

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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CHANCELLORS GOLDSTEIN & KLEIN HONOR OUTSTANDING EDUCATORS



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GUEST EDITORIAL

Reflections on the Current State of Education in AmericaBy CHANCELLOR
MATTHEW GOLDSTEIN

THE CITY UNIVERSITY OF NEW YORK

When I reflect on the current state of education in our country today, I see a very alarming trend: I see fewer students enrolling and succeeding in the disciplines of science, technology, engineering, and mathematics (STEM). I have a few thoughts about why this is happening, and how we might address it.

I believe that too few students are enticed early enough by the beauties of physical and mathematical phenomena. Too many are "scared off" by the accurate perception that these disciplines are difficult. We are not sufficiently engaging America's young people in these studies and preparing them for the advanced learning and accomplishment that our nation requires for our future economic health and security.

Perhaps you saw Thomas Friedman's recent editorial in *The New York Times*. In that column, Mr. Friedman described his experience attending this year's Commencement at Rensselaer Polytechnic Institute. "For a moment," he wrote, "as the foreign names kept coming...I thought that the entire class of doctoral students in physics were going to be Chinese..." Friedman warned that "we can't keep being stupid about these things. You can't have a world where foreign-born students dominate your science graduate schools, research labs, journal publications and can now more easily than ever go back to their home countries to start companies—without it eventually impacting our standard of living..."

So we simply must get more of our students hooked on these fields. Early.

I suggest that we all think about some new work, work that was in fact recently highlighted in *Education Update*, from the eminent psychologist Howard Gardner. In his new book *Five*



Minds for the Future, Dr. Gardner poses a big question: What minds should we be cultivating in our young people, what kinds of minds will they need if they (and our society) "are to thrive in the world during the eras to come"?

I am struck by his formulation of five mind "types": the disciplined mind, the synthesizing mind, the creating mind, the respectful mind, and the ethical mind. Of course, all these minds need cultivating; I certainly hope that on the postsecondary level, we're doing exactly that work at CUNY. But when I think of the discouraging trend I've just cited, two of Dr. Gardner's "minds" assume added importance: the disciplined mind, and the creating one.

A disciplined mind learns the ways of thinking that we associate with the major disciplines (Dr. Gardner singles out mathematics, science, history, and "at least one art form"). And a disciplined mind, Dr. Gardner suggests, is an active and creative one: "Once one has understood well a particular play, a particular war, a particular physical or biological or managerial concept,

the appetite has been whetted for additional and deeper understanding, and for clear-cut performances in which one's understanding can be demonstrated to others and to oneself. Indeed, the genuine understander is unlikely in the future to accept only superficial understandings. Rather, having eaten from the tree of understanding, he or she is likely to return there repeatedly for ever more satisfying intellectual nourishment."

This vital intellectual curiosity establishes a bridge to the "creating mind" that seeks new work, new standards, new questions, new answers. The creating mind is a mind like that of Albert Einstein, whose success as a theorist, as Walter Isaacson has observed in a new biography, "came not from the brute strength of his mental processing power but from his imagination and creativity."

We need young Americans to "have it all": They need the disciplinary knowledge associated with mathematics and the sciences, and they need the imagination and creativity too often missing from rote learning. It's a lot to ask of those responsible for teaching them, but it simply must be done.#

EDUCATION UPDATE

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EDUCATION UPDATE
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LETTERS TO THE
EDITOR

Freedom Writers: Erin Gruwell

To the Editor:

This is very touching. I am so proud that Mrs. Gruwell helped all these students that really needed help.

Hunter

Jefferson City, MO

Education Update's
Special Education Conference**To the Editor:**

Just a note to say thank you for a wonderful day. As a parent of a special needs child, I was delighted at the engaging speakers and wealth of knowledge I was able to consume. The breakout sessions were especially helpful and answered many of my questions on my son's academic career. It is wonderful to know that parents are not alone in this process.

Suzanne Killen

Brooklyn, New York

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OUTSTANDING
EDUCATORS
OF THE YEAR
2007

June 18, 2007

The Harvard Club

KEYNOTE SPEAKER:

CUNY Chancellor Matthew Goldstein
Introduced by The City College, School
of Education Dean Alfred Posamentier

AWARD:

Distinguished Leader in Education 2007:
George Weiss (Say Yes to Education)
Presented by CUNY Board of Trustees
member, **Jeffrey Wiesenfeld**

Manhattan Chamber
of CommerceBoard Member of the Year
2001

Dr. Pola Rosen

Education Update

Manhattan
Chamber of CommerceWinner
of the
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Education Update

FROM

Silver Hill Hospital

Mental Health
Media Award
2000

Excellence in Education Journalism,
1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen



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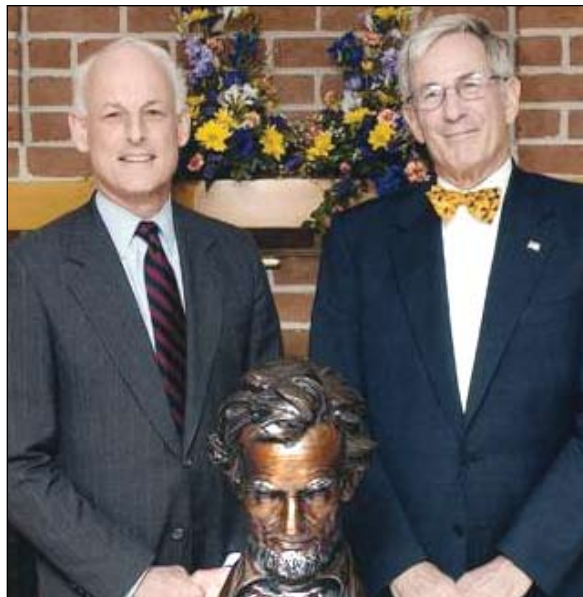
RICHARD GILDER & LEWIS LEHRMAN MAKE HISTORY COME ALIVE

By EMILY SHERWOOD, Ph.D.

When two passionate and multi-talented businessmen team up to improve the study and teaching of American history, their results dramatically demonstrate that one plus one equals three. Thanks to the explosive synergy of powerhouse financiers Richard Gilder and Lewis Lehrman, The Gilder Lehrman Institute of American History has assembled the largest collection of U.S. historical documents ever (now on deposit at the New York Historical Society), while offering a burgeoning repertoire of educational programs, seminars, and resources for teachers, students, and scholars alike.

The Gilder-Lehrman partnership traces its roots some twenty years back in time, when mutual investment opportunities brought the two men together and they discovered that they shared a deep passion for history. (Both had been history majors at Yale, but six years apart.) Like J.P. Morgan, who had purposefully set out to be one of the largest collectors of American antiquities, they devised a plan to systematically accumulate manuscript letters, diaries, maps, photographs, and other documents that would reflect, in a very human way, the social and political history of the United States. "At that time, there was a very quiet, moribund market for historical documents," explains Richard Gilder, a principal at investment banking giant Gilder, Gagnon, Howe, and Company. "Lew formulated the strategy of storming the market... I thought, if we're right, and the documents do go up in value, then when we donate them, the increased value and the tax savings there from will be equal to our original investment."

True to their plan, the team sent representatives to bid for tokens of American heritage at auction houses from London to New York and even



Lewis E. Lehrman & Richard Gilder (R)

New Zealand and Australia. They left no private dealer's cache unexamined in their quest to secure original copies of the most important transactions in American history, from a printed copy of Columbus' 1493 announcement of the discovery of the New World to President Ford's pardon of President Nixon. "We ramped up the enterprise to 12 cylinders and 300 horsepower," recalls Lewis Lehrman, who presided over his family business, Rite Aid, before ultimately founding L.E. Lehrman & Co, a Greenwich-based, investment banking firm. (New Yorkers may also remember that he mounted a failed campaign for governor against Mario Cuomo in the early eighties.)

Sometimes, artifacts arrived fortuitously from unexpected places: an eight foot abolitionist flag, hand-sewn by John Brown's followers, was discovered in the walls of an inn in southern Ohio when it was being remodeled. Ever the savvy businessmen, the collectors avoided the fakes and charlatans: in one high profile case, a private dealer tried to sell them a stolen copy of the Bill of Rights before the FBI intervened and returned it to its rightful owner, the state of North Carolina.

Both Gilder, an early buff of battlefield preservation, and Lehrman, a self-proclaimed Lincolnian, take a personal thrill in the 60,000 documents they've amassed, a collection unparalleled in breadth that is currently valued at \$100 million. Their eyes light up when they talk about some of their favorites—several thousand letters and diaries of Revolutionary and Civil War soldiers, the Papal Bull which divided the

New World upon discovery, Abraham Lincoln's House-divided speech, and a particularly artful letter written by John Adams when he served as America's ambassador to England.

The Gilder Lehrman collection, for all its munificence, is but one shining example of what these two philanthropic historians have accomplished in fulfilling their goal of engaging the American public with history. One of their first initiatives was to endow a \$50,000 annual Lincoln prize in 1990 (the most generous history prize in the nation, many times the size of the Pulitzer), awarded to the best scholar on Lincoln or the Civil War era and administered by the Lincoln and Soldiers Institute

at Gettysburg College. Last year's recipient, renowned historian Doris Kearns Goodwin, who authored a recent biography depicting the political genius of Abraham Lincoln, was, coincidentally, an early recipient of grant monies from Gilder and Lehrman in her formative years as a scholar. "Lincoln is a central figure in American history," explains Lehrman to clarify why they chose to support Lincoln scholarship so generously. "He's the man who fulfills George Washington's hope that all slaves ultimately will be free... We see President Lincoln as the moral and Constitutional example that all Americans should be edified and guided by." (Gilder and Lehrman have since added to their scholarship awards by endowing a \$25,000 Frederick Douglass book prize in 1999 and a \$50,000 George Washington book prize in 2005.)

Near and dear to the hearts of the financier duo are a slew of educational programs for students and teachers in all 50 states. A growing cadre of Teacher Seminars housed on college campuses has educated some 6,000 teachers to date. The Institute also sponsors 42 college-preparatory history schools nationwide, often in some of the poorest neighborhoods, allowing students to take more focused history courses rather than electives. Gilder and Lehrman routinely roll up their sleeves and go into the classroom as guest lecturers, recently delighting some New York City students with a lesson on Hamilton and Jefferson (not surprisingly, the overwhelming majority of students, many of them immigrants, identified with Hamilton when later polled.) The Institute also sponsors Saturday Academies, weeklong teacher seminars, teaching grants, teacher awards, and a slew of other programs and accolades to stimulate high quality instruction of history.

continued on page 15



Dr. Maribel Vazquez
Associate Professor,
Biomedical Engineering
City College of New
York/CUNY
NIH & NSF grants to study
brain cancer infiltration
Sc.D. Massachusetts Institute of
Technology



Dr. David Nasaw
Distinguished Professor,
History
Arthur Schlesinger Jr. Chair in
American History
CUNY Graduate Center
Bancroft Prize: *The Chief:
William Randolph Hearst*
New biography: *Andrew Carnegie*
Ph.D. Columbia University



Dr. Michio Kaku
Henry Semat Professor, Physics
City College of New York/CUNY
Internationally recognized
authority on theoretical physics
Co-founder of String Field Theory
Ph.D. University of California/
Berkeley



Dr. Elizabeth Nunez
Distinguished Professor, English
Medgar Evers College/CUNY
American Book Award:
Bruised Hibiscus
New novel: *Prospero's Daughter*
Ph.D. New York University



Billy Collins
Distinguished Professor, English
Lehman College/CUNY
U. S. Poet Laureate 2001-2003
*The Trouble with Poetry and
Other Poems*
M.A. University of California/
Riverside



Roy De Carava
Distinguished Professor, Art
Hunter College/CUNY
2006 National Medal of Arts
MOMA Photography
Retrospective
Cooper Union/Harlem Center
for the Arts

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THE NEED TO REAUTHORIZE NO CHILD LEFT BEHIND (NCLB)

By US SECRETARY OF EDUCATION
MARGARET SPELLINGS

Few education issues will have as great an impact on the civic and economic future of our country as the reauthorization of NCLB. We continue to hear critics of NCLB saying that our focus on reading and math distracts from learning in other subjects. How will students succeed in history or science without mastering reading and math? We all know that reading and math are requisite gateways to learning other subjects, and we are seeing more and more evidence of that.

The new NAEP data show that young students are making gains in both history and civics. The report on U.S. History shows increased scores across the board and a narrowing achievement gap in the 4th grade. Similarly, in the report on civics, 4th grade students showed improved scores and a narrowing gap between white and Hispanic students. These reports confirm what common sense tells us: students with stronger reading skills will be better able to read and comprehend history and other subjects.

I've been working with President Bush on education issues like these for a long time. Much has changed since our days in Texas, but when it comes to education, we continue to be guided by the same core principles: first, scientific research must be used to inform our education practices, policies, and investments. The Reading First program grew out of twenty years of research and now helps two million elementary school students make real gains in fluency and comprehension.

Second, parents know what's best for their children, especially now that they are armed with data and information. I'm speaking as the Secretary of Education and also as the mom of two school-age daughters. Because we believe in the wisdom of parents and families, we have done more than any previous Administration to support a robust expansion of school choice options. Thanks to the first-ever federally funded



Opportunity Scholarship program, more than 1,800 Washington DC students from economically disadvantaged families have been given the chance to attend 58 private schools. We have also supported the charter movement with significant resources for school start-ups and facilities. Charters act as laboratories for best practices.

Three, we need standards, and folks at the State and local level should set them. I am not—repeat, not—trying to establish Federal standards and neither is NCLB. But we are insisting upon local standards, for which schools must be accountable.

Four, *teachers make the single biggest difference in getting results for kids* [Please see the centerfold of *Education Update* pages 12-13: emphasis added], so we must do everything we can to get excellent teachers in our schools. We need qualified teachers to deliver a rigorous curriculum that challenges students. NCLB sets a floor for achievement, not a ceiling.

The old solution to education challenges was to spend money and cross our fingers. Now, we

can find out what actually works because we are measuring. It's become a favorite refrain of mine, "What gets measured, gets done." I'm even thinking about getting a tattoo.

The basic premise behind No Child Left Behind is that we expect results for Federal investments. Once some children were pushed to the margins, but this legislation set an historic goal to have every child reading and doing math on grade level by 2014.

We are already seeing progress in the early grades where we have focused our efforts. Consider the fact that according to the NAEP our younger readers have made more progress in five years than in the previous 28 years combined. We had a flat-line, and then, lo and behold, it started to pick up about five years ago.

Our work is not done. High school students have yet to see the gains that our young students have shown, and we must focus on the problem of turning around underperforming schools that have failed to make adequate yearly progress for several years in a row. But we are in a better place to tackle these challenges because of NCLB. Now, all 50 states have accountability plans, and we have learned some lessons that will help guide us.

For example, our reauthorization proposals will increase options to turn around chronically underperforming schools. We propose to give superintendents and local officials more authority to make decisions about how their districts are run and who they're hiring. This includes changing the rules and incentives to get the best teachers in these needy schools, regardless of limitations created by collective bargaining agreements. In addition, our proposals would allow local officials to reinvent struggling schools as public charters, regardless of arbitrary state caps.

For students caught in these schools, we want to create more choices, from enhanced free tutoring to the option of attending another public or

private school through Promise Scholarships.

As part of NCLB reauthorization, we are also focusing on strengthening our high schools. We must change the fact that half of our Hispanic and African American students drop out of high school and only 9 percent of low-income students go on to earn college degrees by age 24. In New York City, there are more than ninety high schools where graduation is a 50/50 shot.

Our high schools often fail to supply our students with the knowledge they need to be good citizens and equip them with the tools they need to succeed in college and in an ever more dynamic workforce. That's why we propose to emphasize science, math, and technology, expand access to AP courses, and train more good teachers to teach them.

We will also do more to link high school courses with college expectations and employer needs. And we propose to build on the progress of our nation's governors in calling for more accurate graduation rates.

If you're committed to turning around our chronically underperforming schools, we must renew NCLB this year.

If you're committed to fixing our high schools—reforming the drop out factories that threaten the civic and economic future of our country—then we must renew NCLB this year.

And if you're committed to preserving the momentum for choice, local control, and flexibility, then we must renew NCLB this year.

We have a moral responsibility to give every student the opportunity to achieve. Only a good education can build the skills, habits of mind, and knowledge for children to grow into productive citizens. This idea goes back to our founding, and is part of what has always made America a place of innovation, durable democracy, and big dreams. #

Remarks delivered at the Manhattan Institute Education Reform Conference in NYC.

THE DEAN'S COLUMN

The Amazing Number 1089

By DR. ALFRED S.
POSAMENTIER



This is about a number that has some truly exceptional properties. We begin by showing how it just happens to "pop up" when least expected. Begin by having your students, all working independently, select a three digit number (where the unit and hundreds digit are not the same) and follow step by step your instructions as you give them from the following.

1. Choose any three-digit number (where the unit and hundreds digit are not the same).

We will do it with you here by arbitrarily selecting: **825**

2. Reverse the digits of this number you have selected.

We will continue here by reversing the digits of 825 to get: **528**

3. Subtract the two numbers (naturally, the larger minus the smaller).

Our calculated difference is: **825 - 528 = 297**

4. Once again, reverse the digits of this difference.

Reversing the digits of 297 we get the number: **792**

5. Now, add your last two numbers.

We then add the last two numbers to get: **297 + 792 = 1089**

Their result should be the same as ours even though their starting numbers were different from ours. If not, then they made a calculation error. Check it.

