

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIII, No. 12 • New York City • AUGUST 2008
FOR PARENTS, EDUCATORS & STUDENTS

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COMPTROLLER WILLIAM THOMPSON



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GUEST EDITORIAL

Vision & Hearing Imperatives in EducationBy WILLIAM C. THOMPSON, JR.
& ROSEMARY CLEMENS

With the increased use and popularity of advanced electronics and technology, the demands on our young children's eyes are greater than at any time in history. Yet, national data show that nearly 25% of students have undetected vision problems with many requiring glasses by the time they reach high school. While one in four children have an undetected vision problem, 85% do not receive eye exams before starting school.

In 1992, comprehensive eye tests were given to 322 students in three of New York City's lowest performing schools. Some 40% required corrective lenses.

Studies show a clear correlation between good vision, literacy and achievement. In one report, eye movement therapy helped sixth-grade students with reading disabilities improve their learning rate from 60% to 400% in six months.

Treatable hearing problems that remain undetected can also impact a child's ability to learn, making early identification, referral, and follow-up intervention imperative for students who have failed hearing screenings.

New York State currently mandates vision and hearing screenings for New York City public school students, and a Chancellor's Regulation requires screenings to be conducted for all stu-



dents in seven different grades—starting in Kindergarten—and for all new entrants. The New York City Dept. of Education, or DOE, and the Department of Health and Mental Hygiene are obligated to jointly provide these services.

However, a new audit by the New York City Comptroller's Office shows that many children are not being properly screened for vision and hearing problems. Specifically, the DOE's performance displays an appalling lack of accountability when it comes to identifying vision and hearing problems that pose a significant risk to

our children and their educational achievement.

A comparison of the screenings conducted by the DOE and the Health Department shows the disparity: while 94 percent of the Health Department vision screenings were conducted, only 42 percent of the DOE screenings were likewise undertaken.

With hearing tests, the DOE fares even worse: while the Health Department again conducted 94 percent of its screenings, the DOE completed only 20 percent.

Just as troublesome: there was limited follow-up to parents of students who failed the vision and hearing screenings. An astounding 69% of cases requiring follow-up did not receive it.

How many students are struggling unnecessarily in New York City classrooms today, falling behind for lack of glasses or hearing aids, because the City has neither screened them nor followed up on the cases of kids who failed their screenings?

It is beyond dispute that poor vision and hearing, if left uncorrected, profoundly and permanently affects a child's ability to learn. The City's failure to provide these vital, mandatory screenings is inexcusable.

Thompson is the Comptroller for the City of New York. Clemens is the Executive Director of the New York Children's Vision Coalition. #

EDUCATION UPDATE

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LETTERS TO THE EDITOR

RESTON, VA

Sam Ash Music Stores

To the Editor:

I enjoyed reading this article. It brought back many memories of my father, a violin teacher who made many purchases at the Sam Ash store in Brooklyn for himself and his students. This was during the depression and he would take the bus to get to the store. My father died in 1948. I still have his violin, which I intend to have repaired and donate to a worthy student.

Roy Horowitz

Reston, VA

UNITED ARAB EMIRATES

Freedom Writers: Erin Gruwell

To the Editor:

I write this email to say thanks to you, I saw the Freedom Writers movie. It was really amazing, and I enjoyed watching it. I want to know more about this book; we don't have it in our country UAE. I hope you can help me.

Mouza26

United Arab Emirates

NEW YORK

So You Want To Be A Film Major

To the Editor:

When I get to college I want to be a film major. I think it will be something I'd really love and enjoy doing while making a living out of film for sure! Great, interesting, inspiring and encouraging article.

Jamir Webb

New York, NY

ALBUQUERQUE, NM

Katie Haycock

To the Editor:

This is for Ms. Haycock. I am interested in what schools you have worked with and their successes. I work with the Bureau of Indian Education and am impressed with your work with Lapwai Elementary School.

Sue Bement

Albuquerque, NM

YAKIMA, WA

Malachy McCourt: From School Dropout to Bestselling Author

To the Editor:

I was curious as to what happened to Frank McCourt's family. Now I know about Malachy. I am absolutely amazed that children can survive

such horrid childhoods, and come out on top of the heap. Thumbs up to these Irish sons and to this article!

Wilda Miles Garvin

Yakima, WA

SEOUL, KOREA

School of Visual Arts: President David Rhodes

To the Editor:

I read in this article that SVA is currently recruiting in China, Korea, Japan, Taiwan and India. I have questions and suggestions to Mr. David Rhodes, President, SVA. Could you please give me his e-mail address for me to contact? Thanks.

Chull-Young Lee

Seoul, Korea

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Dr. Pola Rosen

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Education Update



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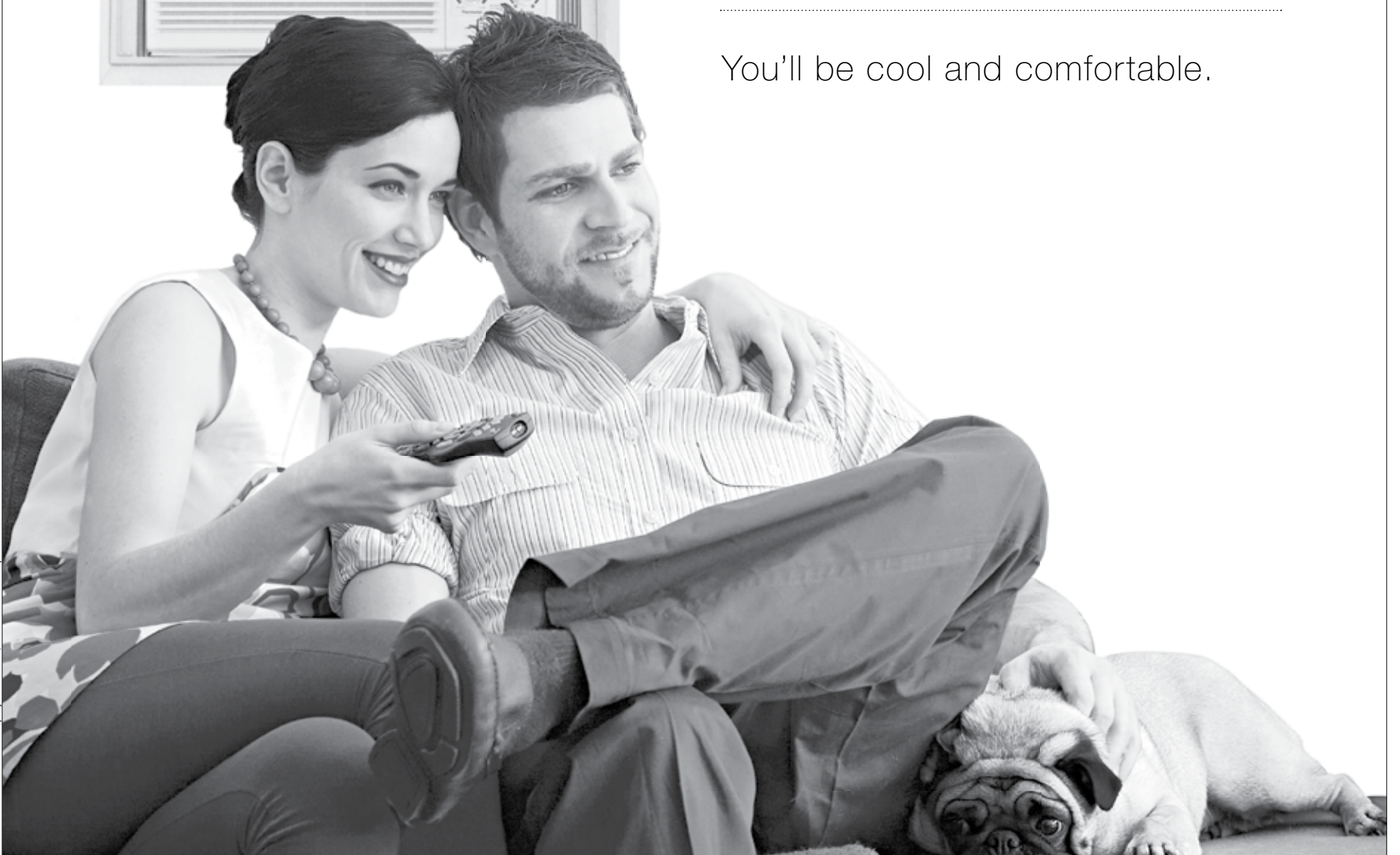
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A Letter from Mayor Michael Bloomberg to Education Update

Dear Friends,

It is a pleasure to welcome everyone to *Education Update's* 6th annual "Outstanding Educators of the Year" awards ceremony at the Harvard Club.

Chancellor Joel Klein and I are determined to provide all young New Yorkers with the high-quality education they need and deserve. Recent across-the-board gains in reading and math scores indicate that we are making real progress, and we owe so much of that to our educators, who have dedicated themselves to one of society's most vital—and, as anyone who's spent any time in the classroom will tell you, most challenging—professions. The 31 teachers and principals being honored here this morning are the best of the best, leaders who have been recognized by their supervisors and *Education Update's* Advisory Council for their tremendous efforts to help our children learn, grow, and achieve their dreams.

I extend special recognition to CUNY Chancellor Matthew Goldstein as he receives the prestigious "Distinguished Leader in Education" award. Chancellor Goldstein has helped CUNY sustain and enhance its status as a leading public institution of higher education, and I know that his greatest accomplishments are still on the horizon. Finally, I commend Dr. Rosen and the team at *Education Update* for once again making this event possible. Through their award-winning



newspaper and website, they have worked with countless teachers, principals, college presidents, and parents to give our young people the tools to succeed.

On behalf of the City of New York, please accept my best wishes for an enjoyable program and continued success.

Sincerely,

Michael R. Bloomberg, Mayor

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The Business of Public Schools

By PUBLIC ADVOCATE
BETSY GOTBAUM

Six years ago, the mayor of New York City, Michael Bloomberg, did what many thought impossible: he took direct control of the school system.

Not surprisingly, the CEO-turned-mayor and his newly formed Department of Education (DOE) have run the school system like a business. But, with little public education experience among those in charge, questionable decisions have been made.

They implemented three major reorganizations and relied heavily on high-priced outside consultants who also had little knowledge of the school system, to the detriment of schools and students. For example, in January 2007, consultants made major cuts to bus routes that resulted in thousands of students waiting in the cold and forced some to cross major intersections to get to school. Fortunately, along with others, I was able to get 20% of routes restored.

Another misplaced attempt was the streamlining of special education, which led to a severe drop in referrals and evaluations. And, in 2004, when my office uncovered this problem, the DOE admitted that 20,000 students were short-changed that year. In response, they changed practices, added money back and created the first special education summer make-up program. Students could not, however, regain the year of missed services.

Great emphasis has been placed on statistical results, including test scores. In order to boost test scores, there has been an obsessive focus on test prep. While the DOE has shown an increase in scores, experts in the field are skeptical. As a result of excessive testing, there has been a loss of a well-rounded education, including art and physical education classes. Recently, my office



found only 7% of elementary schools and 27% of middle schools surveyed offered instruction in music, visual arts, dance and theater. Similarly, a report from my office found that the vast majority of elementary and middle schools we surveyed provide little, if any, physical education classes to students.

A major mistake made by the DOE has been to ignore parents and students, leaving community input and public oversight out of the process. We see this with the cell phone ban, decisions to open middle schools within elementary schools without consulting parents, closing schools without warning, changes to the gifted and talented program, pre-k admissions, and the list goes on. And, when parents complain they can't get basic information, all they get is a referral to 311.

Of course the mayor deserves some credit. He has raised teacher salaries, and he gave principals more control over their schools.

Because the last six years have been a time of

THE CHILDREN ARE NOT PREPARED? LET US PREPARE THEM

By SANDRA PRIEST ROSE

So much of education literature talks about the lack of preparation of the children who enter kindergarten. Not all parents have the time nor the education to be able to teach the letters and the sounds to their children. Not all parents can even read to their children.

It is up to us as teachers to plunge in and teach the children and watch how "prepared" they can become.

When I went to kindergarten 75 years ago, in a mill town in Rhode Island, none of us had been to nursery school or a pre-school program of any kind. The school did not expect us to know anything. Those teachers and that firm principal felt it was *their* duty to teach us everything. I clearly remember the kindergarten teacher teaching us the sounds of the language and were taught to write in cursive style, and the great adventure of reading began.

