many other ways as well; the children could have made books about their homes, we could have made a guessing game, or even had the kids give PowerPoint presentations!

This was the first instance of camera use in our classroom. As the year progressed, children used the cameras for more projects but they also began using them informally as a documentation tool, recording and digitally archiving photographs of important things, such as a project, a friend or even a book they had read. The process of documenting things that they found important, and reflecting later, allowed the children to actually think about how and why they were learning; they also become more articulate talking about what they learned. Furthermore, they became producers of visual culture, a role far different from the role they may take while watching TV, going to movies, or surfing the Internet.

In these days of prepackaged curriculum and limited teacher autonomy, the introduction of digital media tools to our schools is a wonderful opportunity for teachers to experiment. I have found that putting the cameras into the hands of children have not only helped as a tool in making projects, but has also given them a sense of self-worth and responsibility. #

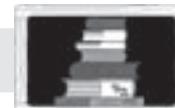
Andrew Gardner, an elementary school teacher at The School at Columbia University, is currently traveling throughout Europe, exploring other school systems, not unlike his father, Harvard Professor Howard Gardner.

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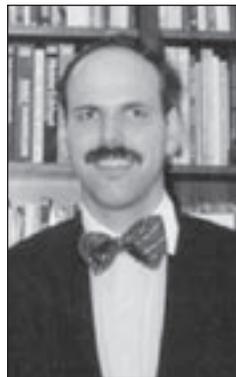
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It's that time of year again, the holidays of gift giving are upon us. Some wonderful gifts for children of various ages are the animal head hand puppet show books of Lisa LeLeu. Each book contains one hand puppet of the animals' head, one completely illustrated story and one story to write and color. *Diggity the Dog* has a booklet on dog bite prevention to color as well as a completely illustrated story about Diggity camping and a story to write and color. The other titles in the series are: *Miss Moo-Moo the Cow* with the story 'Art on the Farm', *Pernilla the Gorilla* with 'The Slumber Party', *Scooter the Cat* with 'Finding My Home', and *Frenchy the Frog* with Paree, Paree (That's Paris in French). Each book has two openings, so the puppet head can appear in the story as the pages are turned. Also all booklets have Velcro dots on the back to attach to the puppet theater parts of the book. The puppet heads all have Velcro straps to extend or shorten their size and that allow the puppet heads to be taken out of the books and played with on their own.

For older children, the marvelous, dynamic, colorful illustrations of mice by Tracey Dahle Carrier illuminate *Mouse Tales: Things Hoped For Advent, Christmas and Epiphany* by Ruth Boling. This book follows six mouse children as they interact with each other during Advent, Christmas and Epiphany at Sunday school, elsewhere and with the community at large. The six mice have

**Mouse Tales:
Things Hoped
For Advent,
Christmas, and
Epiphany**

By Ruth Boling
Illustrated by Tracey
Dahle Carrier
(Westminster John Knox
Press, \$14.95)

definite personalities and interest the reader enough to find out what they will be doing next.

Aside from the above books for gift giving, Logos Bookstore has many more books for holidays and all occasions for child and adult alike as well as holiday greeting cards and cards for other occasions,

holiday and regular music on CD's and cassettes and gift items for all occasions. Give us a call to find out about extended holiday shopping hours. Happy Holidays!#

Upcoming Events At Logos
Monday, December 5, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis will discuss the book of Isaiah followed by a holiday party.

Wednesday, December 7, 2005 at 7 P.M., KYTV Reading Group will discuss *The House of Mirth* by Edith Wharton.

Monday, December 12, 2005 at 7 P.M., Maria Grace will present *Reel fulfillment: A 12-Step Plan For Your Life Through Movies* and sign copies of her book. An evening of enrichment of life through experience of movies.

Transit: 4,5,6 Subways to 86th Street, Lexington Avenue, M86 Bus (8th St.), M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus, (1st and 2nd Aves.)

REVIEW OF SISTER CHICAS

By MERRI ROSENBERG

Sister Chicas

by Lisa Alvarado, Ann Hagman Cardinal, and Jane Alberdeston Coralin.
New American Library, April 2006
(New York), 264 pp

Think "Ya Ya Sisters" crossed with "How the Garcia Girls Lost Their Accent", and you'll have some idea of just what a treat this delightful novel is.

Narrated by the three main characters in each young woman's strong, clear voice, the novel offers a compelling and perceptive look at what it means to grow up as a Latina woman in contemporary America. There's Taina, the Puerto Rican daughter of a single mother whose upcoming quinceanera is the plot point that drives this propulsive narrative; Graciela, an ambitious and driven Mexican-American who feels a responsibility to achieve the dreams her immigrant parents couldn't, and Leni, a rebellious Puerto-Rican/Irish-American teenager who struggles to reconcile the disparate elements of her upbringing.