They will probably be astonished that regardless of which numbers they selected at the beginning, they got the same result as we did, 1089.

How does this happen? Is this a "freak property" of this number? Did we do something illegitimate in our calculations?

Unlike other numerical curiosities, which

depended on a peculiarity of the decimal system, this illustration of a mathematical oddity depends on the operations. Before we explore (for the more motivated students) why this happens, we want you to be able to impress your students with a further property of this lovely number 1089.

Let's look at the first nine multiples of 1089.

1089•1 = 1089
1089•2 = 2178
1089•3 = 3267
1089•4 = 4356
1089•5 = 5445
1089•6 = 6534
1089•7 = 7623
1089•8 = 8712
1089•9 = 9801

Do you notice a pattern among the products? Look at the first and ninth products. They are reverses of one another. The second and the eighth are also reverses of one another. And so the pattern continues, until the fifth product is the reverse of itself, known as a palindromic number.

Notice in particular that 1089•9 = 9801, which is the reversal of the original number. The same property holds for 10989•9 = 98901, and similarly, 109989•9 = 989901. Students will be quick to offer extensions to this. Your students should by now recognize that we altered the original 1089 by inserting a 9 in the middle of the number, and extended that by inserting 99 in the middle of the 1089. It would be nice to conclude from this that each of the following numbers have the same property: 1099989, 10999989, 109999989, 1099999989, and so on.

As a matter of fact, there is only one other number with four or fewer digits, where a multiple of itself is equal to its reversal, and that is the num-

ber 2178 (which just happens to be 2•1089), since 2178•4 = 8712. Wouldn't it be nice if we could extend this as we did with the above example by inserting 9s into the middle of the number to generate other numbers that have the same property. Your students ought to be encouraged to try this independently and try to come to some conclusion. Yes, it is true that

21978•4 = 87912
219978•4 = 879912
2199978•4 = 8799912
21999978•4 = 87999912

219999978•4 = 879999912
and so on.

As if the number 1089 didn't already have enough cute properties, here is another one that (sort of) extends for the 1089: We will consider 1 and 89 and notice what happens when you take any number and get the sum of the squares of the digits and continue the same way. Each time you will eventually reach 1 or 89. Take a look at some examples that follow.

$n = 30: 3^2 + 0^2 = 9, 9^2 = 81, 8^2 + 1^2 = 65,$
 $6^2 + 5^2 = 61, 6^2 + 1^2 = 37,$


continued on page 15

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SEEKING A BALANCE IN EDUCATION

By RANDI WEINGARTEN

Lots of people have been asking why, if the schools were doing so well, would the system need a third major reorganization in five years? Many questions were raised; some in public rallies and town meetings and some in print. The mayor listened and that's why a coalition of parents, teachers and community groups recently reached an agreement with the city that addressed some of our key reservations.

Although things are constantly changing, this is what the agreement did:

On the plus side, Mayor Michael Bloomberg agreed to change the new school budget formula to ensure that schools that do well will not lose funds for at least the next two years—and schools with large numbers of poor or special-needs children will receive additional resources.

A particularly big plus is that class sizes should start to shrink, helped largely by an infusion of resources from the settlement of the Campaign for Fiscal Equity court case. This is something New York City public schools have needed for a long time and it is heartening to see that Gov. Eliot Spitzer's administration recognizes this need.

Also, in response to coalition complaints about parents and educators being excluded from the decision-making process, the Department of Education has created committees that should allow parents and other stakeholders to offer

views on crucial policy matters such as class size reduction and school funding. In addition, parents, educators and students are completing a system-wide survey of their own schools.

Other benefits include an agreement to create a pilot program focusing attention and resources on middle schools, a parent engagement committee to bolster school leadership teams and a commitment from the chancellor to maintain teacher tenure standards.

These changes are significant improvements in the original proposed reorganization.

Yet, we are still concerned that too much responsibility has been shifted to the principals from the central bureaucracy and that federal and state regulations still require excessive testing. Students must take math, English and science tests in third- through eighth-grade—and Regents exams in high school. This has been augmented by the new system-wide report card. As a result, teachers must commit huge amounts of time to paperwork involving student assessments.

A new survey by the United Federation of Teachers shows educators spend nearly five hours and 15 minutes of class time a week—equal to 1/4 days of classroom instruction—on mandated paperwork involving student assessments. Some 89% of those surveyed said they had more assessment-related paperwork than before.

Preparing students to take so many high-stakes

tests consumes a great deal of classroom instruction time. In both elementary and secondary schools, 89% of teachers said their schools devote significant class time to test preparation activities. Elementary school teachers said they begin preparing for high-stakes reading and math tests about 7 1/2 weeks, on average, before the tests. During that time they spend close to eight hours per week—almost a third of their weekly teaching time—on test preparation, taking time away from core subjects like social studies, the arts and physical education.

Middle and high school teachers said they begin preparing for tests almost seven weeks ahead of time and 70% said they spend at least half of each teaching period on test preparation. With so much time devoted to test prep, teaching and learning in the classroom can't help but suffer.

So the reorganization is indeed a mixed bag, but parents can rest assured that we in the coalition will do our best to make it work for the sake of our children.



The partnership formed by educators, parents and the community around this issue might be the strongest in New York's history. Given that the coalition members share the goal of providing our kids with the best education possible, we hope to build on our momentum and be a public force on behalf of our schools and our students. #

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

PRINCIPALS GET BUSINESS SAVVY WITH PENCIL

By JUDITH AQUINO

A normal day for Dr. Mary McInerney consists of numerous meetings, assessing budgets and addressing staff issues. Dr. McInerney is not a chief executive officer but the Principal of the Richard H. Hungerford School. Although she is running a school and not a business, many of Dr. McInerney's tasks involve management, marketing, and finance. In comparing her position to the Chairman and CEO of Belway Electric, Philip Altheim, McInerney commented, "I thought our jobs were so different...but after seeing how a business is run on a day to day basis, I have a better sense of the similarities."

PENCIL (Public Education Needs Civic Involvement in Learning) also recognized the similarities between CEOs and principals. "Principals have staffs just like business executives do. They have to motivate their staff... they have to come up with creative ideas—new problem solving ideas, so in many ways they're really like a CEO of a private company," noted President Michael Haberman.

As the Department of Education makes increasing demands on principals to be more accountable for the success of their schools, there is a greater need for leadership redevelopment. PENCIL offers the Business Leader For A Day (BLFAD) program as a resource for principals to learn firsthand about the management techniques, operations, strategic planning and core values employed by some of New York City's most prominent business executives. In its third year of existence, this year's BLFAD was co-sponsored by JPMorgan Chase and complements PENCIL's flagship partnership program, Principal For A Day (PFAD). In contrast to PFAD, in which executives visit schools to observe principals at work, the executives host the principals at their company.

As a continuation of his partnership with Principal Roberta Davenport of P.S. 307 Daniel Hale Williams School,



Publisher of The Fader Magazine, Andy Cohn, and Principal of P.S. 307 Roberta Davenport.

Andy Cohn, publisher of The Fader Magazine, invited her to attend a staff meeting. While observing the meeting, Davenport received tips on giving a presentation, learned how to make PowerPoint presentations, and received a template from Cohn to assist her with budget management. In return, Cohn learned even more about a principal's role. "It was really interesting. I didn't realize just how much administration there is to it," commented Cohn.

In describing her experience in meeting with different department representatives and gaining ideas on strategic planning through her partnership with Philip Altheim of Belway Electric, Dr. McInerney was also enthusiastic about the results of the program: "I have learned so much, which has certainly strengthened the school, increased staff morale, and better assists students. It's a mistake to not work with someone in the business world."

Haberman is thrilled about the program's success. "I think there's a tremendous future [for PFAD and BLFAD], we're really excited. We have about 400 schools with business partners right now...with the new restructuring coming up, we think outside support is going to be more important than ever. There are more than 1400 schools in the system right now and our goal is to have a business partner for everyone that wants one." #

To get find out more about PENCIL visit their website at www.pencil.org or call 656-638-0565.

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ESSAY CONTEST WINNER SCORES AT MARYMOUNT MANHATTAN COLLEGE WRITING CENTER

By LIZA YOUNG

"Would Prince Charming have saved Sleeping Beauty if she were Sleeping Great Personality?" This question was the topic of the most recent Marymount Manhattan College Writing Center's Mortimer Levitt essay writing contest. The late Mortimer Levitt, a witty and generous philanthropist, originated this thought-provoking question which generated an impressive collection of creative responses from essay contest participants.

A ceremony to honor the winners of the contest was recently held at Marymount Manhattan College, generously hosted by Lewis Frumkes, Director of the Marymount Writing Center, and himself a prolific writer. Special guests at the ceremony were the gracious Mimi Levitt—wife of the late Mortimer Levitt—who continues to sponsor the contest following the passing of her husband, and Tony Hendra, most famously known for his portrayal of the band manager in *This is Spinal Tap*, and whose resume also includes former editor of *Spy* magazine, founding editor of *National Lampoon* magazine, creator of *This is not the New York Times*, author of several books, and as indicated by Mr. Frumkes, a "brilliant satirist."

Addressing the audience, Hendra shared his perspectives on the importance of the skill of strong essay writing, where one states one's case, backing it with evidence; this skill influences all aspects of life, from the situation of the job interview to the social scene. In describing what makes a good essay, Hendra indicated that the first sentence should clearly indicate what you intend to prove. What makes an essay powerful, he continued, is writing as if speaking to someone as "this is what makes the essay lively." Hendra



Rachel Nicolosi, Mimi Levitt & family

also finds an essay engaging when it ends where it began, if possible, as this gives the essay a "satisfying shape."

Hendra was impressed by the contest collection of essays, and was particularly drawn in by the subject matter as he just completed an animated feature entitled, *Snow White, The Sequel*. This engaging creation explores the future of Snow White and Prince Charming, in the face of the Good Fairy exhibiting a passionate crush on Charming, and the conflict between Charming's duty as a husband, and his role as savior to other damsels in distress.

Thus relating to the essay topic, Hendra enthusiastically read aloud the three winning essays. Third place went to Claire Paradis McCullough, presenting *Sleeping Great Personality* in the modernized world of chat rooms, pursuing her master's degree, ultimately partnering with the not-so-witty Prince Charming, whom she met

online to run his kingdom. Joshua Rivera, second place winner, took a different approach, setting the scene at a bar, where Prince Charming, presented with the opportunity to rescue the Princess from a doomed fate, forsakes the chance when he hears her name, *Sleeping Great personality*. First place went to Rachel Nicolosi, who presented a striking social commentary on why indeed Prince Charming would not have rescued *Sleeping Great Personality*. Nicolosi, an avid reader from early childhood, is also talented in the fields of poetry—having received recognition at a recent University at Buffalo (SUNY) poetry writing contest—and in the field of playwriting, with her latest one act play being performed in Buffalo, NY. Excerpts of her essay are featured below.

Excerpted from *Would Prince Charming have saved Sleeping Beauty if her name had been Sleeping Great Personality?*

BY RACHEL NICOLOSI

Would Prince Charming have saved *Sleeping Beauty* if her name had been "*Sleeping Great Personality*"? Unfortunately for her, I think not. Society puts such an emphasis on beauty and perfection that we subconsciously adhere to it, no matter how hard we try not to. Nearly everywhere we look, there are advertisements telling women how to "improve" themselves by buying a certain beauty product, or how if the average American women cannot fit into a size two pair of jeans from the Gap, she is "horribly overweight". Reality television shows like *The Janice Dickenson Modeling Agency* and *America's Next Top Model*, while entertaining, eliminate girls for being considered "too short", "unfashionable",

and "overweight" by the panel of judges. In the United States alone, roughly four million people visit plastic surgeons each year, many multiple times. Why is this? Why, as a society, are we so obsessed with achieving some level of the attainable ideal that is perfection?

Some scientists have argued that this pathological need to be "pretty" is a holdover trait from humanity's early years as hunter/gatherer nomads. At that time, being considered "pretty" would have meant finding a suitable mate, security, and bearing a large brood of strong and healthy children. Despite all of our modernist and liberal claims of how a person's personality is more important than one's appearance, we are still living in a prejudiced society with images of unrealistically thin people held up as idols.

From a very young age, we are taught that being fat means that one is ugly, lazy, or useless. Is there a single children's book or movie where the fat kid isn't "fat and lazy" or "fat and greedy", but "fat and smart" or "fat and gifted"?

Until the invasion of Westernized television, the state of Hawaii had never had a single documented case of anorexia or bulimia. Today, it houses some of the most prominent centers for both preventing and curing eating disorders. Girls should not feel pressured to change our personalities so that others will accept us, nor should we allow the media to pressure us into changing our bodies to match that of the current trends and fashion; we should do it purely for our own personal health and well-being.

And above all, it shouldn't matter whether we are *Sleeping Beauty* or *Sleeping Great Personality*. Prince Charming, whoever he may be, should take us as we are.#

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Lincoln Center Institute Gives Imagination Award to Satellite Academy



(L-R) Sarah Bloss, Director of the Satellite Academy, benefactors Edith and Loet Velmans and Executive Director Scott Noppe-Brandon

By ALBERTO CEPEDA

When educators and leaders devote their teaching processes and techniques towards educating the minds and souls of their students rather than teaching to an exam, they should be rewarded. The Lincoln Center Institute created the Imagination Award to recognize educators, administrators and students in the New York City public school system, who teach and learn through imagination and creative alternatives.

Education Update recently attended the inaugural Imagination Award ceremony, which took place in the Samuel B. & David Rose Building at Lincoln Center Plaza. The recipient of this year's award was the Satellite Academy High School on Forsyth Street in Lower Manhattan, a school that is often the last resort for students who have had difficulty in traditional high schools. The teaching staff pride themselves on their ability to reform the lives and minds of their students through an engaging and diverse curriculum and a dynamic counseling program that prepares them to move on to and succeed in college.

Moderator and spokesperson Eric Liu, a former White House policy advisor to President

Bill Clinton and professor at the University of Washington, praised Loet A. Velmans, benefactor and Scott Noppe-Brandon, the executive director of the Lincoln Center Institute as the creative forces behind this event.

Joel I. Klein, Chancellor of the New York City Department of Education, gave kudos to Noppe-Brandon for his commitment to education and the theatre arts and the Satellite Academy High School for their proficient performance in educating students. Klein underscored the importance of integrating imagination into the teaching process. "I find it surreal that we have arguments on should we focus on phonics or should we focus on making kids avid readers or should we teach kids the timetable and drill them so they can get that down versus teaching kids how to be creative thinkers. We have these kids for over a decade. Why can't we do all of these things? That's what an education is all about."

John Seeley Brown, Visiting Scholar at the University of Southern California and former Xerox scientist, emphasized how paramount imagination and creativity were in the formation of genius, quoting Albert Einstein, "Imagination is more important than knowledge." Brown added, "A society that restricts imagination is unlikely to produce any Einsteins." It is important for teachers to invigorate their students learning process through imagination. According to Brown, "The mediocre teacher tells; the good teacher explains;

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Steve Mariotti Guides Inner City Kids To Entrepreneurial Success

By EMILY SHERWOOD, Ph.D.

Malik Armstead is no ordinary restaurateur. While his thriving Bedford-Stuyvesant soul eatery, Five Spot, has become a fixture for some of the biggest names in rap music, Armstead did not come by his fame or fortune easily. A poor child from inner city Philadelphia, he enrolled in a high school course on entrepreneurship sponsored by the nonprofit National Foundation for Teaching Entrepreneurship, (NFTE, pronounced "Nifty"), which kindled in him the desire to run a small business. After a stint as a financial analyst, in 1996 Armstead plunked down his life savings on Five Spot and followed it up with a series of savvy real estate purchases in the same neighborhood.

Success stories like Malik's are happening all over the globe, thanks to the inspiration and can-do attitude of Steve Mariotti, a businessman-turned-special education teacher who founded NFTE in 1987 to bring fundamental business skills to disadvantaged young people. "For over twenty years, I've been thinking about this issue: how do you get somebody who has been left out of ownership and hasn't been exposed to markets and profit involved in wealth creation and capitalism?" muses Mariotti from his midtown Manhattan office. "It's not just for the sons and daughters of wealthy people, or people that are gifted in certain areas and go to top business schools. How do you open up our world to a billion people who don't own anything?" he adds with a deep-seated passion for financial equality, "the civil rights issue of our time," as he calls it.

In the 20 years since NFTE was founded, their entrepreneurship training programs have proliferated into 35 states and 13 countries, reaching some 100,000 students a year. Through a 100 hour course that can be offered in either a semester or year-long module (after-school instruction is also an option), students ages 11 to 18 learn the basic principles of finance and marketing, securing a competitive edge, and writing a business plan. Top students have an opportunity to apply for start-up capital for their own small businesses. A recent study by the Harvard Graduate School of Education validates the program's efficacy: NFTE students revealed a 32 percent greater interest in attending college and a 44 percent increase in occupational aspirations when compared to their non-NFTE peers.