Today parents are demanding that their children learn much more in kindergarten. My colleagues and I began, a bit reluctantly, a dozen years ago to teach more to public school kindergartners. Lo and behold! The children gobbled up everything we could give them: the sounds of the language, handwriting, writing simple regular words, writing simple sentences, remembering some spelling rules. Even the



children whose home language was not English caught up quickly.

We have had to revise our whole view of what inner-city kindergartners can learn. It has been more of a challenge to us than to the children. They take it all in stride and are teaching us along the way! And as a result, we have become better and stronger teachers. #

Sandra Priest Rose is a founding trustee of Reading Reform Foundation of New York and a reading consultant. Reading Reform Foundation trains teachers directly in their classrooms.

great tumult for city schools, it's important to see what has worked and what hasn't, especially given that the law governing mayoral control will sunset next year.

At the request of the leadership of the state assembly, I have appointed an independent commission on school governance to make rec-

ommendations on what the future of mayoral control should be.

This mayor is a businessman. The next might not be. Regardless of the next mayor's approach, the system's customers—parents and students—should be able to expect stability, transparency, and consultation. #

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DUCHENNE'S MUSCULAR DYSTROPHY & CHARLEY



By **BENJAMIN SECKLER & TRACY KRAMER SECKLER**

Tracy and Benjamin Seckler, MD are the parents of three children, one of whom, Charley, has Duchenne's Muscular Dystrophy (DMD). While there are no known cures for this ultimately fatal disease, Tracy and Benjamin have taken heroic measures to provide every possible opportunity to find and fund the latest research and possible cures, not only for their child but for all children with this disease. Education Update will publish their courageous journey via their blogs. ED.

This fiscal quarter we face several major payouts to universities and biotech companies conducting DMD research. We have recently "put the pedal to the metal" to raise the funds we need to fulfill our commitments and keep the research on the fast track. April and May were very strong fundraising months, thanks in large part to a generous West Coast supporter who presented a \$100,000 matching grant. Happily, we matched that donation not once, but two times over. Everyone from corporate executives to middle school students chipped in, and the varied efforts

added up quickly. While a significant amount of money was raised through two \$100,000 grants and a fancy party at Cipriani Wall Street, donations really added up through many smaller efforts, too. From a high school dance and college ball to a friend donning a chef's hat and a cousin's bar mitzvah, every penny makes a difference. We are so grateful to everyone who chips in, large or small, and helps our research ship stay afloat and on course toward eradicating DMD.

The hectic pace in the Charley's Fund office is mirrored by activity in the Seckler household. This month we brought home a brand new yellow lab puppy named Stella. Charley and Maisy can't get enough of her, while Sammy is tentatively overcoming his fear of dogs. All three kids are at day camp this summer. We are once again greatly indebted to our incredible local community for accommodating Charley and treating him like one of the gang while keeping a close eye on his activity level so he doesn't overexert himself.

As always, thank you for taking the time to read our monthly update and caring about our quest to save lives and make DMD history. #

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Mitchell Levine, Education Update

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NYU Child Study Center Welcomes Dr. Catherine Lord

Diagnosing children with autism at a younger and younger age is the focus of current research by internationally recognized autism expert Catherine Lord, Ph.D. who has recently joined the NYU Child Study Center (CSC) as interim director of the Asperger Institute.

Dr. Lord, a clinical child psychologist who is world renowned for her longitudinal studies of children with autism and for developing autism diagnostic instruments that serve as the universal standard in practice and research, has come to NYU CSC to help set up a research-based clinic, participate in the Center's resident trainee program, and teach a special class on "Global

Autism" in its unique undergraduate minor curriculum at New York University.

"The NYU Child Study Center is honored to have Dr. Lord on board for the next year," said Harold S. Koplewicz, M.D., founder and director of NYU CSC. "She will provide direction for the Asperger Institute while developing its research, training and clinical services, particularly addressing the diagnosis of autism spectrum disorders in children from toddler to age 8."

"With children as young as 12 or 15 months, the question is 'Can you really make a difference?'" said Dr. Lord, who says that interventions at these ages can help to maximize ordi-

nary experiences and affect both children and parents. "We are searching for the earliest ages to make stable diagnoses but also hope that from early awareness and intervention, diagnoses will change as children and parents benefit. The goal is to make meaningful diagnoses and maintain hope as we work with families and young children."

Glenn Hirsh, M.D., medical director of the NYU Child Study Center, encourages parents to look for the following warning signs for autism in children under 18 months.

- Does not turn when called by name by 12 months
- No pointing by 15 months
- Fewer than a dozen words by 18 months
- Does not enjoy interactive games, like peek-a-boo or looking at a book
- Makes few demands
- Talks or jargons to self without need for a conversational partner

• Concern about comprehension at any age

In the last two decades the number of children diagnosed with Autism Spectrum Disorders (ASD) has risen almost ten-fold. According to the latest information from the Centers for Disease Control and Prevention (CDC), autism is prevalent, occurring in one out of 150 children. However, there is no evidence to support an autism epidemic. Research has found that

the prevalence of autism spectrum disorders is higher than previously reported but is not increasing. While it is impossible to rule out a small actual increase in cases of ASD, it is likely that the increase can be accounted for by improved surveillance and a broader definition of the disorder.

Dr. Lord is the Principal Investigator for the Simons Simplex Collection, a genetic repository

continued on page 20



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The NYU Child Study Center
is pleased to welcome

Catherine Lord, Ph.D.

Interim Director of the
NYU CSC Asperger Institute

Dr. Lord is one of the nation's leading experts on Autism Spectrum Disorders. She is currently on sabbatical from the University of Michigan where she is Director of the Autism and Communication Disorders Center, and Professor of Psychology, Psychiatry, and Pediatrics. While at NYU CSC, she will be furthering her ground-breaking research on the early diagnosis and treatment of toddlers and pre-schoolers on the autism spectrum. Interested families can contact her through the Center's intake number at 212.263.8919.

The NYU CSC **Asperger Institute** is dedicated to diagnosing, providing treatment and support, developing clinical and educational models for children and adults with Asperger Syndrome, and advancing the knowledge to create a better understanding of the condition.



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MEDICAL UPDATE



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

• 8

N.Y. RESEARCH TEAM DISCOVERS HOW ANTIDEPRESSANTS AND COCAINE INTERACT WITH BRAIN CELL TARGETS

In a first, scientists from Weill Cornell Medical College and Columbia University Medical Center have described the specifics of how brain cells process antidepressant drugs, cocaine and amphetamines. These novel findings could prove useful in the development of more targeted medication therapies for a host of psychiatric diseases, most notably in the area of addiction.

Their breakthrough research, featured as the cover story in a recent issue of *Molecular Cell*, describes the precise molecular and biochemical structure of drug targets known as neurotransmitter-sodium symporters (NSSs), and how cells use them to enable neural signaling in the brain. A second study, published in *Nature Neuroscience*, pinpoints where the drug molecules bind in the neurotransmitter transporter—their target in the human nervous system.

"These findings are so clear and detailed at the level of molecular behavior that they will be most valuable to developing more effective therapies for mood disorders and neurologic and psychiatric diseases, and to direct effective treatments for drug addiction to cocaine and amphetamines," says co-lead author Dr. Harel Weinstein, Chairman and Maxwell M. Upson Professor of

Physiology and Biophysics, and director of the Institute for Computational Biomedicine at Weill Cornell Medical College. "This research may also open the door to the development of new therapies for dopamine-neurotransmitter disorders such as Parkinson's disease, schizophrenia, and anxiety and depression."

To make their observations, the research team led by Dr. Jonathan Javitch, senior author of the *Molecular Cell* study and contributing author to the *Nature Neuroscience* study, and professor of Psychiatry and Pharmacology in the Center for Molecular Recognition at Columbia University Medical Center, stabilized different structural states of the neurotransmitter-sodium-symporter molecule that relate to steps in its function. This allowed the team to study how substrates and inhibitors affect the transition between these different states, and thus to understand the way in which its function is accomplished.

"Crystallography had allowed the identification of only one structural form of the molecule, but our experiments and computations were able to identify how this form changes and thereby add an understanding of the functional role of the different forms that the molecule must adopt to

accomplish transport activity," says Dr. Javitch.

The main surprise was the realization that two binding sites on the transporter molecule need to be filled simultaneously and cooperate in order for transport to be driven across the cell membrane. For these studies, the scientists used the crystal structure of a bacterial transporter that is very similar to human neurotransmitter transporters. They performed computer simulations to reveal the path of the transported molecules into cells. Laboratory experimentation was used to test the computational predictions and validate the researchers' inferences.

Together, these procedures revealed a finely-tuned process in which two sodium ions bind and stabilize the transporter molecule for the correct positioning of the two messenger molecules—one deep in the center of the protein, and the other closer to the entrance. Like a key engaging a lock mechanism, this second binding causes changes in the transporter throughout the structure, allowing one of the two sodium molecules to move inward, and then release the deeply bound messenger and its sodium partner into the cell.

In the bacterial transporter studied, antidepress-

sant molecules bind in the outer one of two sites, and stop the transport mechanism, leaving the messenger molecule outside the cell.

The second team of researchers, involving a collaboration of the Weinstein and Javitch labs with colleagues in Denmark (the labs of Ulrik Gether and Claus Loland), found that in the human dopamine transporter cocaine binds in the deep site, unlike the antidepressant binding in the bacterial transporter. Therefore, the researchers conclude that anti-cocaine therapy will be more complicated, because interfering with cocaine binding also means interference with the binding of natural messengers.

"This finding might steer anti-cocaine therapy in a completely new direction," says Dr. Weinstein.

Molecular understanding at this level of structural and dynamic detail is rare in the world of drug development, the authors note. Only about 15 percent of all drugs have a known molecular method-of-action, even though the effects of these drugs within the body—after very stringent and controlled laboratory testing—are well understood pharmacologically. #

DRUG FOR TREATMENT OF INFLAMMATORY BOWEL DISEASE

Physician-scientists from NewYork-Presbyterian/Weill Cornell, involved in clinical trials for a new drug for those who suffer from inflammatory bowel disease (IBD), say it is the best option among available drugs. Gaizo is a reformulation of the active ingredient 5-ASA in currently available drugs. However, the researchers found that 99 percent of the active ingredient in the new pill is released in the colon compared to only 70 percent in other common IBD drugs.

Dr. Ellen Scherl—the Jill Roberts Associate Professor of IBD and director of the Jill Roberts Center for IBD at NewYork-Presbyterian Hospital/Weill Cornell Medical Center—led the trial, and found that the greatest benefit to Gaizo

is the lowered pill burden for patients. Because there is more of the active drug per pill, patients can take the drug less frequently. In the past, patients would have to take three pills between three and four times each day. But now, patients only need to take the drug twice daily. This is especially important because most IBD-sufferers are young teens or in their 20s, and are the most likely patient-group to miss a dose.

IBD includes two diseases: ulcerative colitis and Crohn's disease. Both cause inflammation in the gastrointestinal (GI) tract, leading to bloody diarrhea, abdominal pain and weight loss. Drugs to treat IBD are designed to decrease the inflammation in the mucosal lining of the colon. #

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Rural Kansas Teacher Makes History Come Alive

By RENI SHULMAN

Irena Sendler was merely a name lost to history until 1999 when Norman Conard, a history teacher at Uniondale High School in Kansas, and four of his students uncovered her story for their National History Day project. During World War II, Sendler, a Polish Catholic social worker, then in her 30s, saved the lives of over 2,500 Jewish children, smuggling them out of the Warsaw Ghetto in boxes, suitcases, and coffins. She preserved papers with the children's identities in jars that she buried in a friend's garden before taking the children to convents and orphanages. Throughout her efforts, Sendler was captured and tortured more than once, but refused to reveal any information regarding the jars or her co-conspirators. Sendler's heroism remained largely unknown until nine years ago, when Conard decided his predominantly white, Protestant students "needed to be exposed to the world."