Their friendship, as unlikely as it may have seemed at first, is the constant in their lives, even as so many other assumptions and expectations are challenged. As a novel of growing up, it's pitch perfect, dealing equally well with Taina's ambivalent emotions towards her mother's demands and her own need to separate and carve her own path, or Graciela's attempt to reconcile her dreams with her daughterly duties.

Throw in some attractive, if potentially unsuitable boyfriends, and it's no wonder that this novel zips along.

Perhaps most engaging are the detailed descriptions of the "Chica Sisters" outings to a Cuban café, El Rinconcito, where the flavors and textures of life in a warm, comforting ethnic neighborhood are palpable. Or even Leni's experiences with her extended family in Puerto Rico, where she lets down her urban guard enough to allow herself to be embraced by the relaxed rhythms of simply sitting on porches with her older relatives.

There's plenty of wit and humor here, too, especially in the all-too-familiar battles between Taina and her mother about what kind of dress would be suitable for the all-important quinceanera—not to mention the shopping excursions in search of the right dresses for Graciela and Leni.

The authors thoughtfully provide a useful glossary of Spanish words and phrases, as well as cultural touchstones for Caribbean cultures.

There's also a tempting section of recipes, for everything from tortillas and flan to chili con carne and a torta imperial. These extras in the novel make it ideal for an extended book club discussion and experience.

It's an engaging introduction to Latina culture for non-Latinos—and I would imagine an appealing, even comforting text for young Hispanic women who seek authentic images of themselves in a well written novel.#

REVIEW OF THE CHARTER SCHOOL DUST-UP

Reviewed BY MERRI ROSENBERG

The Charter School Dust-Up: Examining The Evidence On Enrollment & Achievement

by Martin Carnoy, Rebecca Jacobsen, Lawrence Mishel and Richard Rothstein.
Economic Policy Institute (Washington, D.C.) and Teachers College Press (New York, NY). 2005: 186 pp

There is more than a touch of Schadenfreude in this seemingly objective, scholarly book analyzing the relative effectiveness of charter schools compared to regular public schools.

And honestly, why shouldn't there be?

When charter schools came onto the national educational scene, critics of neighborhood public schools hailed charter schools for their innovative potential and liberation from bureaucratic inefficiencies. Charter schools were seen as the savior for those students most at risk. Politicians, especially those whose agenda supported school vouchers, eagerly embraced charter schools as a shining alternative to the benighted public schools that were often held in scorn.

Guess what? Charter schools, according to a provocative report released in the summer of 2004 by the American Federation of Teachers, using test results from the federal government's National Assessment of Educational Progress (NAEP), aren't better than public schools at improving student performance and raising student achievement. Not surprisingly, passionate advocates of the charter school movement immediately responded, challenging the methodology of the NAEP study and—in an irony not lost on the authors of this book—questioning the very validity of testing accountability being applied to charter schools. (They, of course, had no problem using accountability for regular public schools.)

This book, then, is a systematic, scholarly attempt to discover whether in fact the charter school advocates' complaints are justified—or whether, indeed, charter schools aren't living up to their hype. It's not meant for the casual reader, but for those educational leaders—school superintendents, principals, advisers and analysts to political figures—who have to grapple with these issues.

Although this book focuses on the charter school versus public school debate, many of the issues it raises have serious implications for those concerned with the relentless focus on accountability that drives No Child Left Behind.

Recognizing the limits of data is important—for example, the authors agree that it's simplistic to look at relatively crude indicators of student and family socio-economic status. Far better, they suggest, to closely examine the complexities of a student's family background, and to recognize that it is a complex variable. Similarly, the authors urge that changes in test scores matter when the same students are observed year-to-year, not when different groups of students are measured on a standardized test.

Charter school advocates have often claimed that these schools educate the "disadvantaged of the disadvantaged." Not so, say these authors: "At least for states for which data have been analyzed, charter school students from racial or ethnic minority groups are probably at least as advantaged as regular public school students from the same racial or ethnic groups and, in many cases, probably more so." Which, logically, should translate into better performance from the charter schools—but doesn't, according to these authors' careful analysis.

In a fascinating discussion of the KIPP schools, the authors found through interviews with regular public school teachers who recommended students for these particular charter school programs, the students tended to go into the charter school with "better-than-average test scores and parents who cared, motivated parents." That flies in the face of arguments made by many charter school advocates who insist that charter schools attract students who are less adept academically.