Mariotti points to grim statistics that bolster

his case for business education in the ghetto. There are two million men in prison, and almost all of them share two basic characteristics: they didn't graduate from high school and they have profound reading difficulties. "You can almost build jails now based on second grade reading level and income level," states Mariotti ominously. "My view is, there's a whole bunch of people that could be very talented in business, but instead of encouraging them, often when they display the characteristics of an entrepreneur, they're brutalized by the school system. They're viewed as troublesome. Many of those children could have had very normal, productive and extremely successful lives if had been were viewed in a different way by the teacher...A lot of kids who are not doing well in a structured environment have really unique perspectives on markets and have entrepreneurial abilities - street smarts - that could be turned into business smarts. And by seizing on this, we could lower the dropout rate and have a really major impact on people's lives at a really young age," sums up Mariotti.

Mariotti knows from first-hand experience that kids need powerful incentives to turn from academic inertia to motivation. Following a successful career as a financial analyst for Ford Motor Company and then as a proprietor of an import-export firm, he switched gears entirely, embarking on a career as a special education teacher in New York City's toughest neighborhoods. Mariotti faced danger and humiliation in the classroom every day: on one occasion, a student set fire to another's coat, and on another, he was locked out of his own classroom. Yet Mariotti found that when he taught the students about his import-export business, they were rapt and engaged. By the end of his teaching career, he had developed a core curriculum that incorporated supply and demand, cost/benefit analysis, and a host of principles that would later become NFTE's cornerstone syllabus.

Building on his phenomenal success (Mariotti has received a raft of prestigious awards, has attended the World Economic Forum, and has amassed a \$15 million budget with numerous charitable backers), his vision is, not surprisingly, grand: "In the next 30 years, I'd like to be in every country in the world. I don't know how yet, but it will happen," he says with a certainty that makes it clear that great things will continue to happen for inner city kids with a penchant for entrepreneurialism.

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FLEET WEEK: CAREERS IN THE NAVY

Interviews with Members of the USS Wasp: Careers in the Navy

By ALBERTO CEPEDA

The first things that people link a career in the United States Military with are boot camp, weapons, fighter jets, army tanks and combat especially with everything going on recently in the Iraq War. Many times we make the mistake of viewing a stint in the military as if it were some sort of prison sentence or something that the men and women of our armed forces want no part of. While life in the military can be very tough and has many obstacles, the negative views that we associate with a career in the United States are sometimes far from true.

Education Update recently caught up with some of the crew members of the USS WASP LHD-1 of the United States Navy who were in New York City for Fleet Week 2007. They elaborated on some of the intricacies and routines of their careers in the United States Navy as well as the daily challenges they face and the many rewards they've attained throughout their career.

Interview with Timothy Renn, Third Class Quartermaster, USS WASP LHD-1(TR)



Dr. Pola Rosen (PR): When did you join the navy?

TR: I enlisted almost four years ago. September will be the fourth year.

PR: What were some of the factors that prompted you to enlist?

TR: Well, like everybody else you can travel a little bit. See the world. Get out of a small town. That's probably the big pusher.

PR: What small town were you in?

TR: I was in Sunbury, Pennsylvania. It's actually north of Harrisburg.

PR: You've been in for four years now. What was your education before you came in?

TR: Before, just high school.

PR: What are some of the first things you did when you first came in? What assignments did you have?

TR: Boot camp was first. You march around a lot and you get yelled at a lot. It's kind of your stereotypical military type thing. Lot of cleaning and things like that. On my first ship I was a Deck Seaman so we painted the ship a lot. More cleaning and things like that. Then I worked my way up to navigation so I plotted the ship's course. Where we're going? Where we need to be?

PR: That sounds interesting. Were you trained to do navigation?

TR: Yes. I went to a school. They call them "A" school in the Navy; it's just a specific type of training for a particular job. "A" is like the first school because then there is a "B" school and a "C" school. It goes down the line.

PR: What did you learn in this "A" school aside from navigation?

TR: That's basically it. It's a specialized school. You learn a particular job. You learn what a chart is, how to put the ship on a course.

PR: What is the single most difficult challenge or series of challenges that you face being in the navy?

TR: I'd say overall the hardest thing about the Navy is getting used to being on the go all the time. Sometimes you work twenty hours a day. You have to stand watch without eating or sleeping sometimes. You really have to push yourself to go to the next level.

PR: So how many hours a week would you say you work?

TR: It really varies. You can be in a port in Norfolk working very little just like a regular job. You can go out to sea and even out to sea can be a really normal job. But maybe sometimes you have to refuel the ship and you have to get supplies and you have to pick up troops and you have to do it all at once. Then suddenly your free time is gone.

PR: Do you feel that your fellow shipmates and the people that you've met along the way are patriotic about being in the military or is it just another regular job?

TR: Well even if they say it's just a job, they're still patriotic. If you weren't patriotic, I don't think you would come in at all because it is steeped in so much patriotism.

PR: Is it hard to follow the rules. Are the rules kind of stressful sometimes?

TR: I think for young people that come in they can be. But the rules are a little bit different than the civilian world. Here if you don't pay your bills you can get in trouble where as in the civilian world your boss doesn't care as long as you show up to work but here it all factors in cause you'll lose your secret clearance and things like that. So for the younger people it might be hard for them just to balance a checkbook.

PR: What are some of the other activities that you've done while you're on ship?

TR: Well, just by being in the Navy and going to those schools you collect college credits. I have like thirty something worth of credits there but they actually flew an instructor out to teach us some history classes so I took two history classes on one of our mini deployments. So we were floating around the coast of Lebanon learning some history.

PR: Do you plan ultimately to get a college degree?

TR: It would be nice. It's hard to find the time. They do give you the benefits and opportunities but still, it's hard to find the time when you have a full time job.

PR: If you were to leave after your four years, does the military pay for college?

TR: Yes. When you join you can sign up for the GI Bill and they take, well at least when I signed up it was a hundred dollars per month for a year and then they'll give you X amount of dollars for college.

PR: What would you say is one of your best memories in the four years you put in?

TR: Wow. I don't know if it would be fun for a lot of people but I stood forth looking out on a hurricane once in the ocean and you can see the waves slam in. I was on a ship that was one hundred feet tall and the waves were coming up and hitting me and the wind was blowing and I just think that that's something that nobody else will ever do. I'll remember that forever.

Interview with Sarah Sanchez, Second Class Boatswain's Mate (SS)



Dr. Pola Rosen (PR): Can you tell us some of the experiences you had before you came into the military, like schooling for example?

(SS): I finished twelfth grade and got my diploma. I'm from a very small town where there aren't many jobs. So what better way to see the world and get a better education? When I first came in it was like seventy five percent tuition and within two years they changed it to a hundred percent tuition assistance.

PR: What town did you come from and how many years have you served?

SS: I came from Martinsville, Indiana and I've been in for seven and a half.

PR: Tell us the most challenging experiences you've had in the military?

SS: Well of course. I'm in a very man's field anyway. I work on the flight deck but I think the most challenging is not just female wise but for any service member who has a family. Preparing yourself in a short amount of time to be gone for a very long amount of time and not even knowing exactly when you're coming back.

PR: Do you have a family back home?

SS: Yes I do. I have two children. My daughter is five and my son will turn two in August.

PR: So that's kind of hard. Who's taking care of them?

SS: Their grandparents are. When you have dependents of any kind of sort, young or have been a wife, the military is very big on making sure your family members are very well taken care of while you're gone. They get you the proper legal paper work, power of attorneys, wills. They do all that stuff for us for free. They take care of us and make sure our family members are well taken care of also.

PR: How often do you get to see your children?

SS: Well since my family members are over in California it's kind of hard to get back and forth to see them as much as if they were closer. So I haven't seen my daughter or my son for four months.

PR: Tell us a little bit about the work that you do here.

SS: I work on the flight deck. My title is Aviation Boatswain's Mate Handler which is an ABH. We do all the landing and launching of the aircraft on the flight deck. In terms of manual labor it is of course the chocking and chaining. We have a group of us which are "Crash and Salvage". We have pretty diverse areas of our job: we have to know a lot about the flight deck and a

lot about firefighting.

PR: Who trains you?

SS: Of course the Navy does. The Navy trains us. They have different schools that we go to. We have an "A" school for ABH. We have refresher schools. We have firefighting schools. They make sure we're well trained and then on top of that we get a lot of drills to make sure we stay sharp on what we're doing.

PR: Did you ever have to battle a fire?

SS: No, not yet. Not in my seven and a half years since I've been in the Navy. I've had to fight a fire. When I was on shore duty in Chambers Field on the Norfolk base, we had one of the aircrafts come in and it crashed but nobody got hurt but it was definitely a wild experience to see it. And then we had a couple of little, minor mishaps cause of malfunction of things but nothing major.

PR: What will your next step would be? Do you plan to stay in?

SS: I would love to myself. The Navy is a really easy job as long as you can be on time, follow your orders and do as you're told. The Navy is not a bad job at all. The separation of your family is what makes it difficult. It has a lot of benefits as far as medical and dental. I'm getting out because my daughter is five now and she's going to start school. I would like to be here for her school. I plan to go to school, maybe a college for sailing.

PR: Now your education will be paid for when you leave.

SS: Yes. I have the Montgomery GI Bill. I paid for that my first year in boot camp. You pay a hundred dollars a month for twelve months but you get a big amount of money over that. They like double or triple what you put into it. It's the greatest thing and it keeps going up.

PR: Would you like to do sailing in private industry, work for a sailing company?

SS: Oh, I would have no problem with it. This has actually been a very good experience and I wouldn't take it back for the life of me and if I had to do it again, I would do it all over again.

Interview with Christopher Kurek, Senior Chief Quartermaster Surface Warfare, USS WASP LHD-1(CK)



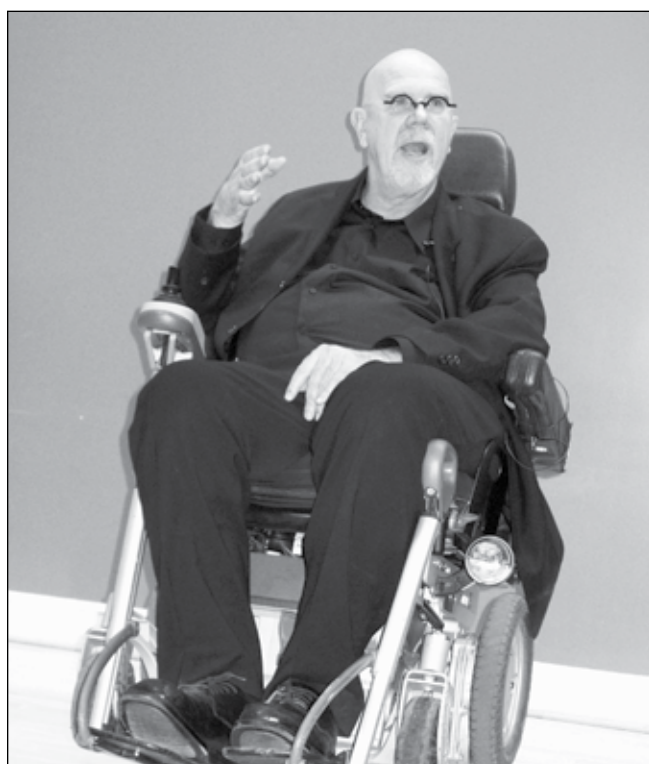
Dr. Pola Rosen (PR): Sir, could you give us some background information on the ship?

CK: This is an amphibious assault ship. It's the largest amphibious ship in the United States Navy. It's a redesign of the previous class of assault ships. They modernized the well deck

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Artist Chuck Close Triumphs Over Learning Disabilities



Chuck Close



Dr. Harold Koplewicz, M.D., Founder and Director, NYU Child Study Center and the Arnold and Debbie Simon Professor of Child and Adolescent Psychiatry



Brooke Neidich, Chair, Board of Directors, NYU Child Study Center & Chuck Close

By **EMILY SHERWOOD, Ph.D.**

"I've found a way to turn lemons into lemonade," said award-winning artist Chuck Close from his motorized wheelchair during a recent NYU Child Study Center-sponsored lecture at the Upper East Side Spence School. Dr. Harold Koplewicz, M.D., Founder and Director, NYU Child Study Center and the Arnold and Debbie Simon Professor of Child and Adolescent Psychiatry, conducted an informal and informative interview.

The internationally celebrated painter, print-maker, and photographer—famous for his wall-size, "photo-realistic" paintings, many of them lifelike representations of human faces that, when viewed closely, are actually comprised of multiple, grid-like geometric shapes—has struggled against adversity for most of his life. Diagnosed with a learning disability at the age of four ("my memory is like a pocket with a hole in it," he chuckled to a packed audience who had come to hear him talk about living with a learning disability), at 49 Close was afflicted with a spinal blood clot that left him unable to use his body from the neck down. "You're either a survivor or you're not. You're either an optimist or a pessimist," concluded Close philosophically, adding, "I just find a way to make it all work."

Close reflects a rare ability to transcend misfortune and turn it into a unique, almost strategic, advantage. Although neuromuscular problems seriously compromised his athletic abilities as a child, Close performed puppet acts and magic shows to attract neighbors and peers to his orbit. "I became the circle around which people radiated," he explained. His father bought him an easel for his fifth birthday, stimulating a burgeoning talent in art that ultimately trumped his struggles to read

and write. "Art saved my life," noted Close, who, following college at the University of Washington and graduate study at Yale, immediately received prestigious invitations for his early art works from important New York galleries and international exhibitions. Close was blessed with a nearly photographic ability to "devour an image and deconstruct it;" when tested later in life, he floored the psychologist by rotating disparate jigsaw puzzle pieces and reassembling them perfectly from left to right and top to bottom. But most importantly, art "made me feel good about myself. You just need to find something where you can come out the other end feeling confident, feeling skilled, and feeling good about yourself," he added.

Even after his paralysis in 1989, Close compensated for physical adversity with courage and ingenuity. He discovered that he could return to painting by holding the paintbrush between his teeth and ultimately by strapping it to his hand. Ironically, many critics believe that since his physical disability, Close's paintings, which can take up to a year to produce and sell for a steep price, are even better than before: "A ravaged artist has become in a miracle, one of the great colorists and brush wielders of his time," exuded Roger Angell in *The New Yorker*.

Yet for all its inspiration, Close's motivational story flies in the face of current educational practice. "I'm not sure that the route that we take people through education is particularly effective," he castigated, noting that by requiring students to take prerequisites before progressing to higher order skills, schools are "putting enough roadblocks in the way that [students] are actually discouraged before they even get going." Close himself never took algebra, geometry, physics or chemistry because he couldn't get beyond arithmetic, yet he

can talk conceptually with higher level mathematicians: "If I could have gotten beyond arithmetic, I could have really enjoyed math," he added with a sigh of frustration for a system that too often fails to recognize different kinds of intelligence. "Einstein couldn't balance his checkbook," he concluded pointedly, adding, "Life is on-the-job training."

As a case in point, Close described how some people think his work, in its grid-like preci-

sion, must surely be mathematically derived. Not so, stated Close emphatically. Indeed, even his father-in-law, an engineer, tried unsuccessfully to quantify his artistic formulas. "[My art] is found, it's felt, it's arrived at, and it's not some mathematical overlay," explained Close. "So who needs [math]? I don't need it. I never need any of those skills," he laughed, to the roaring applause of the audience. Close—artist, husband, father, and inspiration to so many—yet again commanded center stage as attendees circled around him for another dose of wisdom and hope.#



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FIRST CITYWIDE SPECIAL EDUCATION CONFERENCE LAUNCHED BY EDUCATION UPDATE & THE CITY COLLEGE OF NY



Dr. Cecilia McCarton, Dr. Thomas Brown & Dr. Lynda Katz



Dr. Emily Sherwood, Dr. Pola Rosen & Commissioner Matthew Sapolin



photos by Andre Beckles

The City College of New York & Dean Alfred Posamentier



Dr. Shirley Cohen



Dr. Henri Belfon



Andrew Gardner & Dr. Muriel Petioni



Dr. Jed Luchow



Dr. Steve Levy

By EMILY SHERWOOD, Ph.D.

Stating that “one of the most unflinching tests of a civilization lies in how it treats its special needs population,” Dr. Pola Rosen, founder and publisher of *Education Update*, kicked off the first citywide Special Education Conference at CCNY’s School of Education last month. A cast of luminaries, all renowned in their fields of study, shed light on the scientific, policy, and educational perspectives of living and learning with a disability, while breakout groups allowed participants an opportunity to question and dialogue more deeply with the speakers.

On the policy front, Commissioner Matthew Sapolin, Executive Director of the Mayor’s Office for People with Disabilities (MOPD) since 2002, explained that his office was created in 1973 to “insure that the rights of people with disabilities were included in programs and services implemented by our city.” While disability rights have been advanced since his office was established, Sapolin conceded that service breaches still exist, noting that he is eager to “bridge gaps, facilitate dialogue with the administration, and where possible, to provide clarity.” Public Advocate Betsy Gotbaum, originally elected to her position in 2001 and formerly adviser to three mayors, added an urgent note to the policy discussion. “The state of special education in the city...is in crisis,” she decried. Due to recent dismissals or retirements of 1000 Department of Education (DOE) evaluators who had processed special education requests, children are not receiving needed accommodations. Gotbaum further castigated DOE for its “unacceptable unresponsiveness” to parents of children with special needs, urging the Department to redouble its communication efforts and pledging to help parents feel “that someone is there for them.”