Conard encouraged four of his students to investigate Irena Sendler's story from primary and secondary sources, and ultimately they turned this research into "Life in a Jar," a play portraying Sendler's life. The students were inspired, and since then, have presented over 250 performances around the state of Kansas, as well as all over North America, and in Europe. "At age 14 and starting high school, finding this story with such courage and valor gave me strength," recalled Megan Felt, one of the play's original writers. The students began to search for the final resting place of Irena, and when they discovered she was still alive and living in Warsaw, they visited her in Poland and corresponded closely with her until her death this past May. Felt explained, "Irena showed me the power of one person to touch and change people through simple acts of kindness."

The lasting impact that Sendler's life has had



Norman Conard

on the students is largely due to Conard's unorthodox teaching method. "Project-based learning makes the subject come alive for the students. It brings a new element so that they can make attachments and better appreciate what they're learning," Conard told *Education Update*. "Life in a Jar" is performed in schools, and, in addition, teachers are provided with lesson guides that include clips from news programs, PowerPoint presentations, and questions to help educators conduct lessons on race, ethics, and respect. Conard hopes that "Life in a Jar" encourages educators to continue to seek untraditional teaching methods in order to engage students.

A role model for other teachers, Conard is a mentor for students as well. He travels around the world with the production and "is always motivating us to do our best and get our audience excited. He gives us the confidence to make us feel like we can make an impact," said Felt. Jaime Walker, another member of the cast of "Life in a Jar" who has been with the group since 2005, noted how "relatable" Conard is. "He can talk to anyone of any background or any age. He is a great listener and never biased; he is your teacher, mentor, and friend all at once."

Conard's impact on his students has had nothing short of a ripple effect on the audiences that attend the performances. The community of Uniontown, with little diversity and no Jewish



Megan Felt plays the role of Irena Sendler

students in its school district, was inspired by the project and sponsored an Irena Sendler Day. Moreover, following a presentation in Los Angeles, Felt recalled a gentleman who approached her and identified himself as having been saved by Irena. "He didn't even know her real name until seeing our performance that day. For sixty years he knew only of her code name, Jolanta."

The journey of "Life in a Jar" is a poignant story of respect and heroism. It continues to

gain national recognition, spreading the lessons of tolerance and benevolence to groups of all ages, religions, and nationalities. As Felt quoted Conard, "it is Protestant children from Kansas, who found a Catholic Polish woman, who saved Jewish children."

For more information on upcoming performances and how you can contribute to Life in a Jar, visit irenasendler.org. #

Reni Shulman is an intern at Education Update.

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THE WORLD OF ANIMALS IN THE 21ST CENTURY

THE URBAN VET

By RENI SHULMAN

In the waiting room of the Center for Veterinary Care in New York City, one may temporarily forget that he is not in his own physician's office—at least until the first patient arrives on a leash. There is a comfortable divan lining two walls, a receptionist's desk, and several pet magazines. Dr. Amanda Walter wears a long, white jacket and a stethoscope around her neck. She has been a practicing veterinarian since graduating from the University of Florida College of Veterinary Medicine six years ago. "I'm one of the lucky people," Walter asserted in an interview with *Education Update*. "At six or seven years old I knew I wanted to be a veterinarian. I then proceeded to treat all of my stuffed animals." In high school

Walter worked in a kennel at a veterinary clinic and with the Humane Society. "Even on bad days when I would get bitten or scratched, I wanted to go back to work the next day," she confessed.

With admission to veterinary schools more competitive than ever, Walter's early choice of career worked to her advantage. All twenty-seven nationwide veterinary schools require an intensely focused undergraduate course load in the sciences. The Colorado State University College of Veterinary Medicine and Biomedical Sciences had an acceptance rate of 11.62% in 2007 academic year. According to Cornell University's College of Veterinary Medicine online resources, its admissions formula is divided into 25% grade point average, 25% GRE, 5% quality of academic program, 20% animal/veterinary/research experience, 10% non-cognitive skills, 10% all other achievements and letters of evaluation, and 5% personal statement. Students must be fairly focused early on to excel in these categories.

Veterinary school is not just for those looking for professions as a neighborhood veterinarian. "Veterinary medicine is broader than most people realize," remarked Dr. Ann E. Hohenhaus, Chairman of the Department of Medicine at the Animal Medical Center in Manhattan. Veterinary work stretches to a variety of fields including cancer research, public health and infectious diseases, military service, and homeland security. Veterinary school does not however, require



Dr. Walter with Walter (no relation)

students to choose a focus or specialty. Dr. Hohenhaus, explained that "everyone is licensed to do everything, though it would be unprofessional for me to work with a cow," in her urban practice. After schooling, veterinarians can begin practice immediately or elect to participate in a two to three year residency program, where they specialize in one of the tens of specialty fields that exist in veterinary medicine. According to the AVMA, the mean first-year salary of all veterinary medical college graduates in 2007 was \$46,128.

Currently, the veterinary profession is in the midst of a significant shift from being predominantly male to largely female. "When I was growing up it wasn't entirely socially acceptable for a female (to be a veterinarian)," Hohenhaus stated. "I kept it to myself until I got to college." In contrast, women today comprise 80% of entering veterinary students. After graduation, many of these female vets struggle with the time demands of their professional and family lives. Part-time veterinary practices often present problems of access of medical care for pet owners, especially in case of emergencies. "Veterinary medicine is extremely demanding and you don't just leave it at the office," noted Walter. "One possible solution might be a shift to larger practices so people can have more time with their families."

Despite this personal balancing-act that Hohenhaus and Walter each personally face, they derive immense satisfaction from their careers.

NEW AQUATIC ANIMAL CENTER
HOUSES 10,000

By CATHERINE A. MCCLAVE

Almost thirty years later, I am still stopped in my tracks when I observe a child with her nose squished up against the exhibit glass, as Nuka, the twenty-seven-year-old Pacific walrus—an orphan, who I bottle-fed as a 150 lb. Baby—cruises by to check out her newest visitor. While many NYC school-age children may have access to the F train to Coney Island's beach, the ocean's wonders while only a few miles from their homes is still worlds away from their educational experience and career goals. The oceans cover 70% of the Earth's surface yet remain unavailable for exploration by tens of thousands of children without education centers like the New York Aquarium, a division of the Wildlife Conservation Society.

The twin missions of the New York Aquarium are conservation and education. Among the many initiatives that the Aquarium employs to accomplish these are state of the art exhibitions, entertainment and special education programs. Raising awareness about global issues involving aquatic landscapes and species is central to our mission. The Aquarium is home to more than 10,000 aquatic animals including reptiles, amphibians, birds and six species of marine mammals all with unique needs.

In May 2008, after years of design and development, the Aquarium has opened a hospital designed to care for sea creatures ranging from a petite 25-gram seahorse, to a 3,000-pound walrus like Nuka.

The Aquarium's Aquatic Animal Health Center staff is composed of marine-biologists, veterinarians, water chemists, veterinary technologists and animal care staff, specialists who not only provide care for the Aquarium's animal collection but may also be asked to contribute scientific expertise on animal health issues around the world.

As the Curator of Aquatic Health, a typical day might find myself consulting with an aquarist on the behavior and dietary needs of an octopus, or a shark, or working with an animal behaviorist



Catherine with Nuka, the Pacific Walrus.

to develop a training program for a sea lion or a sea turtle so our veterinarians can perform health exams without stress to the animals. When I am away from the Aquarium, it might be to work in the field supporting conservation efforts for species under the threat of extinction or aquatic environments in trouble. On the local front, the health care staff provides consultation support to thousand's of NYC fish hobbyists on questions from water quality to fish disease diagnosis. On the community front, working with our award winning Education Department, countless numbers of high school and college students have become "fully immersed" in marine science education and conservation, through great programs like "Aqua Vet", designed to teach students about aquatic veterinary science and aquariology. Who knows, maybe one day one of those students could find themselves working in Madagascar on a rescue mission saving stranded dolphins, tagging great white sharks for conservation biology in Australia or performing health exams on critically endangered iguanas for re-introduction to the wild on a Caribbean island. The possibilities are endless... careers in Aquatic Biology can be almost as varied as the species of animals found in the oceans.

Catherine A. McClave is the Curator of Aquatic Health Sciences & Living Systems at the New York Aquarium. #

"I like being able to take care of patients that can't care for themselves," Walter said. "Having someone thank me for helping his pet makes my day." Dr. Hohenhaus, who is a third generation veterinarian, asserted, "I can't imagine what else I'd have done." With specialties in oncology and

internal medicine, she appreciates "the strong relationships I build with the owners and their pets," in addition to the actual care she provides for the animals. "I love the hunt of figuring out what's wrong with the pet. It's like a good mystery novel." #



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THE WORLD OF ANIMALS IN THE 21ST CENTURY

THE CENTRAL PARK ZOO WELCOMES PENGUIN CHICKS!

The Central Park Zoo's chilly penguin exhibit is one of the best places to get out of the summer heat, but now there's an even better reason to cool off there: penguin chicks! These adorable, fuzzy creatures might be tough to find at first, but patient zoo-goers will see their furry, little heads popping up from their nests over the next few weeks.

The zoo has successfully hatched penguin chicks for 16 years. The year-long process requires meticulous care and dedication from both penguins and zookeepers. Interestingly, many penguin customs sound familiar, like setting the mood with lighting, finding the perfect "rock," and heading to summer homes with the family. These sound like activities people do, but penguins have much more practical reasons for performing them.

The first step for a successful breeding season is the lighting. Zookeepers simulate the Antarctic light cycle so the birds can adhere to a breeding schedule close to the one they would have in the wild. This careful lighting cues the birds to the time of year in the Southern Hemisphere and when they should start thinking about building their nests. When the mating season begins around early spring, zookeepers introduce rocks, similar to ones found in the birds' native habitat, into the exhibit. The male penguins search for just the right rock and present it to the female. She either accepts or rejects it. The male penguin does this many times until they collect enough rocks to build a nest. Both parents take turns sitting on the nest, warming the egg, and feeding the chick when it hatches. Once the youngsters start waddling about, zookeepers bring the family to dry "summer homes" to ensure the chicks' downy feathers stay dry. When their adult, waterproof feathers grow in, the entire family returns to their waterfront property.

The Central Park Zoo has just over 60 penguins of two different Antarctic species, Gentoos and Chinstraps. While these types of penguins are not yet endangered, a new study has shown that penguins may be the new canary in the coal mine. The oceans where these animals live are facing many problems, calling on scientists to work on protecting seascapes and the animals that inhabit them.

These threats include global warming, over fishing, and the degradation of coastal ecosystems. WCS has worked to protect penguins since



the 1960s, establishing protected areas where penguins breed, and tracking their migration patterns to better understand potential threats. WCS-funded researcher Dee Boersma of the University of Washington continues to conduct one of the longest, most comprehensive research projects on penguins in the world, in Punta Tombo, Argentina.

The Central Park Zoo, a Wildlife Conservation Society park, is located at 64th Street and Fifth Avenue. Admission is \$8 for adults, \$4 for senior citizens, \$3 for children 3 to 12, and free for children under 3. Admission includes entry into the main Zoo and the Tisch Children's Zoo. Zoo hours are 10 A.M. to 5 P.M., weekdays, and 10 A.M. to 5:30 P.M. weekends. Tickets are sold until one half-hour before closing. For further information, please call 212-439-6500 or visit www.centralparkzoo.com

The Wildlife Conservation Society saves wildlife and wild places worldwide. It does so through science, global conservation, education and the management of the world's largest system of urban wildlife parks, led by the flagship Bronx Zoo.