In fact, say these authors, there is "no consistent anecdotal or systematic evidence to support the claim that, on average, charter schools recruit students who are more challenged academically than those in traditional public schools serving the same student pool."

At best, charter schools' student performance is about the same as public school students' performance on standardized tests (there are, as always, some exceptions)—but usually it's lower. And the authors think "the real question that charter school supporters should confront is...whether the underperformance of some charter schools is a price worth paying for the overperformance of others. This is a much trickier public policy issue, and there is no easy answer to it."

Ultimately, the authors conclude that, "It seems, therefore, that charter schools are not, and likely will not be, able to play a large role in reforming public education as a whole."

Provocative stuff...and well worth reading carefully.#

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MEDICAL UPDATE



New York City • DECEMBER 2005
FOR PARENTS, EDUCATORS & STUDENTS

• 31

HAND SANITIZER GEL WORKS

Using an alcohol-based hand sanitizer gel significantly reduces the spread of gastrointestinal infections in the home, according to a study in *Pediatrics*. In a study of 292 Greater Boston families—half of which were given hand sanitizer—those that used the gel had a 59 percent reduction in the spread of GI illnesses.

“This is the first randomized trial to show that hand sanitizer reduces the spread of germs in the home,” says Dr. Thomas J. Sandora, a physician in the Division of Infectious Diseases at Children’s Hospital Boston.

The families were recruited through day care centers. Half the families were randomly assigned to receive hand sanitizer and were told to place bottles of the gel around the house, including bathroom, kitchen and baby’s room, and to apply it to their hands after using the toilet, before preparing food, after diaper changes, etc. The remaining families, serving as controls, received only materials about nutrition, and were asked *not* to use hand sanitizer. The two groups reported similar rates of handwashing on an initial questionnaire.

For five months, investigators tracked the families, phoning every other week to record how much hand sanitizer had been used, whether someone had developed a respiratory or GI infection, and whether the illness had spread to others in the home. The families given hand sanitizer

had a 59 percent lower incidence of secondary GI illnesses as compared with the control group. In addition, families reporting higher amounts sanitizer usage (more than 2 oz in 2 weeks, indicating 4-5 uses per day) were about 20 percent less likely to transmit respiratory illnesses, but this effect didn’t reach statistical significance.

“We think that’s probably because people were more diligent about using the sanitizer after a GI-related incident, such as using the bathroom or vomiting, than after a respiratory incident, such as nose-wiping or sneezing,” says Sandora, also an instructor at Harvard Medical School.

A related study from Children’s Hospital Boston, did observe a protective effect against respiratory illness among families who used hand sanitizer gels at their own initiative.

According to the U.S. Census Bureau, more than 7.5 million children under age 5 are enrolled in day care, placing them at high risk for respiratory and GI infections, which they readily transmit to household members. Although handwashing with soap and water is effective in reducing the spread of most infections, it requires access to a sink. In addition, there is evidence that rotavirus, the most common GI infection in the child-care setting, is not removed effectively by soap and water but is reliably killed by alcohol.#

For more information about the hospital visit: <http://www.childrenshospital.org>.

NSF RELEASES TOP TEN PLACES GERMS LURK IN SCHOOLS

With the cold and influenza season right around the corner, it’s more important than ever to know where germs are hiding in schools. That’s why NSF International today released a list of the Top Ten Places Germs Lurk in Schools, which was developed by NSF scientists who collected bacterial samples directly from actual classrooms.

According to the Centers for Disease Control and Prevention, 22 million sick days are lost each year to the common cold alone. With even more serious concerns over influenza and the avian flu, NSF International wanted to illustrate where germs were located by collecting a range of bacterial samples from surfaces kids come in contact with every day.

The classroom experiment in two typical Michigan elementary schools was designed to:

- determine what educators and school cleaning crews need to be on-the-lookout for when protecting kids from germs in the schools.
- educate families and teachers about a new public service website designed to focus on handwashing as a simple, yet highly effective way of fighting infectious and foodborne illness.

The following are the results on where germs hide:

Total Aerobic Bacteria (Colony Forming Units)

per square inch (CFU)

Fountain Spigot (classroom) 2,700,000 CFU
Water Fountain Spigot (cafeteria) 62,000 CFU
Plastic Reusable Cafeteria Tray 33,800 CFU
Faucet (cold water handle) 32,000 CFU
Faucet (hot water handle) 18,000 CFU
Cafeteria Plate 15,800 CFU
Keyboard (classroom) 3,300 CFU
Toilet Seat 3,200 CFU
Student’s Hand 1,500 CFU
Animal Cage 1,200 CFU

Surprisingly, there were actually more germs found on an average classroom water fountain spigot than there were on a toilet seat. “Although these findings are a snapshot in time at these particular schools, the results reveal that we all need to be vigilant about sanitizing those hard-to-reach areas in schools that people may forget to clean,” said Robert Donofrio, a microbiologist who directs NSF’s Microbiology Laboratory in Ann Arbor, Michigan.