A series of distinguished speakers offered a compelling perspective on efforts that are now underway to study, remediate, and educate students afflicted with ADHD (Attention Deficit Hyperactivity Disorder) and other learning disorders. Dr. Jess Shatkin, Director of Education and Training at the NYU Child Study Center, provided an overview of ADHD research, noting that it is the most commonly diagnosed behavioral disorder of childhood (one in 20 worldwide) and that three to seven percent of U.S. school children are affected with the disability (boys outnumber girls nine to one). Most encouraging on the scientific front are recent

genetic findings indicating that ADHD runs in families as well as neuro-imaging findings that clearly indicate deficiencies in the brain make-up of individuals with ADHD. While these findings may provide a foundation for future scientific cures, currently both behavioral methods (parent management training and organizational skills management) and medication (“most effective in focusing attention and decreasing hyperactivity”) are effective treatments that are helping people to succeed.

Thomas A. Brown, Ph.D., Associate Director of the Yale Clinic for Attention and Related Disorders at the Yale University School of Medicine, reinforced Shatkin’s research findings, noting that medications work effectively in 80 percent of those diagnosed with ADHD because they harness the brain’s complicated neural networks to sustain the individual’s focus, much as a conductor helps a symphony orchestra to manage the actions of individual musicians. Brown definitively debunked the once-held theory that ADHD is a willpower problem, concluding that, through medications that target the chemistry of the brain, scientists can now successfully “manage the management system” of the brain and ameliorate all of its key “executive functions” (activation, focus, effort, emotions, memory and action).

Dr. Shatkin also briefly discussed the latest scientific breakthroughs in learning disabilities (LD), explaining that researchers are now focusing on abnormal cell migration and blood flow aberrations in the brain to account for dyslexia. As with ADHD, these “profound findings” may prove fruitful for scientific intervention, and ultimately perhaps a cure. Two young men, Brown University graduate David Flink and Dalton School senior Sam Koplewicz, discussed their personal struggles with dyslexia, which led Flink to found Project Eye-to-Eye, a national mentoring program whereby college and high school students serve as tutors, role models and mentors to younger LD/ADHD students, helping to empower them to find success. “It’s a long and hard tunnel, but there’s definitely an end. Struggling makes it that much better; you come out stronger in the end,” summed up Koplewicz, who has started an Eye to Eye program at the Dalton school to pair LD/ADHD high school students with similarly challenged

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Betsy Gotbaum, Public Advocate addresses 220 people



Sam Koplewicz speaks about LD



Teachers & (R) Principal Joan Washington



Dr. David & Bonnie Chachkes, Parents



Dr. Marvin Stober



Dr. Jess Shatkin



Participants listen intently

If you missed the First Citywide Special Education Conference, Visit: EducationUpdate.com/order to place your order for the DVD and a book with abstracts of the talks.



DR. BONNIE BROWN HONORED AS SPECIAL EDUCATOR OF THE YEAR AT FIRST CITYWIDE SPECIAL EDUCATION CONFERENCE

By SYBIL MAIMIN

"Long before there was No Child Left Behind, we left no child behind," exclaimed Dr. Bonnie Brown as she received the Outstanding Special Educator of the Year award at the first citywide Special Education Conference. Currently responsible for 23,000 students as Superintendent of District 75 in Brooklyn, Brown has been teacher, principal, and administrator during her thirty years in education and her vast experience comes through as she speaks with toughness, authority, and compassion about the long battle to adequately serve young people with special needs. She notes the "incredible number of changes in thirty years" and the "struggle to keep abreast of what is going on in the field" while always "maintaining a focus on the children entrusted to us and their parents... That's what special education is all about." This veteran educator who has been in the trenches, marvels, "Everything old is new again. We knew about No Child Left Behind thirty years ago... and regardless of political climate, have always looked at the needs of our kids and focused on what goes on in the classroom." Advising, "You can't educate a child without a good teacher," Brown has come to see that the best professional development takes place in the classroom where master teachers can model and demonstrate skills. While conferences and famous speakers can energize instruc-



Dr. Bonnie Brown & Dr. Lynda Katz

tors, mentoring is the most powerful tool. She recommends study groups for teachers to share experiences and online professional development sites with breakout rooms where participants can speak with each other and with experts. Brown has seen some improvements in the world of special education. "We have moved up from the basement," she acknowledges, but "still fight for the same things—use of the library, gym, and

lunchroom at reasonable hours." The graduation rate has climbed slowly but steadily as well as the numbers going to college. She is disturbed by the growing influx of children with autism and the large number of African-American and Latino students who drop out of school. We do a great job in K-4, she explains, but success plummets by middle school. Funding for older students is not available.

A recurrent theme at breakout sessions at the conference was the difficulty of accessing appropriate programs for children with special needs. Lack of good guidance and support, long wait lists for programs, and a Department of Education that focuses on K-3, ignores middle and high school students with special needs, and does not always know what placements will be available make planning frustrating, if not impossible. Angela Mouzakitis, a lecturer in the Graduate Program in Special Education at Queens College, advised, "You must fight for services. They will not be handed to you. You must dig for programs." Parents, savvy and full of questions, spoke of the need to be "very proactive, to be an advocate for your child." The process of figuring out where a child will fit and applying for a slot is "exhausting, frustrating, and alienating as you sit and try to sell your child in different ways." Most parents find it necessary to retain a lawyer to fight for special accommoda-

tions or funding if a private program is the only suitable option. Dr. Jacob and Bonnie Chackkes uprooted their family and moved from Atlanta, Georgia to New York City seeking an education for their special needs child. They have run into obstacles and alternate between wooing those who can help them with flowers and chocolates and fighting in the courts. A teacher said she could predict which of her students would end up in jail, pregnant, or dead because their families could not afford intervention. "Rich kids are at a great advantage," she offered. "If kids are lucky enough to get into a great program, amazing things can happen... unfortunately, the majority of New York City kids fall through the cracks." Dr. Thomas E. Brown of Yale University Medical School noted that even families with money could face obstacles if they do not agree with a diagnosis or treatment plan. School politics and the refusal of a school psychologist to acknowledge a learning disorder can be an obstacle to special services. Dr. Lynda Katz, president of Landmark College, remarked that despite research in brain chemistry and much evidence, some people insist learning problems are behavioral and dismiss the need for special treatment. Dr. Jess Shatkin of the NYU Child Study Center advised, "It takes an extraordinary amount of time to deal with these difficult problems. Ideally, start early and have a lot of money."#

FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

Why are Girls with ADHD Overlooked, Underdiagnosed, and Underserved?

By GLENN S. HIRSCH, M.D.

Boys with ADHD are usually easy to spot because of their behavior—they are more likely than girls to have the combined type of ADHD: hyperactive, impulsive, and inattentive behaviors. On the other hand, girls are more likely to have the attentional type of ADHD, which leads to difficulty in attending and focusing rather than disruptive behavior.

Because they don't disturb the rest of the class, it often takes longer for girls to get a diagnosis of ADHD and to get the help they need. Boys are three times more likely to be diagnosed with ADHD than girls; as many as 50 to 75% of girls with ADHD are missed. On average girls are diagnosed with ADHD five years later than boys (boys are generally diagnosed at age 7 and girls at age 12).

Here's the good news: educators, mental health researchers, and parents are now becoming aware of the unique needs of girls with ADHD.

Many girls with ADHD can slip by without notice in the early school years, but they're likely to run into trouble in the middle and high school years. When they have to deal with increased demands in organization, planning, memory, and independent study, their psychological problems may become more apparent. In fact, older adolescent girls with ADHD have been found to have more depression and anxiety than girls without ADHD. Adolescence brings challenges for all girls; and even well-adjusted, non-ADHD teenage girls report more stressors in life than boys. Thus, teenage girls with ADHD have a double risk for psychological problems since they have to deal with both social and academic pressures.

Teachers should be alert to the specific symptoms of ADHD in girls, such as poor concentration, easy distractibility, difficulty focusing, disorganization (i.e., messy backpack and loss of schedules or homework), and forgetfulness (i.e., forgetting to hand in papers or take assignments home). Other possible clues include nonstop talk-



ing, bossiness, interrupting others, slow to pick up social cues, and difficulty paying attention to multi-step directions.

Teachers can use strategies such as seating the student in front of the room to make sure her attention

is not drifting; giving her a task to help her refocus; having her buddy share; and teaching social conventions explicitly (i.e., how to join a group or give a compliment). To help her organize, provide her with folders and notebooks; break down work into simpler component tasks; assign classroom responsibilities to make her feel important; and teach calming techniques, such as deep breathing and visualization, when she is overstimulated.

Parents can help by making sure their daughter is correctly and promptly diagnosed and that she gets the most effective treatment. According to experts, treatment should combine stimulant medications with behavioral therapy that provides structure, teaches organizational skills, and rewards desired actions. Treatment for girls should be designed to target their particular vulnerabilities and may also include individual, group, and/or family therapy and school support.

As identification and treatment strategies specifically tailored to the needs of girls with ADHD are developed, more girls with ADHD can look forward to healthy and productive lives.

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.#

Adam Katz Lecture Series: Dr. Frank Wood on Dyslexia Neurogenetics

By LIZA YOUNG

Dr. Frank Wood, Professor of Neurology and Neuropsychology at Wake Forest University, and author of over 100 peer reviewed articles on learning disabilities, recently spoke at NYU Medical Center as part of the NYU Child Study Center's Adam Katz Lecture series, discussing "Chromosome to Classroom: Update on Dyslexia Neurogenetics."

Wood began by stating, "There is a mythology that must be debunked that we can remediate learning disabilities by third grade, after which time the students will be OK."

Epidemiological studies, Wood elaborated, confirmed that by third grade, scores were raised from the 10th percentile to the 50th on the Woodcock-Johnson test. By eighth grade, however, scores fell to below where they had been in first grade. Wood referred to this phenomenon as the "4th grade slump." While it's true that phonemic awareness is the "major underlying skill deficit" in dyslexia, in the long-term a focus on improving decoding skills *without* raising fluency and vocabulary skills will lead to relapse in student scores after third grade. The issue goes beyond cognitive ramifications as research points to an associated risk of suicidality, depression, and social phobia by adolescence.

With respect to the neurogenetics of reading disability, three genes have been implicated in published research. Damage to chromosome 15 results in expressive and receptive language deficits and significantly affects rapid naming which is the "single strongest predictor for third graders who are already poor readers." Rapid naming is the reading as quickly as possible of letters, symbols, words, sentence fragments on a page.

The strongest association with dyslexia has been found on chromosome 6, which is closely linked to vocabulary, based on the published research. Both chromosome 6 and 15 are associated with hypo-metabolism, which can be seen through reduced blood flow, in certain areas of the brain.

Wood's latest endeavor involves research with a population in South Africa; the choice of this region has to do with its being a genetic



isolate population composed of descendants of immigrants dating back to the 1600's who have resisted intermarriage outside their group. Past genetic studies on this population yielding useful information has been done with reference to Huntington's disease, breast cancer, and hypercholesterolemia.

In this latest study, 1947 4th, 5th and 6th graders were screened on phonemic awareness single word reading, or non-word reading. This was the first large sample, epidemiological study of dyslexia with respect to genetics, and further, done from a multi-genic perspective. The results of the study indicate that there is a strong association between marker genes and symptoms of dyslexia. The expression of dyslexia, however, increases significantly when a mutation occurs on more than one gene; with one mutant gene, the chances of expressed dyslexia are 60-80 percent, but with more than one, the risk goes up to nearly 100 percent.

The most striking finding for Wood was looking at paired double risk cases; those that included a mutation on chromosome 15 compared to those that did not, had fifteen standard score points less in rapid naming.

Looking at the neurological side of dyslexia, area 37 has been routinely implicated with respect to dyslexia, where there is reduced gray matter volume in that location. The area in the brain correlated with low rapid naming is anterior to area 37, approaching the hippocampus; those

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CONGRATULATIONS TO

BARNARD COLLEGE

MEDAL OF DISTINCTION RECIPIENTS 2007

Joan Didion's most recent book, *The Year of Magical Thinking*, received the 2005 National Book Award for nonfiction. Her work includes such novels as *Play It As It Lays*, such works of nonfiction as *Slouching Towards Bethlehem*, and *The White Album* and such political analysis as *Miami*, and *Political Fictions*. Her play, *The Year of Magical Thinking*, opened recently. With her late husband, the writer John Gregory Dunne, she also worked on a number of motion pictures. She is a member of the American Academy of Arts and Letters, which awarded her its 2005 Gold Medal in nonfiction. She received the 1999 Columbia Journalism Award, the 2002 George Polk Book Award, and an honorary doctorate from Columbia.

Nicholas D. Kristof, an op-ed columnist for *The New York Times*, was associate managing editor, responsible for the *Sunday Times*. He graduated from Harvard College, was a Rhodes

Scholar at Oxford where he studied law. He later studied Arabic in Cairo and Chinese in Taipei. Mr. Kristof has lived on four continents, reported on six, and traveled to 120 countries, plus all 50 states, every Chinese province and every main Japanese island.

At *The Times* he served as bureau chief in Hong Kong, Beijing, and Tokyo. In 1990 Mr. Kristof and his wife, Sheryl WuDunn, also a *Times* journalist, won a Pulitzer Prize for their coverage of China's Tiananmen Square democracy movement. They were the first married couple to win a Pulitzer for journalism. Mr. Kristof won a second Pulitzer in 2006, for commentary

Mary Patterson McPherson is President Emeritus of Bryn Mawr, Vice President of The Andrew W. Mellon Foundation and Executive Officer of the American Philosophical Society. She received her AB and LLD from Smith



**President
Judith
Shapiro**

College, an MA from the University of Delaware and a PhD from Bryn Mawr College. McPherson holds numerous honorary degrees. Before joining Bryn Mawr College as an assistant in the department of philosophy, McPherson was an instructor at the University of Delaware. At Bryn Mawr she served as dean of the undergraduate college, deputy to the president and then president.

Muriel Petioni, B.S., M.D., born in Trinidad and raised in Harlem, graduated from Howard University College of Medicine, the only female in its Class of 1937. After internship at Harlem Hospital she worked at several southern black colleges before establishing a practice in Harlem taking over the 131st Street offices of her physician father. She served as a caring family doctor for four decades, working tirelessly as an advocate for health care for the underserved.

She founded the Dr. Susan Smith McKinney Steward Medical Society, named for the first African-American woman to practice medicine in New York State and organized the Medical

Women of the National Medical Association. She founded the Friends of Harlem Hospital Center, which raised almost two million dollars during her seventeen-year chairmanship.

Anna Deavere Smith is an actress, playwright, teacher and author who created a new form of theater, which is part journalism, part theater. Most of her plays take controversial subjects and present them from multiple points of view. She plays as many as 46 characters in the course of an evening. Of her Broadway show, *Twilight: Los Angeles*, *The New York Times* said of her performance, "[she is] the ultimate impressionist: she does people's souls." She played Nancy McNally, the National Security Advisor, on NBC's *The West Wing*. She had roles in the films *The American President* and *The Human Stain*. Her work in the theater has garnered her several awards, among them the prestigious MacArthur Award, two Tony nominations and two Obies. Her books include *Letters to a Young Artist*, *Talk to Me* and several published plays. She is currently University Professor at New York University Tisch School of the Arts. She has several honorary degrees and is on the board of the Museum of Modern Art.#

LEHMAN COLLEGE

THE HONORARY DEGREE RECIPIENTS OF THE GRADUATING CLASS OF 2007:

Adam Guettel, Doctor of Music

Adam Guettel, Artist in Residence at the Intiman Theater in Seattle, is a musical theater composer and lyricist who is known for the complexity of his music and his use of various strings. His newest musical, *The Light in the Piazza*, premiered at Lincoln Center in 2005 and received six Tony Awards, including Best Original Score and Best Orchestrations for Mr. Guettel, and five Drama Desk Awards, including Best Music and Best Orchestrations.

Judith Judith Malina, Doctor of Fine Arts

Judith Malina was born in Germany and later moved to New York City with her father. In her studies at the Dramatic Workshop at the New School, Erwin Piscator and his philosophy of "epic theater," which uses drama as a medium of political communication, influenced her. In 1947, she founded The Living Theater with her husband and collaborator, the late Julian Beck, an abstract expressionist painter of the New York School. Their world-famous, award-winning avant-garde institution—the oldest experimental theatre group in the United States—became the first to introduce New York audiences to controversial European playwrights, such as Bertolt Brecht and Jean Cocteau.

Judith Ortiz Cofer, Judith Ortiz Cofer, Doctor of Humane Letters

Judith Ortiz Cofer, a celebrated novelist, poet, and essayist, has taught at the University of Georgia since 1984, where she is currently the Regents'

and Franklin Professor of English and Creative Writing. During her career, she has written a wide range of works, including three novels, short stories, and collections of both poetry and essays, and received numerous awards and honors. The Latin Deli: Prose and Poetry was selected for the 2005 "Georgia Top 25 Reading List."

Peter D. Roos., Doctor of Humane Letters

Peter D. Roos is a civil rights lawyer who has spent the past forty years fighting to improve educational opportunities for immigrants and students of color. He has won two landmark U.S. Supreme Court cases: *Goss v. Lopez* in 1975, which established the right of students to a hearing before suspension or expulsion, and *Plyler v. Doe* in 1981, which established the rights of undocumented children to an elementary and secondary education. **Lehman College President's Medal Recipient**

Dr. Roscoe C. Brown, Jr. is the former president of Bronx Community College and a decorated World War II commander of the famed Tuskegee Airmen—America's first African-American military airmen. In 1945, Dr. Brown was the first American pilot in the 15th Air Force to shoot down one of the new German jet fighters. For this, he and five other Tuskegee Airmen received the Congressional Gold Medal in 2007 on behalf of their collective squad.