Together these activities change attitudes towards nature and help people imagine wildlife and humans living in harmony. WCS is committed to this mission because it is essential to the integrity of life on Earth. For further information, visit www.wcs.org #

THE INFLUENCE OF PETA AND ANIMAL ACTIVISM ON SOCIETY

By NAIMA KARP

Animal activism and the struggle to end animal cruelty have been predominant in society since ancient times. Races such as the Egyptians praised and honored animals in society, practicing their high esteem and respect through representing gods and holy figures in the form of animals. Nowadays, people are getting more involved and educated, with the help of celebrities and major informative organizations such as PETA (People for the Ethical Treatment of Animals) and the NAIA (National Animal Interest Alliance). PETA, founded in 1980, is the largest group dedicated to the conservation of animal rights with over two million members. It battles the misuse of animals in the media and fashion industry, as well as their everyday consumption. Some of PETA's recent victories include its persuasion of H&M not to sell mulesed wool, which is the controversial removal of strips of wool-bearing skin on a sheep known to be quite cruel by animal activists, and of Subaru to not include great apes in future advertisements and commercials. In addition to publicized involvement from members including Pamela Anderson, Paul McCartney, and supermodel Christy Turlington, everyday individuals such as Shane Straight contribute to spreading animal activism as well. In an interview, Straight says that his decision not to eat meat is "not a matter of being wrong, it is a matter of knowing." In this sense, Straight

shares the view of many other activists. This view is that those who consume the meat are clueless as to how their meal was raised and killed in a slaughterhouse. These activists strive to inform the public on the process of killing animals, rather than being neatly packaged and sliced on your local supermarket's frozen meats aisle. The NAIA is not nearly as aggressively imposing as PETA, that has performed public outrages such as bombarding designers such as Donna Karan with persistent protests against their usage of fur, but is effective from another outlook. Vets, farmers, and wildlife biologists are members of this organization, lending firsthand agricultural and scientific perspectives on the treatment and welfare of animals. Compassion towards animals not only benefits animals, but reduces health risks for humans as well, as diseases such as mad cow disease and psittacosis can be terminal. Psittacosis was spread through birds bred at Rainbow World Exotics, a breeding mill that exercised regular abuse and mistreat of their animals. This is primarily a lung disease, which, due to the contagious nature of infected birds, affects humans by showing up in either forms of a flu or even severe pneumonia, in fatal cases. Foods that animals are fed before they are sent to the slaughterhouse are often carelessly prepared and tainted for the animal or pumped full of chemicals and hormones, which can be extremely unhealthy. #

NEW & EFFICIENT ONLINE DOG LICENSING IS LAUNCHED

Mayor Michael R. Bloomberg and Health Commissioner Thomas R. Frieden recently announced the launch of a new online dog licensing system that will make it easier not only for dog lovers to protect their pets, but also for them to comply with the law. The new application, available at www.nyc.gov, also cuts the wait time for new licenses and renewals more than in half to approximately 10 to 14 business days. This announcement builds on the commitment of enhanced customer service, government efficiency and accountability that the Mayor made a focus of his 2008 State of the City speech. The Mayor and Commissioner Frieden were joined

at the Hillside Park Dog Run in Brooklyn by Parks Commissioner Adrian Benepe, Animal Care & Control of New York City (AC&C) Executive Director Charlene Pedrolie, and New York Council of Dog Owner Groups (NYCDOG) Vice President Matthew Parker.

"I've always believed in the power of technology to make government more open and accessible to the people it is supposed to serve," said Mayor Bloomberg. "That's the philosophy behind 311, which now allows for the online tracking of service requests, and we're trying to bring that same philosophy to all City agencies. Now, New Yorkers will be able to renew or obtain dog licenses quicker than they have before." #

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STUDENTS OF DIFFERENT AGES SHARE THEIR SUMMER EXPERIENCES

Did you ever think of the adventures that the summer holds for you? Or did you ever face the summer thinking of the boring time ahead? These students were polled by *Education Update* and had varied, exciting experiences. Perhaps they will inspire you or your parents for plans next summer.

LYDIA WINKLER, 17, SUMMIT HS, NEW JERSEY

What are you doing this summer?

I played six tennis tournaments in Europe, Spain, Holland, and Germany. I also went to a college tennis exposure camp at Lehigh University.

How did you decide on this activity/job?

I knew that I wanted to play tennis and going to Europe sounded amazing. Going into my senior year, college is very important. Lehigh seemed like a great opportunity because I want to play college tennis.

What are you learning from your experiences?

I learned about different cultures and customs throughout the world. For example, in Holland the winner of the tennis match is expected to buy the opponent a drink and talk to them for at least



a half hour. That would never happen in the United States. I also became very knowledgeable about college tennis and what it takes physically and mentally to compete on the college level.

Would you recommend it to other students? How would they go about arranging it for next summer?

I would definitely recommend the program to other students. I think going away from home for the summer is a great thing. Seeing the world is such a great opportunity and everyone should take advantage of it.

<http://www.tenniseurope.com/>

<http://www.collegetennis.com/dates.html>

What college are you planning to attend? Any future major or career plans yet?

As of now I plan on applying early decision to Kenyon College in Ohio. #

JUSTINE RIVERA, 19, HUNTER COLLEGE, NEW YORK

What are you doing this summer?

This summer so far, I have been working a part-time job at *Education Update*, and occasionally hanging out with friends. I am currently looking forward to a trip I am taking to Honduras with the Hunter College chapter of the Global Medical Brigades. We will be going for one week and we will be setting up a health clinic for those who are not able to afford health care.

How did you decide on this activity/job?

I always wanted to travel. I decided on this particular trip because at the time I was looking for something to volunteer in. At the same time I wanted to do something that was truly worth my time. I wanted to learn and experience new things while volunteering. So in a sense, with my time and effort, I am buying experience and knowledge. I would not say that I'm entirely "volunteering."

What are you learning from your experiences?

Well, I learned a whole list of things from *Education Update*. I think that while being here I have matured and learned so much from the staff. I got so many tips on how to manage in college and



how to manage even in regular every-day life situations.

When it comes to the trip, I haven't gone yet, but I'm hoping to learn a lot (including some Spanish!).

Would you recommend it to other students? How would they go about arranging it for next summer?

I would recommend both the part-time job and taking a trip to a foreign country.

If you're interested in getting a part-time job, and are a High School student, there is a summer job program that you can apply to, to earn some cash and some work experience for the summer. I hear you should apply early if you want to get the good jobs.

If you want to check out the Global Medical Brigades you can go to MedicalBrigades.com. There you can find out, more about what we do, as well as how to start your own chapter (in case the college you're in does not have one). Also you can find out how to join the one that may currently be in the college you're attending or will attend.

Where would you like to attend college? If you're in college, what is your major? What graduate school are you in? Job?

I am currently Pre-Med, although I have not chosen a major yet. I am still exploring different courses. So far I enjoyed the English courses I took, as well as Cultural Anthropology. #

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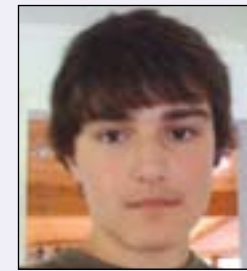
To register or for more information, visit www.tc.edu/continuingeducation or call 800-209-1245.

ZACHARY KUKOFF, GRADE 7, NEW JERSEY

This year, I partook in what I will most likely remember as one of the best experiences of my life. I attended the Center for Talented Youth, or CTY, a summer camp run by the Johns Hopkins University in Baltimore, Maryland. CTY is an advanced academic camp in which each camper/student takes a class that is the equivalent of a one-year high school course (or a six month college course). The class lasts for three weeks, covers a subject of the student's choosing, and is interspersed with social breaks and opportunities to make new friends and form lasting relationships.

I started going to CTY the summer before I entered middle school, which is the earliest time one is eligible for the sleep away option. Unlike other sleep away camps, however, CTY is not an open program. In order to attend, you must do well on your state's standardized tests. CTY then may or may not invite you to take a qualifying test (the test—as well as the scores required, varies by age). For the first age group (entering sixth and seventh graders) the qualifying test is called the PLUS test. For the older age group in CTY (entering eighth through twelfth), the SAT is required.

There are a number of course options, as one can see on the CTY website (cty.jhu.edu). CTY offers courses in Humanities, Science, and Math, and has a wide variety of options within those categories. Classes ranging from Biology to Computer Programming to Ethics are offered at college campuses throughout the US as well as abroad. I



attended the Johns Hopkins University site where students from the same class were divided into halls. Each hall had a counselor whose job it was to supervise the students and provide extracurricular activities. Students were paired up as roommates, and roommate assignments were based on age, subject, and score. Roommate requests were not accepted.

The average weekday at CTY went something like this:

6:30-7:00 Wake up; 7:40-8:40 Breakfast; 9:00-12:30 Class; 12:30-1:30 Lunch; 1:40-3:00 Class; 3:30-5:30 Activities; 6:00-6:40 Dinner; 7:00-9:00 Study Hall; 9:00-10:00 Social Hour; 10:00-10:30 Call Time; 10:30 Lights Out

Friday nights we always had a party instead of study hall, and on the weekends, we went into town instead of class.

CTY is a very tight-knit community, and I still keep in touch with the majority of the friends I made there. In addition to texting and instant messaging, Johns Hopkins own communication-based website and online discussion group to help students keep in touch and make new like-minded friends. In the older division of CTY, a score of at least 650 on the Math section of the SAT earns students an invitation to an elite CTY website, and there are even more offerings for scores over 700.

I have had a tremendous learning and social experience each of the three summers I have attended CTY and I would highly encourage others to try it as well. #



NYC COMPTROLLER WILLIAM C. THOMPSON SPEAKS OUT ON EDUCATION



By EMILY SHERWOOD, Ph.D.

Although he is widely known for aggressively safeguarding the public purse, rooting out waste and mismanagement in dozens of municipal agencies each year that run the gamut from banking to health care, New York City Comptroller William C. Thompson, Jr. is no slouch when it comes to the subject of education. In 1994, the Brooklyn-born Thompson was appointed to the New York City Board of Education, where he served five consecutive terms as its President until being elected City Comptroller in 2001, championing parental rights to greater accountability and leading the charge for improved student achievement. As he nears the end of his second four-year term as City Comptroller, Thompson, whom many view as a leading candidate for NYC Mayor in 2009, has not only sought to improve school management through rigorous audits of Department of Education (DOE) programs, but he has strong ideas on how to improve the quality and accountability of education in the nation's largest public school district.

During Thompson's seven year stint as a self-proclaimed "fiscal activist" for the city, the DOE has not been immune from his penetrating spotlight. Indeed, a series of recent audits has revealed troubling instances of administrative ineptitude and fiscal mismanagement within the agency's sprawling bureaucracy. As recently as June, the Comptroller announced that the NYC DOE had performed only 42 percent of its required vision screenings and 20 percent of required hearing screenings. "It's an atrocious number," decries Thompson in a telephone interview with Education Update. "And there's no follow-up with parents to make sure students who are found to require vision and hearing services actually receive them." Other recent audits have found ineffective management of DOE's special education services (including a lack of written formal policies and procedures for monitoring, tracking and documenting the provision of special education services), "paltry oversight" of DOE travel expenses, and lax school bus complaint protocols. While the vision and hearing audit may result in legislation to correct the problem, other audits will be monitored one to two years later to insure that the Comptroller's recommendations are being implemented.

Since his early days on the Board of Education, Thompson has been a strong advocate for accountability, and in cases where the public is denied transparency and fairness, the Comptroller is intransigent. "Next year when Mayoral control is up for reauthorization – and I support Mayoral control and support its reautho-

zation – I strongly suggest forcing fiscal transparency upon the Department of Education," he says vehemently. Among his recommendations for improving such transparency are reinstating school-based budget reports: "The smaller the units of appropriation, the greater the transparency," he sums up succinctly. "The Department of Education has units of appropriation in the \$7 to \$10 billion range. That's too big. Parents are entitled to know how much their school is getting. How does it stack up and compare to others? It is a question of openness and fairness," he adds forcefully.

Thompson has thought a lot about the issues facing inner city schools. The son of a judge and a teacher (his mother taught third grade at P.S. 262 for over twenty years), Thompson himself was a product of the New York City school system and grew up with "a strong emphasis on education in the home." Were he to be elected Mayor, he'd look carefully at some of the innovative ideas guiding the city's more successful

charter schools ("I like some of them, I've visited some of them," he adds) and he'd potentially scale them up. He's against the narrowing of curriculum brought about by No Child Left Behind (NCLB) and its test-driven focus: "Standardized tests are not the only measure of success. I've been vocal and supportive of physical education in our schools, of art and music education in our schools, because those are things that keep young people involved and interested. Driven by NCLB, the focus on only standardized exams is a mistake," he concludes. Thompson has an exhaustive list of indicators he'd look at in addition to "skill and drill" metrics: "It is about graduation rates. It is about dropout. It is about the number of students and what they are learning. Have we increased the knowledge base of teachers, as well as what students can learn? Are we turning out more competitive students to compete in a global economy?" he adds passionately.