The NSF Scrub Club™ (www.scrubclub.org) is a fun and educational public service program designed to educate children, families and educators about the importance of handwashing to wash away germs and help prevent the onset and spread of infectious diseases and foodborne illnesses.#

REMEMBERING PRESTON ROBERT TISCH

By POLA ROSEN, Ed.D.

I will always remember Bob Tisch as he sat at lunch with me at the Regency, recovering from neurosurgery and dynamic as ever. “Hi Tiki,” he called to the football great from across the room in the midst of answering my questions about his early days in Lakewood, light years away from the sophisticated hotel he now owned. It seemed that everyone entering for lunch that day in the nearly packed Regency restaurant on Park Avenue in Manhattan came to pay homage to Bob, asking about the Giants, the family, Bob’s health or some incubating business deal.

While eating and answering questions, Bob kept a sharp eye on the room, signaling the hostess to come over to ask why patrons were not being seated more rapidly. We spoke of his commitment to rebuilding athletic fields for every school in New York City and the local community pride that ensued following his successful endeavors in raising more than \$130 million.

The Tisch family philanthropy is legendary: from the NYU Tisch School of the Arts and the Tisch Library at Tufts University to “Take Back the Fields.” The latest Tisch benevolence is the Preston Robert Tisch Brain Tumor Center at Duke University. Bob contributed to the life of the community in many other ways:

as U.S. postmaster general, NYC ambassador to Washington DC, Chair of the NY Convention and Visitors Bureau and co-owner of the NY Giants. Bob and his brother Larry, captains of industry, owned the Loews Hotel chain as well.

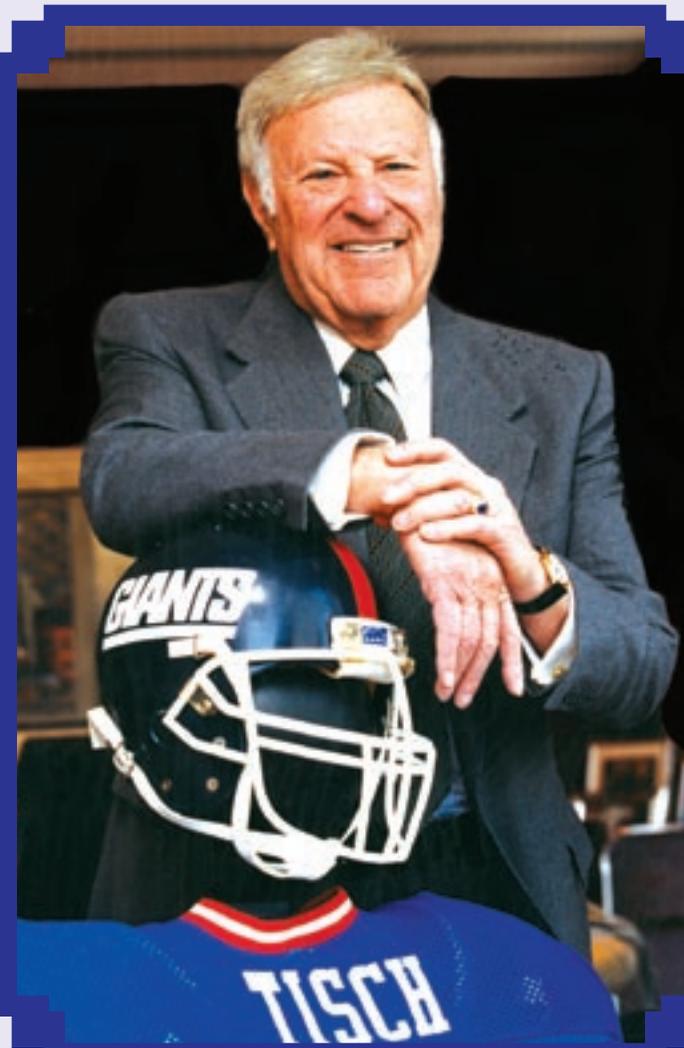
A month ago, Laurie, his only daughter was awarded the Town Hall Medal in recognition of her founding and funding the Center for Arts Education and the Children’s Museum of Manhattan. Bob’s absence at the family table was palpable, signaling declining health.