For more than twenty-five years, Dr. Brown was a full professor at New York University, where he was the founding director of its Institute of Afro-American Affairs.#

NEW YORK UNIVERSITY

The Steinhardt School of Culture, Education, and Human Development faculty recently hooded 88 new doctoral degree graduates at the Doctoral Convocation, held in NYU's Skirball Center for the Performing Arts. The program included remarks by Steinhardt Deans Brabeck and Robin, NYU Provost David McLaughlin, Professor Helen Nissenbaum, Distinguished Alumni Achievement Awardee Inonge Mbikusita-Lewanika, Ph.D. '80, and Doctoral graduate Michael Nina. More than 800 relatives, friends, and colleagues joined the graduates for the ceremony and reception.

More than 750 masters and advanced certificate graduates participated in a Valedictory Celebration. The Theater at Radio City Music Hall was filled with proud and enthusiastic parents, grandparents, spouses, children and friends. The program included remarks by Dean Mary Brabeck, Executive Vice President Michael Alfano, Professor Robert Landy, Distinguished Achievement Awardees Michael and Judy Steinhardt, and master's graduate Emily Webster Tetzlaff.

The Baccalaureate graduation embraced more than 500 graduates in applied psychology, art, communication, education, health, and music.



**Dean Mary
Brabeck**

The program included remarks by Dean Mary Brabeck, Chief of Staff and Deputy to the President Diane Yu, Professor Pedro Noguera, Distinguished Achievement Awardee and Pulitzer Prize winning playwright John Patrick Shanley, and baccalaureate graduate Martha St. Jean. The ceremony included personal handshakes on stage for each graduating student and was punctuated by the sounds of the NYU Brass Ensemble, the NYU Pipes and Drums, and the Music Theatre Ensemble. The ceremony concluded with a rousing rendition of a Steinhardt favorite, "New York, New York."

Dean Mary Brabeck's remarks at the doctoral graduation: We are hooding our doctoral students this evening as a special sign that we value their commitment to engaging in practice and research that will make a difference in people's lives. As you leave us at NYU, I recommend that you learn to say, three words: "I don't know." Both Pascal and Priestly taught us that as the circle of knowledge grows, so does the circumference of ignorance. You, graduates, will be working with people far different from yourselves in language of origin, nationality, ethnicity, and if you can say "I don't know," you will open yourself to the possibility of learning from them.

LANDMARK COLLEGE



**President Lynda
Katz**



**Trustees participate in Graduation procession:
(L-R) Belle O'Brien, Dr. Thomas Brown, Dr. Pola Rosen, Charles Manley (Chair)**

Bucolic Putney, Vermont was the scene of an emotional graduation at Landmark College. Amidst the rolling lawns of the campus, over 50 young people who never thought they would receive a college degree, came up to the podium to be honored one by one and to share a few thoughts with hundreds of parents, family mem-

bers, faculty and friends.

Each related how they had suffered from low self-esteem and never thought they could do college level work. Many spoke of debts of gratitude to outstanding professors and one student insisted that an advisor share the podium when he received his degree.

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OUTSTANDING EDUCATORS OF THE YEAR 2007 JUNE 18, 2007 AT THE HARVARD CLUB

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TEACHERS COLLEGE



The Teachers College Advisory Council marched in the procession at the TC Doctoral Graduation

By LIZA YOUNG

Hundreds gathered on a recent afternoon at the Riverside Church, which boasts grand ceilings and stained glass windows, to celebrate the achievements of Columbia University Teachers College doctoral graduates. Leading the graduate march to Timothy Smith's stately organ playing was the Teachers College Alumni Council including *Education Update's* Publisher & Editor in Chief, Dr. Pola Rosen.

In addressing the audience, Teachers College President Susan H. Fuhrman applauded the commitment and diligence of graduates, and stated her excitement in being able to participate in the hooding ceremony which did not exist at the time she received her degree from Teachers College thirty years earlier.

Fuhrman further expressed confidence in the graduates to carry on the Teachers College mission of commitment to equity and excellence in education. She was particularly impressed by the diverse collection of student dissertations, pointing out that the "interests of graduates are far-ranging and profound." Fuhrman underscored the dissertation of Brenda Johnson, receiving her Ph.D. in social and organizational psychology, regarding racial attitudes in the workplace. She examined the disparity between statements of support by whites for minorities, and their unwillingness to support policies against inequality. President Fuhrman also underscored the dissertation of Linda Wine on the dynamics of parent teacher conferences in US public schools which frequently are times of stress rather than forums to improve school functioning.

Thomas Sobol, Christian A. Johnson Professor Emeritus of Outstanding Educational Practice, was honored at the graduation, receiving a Medal for Distinguished service. Sobol graciously accepted the award and took the opportunity to share with the audience "defining moments" in his career. In describing defining moments, Sobol incorporated the work of Dewey, calling them "key ethical decisions that form, reveal and test the self." In the area of School Reform, Sobol faced the daunting challenge of serving



President Susan Fuhrman

as Assistant Superintendent in Great Neck and Superintendent in Scarsdale during the tumultuous time of a nation responding to the Vietnam War in the late 60's and early 70's. As students across colleges and high schools organized against the war, Sobol was torn between meeting the needs of the Board of Education, who responded in outcry to protests, and the needs of students who sought Sobol's advice, relating to him as a fellow youth. Sobol chose to follow his ideals, and worked with students and teachers, sending student delegates to the BOE and organizing teach-ins on controversial topics, ultimately creating two schools with unique missions supporting parent and student choices: the Village School in Great Neck and the Alternative School in Scarsdale, both of which continue to function today.

Sobol's defining moment in the area of diversity came during his appointment as commissioner of education in NY State, in 1987, which was met with outcry by minorities, especially within the legislature. Sobol responded by appointing a committee of minority individuals, whose final report stated that curriculum materials were "contributing to the miseducation of all young people through a systematic bias towards European cultures and its derivatives." It was then up to Sobol to sweep the findings under the rug, or report them and face what the legislature had in store. Sobol took the latter road, and as predicted by one of his chief deputies, the report led to firings by the press that Sobol was contributing to the "Africanizing of the curriculum, rewriting history to make minorities feel good." Over time, other issues took precedence. Sobol described his initiative with some feelings of uncertainty. His friends believed "the public debate was informative and had prepared the way for future ventures."

Sobol's next defining moment occurred later during his service as commissioner, when he was sued by the Campaign for Fiscal Equity (CFE), with the charge that the State was failing to provide a "sound, basic education to all children throughout the State." The conflict for Sobol was

HUNTER COLLEGE

Lew Frankfort, the chairman and CEO of Coach, Inc. received an honorary doctor of humane letters at Hunter's graduation. He is a 1967 graduate of Hunter College. CBS News' senior political correspondent Jeff Greenfield delivered the commencement address.

Among those honored at Hunter's graduation were the class salutatorian, Natalya Berezovskaya, who is graduating with a major in biochemistry and a 3.99 GPA. She was 7 years old when she and her family were forced to leave Moscow to escape rampant



President Jennifer Raab

anti-Semitism and political unrest from the collapse of the Soviet Union. When they arrived in New York, Natalya spoke no English. While studying at Hunter full-time she also volunteered at hospitals throughout the city and developed a passion to become a doctor. This fall, Natalya will attend Stony Brook medical school on a prestigious Jonas Salk Scholarship, which she won for her outstanding research on DNA and the etiology of several types of cancers.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Outstanding Students: Kevin Greene, class valedictorian for the 2007 graduating class, is an immigrant from Georgetown, Guyana. He arrived in this country with his family in 1980. During his senior year in high school, he enlisted in the U.S. Army doing a 12-month tour of duty in Iraq. Louise Anderson will receive her CUNY Baccalaureate in May 2007 and a Thurgood Marshall Scholarship. Her area of concentration, Conflict Resolution: Theory and Practice, was built around a core of study in John Jay's Dispute Resolution Certificate program and an internship with the CUNY Dispute Resolution Consortium, which is based at the College. She plans to pursue a PhD in political science at the CUNY Graduate Center with a focus on the psychology of political behavior. Christian Cardona will receive his magna cum laude BA in International Criminal Justice in May 2007. He was chosen as a 2007 Charles B. Rangel International Affairs Fellow. He will use the fellowship to pursue a master's degree in international affairs, with a concentration in international security. Through the program, he will work on international affairs for a member of Congress during the summer of 2007. In summer 2008, the State Department will



President Jeremy Travis

send him overseas to work in a U.S. Embassy, where he will get hands-on familiarization with U.S. foreign policy and the Foreign Service in a specific country.

Honorary degrees were awarded to Patricia Cornwell, Doctor of Letters

Patricia Cornwell's crime fiction has been translated into 32 languages across more than 35 countries. A string of novels beginning more than a decade ago have reached number one on

the New York Times best-seller list, including Cornwell's latest, "Predator," in 2005. She has also distinguished herself through her philanthropy, giving multi-million dollar gifts to academic institutions whose work advances knowledge in criminal justice science, research and education.

Richard Delgado, Doctor of Laws

The University Distinguished Professor of Law and Derrick Bell Fellow at the University of Pittsburgh School of Law, Professor Richard Delgado is considered the preeminent Latino legal scholar in the country. He is a founder of the Critical Race Theory movement, a school of thought that places race at the very nexus of life in the United States. A prolific writer, Delgado has published more than 146 journal articles and 43 book chapters.

Deborah Lipstadt, Doctor of Humane Letters

Dr. Deborah Lipstadt is an internationally renowned scholar of contemporary Jewish history. The Dorot Professor of Modern Jewish and Holocaust Studies at Emory University and Director of the University's Rabbi Donald A. Tam Institute for Jewish Studies, she represented President Bush in 2005 as a member of an official American delegation to the 60th anniversary of the liberation of Auschwitz. Lipstadt is also the author of a recent book chronicling her successful legal battle in a British court against a Holocaust denier.#

that he felt the charges were accurate. Proper education for poor children was an issue Sobol had had felt in need of improvement throughout his career. Prohibited by the state attorney general from testifying as he wished—for the plaintiffs, Sobol was able to serve as an *amicus curiae* providing needed information without compromising his principles.

Ultimately Sobol hoped that his narrative would illustrate that defining moments "influence who you become and how you act in years to follow." Defining moments require initiative and courage for they frequently involve moral choices.#

KINGSBOROUGH COMMUNITY COLLEGE

Commencement Speaker
ANDREW D. WEYMAN

Hollywood Director and Kingsborough Community College Graduate Class of 1971 began his career in New York City, directing many daytime dramas including "The Edge of Night," "Search for Tomorrow," "Another World," and "As the World Turns." Mr. Weyman moved to Los Angeles in 1986 where he directed his first half-hour comedy, "Head of the Class." Since then, he has directed many hit shows such as "Roseanne," "Ellen," "King of Queens" and "Two and a Half Men," as well as many pilots that

have been ordered to series. He has worked with such outstanding talents as Carol Burnett, Bette Midler, Tony Bennett, Bob Newhart, Phyllis Diller, Martin Short, Gregory Hines, Shelley Winters and Cloris Leachman. Mr. Weyman will receive the President's Medal at Kingsborough Community College Commencement Exercises.

Students: Marsha Allen has been named a New Century scholar by the American Association of Community Colleges (AACC) and the Phi Theta Kappa Honor Society. The award honors outstanding two-year college students who are nominated by their educa-

tional institution. Each state is granted one New Century Scholar award annually and students are selected based on academic excellence, leadership and community service. Allen has been accepted with full scholarship at Mt. Holyoke College in South Hadley, Massachusetts. A native of Trinidad, Allen began her studies at Kingsborough Community College in the fall of 2005.

Helianne Duke has been named 2007 valedictorian at Kingsborough Community College. Duke, 34, married and the mother of six children, was the speaker at commencement. With

a flawless 4.0 GPA and a member of the college honors program, Ms. Duke majored in Education Studies. In addition to her impressive academic record, she is active in numerous college related activities, including president of Student Government Public and Health Council. She was recently selected to attend the prestigious Salzburg Seminar's Global Citizenship program in Salzburg, Austria, and to participate in the Summer in the City program. For the last year, she served as an intern in United States Senator Hillary Clinton's New York City office.#



GRADUATION AROUND THE CITY

Queens College

Max Kupferberg '42 received the Degree of Doctor of Humane Letters

A native of Queens, Max Kupferberg has been exceptionally active in the religious, service, educational, and financial life of the borough. He is a spirited and generous alumnus of Queens College, providing annual scholarships to the physics department and long-time support to the performing art.

After completing his BS in physics at Queens College in 1942, Kupferberg attended New York University until World War II interrupted his graduate studies. He and two brothers became part of the Manhattan Project, conducting nuclear research at Los Alamos, New Mexico. After the war, the four Kupferberg brothers (Max, Ken, Jesse, and Jack) founded KEPCO, Inc., specializing in electrical equipment. The Flushing firm has grown into a successful and respected international business that is involved in research and development, manufacturing, and sales. Today KEPCO, with Max Kupferberg as chairman of the board, remains in Flushing and is still owned

and operated by the Kupferberg family.

In February 2006, together with his wife, Selma, Max presented his alma mater with a \$10 million gift, the largest single gift ever received by Queens College. In recognition of their generosity, the college renamed its Colden Center for the Performing Arts the Selma and Max Kupferberg Center for the Visual and Performing Arts. The money is used to fund an endowment that provides annual programming support for the arts at Queens College, as well as to provide much-needed support for renovations to the facility.

Susan Isaacs '65: Commencement Speaker

Susan Isaacs is an award-winning novelist, essayist, screenwriter, political columnist and book reviewer whose fiction has been translated into 30 languages. All 10 of Isaacs' novels have been *New York Times* bestsellers and main selections of the Literary Guild. Three of them, *Compromising Positions*, *Hello Again* and *Shining Through*, were turned into major feature films. Isaacs just published her 11th novel, *Past Perfect*.#

Fordham University

New York Mets manager Willie Randolph delivered the keynote address to the Class of 2007 at Fordham University's 162nd Commencement on the Rose Hill campus. Fordham University conferred honorary degrees to a television executive, an archbishop, the president of the New York Stock Exchange, a former justice on the South African Constitutional Court and the longtime general manager of the Metropolitan Opera at its 162nd Commencement on the Rose Hill campus.

In addition to Randolph, the other honorary degree recipients were: William F. Baker, chief executive officer of Educational Broadcasting Corporation, licensee of Thirteen/WNET New York and WLIW21 New York; John L. Damonti, M.S.W. (GSS '85), president of the Bristol-Myers Squibb Foundation and vice president of corporate philanthropy at the Bristol-Myers Squibb Company; Richard Goldstone, LL.B., former justice of the South African Constitutional Court; Catherine R. Kinney, president and co-chief operating officer of the New York Stock Exchange (NYSE); His Excellency Archbishop Celestino Migliore, Apostolic Nuncio, Permanent Observer of the Holy See to the United Nations; and Joseph Volpe, senior vice president of Giuliani Partners LLC and former general manager of the

Metropolitan Opera.

Richard Goldstone served on the South African Constitutional Court from 1994 to 2003 and in the early 1990s chaired South Africa's Commission of Inquiry Regarding Public Violence and Intimidation, which helped undermine the system of apartheid. Archbishop Celestino Migliore was nominated Apostolic Nuncio and Permanent Observer of the Holy See to the United Nations by Pope John Paul II in 2002. Since his ordination in 1977, he has championed the global fight against the illicit trade in small arms and light weapons and campaigned against poverty.

William F. Baker has been at the head of the Educational Broadcasting Company since 1987. Under his leadership, Thirteen created The Charlie Rose Show discussion program, Religion & Ethics NewsWeekly, and the Peabody and Emmy award-winning local series City Arts and City Life. John L. Damonti, GSS '85, has more than 20 years of experience working in the areas of health policy, community relations and philanthropy. He has been at Bristol-Myers Squibb since 1999, where he leads a major initiative known as Secure the Future, which is the largest corporate commitment of its kind to address issues related to HIV/AIDS in Africa.

Columbia School of Journalism

By JOY RESMOVITS

Recently, students of Columbia's Graduate School of Journalism shook hands with vice-president-at-large of *The Washington Post* Benjamin Bradlee as they transitioned from the world of academia to experience.

Dean Nicholas Lemann sent off the graduates by urging them to be active as alumni and retain community bonds to bolster the future of their field before presenting Bradlee with the Columbia Journalism Award, which he called the equivalent of an honorary degree. "If journalism has a dirty little secret ... it's that life actually isn't as interesting as good journalists make it appear to be," Lemann said, adding that Bradlee made Washington, D.C., seem like "the most fascinating place on the face of the earth."

Bradlee discussed his career in journalism, relaying stories about interacting with presidents at dances, dining with Jack Kennedy, crawling on a ledge to scrawl quotes from a man trying

to jump off the 10th floor of a building, trying to sneak behind the lines in Tunisia, and finding out Deep Throat's identity.

Bradlee said that he got his first byline when he was 16-years-old, and that "it was a really—I just reread it—boring feature about a model ship."

Bradlee was optimistic about the future of journalism, saying, "If you're expecting me to expound the ... threats to our very existence, you're gonna be disappointed." He added that he is "flat-out sick" of hearing threats to journalism's "dire extinction." Journalism will continue to thrive because "people will always want to know the truth."