Thompson would also use his leadership to

strengthen the current structure of schools in the city: "Schools are very loosely tied together. They're not utilizing the superintendents in oversight or as support mechanisms for the principals. Parents need an opportunity, if they are not satisfied with their principal, to be able to go to a superintendent and talk to him or her...Right now parents are lost," he explains. Thompson would maintain and empower parent committees, and he'd also give them the opportunity to evaluate their principal. "You'd like to give parents a voice and let them understand that someone listens to them," he sums up.

While Thompson is quick to point out that he's "not ready to roll everything out," he leaves no doubt that, were he to be elected Mayor, he would be a passionate advocate for high quality education in New York City and a caring steward for the 1.1 million students within its public schools. "I'd want to look at best practice across the country, and shape it to fit New York City," he concludes thoughtfully.#

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Remembering Moishe Kantorowitz: Holocaust Survivor

By KENNETH KANTOROWITZ

My father, Moishe Kantorowitz was born on February 6, 1923 in the Jewish shtetl, Shereshev in Lithuania. He was niftir, just 1 week short of his 85th birthday. During his lifetime he lived through some of the most tumultuous times that have affected the Jewish people. 51 members of his immediate family—parents, grandparents, aunts, uncles and cousins were slaughtered in the Holocaust. Dad was the only surviving member of his family from the Shoah.

Dad witnessed the rebirth of the modern state of Israel. As an ardent lifelong Zionist, initially as a member of Betar, it was literally a dream come true. Dad made his first trip to Israel in honor of my Bar Mitzvah. This was in 1965, long before it became a popular activity and certainly not something anyone in St. John's, Newfoundland had ever done. It was his first opportunity to see family and friends who had left for Israel before the start of WW II. I was not yet 13 and vividly remember my fathers reunion with "Sheine Rochel" as she came running towards him in the vegetable market yelling "Maishke, Maishke". In later years Dad would use every opportunity for a trip to Israel and would manage to get there at least once a year from 1965 to 1995.

1965 was eventful for an entirely different



reason—one might even say a bookend for the trip to Israel. If traveling to Israel was a glimpse into the future, then this was a reminder of the past. In early March Mom & Dad were shopping in Woolworth's when Dad saw a group of Polish fishermen. He thought he recognized one man and went over to speak with him.

"Are you Polish?" "Yes," he answered. "Have you ever been to Auschwitz?" The man looked inquisitively. Slowly nodding his head, he said: "Yes." "Is your name Leon Kulowski, Auschwitz

number 805?"

Leon Kulowski is the man Dad credited with saving his life in Auschwitz. Nothing dramatic—just a transfer from a hard labour task whose only exit was death, to an inside machine shop job. Dad never forgot him and sent him clothing, medications and anything else that would ease his life in Communist Poland. Dad brought him to my wedding in Newfoundland. He attempted to have "Uncle" Leon recognized as a Righteous Gentile through Yad Vashem.

Considering the deprivations Dad suffered in the camps it will not surprise anyone, the value he associated with food and particularly bread. He insisted on eating bread with almost every meal. His 3 children and 5 grand-children (Orly, Eitan, Erez, Ariella and Genevieve—or Fredelle as Zaida called her) will forever remember that no conversation was complete until Zaida asked if we were hungry, if we had eaten, if we had enough to eat.

My father was always concerned that no one would remember all those who perished in the Holocaust. While living for over 30 years in St. John's, Newfoundland he was active in Holocaust education, speaking to students in schools and at Memorial University. He continued to speak out after he and Mom moved to Toronto. When Dad

retired, he spent 12 years writing his memoir first in Yiddish and then translating it into English when he realized the next generation would be unable to glean his message. For his efforts he was awarded an Honorary Degree by Memorial University of Newfoundland.

How can a child thank a parent for all they have done?

It is written in Gemorrah Kedushin, Daf - Kof Tet, Amud - Aleph: A father is obligated with his son to give him a Brit Milah or circumcision, a Pidyon Haben to redeem him, to teach him Torah, to take him a wife, to teach him a profession, and some say to teach him to swim. Dad took his parental responsibilities seriously offering myself, and my sisters, Sharon and Aviva, the opportunity to learn secular and religious subjects in Israel. For a time when Dad was responsible for Jewish education, and there was no Hebrew teacher in St. John's, he personally taught the Hebrew school classes while continuing to work full time supporting his family. In the swimming department, I was the biggest oldest kid at camp in the shallow end, but with his encouragement I eventually graduated to the deep end.

I could not express Dad's ideals any better. His love of family and the Jewish people knew no limits. #

NEW JERSEY

Palisades Interstate Park Calendar of Events August 2008

Tuesday, August 19

Rachel's Rangers: "CANOE BEACH" children's hike with the Kearney House staff. Meet 10 AM at Bloomer's Beach at the north end of the Englewood Boat Basin & Picnic Area (PIP Exit 1). Free admission; \$5 parking. About 3 mi., 2 hrs., relatively easy. Children must be accompanied by

an adult. For more information, or to confirm on the morning of the hike if weather conditions are questionable: 201 768-1360 ext. 108.

Tuesday, August 26

Rachel's Rangers: "WHO ROCK" children's hike with the Kearney House staff. Meet 10 AM at State Line Lookout (northbound PIP opposite

Exit 3 in Alpine). Free. About 3 mi., 2 hrs., moderate. An adult must accompany children. For more information, or to confirm on the morning of the hike if weather conditions are questionable: 201 768-1360 ext. 108.

"BEHIND THE TIMES" at Mrs. Kearney's Tavern discussion of current events local, nation-

al, and international (as of this day in 1858), 6 - 9 PM (or any part thereof) at the Kearney House at the Alpine Boat Basin & Picnic Area (PIP Exit 2). Free. Light fare available for purchase; BYO beer, cider, or wine permitted. For more information: 201 768-1360 ext. 108, or go online at: www.njpalisades.org/

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Tomorrow's Engineers Learn Critical Thinking at College of Staten Island



At first glance, the summer workshops at the College of Staten Island (CSI) involving 20 Staten Island high school students look like a lot of fun as the mechanized LEGO® Mindstorms® kits they are constructing take shape.

Upon further inspection, you see that they are also learning the essential elements of engineering, and the basic concepts of the scientific method, thanks to the \$5,000 grant from National Grid (formerly known as Keyspan) that made this program possible.

Courtney Haney, who is going into her sophomore year at Moore Catholic High School, says, "It's teaching us extra stuff. When I grow up, I want to be a singer and major in the performing arts, but it's always good to have extra stuff under your belt. In case that doesn't work out, I can

move on to the next thing. I might find that I want to move on to engineering."

Jerrod Alleyne, who will be a junior at Port Richmond High School this fall, agrees that the workshops are broadening his horizons, "I like it. It's teaching me something different and giving me more variety in what I want to do."

Ronald Baker, who will be a sophomore at Curtis High School, notes, "I've been learning a lot about engineering—what it does and how it makes stuff work better, like microchips and microcontrollers, how to control mostly everything we use every day."

The workshops even encouraged at least one student to think seriously about a career in engineering. Describing the workshops as "an amazing experience," Elizabeth Aboaba, who will be

in her junior year this fall at Curtis High School, was initially thinking about going into banking, but now she thinks that she might want to become an engineer.

The summer series is hosted by CSI's Liberty Partnership Program, a collaborative college-school-community-based project that provides a broad range of instructional, enrichment, and support services to at-risk students and their families.

Neo Antoniades, associate professor of Engineering Science and Physics at CSI and workshop leader commented that the workshops are important because studies show high school is an ideal time for exposure to engineering.

"The idea was to first teach the students a little bit about what engineering is and what engineers do," continued Antoniades, who holds two U.S.

patents with three others pending. "Engineering design, like scientific methodology, is a way of thinking and approaching everyday problems in the world of engineering. This starts by teaching the students how to understand the problem, doing the appropriate research, and brainstorming before actually putting the ideas together and synthesizing the problem."

"National Grid supports initiatives that inspire and motivate students to pursue careers in math, science, and engineering—core skills that play a key role in our business," commented April Dubison, Community Relations Manager for National Grid. "We are happy to work with Liberty Partnerships Program to help foster an interest in young people to be science and technology leaders of the future." #

MOVIE REVIEW

DISNEY'S PRINCE CASPIAN: A ROYAL TREAT

By JAN AARON

Movie-goers will find themselves in a more violent world than they remember in "Narnia," the enchanted land they visited in "The Lion The Witch and the Wardrobe," the first film in the series based on the C. S. Lewis novels.

Those coming to the second installment of Andrew Adamson's venture into Lewis, hoping for more of the same, will learn from Aslan, the film's noble lion: "Things never happen the same way twice." Some of the film's most beguiling moments are the tender meetings between the youngest Pevensie child, Lucy and Aslan (voiced by Liam Neesom).

In "The Chronicles of Narnia: Prince Caspian," it is a year later in the Pevensie children's time; in Narnia centuries have passed. The castle at Cair Paravel is in ruins, trees don't dance, the bears are mute and old Narnians hide out in the woods, hoping that one day they will recover their land from the evil Telmarines.

When their adventure begins, the kids Peter (William Moseley), Susan (Anna Popplewell), Edmund (Skandar Keynes), and Lucy (Georgie Henley), who are happy to depart wartime London, find themselves immortalized in Narnia cave art. Soon they realize they have returned just when Narnia needs them.

The kingdom's new leader should be Prince Caspian (Ben Barnes) but his wicked uncle Miraz (Sergio Castellitto) has stolen the crown and started a civil war. With no time to waste, Peter and Caspian marshal their army consisting of centaurs, minotaurs, a cranky dwarf (Pete Dinklage), and a daring mouse (voiced by Eddie Izzard).

Peter and Caspian disagree on how best fight against Miraz's men, but only Lucy understands they can't win by force alone. Without faith and the help of Aslan, they will be lost.

C.S. Lewis never made a secret of the religious

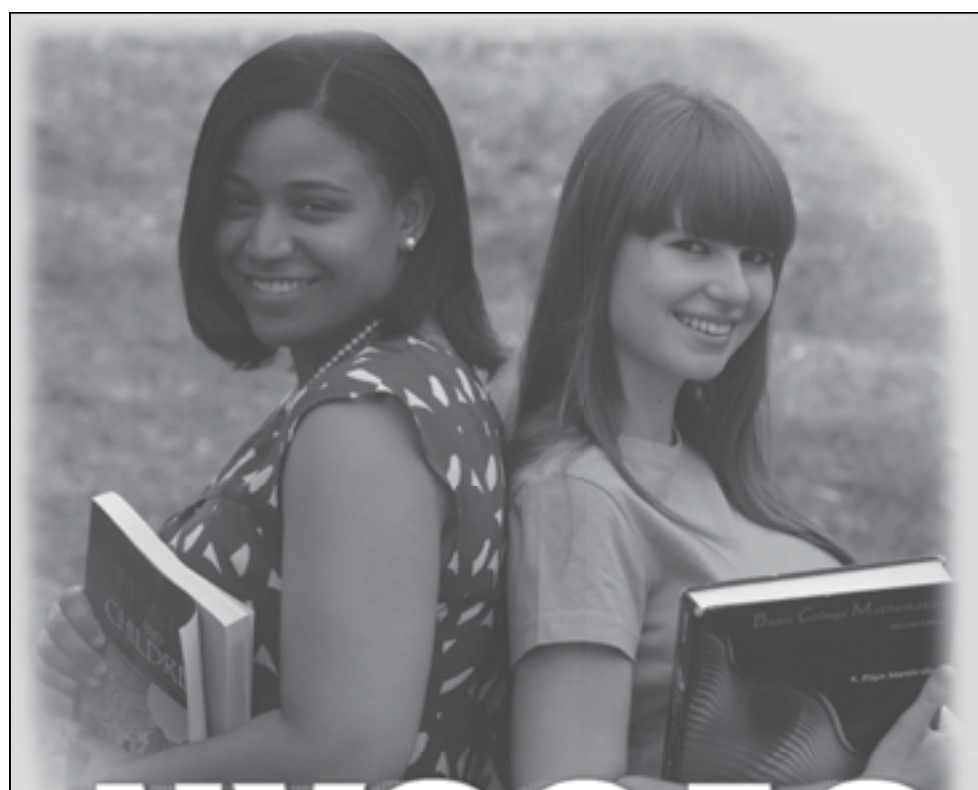


Ben Barnes

themes in his novels, and they are in the film if you search for them. But most film-goers won't. They will enjoy the vividly staged (too vivid for the very young) battle sequences and the charming Pevensie children.