He died just a short time later with his entire loving family gathered round. His New York City granddaughters visited every day during his last months, one traveling in daily from Yale University. His son Steve moved from Los Angeles to New York to be at his father’s side for the last six months and share in the Giants operation with brother Jonathan.

During a visit to pay my respects to the family after his death, Laurie and her daughters were wearing a precious gift from Bob: gold and diamond necklaces commemorating the New York Giants going to Super Bowl XXXV in 2001. On the Sunday of my condolence visit, the team won. Bob would have reveled in the thought of his family savoring the victory of his team and the sport he loved so much, symbolic of the victory of his life, triumphant in the legacy he left behind.

“Just don’t give money, send out mass mailings, and walk away. You have to be in there, a real presence, working at it.”

—PRESTON ROBERT TISCH

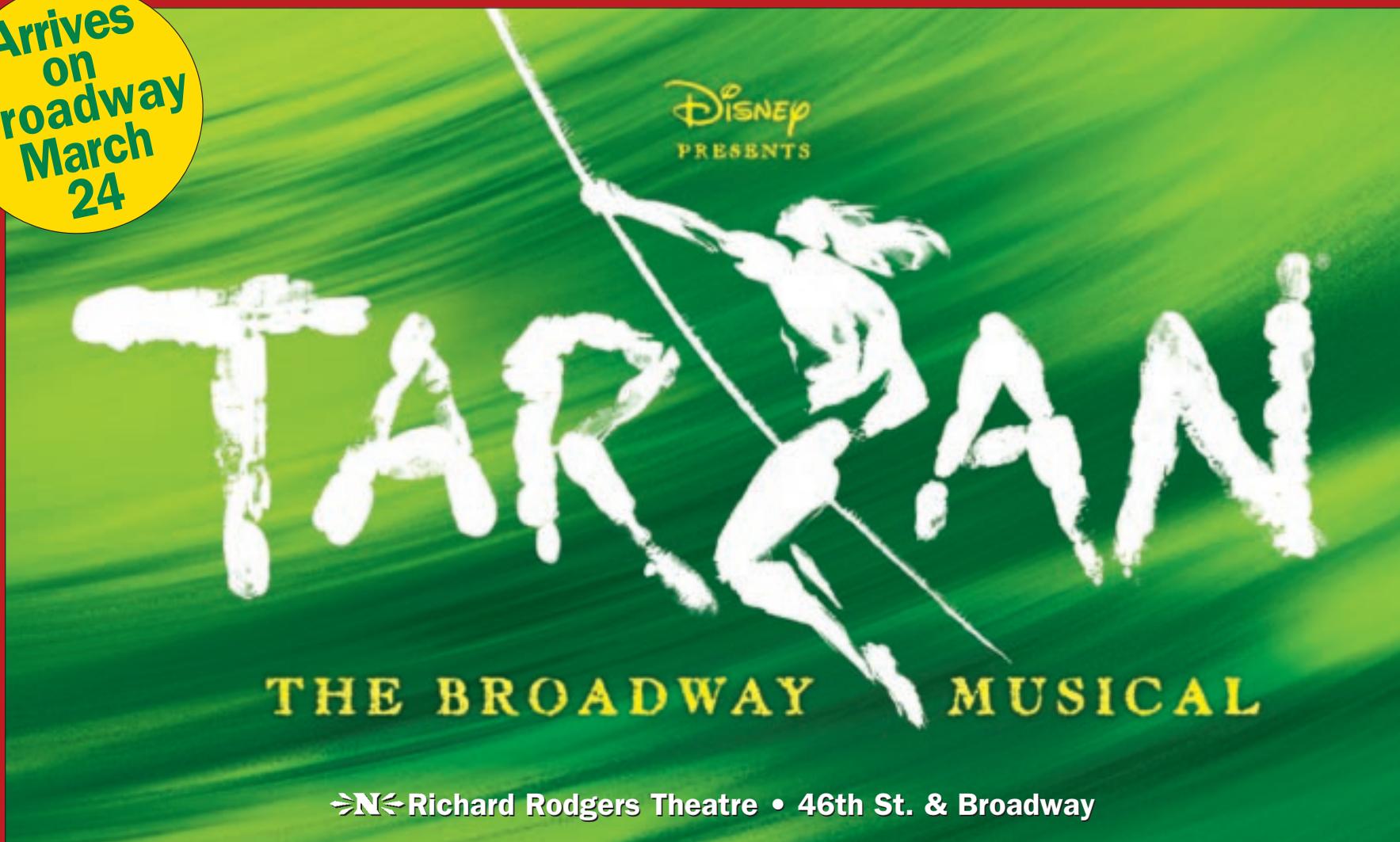


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