The wide-eyed students will enter the professional world armed with words of wisdom from the journalism legend. "Your degree here will do you obviously some good, but what will do you more good is just getting out there and living." Bradlee closed with advice from his father: "Nose down, ass up, and go."#

Cooper Union

Bagpipers "Ushered" 200 Graduates In Special Street Procession At Cooper Union's 148th Commencement

Bagpipers, in full regalia, led more than 200 Cooper Union graduating seniors—to receive degrees in architecture, art and engineering—in a special commencement street procession around Cooper Union's Foundation Building, a national and city landmark built in 1859.

Commencement speakers were Stan O'Neal and Cooper Union President Dr. George Campbell Jr. Stan O'Neal, the chairman of the board, chief executive officer and president of Merrill Lynch & Co., Inc., spent his early years on his grandfather's farm in rural Alabama without many opportunities for a good education but was given "a strong desire to learn." Stan O'Neal is the first African American to head a major Wall Street firm and is credited with leading a remarkable turnaround of the company, with revenues almost

doubling under his leadership to \$35 at General Motors Corporation in New York and Madrid. He began his career at GM as a coop student, alternating between assembly line jobs and studies at GM Technical Institute (now Kettering University), where he received his bachelor's degree. Mr. O'Neal received a master's of business administration with distinction in Finance from Harvard University.


A lifelong believer in the transformative power of education, Mr. O'Neal has focused Merrill Lynch's philanthropy and employee voluntarism on economic empowerment and financial literacy and educational advancement initiatives in 15 of the world's major inner cities. He and his wife Nancy Garvey also are active founding patrons of the Bronx Preparatory Charter School.

The Cooper Union for the Advancement of Science and Art is a distinguished private college of art, architecture and engineering founded in 1859 by Peter Cooper, an inventor, industrialist and philanthropist. Since its founding, all admitted students have received full-tuition scholarships.#

Catherine R. Kinney oversees the New York Stock Exchange's relationship with member firms and institutions, as well as its listings business and market operations. Willie Randolph was hired as manager of the Mets in 2004 after an accomplished playing and coaching career. In 2006, he guided the Mets to a league-best 97-65 record and the National League East Division title. His

daughter, Ciara, a Fordham College at Rose Hill senior, will be among the graduates in May.

Joseph Volpe spent 42 years at the Metropolitan Opera, the last 16 as its general manager. His tenure as general manager is the third longest in the Met's 124-year history, and he has the distinction of being the only person to have risen through the company's ranks to its highest executive post. #



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Edith's Place: New Outfits for New Jobs for Students at CUNY



Carolyn Everett makes a surprise announcement about the creation of Edith's Place to her mother Edith Everett

By JOY RESMOVITS

Since its inception in 1992 as a state funded program, the College Opportunity to Prepare for Employment (COPE) equipped CUNY degree students, receiving public assistance, for full-time employment—but until recently, it never dressed them.

One of the last places one expects to find hundreds of suits, shoes, handbags, jackets and jewelry, CUNY's La Guardia Community College, has become the epicenter of professional dress, flowing with garments in all styles and sizes personally purchased by Carolyn Everett. This April, Carolyn Everett, Executive Director of CUNY Economic Development Corporation founded Edith's Place, the office-wear supply program, named after her mother Edith Everett and announced at the seventh annual COPE symposium.

Edith's Place provides clothing to COPE and POISED (Perfect Opportunity for Individual and Educational Development) for Success students who wish to enter their promising futures of full time employment properly attired and in style. According to Deborah Douglass, Executive Director for Education and Training Opportunity Programs, the program did much more than that. Edith's Place has not only increased students' style savvy, it has also boosted their morale.

The idea for the program was spontaneous. One day as Everett was cleaning her office, adjacent to that of Douglass, at the CUNY center headquarters on East 80th Street, Everett offered Douglass a jacket. "I said it won't fit me, but it will fit my students," Douglass said.

Thus, Carolyn Everett, scion of a philanthropic family, turned the idea of supplementing a practical career education with a matching wardrobe into a new reality. "I've never seen so many clothes in my life," Douglass said. "She's purchased many different types of outfits, quality and quantity from petites to women sizes," she added.

On a cold wintry day, Douglass said, Everett wondered if COPE students would be cold. "She sent out well over 100 jackets to the campuses," Douglass said. "She got matching mittens and mufflers to go with them."

In preparation for the symposium, which attracted a crowd of about 450, Everett personally outfitted students to model the first

outfits from Edith's Place. Edith Everett, in attendance for an interesting symposium, was taken by complete surprise when her daughter announced the establishment of Edith's Place, a fitting tribute to the founder of the Everett Children's Garden at the New York Botanical Garden, benefactor of numerous schools, programs and causes throughout many years and member of the CUNY Board of Trustees for 23 years as well as Vice Chair. Truly, Edith Everett has dedicated a great part of her life to enhancing the lives of CUNY's students.

Douglass and Everett made the decision that all the clothing should be new. "We believed that the psychological impact of having new garments that the student (both men and women) selected specifically based on their own needs and tastes was critical in raising their self-esteem and confidence when they walked into an interview competing for a position, which is nerve-racking for them, even under the best circumstances," said Everett. Each student works directly with their counselor and someone who is familiar with the facility's inventory, and are guided, one-on-one, through the process of selecting the appropriate attire. They are able to try on various outfits, and in a respectful and tactful manner, we help them choose what is appropriate for the type of position for which they are applying. We go out of our way to make sure that they are able to take home with them merchandise that suits their individual tastes, feels comfortable for them, and will feel proud to wear. Douglass describes Everett as having "spirit and energy and kindheartedness that were truly inspiring."

Heather Barridge-Manning, COPE director at John Jay College, said that her student returned from Edith's Place "beaming," because she had also gotten a pair of leather shoes. "Seeing my student in the suit which she loved so much was such a treat for me since in 3+ years this was the only time I had seen her in a suit," she said. "She looked so professional and ready to take on the world of work." The student landed the job of her choice with T-Mobile, and is applying to graduate school.

According to Douglass, COPE "provides academic and support services, including job placement, to help students meet public assistance



Before



After

obligations ... and degree requirements so that they can graduate and qualify for employment leading to economic self-sufficiency." POISED is a similar program that serves women who are pregnant or have children under three years of age. POISED and COPE are funded by and operated in collaboration with the Family Independence Administration of the City of New York Human Resources Administration.

The temporary location of Edith's place is NY Designs, which is New York's only business incubator providing business services and space to design businesses (defined broadly, from architecture, fashion, graphic and web design, to the design of furniture, jewelry, and tabletop products), which is on the campus of LaGuardia Community College in Long Island City, Queens. NY Designs is a part of the CUNY Business Incubator Network, which is managed by CUNY Economic Development Corporation.#

For more information about COPE or POISED contact Deborah Douglass at 212-794-4549.



Deborah Douglass

Dean's Column

continued from page 4

$3^2 + 7^2 = 58$, $5^2 + 8^2 = 89$, $8^2 + 9^2 = 145$,
 $1^2 + 4^2 + 5^2 = 42$, $4^2 + 2^2 = 20$, $2^2 + 0^2 = 4$,
 $4^2 = 16$, $1^2 + 6^2 = 37$, $3^2 + 7^2 = 58$, $5^2 + 8^2 = 89$, ...

Notice that, when we reached 89 for a second time, it is obvious that we are in a loop and that we will continuously get back to 89. For each of the following we get into a loop that will continuously repeat.

$n = 31: 3^2 + 1^2 = 10$, $1^2 + 0^2 = 1$, $1^2 = 1$
 $n = 32: 3^2 + 2^2 = 13$, $1^2 + 3^2 = 10$,
 $1^2 + 0^2 = 1$, $1^2 = 1$

$n = 33: 3^2 + 3^2 = 18$, $1^2 + 8^2 = 65$,
 $6^2 + 5^2 = 61$, $6^2 + 1^2 = 37$, $3^2 + 7^2 = 58$,
 $5^2 + 8^2 = 89$, $8^2 + 9^2 = 145$, $1^2 + 4^2 + 5^2 = 42$,
 $4^2 + 2^2 = 20$, $2^2 + 0^2 = 4$, $4^2 = 16$, $1^2 + 6^2 = 37$,
 $3^2 + 7^2 = 58$, $5^2 + 8^2 = 89$, ...

$n = 80: 8^2 + 0^2 = 64$, $6^2 + 4^2 = 52$,
 $5^2 + 2^2 = 29$, $2^2 + 9^2 = 85$, $8^2 + 5^2 = 89$,
 $8^2 + 9^2 = 145$, $1^2 + 4^2 + 5^2 = 42$, $4^2 + 2^2 = 20$,
 $2^2 + 0^2 = 4$, $4^2 = 16$, $1^2 + 6^2 = 37$, $3^2 + 7^2 = 58$,
 $5^2 + 8^2 = 89$, ...

$n = 81: 8^2 + 1^2 = 65$, $6^2 + 5^2 = 61$,
 $6^2 + 1^2 = 37$, $3^2 + 7^2 = 58$, $5^2 + 8^2 = 89$,
 $8^2 + 9^2 = 145$, $1^2 + 4^2 + 5^2 = 42$, $4^2 + 2^2 = 20$,
 $2^2 + 0^2 = 4$, $4^2 = 16$, $1^2 + 6^2 = 37$, $3^2 + 7^2 = 58$,
 $5^2 + 8^2 = 89$, ...

$n = 82: 8^2 + 2^2 = 68$, $6^2 + 8^2 = 100$,
 $1^2 + 0^2 + 0^2 = 1$, $1^2 = 1$

$n = 85: 8^2 + 5^2 = 89$, $8^2 + 9^2 = 145$,
 $1^2 + 4^2 + 5^2 = 42$, $4^2 + 2^2 = 20$, $2^2 + 0^2 = 4$,
 $4^2 = 16$, $1^2 + 6^2 = 37$, $3^2 + 7^2 = 58$,
 $5^2 + 8^2 = 89$, ...

Now let's go back to the original oddity of the 1089. We assumed that any number we chose would lead us to 1089. Ask students how they can be sure. Well, they could try all possible three-digit numbers to see if it works. That would be tedious and not particularly elegant. An investigation of this oddity is within reach of a good elementary algebra student. So for the more

ambitious students, who might be curious about this phenomenon, we will provide an algebraic explanation as to why it "works."

We shall represent the arbitrarily selected three-digit number, htu as $100h + 10t + u$, where h represents the hundreds digit, t represents the tens digit, and u represents the units digit.

Let $h > u$, which would be the case either in the number you selected or the reverse of it.

In the subtraction, $u - h < 0$; therefore, take 1 from the tens place (of the minuend) making the units place $10 + u$.

Since the tens digits of the two numbers to be subtracted are equal, and 1 was taken from the tens digit of the minuend, then the value of this digit is $10(t - 1)$. The hundreds digit of the minuend is $h - 1$, because 1 was taken away to enable subtraction in the tens place, making the value of the tens digit $10(t - 1) + 100 = 10(t + 9)$.

We can now do the first subtraction:
 $100(h - 1) + 100(t + 9) + (u + 10)$
 $100u + 10t + h$
 $100(h - u - 1) + 10(9) + u - h + 10$

Reversing the digits of this difference gives us:
 $100(u - h + 10) + 10(9) + (h - u - 1)$

Now adding these last two expressions gives us:
 $100(9) + 10(18) + (10 - 1) = 1089$

It is important to stress that algebra enables us to inspect the arithmetic process, regardless of the number.

Before we leave the number 1089, we should point out to students that it has one other oddity, namely, $33^2 = 1089 = 65^2 - 56^2$, which is unique among two-digit numbers.

By this time your students must agree that there is a particular beauty in the number 1089. Their challenge is to search for other similarly fascinating properties.#

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

Gilder & Lehrman

continued from page 3

With so much already on their plate, Gilder and Lehrman continue to think big. "They'd like to find a way to reach every teacher and every kid in the country," reflects James Basker, President of the Gilder Lehrman Institute, Professor of History at Barnard, and the driving force behind programming for the Institute. With 700,000 new American citizens being sworn in every year, 71,000 of them in New York City, the Institute is seeking to find a way to give each one a bound book of American historical documents that it's published in limited numbers, called *Treasures of American History*.

"We should be saying, 'Welcome,'" says Basker, who recently hosted a ceremony at the New York Historical Society for 100 new citizens. "I wish the government could fund these books to give something concrete to every new citizen... Maybe individuals could even adopt one ceremony at a time," he muses thoughtfully, the spark of a new idea forming in his mind.

Abraham Lincoln once stated that education is "the most important subject which we as a people can be engaged in." Clearly, Richard Gilder, Lewis Lehrman, and their colleagues at the Institute have been well guided by Lincoln's wisdom and have set a high standard for future generations of Americans. #



Special Ed. Conference

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middle school children.

Dr. Lynda Katz, president of Landmark College, discussed her current work in the area of “frustrated brilliance,” a term she has coined to describe individuals who are gifted/talented (as defined by an IQ of 130 or above) and have ADHD and/or LD. In many cases, these students get labeled as underachieving or lazy, and all too often they struggle with work incompleteness and unrewarding academic experiences. Katz discussed intervention strategies which she found successful in dramatically reversing the academic declines of such “twice gifted” students, providing uplifting case studies and urging educators to “be sensitive to these young people. Don’t lose some of the most talented minds we have.”

On the subject of autism, several speakers shared their models for success in working with children who have this pervasive disorder that impairs all aspects of development—medical, psychological, educational, speech, fine motor, and gross motor. Dr. Cecilia McCarton, founder and Executive Director of the private McCarton School serving children with autism spectrum disorders, reeled off the alarming statistics: one in 150 children is currently diagnosed with autism, a disorder that is now more prevalent than childhood cancer, diabetes and AIDS. “We’re in the midst of something that is growing that we don’t fully understand,” cautioned McCarton, who advocated for treatment modalities that are comprehensive (multi-disciplinary), intense, consistent, and integrated. McCarton’s own program uses Applied Behavior Analysis (ABA) and incorporates speech therapy, occupational therapy, socialization opportunities, and reinforcement of learning through field trips, while requiring every child’s educational plan to be rigorously

supported by data.

A very different educational model for children with autism was presented by Dr. Shirley Cohen, Professor in the Department of Special Education at Hunter College, who has launched a new inclusion program within the NYC public schools. Cohen’s program combines four higher functioning autistic children with eight typically developing children and seeks to stimulate peer relationships, social/communicative competence, self-regulation, and individual adaptations. Noting that “if you don’t do inclusion well you’re not helping anyone,” Cohen was quick to point out that her model doesn’t work for all autistic children and there has been no formal research program yet to evaluate its effectiveness.

Capping off the morning presentations, Dr. Pola Rosen presented a first-time award for Outstanding Special Educator of the Year to Dr. Bonnie Brown, Superintendent of District 75. Brown—a tireless advocate for special education during a thirty-year career in which she has worked as teacher, staff developer, and administrator—noted that “there will always be challenges in special education. Thirty years ago, we got classes out of the basement. Now there are problems of equity and resources.” Ever the optimist, Brown lauded the reopening of vocational shops and public-private partnerships, both exciting advances that are opening up employment and educational opportunities for individuals struggling with disabilities. “We have a commitment that all children will be treated with dignity and respect so that they can reach their individual potential,” she concluded passionately. For the special education advocates in the room—scientists, policymakers, educators, parents, and those confronting a personal disability—Brown’s words served as a battle cry for continued research, advocacy, hard work and compassion on behalf of those in our society who often have no ability to speak for themselves. #

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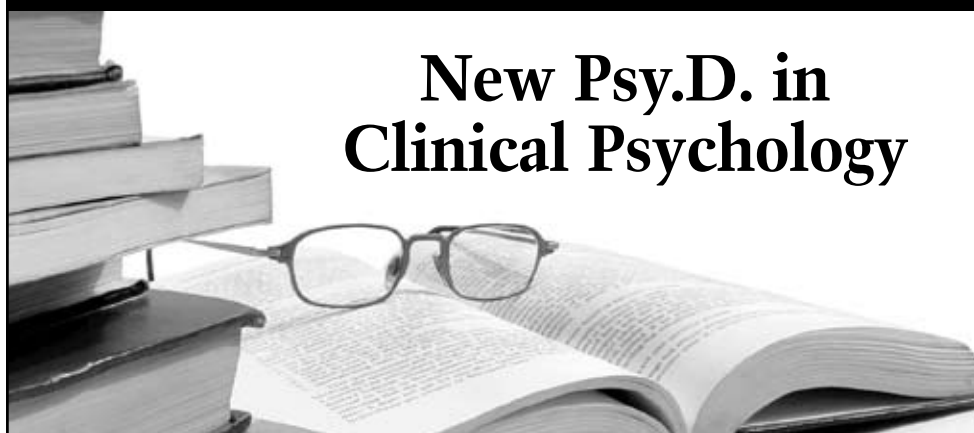
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GRADUATION AROUND NEW YORK CITY

**Manhattan Country School
“Lives the Dream”**



Dr. Michèle Solá, Director

By **JUDITH AQUINO**

Recently, in honor of its 40th anniversary, Manhattan Country School was proud to welcome alumni, friends, and family to its gala, “Speaking Up! Children of the Movement Salute Young Activists.” Founded in 1966, MCS is the product of Gus and Marty Trowbridge’s vision of a fully integrated school. Inspired by Dr. Martin Luther King Jr.’s dream of equality, the Trowbridges envisioned a school that would provide “equal opportunity and equal access to students of a pluralistic society.”