Barnes' is a bit wooden as the Prince; and Miraz is not as frightening as the "Wardrobe's" villainous icy White Witch, (Tilda Swinton), here in a cameo.

The shortcomings are few and most people will simply enjoy this film as an adventure spectacle for family viewing. #



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Dr. Gillian Small Appointed Vice Chancellor for Research

The Board of Trustees of The City University of New York has appointed Dr. Gillian Small to the new position of Vice Chancellor for Research. Chancellor Goldstein stated: "Dr. Small is a distinguished research scholar and administrator who has been serving as the University Dean for Research since 2003. She is eminently qualified to advance CUNY's science agenda and provide inspired leadership for its research and technology development." The Chancellor has proclaimed 2005 through 2015 as "The Decade of Science," which includes investing over \$11 billion in constructing and modernizing the University's science facilities."

In her new post, Dr. Small will set strategy for the University's research programs with a view toward fostering visionary initiatives and new models of participation, encouraging information sharing, and connecting research and scholarly activities with emerging opportunities. Central to this will be the recruitment of distinguished research faculty across many disciplines; supporting faculty to enable them to achieve eminence in research and scholarship; and obtaining significant funding for recruitment and research instrumentation.

Her major responsibilities include planning extensive new state-of-the-art science facilities as part of CUNY's Decade of Science, such as the development of the CUNY-wide Advanced Science Research Center, to be located on the campus of City College. The Center will house high-end core facilities for use by CUNY scientists and support cutting-edge research in photonics, nanoscience, structural biology, neuroscience and environmental sensing.

Dr. Small will also seek to enhance student involvement in research through educational programs, research participation and inclusion of CUNY research in curricula on a broad basis. She



will manage a post-doctoral fellowship program, and work to facilitate the involvement of talented researchers outside the CUNY community. Dr. Small will also have responsibility for overseeing intellectual property and commercialization of products of University research; developing relationships with outside research organizations, industry, governmental and non-governmental funding sources; and enhancing CUNY's contribution to New York City's economic development.

Dr. Small said: "The hallmark of a great university such as CUNY is excellence in teach-

ing, research, and public service. This is an extraordinarily exciting time as the University undergoes a dramatic expansion of its research facilities and programs during the Decade of Science. I welcome the opportunity to enhance and expand CUNY's world-class research initiatives."

Dr. Gillian Small joined CUNY in 2001 as Associate Dean for Research. Since 2003 she has served as University Dean for Research, where she has guided and supported CUNY's research initiatives, ensured compliance with federal regulations for research, and had overall responsibility for supporting the University's intellectual property portfolio. She is a tenured faculty member in the biology department at The City College.

Dr. Small received her Ph.D. in the Biological Sciences in 1983 from the University of Wolverhampton in England. She came to the US in 1985 to perform research at the Rockefeller University in New York, in the department of Nobel Laureate Dr. Christian DeDuke. Her research focus is organelle biogenesis and molecular regulation of lipid metabolism, and she has been consistently funded over a 20-year period by the National Institutes of Health, the National Science Foundation, and the American Heart Association. She has published widely in these areas and, in recognition of her research, was named an Established Investigator of the American Heart Association (1992-1997). Dr. Small has presented her research at both nation-

al and international conferences, including as invited speaker at the 1997 Nobel Conference on "Metabolic Functions, Proliferation and Diseases of Peroxisomes" in Sweden.

In 1988 she joined the faculty at the University of Florida where she established her independent research program. In 1992 Dr. Small returned to New York as a faculty member at Mount Sinai School of Medicine, where she directed a research laboratory as well as being Director of the interdisciplinary Graduate Program in Molecular, Cellular and Developmental Biology.

The City University of New York is the nation's largest urban public university. Founded in New York City in 1847 as the Free Academy, CUNY comprises 23 institutions: 11 senior colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies and the Sophie Davis School of Biomedical Education. The University serves more than 231,000 degree-credit students and more than 231,000 adult, continuing and professional education students. College Now, the University's academic enrichment program for 32,500 high school students, is offered at CUNY campuses and more than 300 high schools throughout the five boroughs of the City of New York. The University offers online baccalaureate degrees through the School of Professional Studies and individualized baccalaureate through the CUNY Baccalaureate Degree. The University Teacher Academy provides free tuition for highly motivated mathematics and science majors who seek teaching careers in the city.#



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MUSIC, ART & DANCE

Afro-Latin Dance Company Brings New Ideas to Arts Education

By JUDITH AQUINO

As another wave of budget cuts makes its way through New York City schools—74 schools, including prestigious high schools, are expected to have their budgets cut by 5% next year—schools continue to scale back their art, music, and after school programs. As a result, educators must find other ways to bring the arts and cultural education to their students. Last year, through savvy networking, the ABAKUÁ Afro-Latin dance company treated students at P.S. 137 in Lower Manhattan to a special 2-hour performance. For many students, teachers, and parents, it was an eye-opening experience. Students from 5th grade through Pre-K were moved to “dance in the aisles,” said Emanuel Blackett, a dancer and Director of



(L-R) John Piazza, Emanuel Blackett, Laurie Perez, Aisha Koswara, Keren Ashri, Melissa Montero, Jimmy Ruiz

Development and Education for ABAKUÁ. “It was greatly rewarding for us to see the students responding to our show and enjoying it.”

Founded in 2000 by Frankie Martinez, who identified the company’s style of dance as ‘Afro-Latin Funk’, the group quickly established itself through innovative choreography and vibrant dancers. By fusing together elements of classic New York style ‘On 2’ Mambo with Afro-Caribbean folkloric dances, as well as hints of modern, jazz, ballet and even some martial art forms, ABAKUÁ’s performances are refreshingly unique.

When the news broke out that ABAKUÁ would be performing again this spring, the students eagerly anticipated another great show. “The kids knew that they were coming. The familiarity was there. Especially in an urban community such as this, kids rarely have an opportunity to experience and be exposed to such performing arts. They are learning about history and culture through this channel. It is a healthy supplement to...the other stuff that’s out in the streets and I think the kids themselves are beginning to realize

it,” commented Principal Melissa Rodriguez.

“I felt that the performance was as educational as it was entertaining both in terms of the presentation as well as the dancing. Visually it was stunning. Schools desperately need this. It is rare that students get to see performing arts of this high a caliber,” added Angela Paccione, a music teacher.

Inspired by their success at P.S. 137, Blackett revealed that ABAKUÁ is in the process of developing an innovative curriculum with a high school in Brooklyn that will integrate history and literature with lessons on body movement and self-expression. For example, to gain a clearer understanding of slavery through visual arts, students will study dance movements inspired by the act of slavery, such as kneeling and keeping one’s head down in a symbol of oppression. Another idea will expand on the use of digital narratives by having students compose a personal narrative and use facial expressions and movements to express the emotions contained in their story. “One of our oldest goals as a company has been to inspire others to find their own creative expressions and to think of Afro-Latin dance as a viable art form,” Blackett explained.

Although these plans are still in a nascent stage, ABAKUÁ looks forward to helping schools find new ways to uncover the wealth of knowledge that lies in dancing. As dancer and choreographer, Agnes de Mille once said, “the truest expression of a people is in its dance and in its music.” #

Music Heard Around the World: The Lincoln Center Institute & Scott Noppe-Brandon



Scott Noppe-Brandon



Maxine Green

By NAIMA KARP AND KARLA REYNADO

The Lincoln Center Institute is a center dedicated to the arts, and its progression in education. Starting in 1975, the Lincoln Center Institute’s purpose was to conjoin arts and education, creating an educationally open-minded environment for students. This was accomplished through teaching via art pieces rather than dense, boring classroom books that students usually dread. The nature of the Lincoln Center Institute is curious, reflective, and informative for both the mentor and the student. Students and teachers alike can attend enjoyable performances, while they both learn new things.

Recently at Lincoln Center, educators from 38 states and 9 countries visited to attend, including diverse individuals from places like South Korea and Puerto Rico. These educators came to learn and disseminate information about music and the arts back home. Sones de Mexico, a unique group of musicians and dancers from Mexico gave the audience insight into their culture through their outstanding performance. One of the most memorable components of this group was the *zapateado*, or foot tapping, performed by Lorena Iñiguez. Stylistically, it ranged from seductive dress-swishing moves to the hard step dancing performed on a wooden platform. Iñiguez’s feet stayed light and constantly moving, never missing a beat. During the performance, the looks on the group’s faces as eyes connected and smiles met proves that incredible music is created by not only pure talent, but a true sincerity and animation.

Scott Noppe-Brandon, the executive director of the Lincoln Center Institute, gave a resonating and impassioned speech. Noppe-Brandon explained how the musical world is not only a form of entertainment, but also one of education for our youth. Talking about arts as an education idea in schools, he said, “We need to reframe the conversation” and shed a different light on the arts, a more educational and academically related one.

Maxine Greene, a well-respected teacher, lecturer, and author, was also present at the performance, sharing her passions, experiences, and attitudes toward life. “Imagination can summon up wonders and horrors; we have to use imagination to realize what we dream about. Open windows, open doors, come together to dream about what we can do.” Maxine Greene continued speaking about how important perception is, in the sense of seeing life as extraordinary or ordinary. Her words were greeted with a standing ovation.

As soon as Sones de Mexico took the stage,



their humble disposition and appreciation of Mexican culture was obvious. The music was flooded with different sounds, never clashing, but almost melding to create an ethnically diverse medley of traditional European and Mexican music. The set also added sounds with a Santana-like vibe to it, Latin music with hints of energetic rock n’ roll thrown in. A predictable Mexican style was replaced with newfound diversity.

As Scott Noppe-Brandon remarked, earlier, “imagination, creativity and innovation” are essential ingredients in bringing music education to students around the world.#

Naima Karp and Karla Reynado are interns at Education Update.

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INTERNATIONAL EDUCATION

Rwanda and Four Kids On Their Own

By ANITA REETZ

Problems in Rwanda include a population density of almost 9 million living on 26.34 km squared (half the size of Scotland and near double the population). The Belgian colonizers called it Land of a Thousand Hills, Pays de Mille Collines. Since humans have been living in the Great Rift Valley that extends from Syria through East Africa to Mozambique for over 3 million years, it's not surprising that the land is overworked. Subdivided for countless generations, family farms have been reduced to plots averaging an acre or less. With plots so small, subsistence itself is not assured. Over 36% of Rwanda's population is undernourished according to the FAO.

The beautifully green hills embrace both a blessing and a curse. The altitude of much of Rwanda conveys the blessing of spring-like weather year-round. The population lives mostly one to two miles above sea level (1600-3200 meters), which prevents tropical diseases like malaria, cholera, dengue, tsetse fly transmitted trachoma, and other diseases. The temperature averages a very pleasant 70-80 degrees F most of the year. The curse is erosion. The land receives adequate rainfall (900-110 mm/year), which is somewhat concentrated in the rainy seasons from March-May and August to September, but no month is without rain. Unfortunately, the rainfall over the millennia of farming has eroded the hills and washed away the topsoil. Intensive agriculture has exhausted lowland soil as well. So, in the land of "eternal spring", the soil is ancient and exhausted.

Also, agriculture is not diversified and I'm not sure why. Maybe because it's subsistence, people grow what they need to eat, which is potatoes, taro, cassava, beans, varieties of bananas, avocados, not much rice as there is little flat land, and a few garden vegetables like carrots, peas, red and white onions, greens somewhat like spinach, and tomatoes. There are two grazing animals: cows and goats. The former are so valuable they are still a measure of wealth given to "buy a bride"; the latter are everywhere. Goats are raised to multiply and be slaughtered for meat, which appears on an average rural family's plate only a few times a year. Chickens and their eggs are a main source of protein.

"Chickens" brings up the story of the four orphans we got to know in western Rwanda, in Kibuye. Imaculee is 14, Mutazabi 12, Eric 10, and Shaban 4. Their parents died of AIDs a few years ago. A British couple, Helen Perry and Patrick Walsh, who worked in Kibuye at the Kigali Health Institute (KHI) in 2007, reached into their pockets and lifted them out of starvation. Orphans are entitled to acquire land from the government as part of the post-genocide social help policies of the present Kagame government. Helen and Paddy supplied the cash and the church community built a small four-room house for the kids, latrine outside, along with the cooking area. The house is built on a cement slab, but there is no electricity or running water, which is the case for most dwellings in Rwanda. The latrine is an outhouse maybe 20 feet from the front door. Helen and Paddy also bought five chickens and four goats, and set up an account at a Kibuye store, whose owner they trusted, so that the kids could get food (potatoes, taro, rice, beans, other staples) on a regular basis. Jim and I followed Helen and Paddy into the KHI guest house on the Kibuye campus and Jeffrey became our houseman after he had worked for Helen and Paddy. Jeffrey was the liaison between us, the muzungu (white foreigners), and the orphans.

Jeffrey told us that the kids had been instructed to collect the chicken eggs, eat a few and keep a few warm to hatch, so there would be a balance between consuming the capital and generating more. At first, they ate all the eggs. "They are only children," Jeffrey apologized, and re-instructed them on hatching eggs. Jeffrey continued to check in on the kids who live high up on one



(L-R) Jim McGiffert, four children & Anita Reetz in Rwanda

of hills above Kibuye. But recently he hadn't seen any of their chickens. Where were they?

Jeffrey and I decided to go and see the kids. The sun was bright at 9 am when we got in the car to drive as far as possible to their house. We would walk the rest of the way. I wore sneakers, jeans, a T-shirt and a long-sleeved work shirt, having some idea of struggling through the jungle and needing to be covered. It wasn't necessary. In places the path was about 8 inches wide with a virtual cliff on one side, in other places an SUV could drive through. We passed a few houses, all with little kids in front calling "Muzungu!!" The overwhelming sensation was the quietness, the green rolling hills that we were walking up and down, and up and down again. The nicest house along the way was about 5 X 10 meters and had framed windows. I don't remember window glass, but the openings looked standard size. It was mud-colored and there was a fence in front and several cows, grazing nearby. We walked for an hour, talking about Jeffrey's plan to go to university in Gisenyi, about the kids and the countryside.

I said Mwaramutsei (good morning) to everyone along the way, mostly because I didn't want to get fishy looks. I waved and smiled and that relaxed people we passed. Jeffrey said Helen and Paddy and I are the only whites they've seen in that area in quite a while.

I didn't recognize the kids when we came upon them. They had on dirty dark blue and brown clothes and no shoes. They just sort of blended into the brown earth they were sitting on. It was Eric and Shaban with three other kids. Jeffrey said "It's the children," and I registered that it was in fact. We took their hands and started off toward the house.

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The Power of Imagination: Four Outstanding Museum Educators

By DAWN PAPANDREA

Sure, visiting a museum can be fun for kids, but according to Janet Rassweiler, a faculty advisor in the museum leadership program at Bank Street, and a 1983 graduate of that program, very serious and deep thinking can—and does—take place. “When classes or families visit museum programs,” she says, “they are discovering together.”

Here are four children’s museums with education programs led by Bank Street alumni that are worth discovering:

Noah’s Ark at the Skirball Cultural Center in Los Angeles opened in 2007 and is centered around, not surprisingly, the ancient flood story of Noah’s Ark. Using indoor galleries, an outdoor park and an amphitheater for performances, students work together to experiment with sight and sound to make storms, take part in obstacle course-like adventures aboard the ark, participate in artistic and creative activities, and ultimately explore themes of hope, diversity and the human experience.

“For the most part, it’s about opening a new dialogue,” says Marni Gittleman ’94, exhibit developer and head of Noah’s Ark. In addition, there is ongoing collaboration with area educators to ensure Noah’s Ark’s experience is relevant to local students. Gittleman says to develop this exhibit, she put into practice the Bank Street model: “Go to your intended users and look for relevancy to create a learner-centered experience.”

The Smithsonian National Air and Space Museum in Washington, D.C. recently launched an initiative to help preschoolers become excited about flight, including a storytelling program and a family kite project. Diane Kidd ’80, the newly appointed early childhood program manager, explains that kids are much more engaged when they have “a hands-on activity to do as opposed to just listening to a story.”

Kidd’s says her two master’s degrees in early childhood education and leadership in museum

education from Bank Street have daily practical application. “Bank Street gives a very good theoretical framework,” she says. “It teaches you that each child is unique and how to figure out the best way to get that child to learn.”

Bank Street’s framework helped Kidd in her previous position at the Smithsonian’s Hirschorn Museum, where she helped children make connections in the galleries by, for example, bringing in a real life dancer to work with children as they viewed sculptures of dancers.

The Family Exploration Series at the Corning Museum of Glass in Corning, New York, takes children on a world tour via pieces of glass from different regions. The glass opens up discussion about the food, dress and customs of each ethnic group, along with song and dance performances.

“It’s a great family day at the museum,” says Amy Schwartz, the museum’s director of development education and The Studio, an educational and artistic glassworking facility that is a department of the Corning Museum of Glass. A 2007 graduate of Bank Street’s Leadership in Museum Education program, Schwartz also coordinates the museum’s developmentally appropriate, curriculum based programs, a concept she says she took straight from Bank Street. “Instead of running the kids through the museum to see everything,” says Schwartz, “we focus on one theme that is related to what they are studying in school.” So first graders studying symmetry would go exploring for examples of symmetrical glass.

The Franklin Institute in Philadelphia offers a variety of must-see exhibits for families and class



The Franklin Institute

trips including the Amazing Machine, The Giant Heart, Train Factory and KidScience Observatory, along with traveling exhibits like *Star Wars* and *Real Pirates*.

Rita Mukherjee Hoffstadt, senior exhibit and program developer, and 2002 graduate of Bank Street’s Leadership in Museum Education program, says it’s the free-choice environments, where children pick and choose how they want to explore, that help them connect with the science. “Our goal is to take something that could just be in a science textbook and go much more beyond that,” she says.

Hoffstadt says she’s applying her Bank Street-



The Smithsonian Air & Space Museum

taught teamwork skills and learning theories everyday in her job, where she combines the expertise of scientific advisors and designers with her own background, to create fun and educational exhibits. Next up? The Changing Earth exhibit, which opens in Fall 2009.

If you’re interested in learning more about the work these museum education alumni are doing—or about the museums themselves—here is their contact information:

Marni Gittleman, Skirball Cultural Center, mgittleman@skirball.org / www.skirball.org

Rita Mukherjee Hoffstadt, Franklin Institute, rmhoffstadt@fi.edu / www.fi.edu

Diane Kidd, Smithsonian National Air and Space Museum, kidd@si.edu / www.nasm.si.edu

Amy Schwartz, Corning Museum of Glass, schwartzaj@cmog.org / www.cmog.org #

Rwanda

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Oh, we’re almost there I thought. Jeffrey read my mind and said, “Not yet”. We walked for at least another couple of miles, passing a three-room school house, up and down countless more hills. We saw some stunning views of Lake Kivu. I could see that we lived on a finger of the gigantic lake, which stretched out to infinity, and those amazingly green hills with terraced farming that reached up to the heavens.

The kids’ house was down in a little valley. A dilapidated mud brick hut stood in front of it and then the four-room house. A stucco-like plaster covers the exterior walls. It’s very dark inside. The “front room” is about 6 feet by 8 feet, furnished with a wooden table. The three boys sleep in another small room to the right, which had one big bed with a mattress and a very dirty bedcover. There were some pegs on one wall and a little shelf on the other. One window, maybe 18 inches square, had shutters that allowed a small amount of light into the room. The other rooms were locked. One of the rooms serves as a store room for supplies, which was locked to prevent theft. Immaculee wasn’t there, nor was Mutabazi, the oldest boy.

Then the uncle appeared. This is the kids’ uncle who lives just down the hill with his wife and an uncountable number of children. Uncountable because whenever Jeffrey asks the kids how many children the uncle has, they say they can’t count them all. This is the man who removed the four chairs Helen and Paddy had bought for the kids to put around their wooden table to create a sit down eating place. When Jeffrey visited and saw the chairs missing and found out that the uncle had taken them, he demanded that he return the chairs to the children. We heard the story of the swiped chairs over dinner one night. “He doesn’t care. Nobody cares about the children. Everybody is so

selfish!” Jeffrey complained. So here is the guy, somewhere in his forties, in sleeveless T-shirt and dark trousers of indeterminate color, size and shape, walking up the hill to greet us. What transpired over the next twenty minutes was a serious conversation in Kinyarwanda about the children, the goats, the chickens, responsibility and caring...I think.

In a pause in the conversation, Jeffrey translated for me. It seems the chickens were eaten. It wasn’t clear who had eaten the chickens. Perhaps one can’t ask so direct a question in this culture.

So replacing the chickens was the issue. I wanted to move this discussion along and said, “what if we buy ten chickens and the uncle gets five and the kids get five and the price of his five is watching over all ten?” Another long conversation ensued. Jeffrey offered that the uncle get three chickens and the kids get seven and the uncle would create some enclosure for the chickens. Then cleaning the enclosure would be necessary. Who would do that? Their conversation continued. Finally, it was agreed that at the market next Friday the uncle would come and we would buy ten chickens and he would bring them back to the two houses.

A day later, we learned that the kids didn’t eat the chickens. Immaculee sold the chickens. There seems to be a boyfriend in the picture. Jeffrey worked long and hard in conversation with her a night later. He explained that the chickens belonged to the family and she shouldn’t sell the family’s chickens and keep the money. She should ask permission from Jeffrey before selling any chickens or goats. It turns out she sold all five chickens and also sold two goats. There is no evidence of anything new in their house. She said she bought some body lotion and some shoes...but the prices for the chickens should be about 1800 Rwf each and the goat, bought for 12,000 Rwf, she sold for 6,000. 20,000 Rwf (a little less than \$40) is half a month’s salary for

Dr. Catherine Lord

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supported by the Simons Foundation. She was chair of the Early Intervention in Autism Committee at the National Academy of Science. She received the Irving B. Harris Early Childhood Lecture Award in 2004 and was a Finalist for the New York University Child Study Center Scientific Achievement Award in 2005.

Dr. Lord received her Ph.D. in psychology and social relations from Harvard University. She has held academic positions at the University of North Carolina, University of Minnesota, University of Alberta, the London Medical Research Council Child and Adolescent Psychiatry Unit, Harvard University (Children’s Hospital) and University of Chicago. Dr. Lord has published extensively on the diagnosis and treatment of Autism Spectrum Disorders.

Dr. Lord will be on sabbatical for the 2008-2009 from the University of Michigan Autism and Communication Disorders Center and the Center for Human Growth and Development, where

many Rwandans.

Immaculee stonewalled Jeffrey’s questioning. We decided to wait a bit until the story of Immaculee and the mystery boyfriend became clearer.

Meanwhile, the kids went through some emotional turmoil, and then quieted down. Immaculee was not content doing all the work: washing, cooking and taking care of the beans as well as her youngest brother, Shaban. Mutabazi and Eric went to school for half a day each day; their school has double sessions because of overcrowding. Immaculee announced to all that she wanted to leave, and we understood. Jeffrey asked her to give us time to find someone to come in and cook for the three boys. She agreed, but within a week simply disappeared without a word. We got

she is Professor of Psychology, Psychiatry, and Pediatrics in the College of Literature, Science, and the Arts at the University of Michigan in Ann Arbor.

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About the NYU Child Study Center

New York University Child Study Center is the nation’s leading organization for research, prevention and treatment of child and adolescent psychiatric and learning disorders. Through science-based clinical care, cutting-edge research, expert professional training, and extensive public education, the Center strives to generate new knowledge about child mental health, improve the practices of healthcare professionals who serve children, and influence child-related public health policy. Most importantly, the Center provides hope, help and care to children and their families who suffer from these disorders.

The NYU Child Study Center is committed to giving children back their childhood. To learn more, visit AboutOurKids.org. #

a neighbor to come in and cook one meal a day for the boys, which is all they eat. Within two weeks Immaculee was back without explanation. Meanwhile Mutabazi had taken over running the house. He started cooking and doing the laundry with Eric. Now that Immaculee was back, a power struggle of sorts ensued. Immaculee’s brothers accused her of eating some of the family food while she was cooking it, or before the boys came home from school, so Mutabazi wanted to do the cooking for all when he returned home. More discussion. Their solution was to “permit” Immaculee to cook on the promise that she only eat with the others. We haven’t yet moved ahead on replacing the chickens. #



THE DEAN'S COLUMN

HOWLERS

By ALFRED POSAMENTIER, PH.D.