40 years later, the Trowbridge’s vision continues to thrive among students, educators, and parents. “Marking our 40th anniversary has been an opportunity to reflect on how many ways the school can demonstrate the value and success that has been achieved...MCS is proving that voluntary, purposeful diversity can be the base from which equal educational opportunity can be built,” observed Director, Michèle Solá.

Nestled between two apartment buildings on 96th Street, the co-educational private school currently has 190 students enrolled in pre-kindergarten through eighth grade. In addition to a comprehensive curriculum, the school provides its students the opportunity to develop teamwork skills and an appreciation of nature while living on a farm in the Catskills.

The school’s success in equipping students with a solid foundation in the academic disciplines as well as compassion and creativity was evident among the alumni recipients of the “Living the Dream” Mentor Award. For the first time in the school’s history, nineteen MCS alumni were honored for their efforts in working towards a more equitable world. When asked what makes MCS special, one of the recipients, Sabrina Hope King, Director at The Leadership Preparation Institute at Bank Street College and a member of the MCS graduating class of 1973, praised the



Hollis Watkins accepting award

school for being “a trailblazer in bringing equity to education.” “At MCS you feel a real sense of community,” added King.

“It’s like having a big cookie made out of different flavors,” noted 4th grader Kira Felsenfeld, in describing her experience at MCS. In addition to appreciating the diversity of humankind, the students also actively reach out to other communities. Last year, a group of 7th and 8th graders contributed to the recovery effort of areas devastated by Hurricane Katrina. In April 2006, the two classes worked in 3 schools in Mississippi collecting oral histories of kids who experienced the hurricane, helped set up school libraries, and even met some of the individuals who had been instrumental in the Mississippi freedom movement.

“What the children do at MCS is amazing,” stated Hollis Watkins, founder of Southern Echo, a civil rights organization and a recipient of the “Living the Dream” Mentor Award. “My motivation comes through these young people. It reminds me that I made a commitment to justice and I’m still trying to live up to that commitment.”

In discussing plans for MCS’ future, Solá would like to expand the school’s education model and hopes that more educators will make an effort to implement diversity in their schools. “The fact that ‘diversity’ is a goal mentioned in almost every independent school mission statement is putting a spotlight on the practices that have been developed at MCS over 40 years to make diversity the basis for curriculum development and for our relationships within the community...authors like Jonathon Kozol provide overwhelming evidence that schools are ever more racially and economically segregated. There needs to be more attention paid to the models that defy that pattern, and MCS is one of them,” stated Solá. Although improvements are slow to occur, MCS is proof that achieving diversity, equity, and excellence in education is more than just a dream.#

Lycée Français

Seventy *Terminale* students graduated from the *Lycée Français de New York*, a bilingual pre-K through 12 school with 1300 students in the heart of Manhattan’s Upper East Side. This is one of the largest graduating classes in the school’s 73-year history. The graduation took place in the school’s 360-seat multi-media auditorium and was attended by staff, families, alumni and several members of the diplomatic corps. The featured speaker at this year’s celebration was Monsieur Francois Delattre, Consul General of France in New York City.

Though Senior Graduation is obviously a very joyous occasion for both graduates and their families, students will nevertheless be sitting on pins and needles, as results of their Baccalaureate exam taken earlier in June will not yet have been posted. For students planning to attend American and Canadian universities, a good grade (and honorable mention) on this exam could mean advanced placement or even college credits. For students continuing their post-secondary studies in France, passing the Baccalaureate exam is a must—without it, university doors will remain

closed. Happily, last year 98.7% of our students passed the Baccalaureate exam and many with honorable mention!

The majority of these very bright, multi-lingual and multi-cultural students will attend colleges and universities in the U.S. and Canada. Several will continue their higher education in Europe, most of them in France. In the United States, eleven graduates have been admitted to Ivy League universities and others will matriculate to such well-known institutions as Duke, Emory, Georgetown, MIT, McGill (Canada), Middlebury, and Tufts. One graduate has won a National Achievement Scholarship, and three have been awarded New York State Academic Excellence Awards of Scholarship.

Students who have applied to *Classes Préparatoires* in France, such as Louis le Grand and Henri IV (mandatory stepping stones to enter the *Grandes Ecoles* such as HEC and Essec) will receive their answers in June. One student will attend a university in Switzerland.

The graduating class (20 different nationalities among the 70 senior students) is a microcosm of a school that includes over 60 nationalities.#

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INNOVATION IN
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WORLD PREMIERE OF CARAVAGGIO

IN PERSON WITH LONGONI AND STORARO

By DOROTHY DAVIS



Vittorio Storaro, cinematographer, winner of 3 Academy Awards—for *Apocalypse Now*, *Reds* and *The Last Emperor* was thrilled when Director Longoni called him and asked if he would be the cinematographer of *Caravaggio*. He was fascinated by the painter ever since first seeing “The Calling of Saint Matthew.” “I had just finished film school,” he said “and with my fiancée I walked into the Contarelli Chapel, San Luigi dei Francesi in Rome. Looking around I discovered this painting by Caravaggio, ‘The Calling of Saint Matthew.’ It was a shock to me. That beam of light! The visible little dust particles. That feeling of life—the visualization of a moment beyond our consciousness, a visual element connecting earth with sky, the human with the Divine.”

“In working on this film, I was able to devote a portion of my life to try and completely understand the personality of this man Caravaggio, how he reached the level he did as a painter, trying to figure out how in my cinematography I could attempt to reach that same level.”

The culmination of this effort in the film—it is the morning after Caravaggio, superbly played by Alessio Boni, has painted “The Calling of Saint Matthew”—but something is lacking. He awakens to see a beam of sunlight coming through his window striking the canvas, bringing it to



Angelo Longoni

life. Cinematographer Storaro brilliantly re-created this moment, we see the painting through Caravaggio’s eyes, understand in a flash exactly what that light meant. It is a shock to us.#



Vittorio Storaro & Pola Rosen

By DR. POLA ROSEN



The Italian movie *Caravaggio* had its world premiere as *Education Update* went to press. It was one of the most masterful, magnificent, moving masterpieces that we have seen. Featured at the Lincoln Center Film Festival this movie should win every academy award.

Directed by Angelo Longoni and filmed by three-time Academy Award winning cinematographer Vittorio Storaro (*Apocalypse Now*, *The Last Emperor*; *Reds*) *Education Update* had a chance to speak to both of them after the viewing.

Storaro’s amazing scenes captured the light of Caravaggio, his sensuality, his aggression and torture. When asked what the most challenging part of the filming was, Storaro’s shared his quest for capturing the personality of Caravaggio through

capturing the beam of light, that he first saw as a student in “The Calling of St. Matthew”.

Angelo Longoni said *Caravaggio* took nearly two years from start to finish. The film captures the essence of the early 1600s with the brawling streets of Rome, the distinction between courtesans and titled women, the violence and power of the wealthy classes, the role of religion and politics and the brutal legal murders of prostitutes as well as philosophers.

Alessio Boni is masterful as portraying the artist in tempestuous rage, wild lovemaking, gentle caressing, beautiful painting, and grief. When Boni kisses his sweet mistress/model’s tear-stained, bloodied, slashed face and says, “You are beautiful,” everyone sheds tears.

Do not miss this film. You will remember it forever!#

Paul Hilliard Visits the Big Apple: Founder of Hilliard Museum in Lafayette, LA

By DR. POLA ROSEN

Robert Rauschenberg, renowned “pop” artist and a local son, came to open the new Paul & Lulu Hilliard University Art Museum in Lafayette, Louisiana and remained for a four-day fete southern style replete with suckling pig and genuine zydeco music. Paul Hilliard met Dr. Herman Rosen at the museum opening. Recently, Paul Hilliard, CEO of Badger Oil visited with Dr. Herman Rosen in New York and over crispy duck at The Four Seasons, conversed about the environment, oil resources, politics and life. (See www.educationupdate.com June 2005 for a complete article about Rauschenberg in Lafayette.)



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Go to the IUGS website www.iugrad.edu.kn or call the Dean of Admissions, Carolyn Heller West, at 1-888-989-GRAD. Additional information is available.

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Episcopal Social Services (ESS) has been in the community for over 175 years. We are a Non-Sectarian Social Services Agency that provides services to communities within Manhattan and the Bronx.

ESS has consistently been rated in the top five among other agencies by the Administration for Children's Services. We are committed to maintaining a high standard of service to our families and communities.

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ESS maintains 3 offices. Our main and satellite offices are located in Manhattan and our sister office, Paul's House is located in the "Hub" of the South Bronx.

Paul's House-Early Child Care Center was established on May 18, 2005. For years the South Bronx has lacked resources for its youngest community members. We are proud to integrate Early Head Start, Early Intervention, Medical, Dental and Mental Health childcare services to hundreds of South Bronx children and their families each year.

The Center houses six classrooms, a health clinic, a therapy center, a large family activity room, a marionette theater with stadium seating, a mother's breast feeding room, family visiting rooms, and program administration offices. It also contains the largest outdoor children's playground on the roof of the building.

ESS has been a prominent member of the community for many years and will continue to pride itself in rebuilding the communities of Manhattan and the South Bronx. #

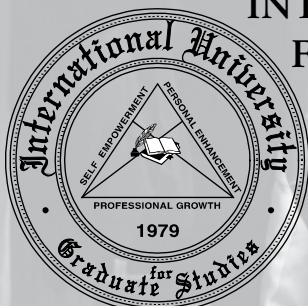
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ONE SIZE READING INSTRUCTION DOES NOT FIT ALL

By PEGGY MCNAMARA
GRADUATE SCHOOL FACULTY

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"How can you say there isn't ONE best way to teach reading?" asked my interviewer.

"Because children learn in many different ways," I replied. A good teacher tailors her teaching to the particular needs and abilities of the students in her class. I wanted my interviewer to know that the "one size fits all" instruction I've observed in some public and private schools gravely concerns me as a Literacy Teacher Educator. The "one size" approach dictates a single program for all students without considering which students benefit, which benefit somewhat, and which benefit not at all.

What gave me pause was that my interviewer was a college educator; my response had alarmed her.

With the pressure of the federal government's "No Child Left Behind" mandate that teachers adopt scientifically proven programs, this interviewer had expected I would tell her the exact programs that worked best.

Instead, I spent some time informing her of what teachers needed to know about literacy and what they had to do so that their students became successful readers and writers. To be effective, I said, teachers need to carefully observe the speaking, listening, reading, and writing practices their students bring with them. Armed with this knowledge of individual students' skills and strategies, a teacher can then design reading programs that meet these students' needs: a program for the whole group, others for small groups and for individual stu-

dents. Richard Allington, a literacy educator and researcher, University of Tennessee, noted at Bank Street's latest John Niemeyer lecture, "Doing only whole class instruction is the least effective way to teach." Usually, such an approach ensures that the curriculum is over the heads of 80 percent of the students. He added that personalized side-by-side and individualized teaching works with more than 60 percent of classes. Small groups also foster collaboration, as students help each other.

The teacher must also assess what students know about the processes involved in reading, and then model ways they can develop more productive strategies. After thoughtful observation, the teacher determines how best to teach students to figure out unknown words. This process involves an instruction style that uses knowledge of phonics, visual cues, and contextual cues. A teacher might also demonstrate how readers can activate their background knowledge to predict and prepare before they start to read a text. Or a teacher can instruct students to monitor their reading ability by asking themselves questions as they read. Also helpful to a teacher is to watch how readers discuss with others a text they have just read.

At the start of the graduate reading course I teach, I caution teachers that they won't learn any "magic method" of teaching. Rather, they will learn to observe students' literacy practices while they examine methods that work with specific children. The best teaching tool is a knowledgeable and thoughtful teacher who observes students and matches his/her instruction to their needs.

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

By JANICE SCHIEF

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

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

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

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

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

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

To learn more about this scholarship and the Power of PolyThinking visit: www.poly.edu/graduate/edscholarship

Calendar of Events JUNE 2007

Conferences

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

2007-07 HISTORIANS' FORUMS IN NEW YORK CITY
For the 11th straight year, the Gilder Lehrman Institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2007-2007 schedule and buy tickets: www.gilderlehrman.org/institute/public_lectures.html

FEATURED DOCUMENT

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

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Lincoln Center

continued from page 7

the superior teacher demonstrates. But the great teacher inspires."

Nationally renowned juggler and television actor Michael Moschen performed an amazing act discussing how significant imagination and creativity were in the development of over forty-five juggling techniques. Moschen and the panel discussion that followed included Liu, Noppe-Brown as well as Sarah Bloh, Director of the Satellite Academy, Tod Machover, head of the Media Lab's Hyperinstruments/ Opera of the Future Group and Sade Baderinwa, anchor of ABC's Eyewitness News. The panelists discussed how imagination and creativity play a key role in the practice of their professions. For Baderinwa, it's deciding what is news worthy and creating a captivating TV news package. For Machover, it's creating technological

tools to assist people with disabilities such as Alzheimer's disease and autism. For Bloh it's running a successful alternative high school that emphasizes the importance of imagination and creative thinking in turning around the lives of students who had previously failed in other schools.

Two finalists, Edward R. Morrow High School and The Manhattan Charter School, received awards in recognition of their commitment to integrating imagination into their teaching. In her culminating remarks, Dr. Maxine Greene described imagination as the "passion for possibility" and praised Bloh and her teaching staff for providing vast possibilities to the young students at the Satellite Academy.

In creating this award, Lincoln Center Institute has been, to paraphrase John Seeley Brown, a great leader that inspires us all. #

Alberto Cepeda is an Education Update journalism intern from City College.

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As spring ends and summer begins, there is and will be much happening at Logos Bookstore. First at 12:01 A.M., Saturday, July 21, 2007 the latest Harry Potter book by J.K. Rowling goes on sale. The store will be open the whole evening of Friday, July 20 in anticipation of this magical moment. Logos is the place to be for quick purchase of the book the moment it goes on sale, as there will be no waiting.

Meanwhile KYTV Reading Group will discuss *Le Grand Meaulnes* by Alain-Fournier at 7 P.M. on Wednesday, June 6, 2007 and because of the July 4 holiday will discuss *Suite Française* by Irene Nemirovsky on Wednesday, July 11, 2007 at 7 P.M.

The Sacred Texts Group led by Richard Curtis will continue its discussion of Jesus and the Sermon On The Mount on Monday, June 10, 2007 at 7 P.M.

Sit 'N' Knit continues with its knitting and chat sessions on Tuesday, June 5 and June 19, 2007 at 7 P.M. For more details call Lori at the store. Children's Story Time with Dvorah is every Monday at 3 P.M. Weather permitting, Logos' patio in the back is a nice place to sit and contemplate what to buy at Logos or just to take a breather from one's hectic schedule.

Logos is the place to shop for books, gifts, cards, and music for Graduation and Father's Day. There is a wide range of music available

for purchase from the Putumayo World Music label of world music anthologies of Brazil, Latin America, France and Italy to original recordings of Cuban Buena Vista Club greats: Compay Segundo, Ruben Gonzalez, Ibrahim Ferrer to Brazilian greats Gal Costa, and Antonio Carlos Jobim to recordings of Duke Ellington, Miles Davis, Dizzy Gillespie and Dexter Gordon as well as Gregorian chant and fine collections from the Metropolitan Museum Of Art such as 'Songs Of Fashion', 'Music In The Age Of Louis Comfort Tiffany', 'Music Of Egypt', and 'Music Of The Gilded Age'.

Upcoming Events at Logos

Tuesday, June 5 and June 19, 2007 At 7 P.M. Sit 'N' Knit,

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

Review of School Success For Kids With Asperger's Syndrome

School Success For Kids With Asperger's Syndrome

by Stephan M. Silverman, Ph.D., and Rich Weinfeld
 Prufrock Press, Inc. Waco, Texas: 2007. 219 pp.

By MERRI ROSENBERG

While each special needs child has individual challenges and issues that parents and teachers have to address, there are some commonalities that can provide useful guideposts. At the very least, knowing what's worked with other children—and what to look for—can be comforting and reassuring.

One of the particular challenges with Asperger's is that these children often have relatively high intelligence, yet their cluelessness regarding social context and cues can frustrate those around them. Parents may not understand that what appears to them as stubbornness is simply a child's inappropriate focus on something else. Teachers who are impressed by a student's knowledge of an arcane subject matter may be baffled by his inability to complete tasks and projects on time or keep an organized binder. And peers, confused by a child's inability to participate easily in a group, may shun their shy or withdrawn classmate.

According to recent research released by the Centers for Disease Control and Prevention (p.3), about one in 150 children has autism or a similar disorder. Asperger's syndrome is classified as part of the spectrum of pervasive developmental disorders. The authors strongly recommend that an appropriate diagnosis be made by an expert in the field, so that the child receives the right treatment and services.

With many Asperger's children mainstreamed into regular classrooms, understanding how to

teach to their strengths and help them manage the sometimes overwhelming social and emotional demands of most public schools is of critical importance, not only for the child with Asperger's, but for his peers as well.

These children sometimes are fearful of loud noises, or become anxious when there's a change in their routine. Middle school poses particular problems, when these students are no longer in a relatively protected elementary school self-contained classroom and are expected to move from classroom to classroom with large groups. Sensitivity to their needs, and strategies to help them make these transitions more smoothly and comfortably, make their academic success more likely.

This book is a useful and eminently practical handbook to helping children with Asperger's navigate school. Written by Silverman, a child/adolescent psychological diagnostician, and Weinfeld, an educational advocate who had experience coordinating a gifted and learning-disabled program in Maryland, the book offers specific information that will be invaluable to parents and teachers alike.

For example, the authors recommend that teachers—and parents—provide as much of a routine and predictable schedule as possible. If there are changes, children with Asperger's need preparation and rehearsal to cope more successfully. Teachers need to be aware that these children may be mocked by their peers, and be willing to act as their protectors. Since these children may readily absorb facts and data, but not emotional context, one of a teacher's major tasks is to help them decode non-verbal cues and psychological insights. These students often need help understanding what's called the "hidden

The Amazing Grace of James Basker: Abolitionists and Anti-Slavery Writings

AMAZING GRACE: AN ANTHOLOGY OF POEMS ABOUT SLAVERY 1660-1810

Edited by James G. Basker
 Published by Gilder Lehrman Institute of American History:
 New York, 2007: 721 pp.

Reviewed By MERRI ROSENBERG

With the publication of these two extraordinary volumes of primary documents and poetry concerning the initial anti-slavery movement in America and Britain, social studies teachers and students of history will have a field day.

I'll admit that I was primed to devour these books, after a recent viewing of the movie, "Amazing Grace", about the efforts to abolish slavery in Britain. Even so, I found the collection of essays and arguments in the anti-slavery writings eye-opening (and will confess that I was chagrined at my ignorance, given that I had taken several undergraduate history courses in the colonial era and post-Revolutionary period).

What's just as impressive is that this project represents the efforts of undergraduate historians, who re-discovered and interpreted these documents. Drawing upon, predominantly, the works of early abolitionist Quakers, New England ministers and some women, these works, as James G. Basker explains, "... are not vestiges of a failed effort or a lost cause. They show, individually and collectively, that the mindset of the founding generation was not uniformly pro-slavery, nor even passively acquiescent in the continuance of slavery."

David Cooper, for example, was an activist Quaker who presented abolitionist bills to the United States Congress. In his writings, "Cooper took the idea of America's 'enslavement' by England to a new level and used the same Revolutionary language to speak of a racial equality under God." Quite a radical leap for that time period, and a significant one.

Whether imbued with fervent passion or espousing carefully constructed logical argu-

ments against slavery, these writings clearly convey the commitment of these anti-abolitionists to the cause.

Reading these essays, letters and sermons in conjunction with the anti-abolition anthology of 400 poems adds still another dimension to a more nuanced understanding of this historical moment. This volume contains texts by William Congreve, Alexander Pope, William Blake, Leigh Hunt, William Cowper and Phillis Wheatley, as well as several contributions by "anonymous" from different eras.

Consider John Newton, a former slave trader and captain of a slave ship, who authored "Amazing Grace" in gratitude for being released from the slave trade (and it was his preachings and teachings inspired the anti-abolitionist career of William Wilberforce, whose life is presented so powerfully in the "Amazing Grace" film). No matter how many times, or under what circumstances, one hears the hymn "Amazing Grace", its emotional resonance never falters. In the first three stanzas, for example, the salvation that comes from revelation is unmistakable:

"Amazing grace! (how sweet the sound)
 That sav'd a wretch like me!
 I once was lost, but now am found,
 Was blind, but now I see.

'Twas grace that taught my heart to fear,
 And grace my fears reliev'd;
 How precious did that grace appear,
 The hour I first believ'd!

Thro' many dangers, toils and snares,
 I have already come;
 'Tis grace that brought me safe thus far,
 And grace will lead me home..."

Ideally, these books should be read as companions. They offer an unusual, and illuminating perspective on one of the darkest periods of our national history, and deserve as wide an audience as possible.#

Beat the Heat This Summer With A 'Cool' Selection Of Reading!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 5 THRU 8

A Perfect Day

by Remy Charlip
 Harper Collins, unpagged, \$16.99

"Cuddle up upon my lap./ Close your eyes and take a nap." Sometimes a perfect day consists of doing ordinary activities - going for a walk, watching the clouds, and reading books - with somebody you love. A palette of soft pastel colors foster the comforting atmosphere of parent and child bonding.

PICTURE BOOKS: AGES 6 THRU 10

Froggy Plays T-Ball

by Jonathan London
 Illustrated by Frank Remkiewicz
 Viking, unpagged, \$15.99

Froggy's first game of T-ball is a flop. His lack of coordination and comprehension ("home run" doesn't mean running home) is typical froggy! In vibrant colors of orange and green, Froggy's escapades have a natural exuberance that's hilarious and infectious.

curriculum"—teachers' expectations, responses to a student's behavior, classroom rules, even how to ask questions in class. The authors urge that parents, despite the frustrations that these children may present, should try to be as patient and forgiving as possible, to provide their children with as stable and conflict-free environment as possible.

The appendices at the back of the book are

NONFICTION: AGES 5 THRU 8

The Edible Pyramid: Good Eating Every Day

by Loreen Leedy
 Holiday House, unpagged, \$17.95

Reflecting the new recommendations offered by the USDA in its 2005 My Pyramid food guide, this timely new edition offers up a heightened awareness of the need for healthier diets and increased exercise to combat childhood obesity. Information presented comprehensively for young readers.

POETRY: AGES 5 THRU 8

Over in the Jungle: A Rain forest Rhyme

by Marianne Berkes
 Illustrated by Jeanette Canyon
 CIP, unpagged, \$16.95

Unusual fauna of the rain forest -honey bears, parrots, leaf cutter ants, etc. - presented in a lively variation of the familiar song. Colorful illustrations made with polymer clay and photographed afterwards, gives them a three-dimensional look.

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

particularly valuable. They offer a wealth of resources, from national organizations around the country and web sites to detailed checklists teachers can use as quick assessment tools in the classroom, specific intervention plans for students with Asperger's, and even strategies parents and teachers can use to help a child be successful. And that, after all, is the ultimate goal.

And All That Jazz: Nobuko "Cobi" Narita Devotes Her Life to Music

By DR. POLA ROSEN

Almost 40 years ago, when Cobi Narita arrived in New York, she was attracted to the Jazz Ministry at St. Peter's Church and immediately became a loyal volunteer. Along the musical road, she has run the repertory orchestra Collective Black Artists, founded the Universal Jazz Coalition, inaugurated 16 annual New York Women's Jazz Festivals and launched the International Women of Jazz, a dazzling array of achievements.

Recently, with the help of husband Paul Ash, she has founded Cobi's Place, an intimate concert



hall whose primary purpose is to give young and emerging artists an opportunity to be heard. Producing shows with jazz 'greats' have also been part of Cobi's life: Jimmy Heath, Dizzy Gillespie, Hilton Ruiz and others.

Recently, her lifetime achievements were recognized by City Lore, People's Hall of Fame. *Education Update* salutes Cobi Narita, a woman of valor, who over the course of 81 years, has accomplished so much for the musicians and musical

life of New York City.#

Fleet Week

continued from page 8

area where we bring in the landing craft so that we could take in more of our hovercrafts, improve the cargo area and some of the crew living spaces to give an overall better product to transport marines and deliver them worldwide to whatever hot spot that may exist.

PR: Is the primary goal is to transport marines.

CK: Transport and land marines either by helicopter, now the V22 osprey or by landing craft out of our well deck.

PR: How many aircraft can this carrier now hold?

CK: I don't recall how many it can hold. It really depends on what types of aircraft we take. If we take harriers, we can't take as many helicopters. The V22 osprey, we haven't configured for that but it's a much larger aircraft than even the harrier so that will diminish how many more aircrafts we can take.

PR: What's the approximate number of staff on board?

CK: We have approximately eleven hundred crew members and we can take up to two thousand marines.

PR: Do you have a sense of some of the careers that young men and women go into when they leave?

CK: It's across the board. I've known sailors that came in to do their four years and went on to look for a career in law enforcement whether it was FBI, Secret Service, Marshal's Service. Whatever law enforcement they wanted to get into. A lot of the chief petty officers go into more management positions. Our job, once we become a chief petty officer is to lead and manage the worker bees if you will whether it's on a ship or a shore for the Navy but it translates really well into leadership and management once you get out into the civilian market place. So the careers are as varied as the careers in the United States. We do just about anything.

PR: The adage, "Join the Navy and see the world" is it true?

CK: It is as true as you make it. I've been

"You know that woman in the neighborhood who takes care of everyone else's children? That was me. What can I say? People have always trusted me with their kids. That's why it didn't surprise anyone that I became a foster/adoptive parent. A friend of mine was in foster parent training, and I decided to go with her to see what the classes were all about. That day changed my life. The class was so awesome, that in 1994, I decided to become a foster/adoptive parent myself. The staff at Episcopal Social Services has kept me motivated and involved in foster parenting and adoption for the past 13 years. Keeping children with their siblings has been a priority for me, and so far, I have adopted 4 of the children placed with me. Two of them are siblings and I hope to adopt the sibling of another child soon. My kids feel as strongly as I do about keeping siblings together; as a matter of fact, this next adoption was their idea! It's important for people to know that being a foster/adoptive parent takes a lot of work. But, it's also important for people to know that the rewards are far greater than you could ever imagine."

- Shirley



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Mediterranean over a six-month period. You definitely see the world. There are some people that come in and do their four years and sometimes your career and the ships that you get on they just don't permit you to see the world and it frustrates I know a lot of sailors but if you stick with it and you make some wise choices and you stay at sea then you will definitely end up seeing the world. I've been in thirty countries in over twenty years of service. I'm having a blast and when I grow up, that is when I'll retire from the Navy.#

Dr. Frank Wood

continued from page 11

with a "Double Deficit" will have reduced thickness in both this area and area 37.

The National Institutes of Health (NIH) only recently approved studies to correlate genetic composition with neuro-imaging in South Africa, an area of study that Wood will continue to comprehensively research.

Wood's recommendation to teachers and parents is to keep in mind that to improve reading skills for children with dyslexia, the focus must be on fluency training. "Neurons don't suddenly say, aha, I get it, but one trail after another they change their synaptic threshold," explained Wood. It is repetition, throughout the child's learning career, which will lead to neuronal changes. What Wood has found most beneficial in the classroom is repeated reading—taking a text that is significantly ahead of a child's reading ability and immersing students in it through repeated reading, talking about the words, using the words in everyday conversation. Wood further stated that starting in first grade children should read as much as possible, including discussion with parents on the reading topics. "If you do this, you overcome what appears to be the most fundamental genetic risk factor in dyslexia; you will have a constitutionally-based fluency as well as a phonology base."#



Improvements In New York City's Public Schools

By MAYOR MICHAEL BLOOMBERG

I've always believed that a good public education is one of our nation's basic civil rights. But for much too long, it was being denied to too many New York City children. Fixing that serious problem was a big reason why I ran for Mayor—and it's why we've been working so hard to turn around our schools and give every single student the chance to succeed.

We still have a lot of work ahead, but last week, we received two very strong indications of how much real progress we're making.

First, our City's high-school graduation rate, which was essentially flat from 1996 to 2002, has steadily improved over the past four years and is now at an all-time high—60 percent for the class of 2006. That's still much too low, but it's nearly 20 percent higher than it was four years ago. The State uses a different formula to calculate graduation rates, but anyway you slice it, graduation rates are up nearly 20 percent since 2002—and that's great news.

It's encouraging that this progress is also helping to narrow the graduation rate gap between different ethnic groups. The four-year graduation rate for black students rose to nearly 55 percent in 2006, up from 44 percent in 2002 and Hispanic students have seen similar increases.

The second piece of good news last week came when we learned the scores from the statewide reading and writing tests. The scores for all grades—3 through 8—were very encouraging, and the gains made by middle-school students

were among the largest.

In fact, more New York City eighth graders met standards than in any year since the testing began. That's especially encouraging because 8th grade is a pivotal year—a time when, traditionally, student achievement has dropped. Now, we're starting to turn that around.

These new test scores and graduation rates are clear signs of our progress—and I want to commend our students, teachers, parents and principals, who all deserve enormous credit for making such important improvements. And now, to build on that progress, we're taking the next steps to help more students succeed—from ensuring fair student funding at all schools, to cutting the bureaucracy and improving programs for alternative schools, to expanding our efforts to engage parents, while also increasing the accountability of principals and teachers. By continuing our reforms, we can ensure that all students have the opportunity to gain a high-quality education, which will give them the skills they need to succeed in today's 21st century economy.

Public schools were closed for Memorial Day—a special day in our city. Thousands of sailors, Marines, and members of the Coast Guard were in town for New York's annual Fleet Week celebration. If you had a chance to go over to the Hudson River you would have seen the majestic ships that help protect our nation. And if you ran into some members of our Navy or Coast Guard along the way, I join with you to say a simple 'Thank you.' We must never forget the sacrifices they make, and honor all the men and women who made the ultimate sacrifice in service to our nation.#

FROM THE SUPERINTENDENT'S CORNER

MAKING LASTING MEMORIES ON VACATION

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



With summer upon us, many of you are probably planning trips with your family. No doubt you've chosen your destination carefully and considered many different factors. The ages and interest of your children are certain to impact your decision, but the good news is that for most children, any kind of travel can be an adventure and an opportunity for learning.

Summer travel has some unique advantages. It's a great chance to get away from your family's usual routine and rhythm of meshing everyone's individual activities and interests into your daily calendar. It's a time to connect with one another. So be sure to include some downtime on your itinerary, even if you have a lot of different sights you want to visit. On vacation, you can all experience new things together. You can take adventure trips such as white water rafting, hiking on mountain trails, or horseback riding, all carefully guided and supervised by experts. You can experience different cultures, or see great works of art that you may only have seen before in books.

If your children are old enough, give them their own inexpensive digital cameras and let them snap away. Digital cameras are so freeing for the young photographer. They can see their photos instantly, and if it's not worth keeping it can be deleted just as fast. The expenses saved

from having film developed quickly cover the cost of the cameras for your children.

My granddaughter keeps a special travelogue album that she created based on the popular "Flat Stanley" character. A paper doll she made in her own image is taken along on all her trips. She photographs the doll in different settings and then pastes the picture along with a writ-

ten description in her album. It's a great way to motivate your children to write about their travel experiences and also about the interesting people that they meet during their family adventures. She also will send the doll along with family or friends on trips of their own. They take a picture of the doll in a different setting, and she learns about that place and writes about it in her album.

If your travel plans bring your children together with new friends or family you don't get to see regularly—perhaps cousins who live far away, or friends they meet at a resort area children's program—it's become quite easy to maintain these friendships as email pals (the modern-day answer to pen pals).

Vacation travel can be very special times for children. With photographs and written descriptions they can revisit their favorite places anytime they want to. Enjoy viewing their photo albums and scrapbooks with them. You'll be able to take the trip all over again through your children's eyes.#

MUSEUMS AS EDUCATORS

Mystical Realities: Mythic Creatures At The AMNH

By JAN AARON

When faced with phenomenon they could not explain, early human imagination went into overdrive creating, misidentifying, and speculating to create mythology.

But a new exhibit at the American Museum of Natural History, (AMNH) scientifically traces the origins of the world's most famous mythic creatures. Entitled "Mythic Creatures: Dragons, Unicorns, & Mermaids"—at the museum until January 6—it deftly combines nature and myth with paleontology and anthropology and amusing models of mythical creatures with authentic fossils to explore the origins of the mystifying myths.

"This museum has a long history of studying and presenting great stories about the natural world and the culture of humanity," said AMNH president Ellen Futter at a press preview prior to the opening. She added that this exhibition extends that tradition even further by looking at the intersection of nature and culture, those moments when people glimpse something fantastical in nature.

The first section of the exhibit explores the terrifying monsters of the sea, imaginary beasts that rose from the waves and evolved into sailors' tales. A 1565 map of Iceland is resplendent with monsters like the hippocampus, which combines a horse with a scarlet mane and webbed feet and a fish tale. But these mythic creatures are actually interpretations of real creatures glimpsed but not understood. A sea serpent might actually have been a large school of fish riding a wave.

Some sea creatures pop up in cultures around the world. "Mermaids, for instance, were probably born in the minds of lonely sailors," said Laurel Kendall, one of the show's curators.

In the section dealing with creatures of the land visitors can touch a real narwhal tusk, which, for centuries, Europeans accepted as proof of the unicorn's existence. In a video, scholar Adrienne Mayor explains she studied maps where Greeks claimed giants' remains, which may have been, bones belonging to mastodons.

The exhibit introduces visitors to little-known imaginary beasts like the Japanese kappa, a green monkey-faced creature that munched on children and cucumbers. Kappas lived in ponds but occasionally strolled on land. Bowls of water on their heads were their source of power. Wayfarers meeting a Kappa late at night were advised to bow; when the Kappa bowed back, water would spill from its bowl and powerless, he would run back to his pond.

In addition, the exhibit has several interactive stations. At one of the most entertaining, visitors can build their own dragon by engaging a touch-tone screen.

Among the many other highlights are a richly embroidered Chinese imperial dragon robe, a 120-foot-long Chinese parade dragon, and life-size models of mythical creatures including a 10-foot long unicorn and an enormous kraken with a wingspan of nearly 20-feet rising from the sea. An excellent teacher's guide is available for classroom visits. (For more information: Tel. 212-769-5100 or visit www.amnh.com)#

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