Now that the summer is upon us, we need to seek some recreation in mathematics. Here is one that will entertain you and will give you some insight into the nature of numbers. So just have fun!

Students sometime provide us with some ideas for exploring mathematical oddities. How often do we see students do something entirely mathematically incorrect and still end up with the correct answer? This could even lead students to justify their wrong work because it produced the right result. Let's consider the reduction of fractions.

In his book, *Fallacies in Mathematics**, E.A. Maxwell refers to the following cancellations as howlers:

$$\frac{1\cancel{6}}{\cancel{6}4} = \frac{1}{4} \quad \frac{2\cancel{6}}{\cancel{6}5} = \frac{2}{5}$$

Begin your presentation by asking students to reduce to lowest terms the following fractions:

$$\frac{16}{64}, \frac{19}{95}, \frac{26}{65}, \frac{49}{98}$$

After they have reduced to lowest terms each of the fractions in the usual manner, ask why they didn't simply do it in the following way:

$$\frac{1\cancel{6}}{\cancel{6}4} = \frac{1}{4}$$

$$\frac{1\cancel{9}}{\cancel{9}5} = \frac{1}{5}$$

$$\frac{2\cancel{6}}{\cancel{6}5} = \frac{2}{5}$$

$$\frac{4\cancel{9}}{\cancel{9}8} = \frac{4}{8} = \frac{1}{2}$$

At this point your students will be somewhat amazed. Their first reaction is probably to ask if this may be done to any fraction composed of two-digit numbers of this sort. Challenge your students to find another fraction (comprised of two-digit numbers) where this type of cancellation will work. Students might cite $(55/55) = (5/5) = 1$ as an illustration of this type of cancellation. Indicate to them that although this will hold true for all multiples of eleven yielding two-digit results, it is trivial, and our concern will be only with proper fractions (i.e. whose value is less than one).

For a better class, or one that has a good working knowledge of elementary algebra, you may wish to "explain" this situation. That is, why are the four fractions above the only ones (composed of two-digit numbers) where this type of cancellation will hold true?

Have students consider the fraction $(10x + a)$

$(10x + a)$
The above four cancellations were such that when canceling the a's the fraction was equal to x/y .

Therefore, $((10x + a)/(10a + y)) = x/y$.
This yields: $y(10x + a) = x(10a + y)$
 $10xy + ay = 10ax + xy$
 $9xy + ay = 10ax$

And so $y = (10ax) / (9x + a)$
At this point have students inspect this equation. They should realize that it is necessary that x, y and a are integers since they were digits in the numerator and denominator of a fraction. It is now their task to find the values of a and x for which y will also be integral.

To avoid a lot of algebraic manipulation you might have students set up a chart which will generate values of y from $y = (10ax) / (9x + a)$

Remind them that x, y and a must be single digit integers. Below is a portion of the table they will construct (SEE CHART I below). Notice that the cases where $x = a$ are excluded since $(x/a) = 1$.

The portion of CHART I already generated two of the four integral values of y ; that is, when $x = 1, a = 6$, then $y = 4$, and when $x = 2, a = 6$, and $y = 5$. These values yield the fractions $16/64$ and $26/65$, respectively. The remaining two integral values of y will be obtained when $x = 1$, and $a = 9$, yielding $y = 5$, and when $x = 4$ and $a = 9$, yielding $y = 8$. These yield the fractions $19/95$ and $49/98$, respectively. This should convince students that there are only four such fractions composed of two-digit numbers.

Students may now wonder if there are fractions composed of numerators and denominators of more than two digits, where this strange type of cancellation holds true. Have students try this type of cancellation with $499/998$. They should find that $\frac{499}{998} = \frac{4}{8} = \frac{1}{2}$.

Soon they will realize that

$$\frac{49}{98} = \frac{499}{998} = \frac{4999}{9998} = \frac{49999}{99998} = \dots$$

$$\frac{16}{64} = \frac{166}{664} = \frac{1666}{6664} = \frac{16666}{66664} = \dots$$

$$\frac{19}{95} = \frac{199}{995} = \frac{1999}{9995} = \frac{19999}{99995} = \dots$$

$$\frac{26}{65} = \frac{266}{665} = \frac{2666}{6665} = \frac{26666}{66665} = \dots$$

Enthusiastic students may wish to justify these extensions of the original howlers. Students who at this point have a further desire to seek out additional fractions which permit this strange cancellation should be shown the following fractions. They should verify the legitimacy of this strange cancellation and then set out to discover more such fractions.

$$\frac{3\cancel{2}}{8\cancel{0}} = \frac{32}{80} = \frac{2}{5}$$

$$\frac{3\cancel{5}}{8\cancel{0}} = \frac{35}{80} = \frac{7}{16}$$

$$\frac{1\cancel{8}}{\cancel{4}5} = \frac{18}{45} = \frac{2}{5}$$

$$\frac{2\cancel{7}}{7\cancel{0}} = \frac{25}{70} = \frac{5}{14}$$

$$\frac{1\cancel{6}}{\cancel{2}6} = \frac{1}{2}$$

Aside from providing an algebraic application, which can be used to introduce a number of important topics in a motivational way, this topic can also provide some recreational activities. Here are some more of these "howlers."

$$\frac{4\cancel{8}}{\cancel{8}7} = \frac{4}{7} \quad \frac{\cancel{8}45}{6\cancel{8}} = \frac{5}{6} \quad \frac{\cancel{4}24}{7\cancel{4}} = \frac{4}{7} \quad \frac{24\cancel{9}}{\cancel{9}6} = \frac{24}{96} = \frac{1}{4}$$

$$\frac{4\cancel{8}\cancel{8}}{\cancel{8}\cancel{8}7} = \frac{4}{7} \quad \frac{\cancel{8}\cancel{8}45}{6\cancel{8}\cancel{8}} = \frac{5}{6} \quad \frac{\cancel{4}\cancel{4}24}{7\cancel{4}\cancel{4}} = \frac{4}{7}$$

$$\frac{\cancel{8}\cancel{2}43}{4\cancel{8}\cancel{2}} = \frac{3}{4} \quad \frac{\cancel{8}4\cancel{8}6}{8\cancel{8}\cancel{8}} = \frac{6}{8} = \frac{3}{4}$$

$$\frac{14\cancel{7}\cancel{7}}{7\cancel{7}\cancel{6}8} = \frac{14}{68} = \frac{7}{34} \quad \frac{\cancel{8}7\cancel{8}\cancel{8}}{9\cancel{8}\cancel{7}\cancel{8}} = \frac{8}{9}$$

$$\frac{1\cancel{4}\cancel{2}\cancel{8}\cancel{7}\cancel{7}}{\cancel{4}\cancel{2}\cancel{8}\cancel{7}\cancel{7}3} = \frac{1}{3} \quad \frac{2\cancel{8}\cancel{7}\cancel{7}\cancel{4}\cancel{2}}{\cancel{8}\cancel{7}\cancel{7}\cancel{4}\cancel{2}6} = \frac{2}{6} = \frac{1}{3} \quad \frac{3\cancel{4}\cancel{6}\cancel{1}\cancel{8}\cancel{8}}{\cancel{4}\cancel{6}\cancel{1}\cancel{8}\cancel{8}4} = \frac{3}{4}$$

$$\frac{7\cancel{6}\cancel{7}\cancel{1}\cancel{2}\cancel{2}\cancel{8}}{8\cancel{7}\cancel{6}\cancel{7}\cancel{1}\cancel{2}\cancel{2}\cancel{8}} = \frac{7}{8} \quad \frac{\cancel{8}\cancel{2}\cancel{4}\cancel{8}\cancel{2}\cancel{4}\cancel{3}}{4\cancel{8}\cancel{2}\cancel{4}\cancel{8}\cancel{2}\cancel{4}} = \frac{3}{4}$$

$$\frac{1\cancel{0}\cancel{2}\cancel{8}\cancel{6}\cancel{1}}{4\cancel{1}\cancel{0}\cancel{2}\cancel{8}\cancel{6}} = \frac{1}{4} \quad \frac{\cancel{8}\cancel{2}\cancel{4}\cancel{8}\cancel{4}\cancel{3}}{4\cancel{8}\cancel{2}\cancel{4}\cancel{8}\cancel{4}} = \frac{3}{4} \quad \frac{4\cancel{8}\cancel{7}\cancel{1}\cancel{4}\cancel{2}\cancel{8}}{\cancel{8}\cancel{7}\cancel{1}\cancel{4}\cancel{2}\cancel{8}5} = \frac{4}{5}$$

$$\frac{4\cancel{8}\cancel{8}\cancel{8}\cancel{8}}{\cancel{8}\cancel{8}\cancel{8}\cancel{8}7} = \frac{4}{7} \quad \frac{5\cancel{9}\cancel{2}\cancel{2}\cancel{8}\cancel{8}}{\cancel{9}\cancel{2}\cancel{2}\cancel{8}\cancel{8}8} = \frac{5}{8} \quad \frac{\cancel{4}\cancel{2}\cancel{8}\cancel{8}\cancel{7}\cancel{4}}{6\cancel{4}\cancel{2}\cancel{8}\cancel{8}\cancel{7}\cancel{4}} = \frac{4}{6} = \frac{2}{3}$$

$$\frac{\cancel{8}\cancel{4}\cancel{8}\cancel{8}\cancel{4}\cancel{5}}{6\cancel{8}\cancel{4}\cancel{8}\cancel{8}\cancel{4}} = \frac{5}{6} \quad \frac{6\cancel{9}\cancel{2}\cancel{8}\cancel{7}\cancel{8}}{\cancel{9}\cancel{2}\cancel{8}\cancel{7}\cancel{8}8} = \frac{6}{8} = \frac{3}{4} \quad \frac{\cancel{4}\cancel{2}\cancel{4}\cancel{2}\cancel{4}\cancel{4}}{7\cancel{4}\cancel{2}\cancel{4}\cancel{2}\cancel{4}\cancel{4}} = \frac{4}{7}$$

$$\frac{\cancel{8}\cancel{8}\cancel{8}\cancel{6}\cancel{1}\cancel{5}}{7\cancel{8}\cancel{8}\cancel{8}\cancel{6}\cancel{1}} = \frac{5}{7} \quad \frac{\cancel{2}\cancel{0}\cancel{8}\cancel{1}\cancel{2}\cancel{8}}{8\cancel{2}\cancel{0}\cancel{8}\cancel{1}\cancel{2}\cancel{8}} = \frac{2}{8} = \frac{1}{4} \quad \frac{\cancel{8}\cancel{1}\cancel{1}\cancel{6}\cancel{8}\cancel{8}}{8\cancel{8}\cancel{1}\cancel{1}\cancel{6}\cancel{8}} = \frac{3}{8}$$

$$\frac{\cancel{8}\cancel{4}\cancel{8}\cancel{8}\cancel{8}\cancel{6}}{8\cancel{8}\cancel{4}\cancel{8}\cancel{8}\cancel{8}} = \frac{6}{8} = \frac{3}{4} \quad \frac{4\cancel{8}\cancel{8}\cancel{8}\cancel{8}\cancel{8}\cancel{4}}{\cancel{8}\cancel{8}\cancel{8}\cancel{8}\cancel{8}\cancel{4}7} = \frac{4}{7}$$

CHART I

$x \setminus a$	1	2	3	4	5	6	...	9
1		$\frac{20}{11}$	$\frac{30}{12}$	$\frac{40}{13}$	$\frac{50}{14}$	$\frac{60}{15} = 4$		$\frac{90}{18} = 5$
2	$\frac{20}{19}$		$\frac{60}{21}$	$\frac{80}{22}$	$\frac{100}{23}$	$\frac{120}{24} = 5$		
3	$\frac{30}{28}$	$\frac{60}{29}$		$\frac{120}{31}$	$\frac{150}{32}$	$\frac{180}{33}$		
4								$\frac{360}{45} = 8$
⋮								
9								

This topic provides a motivating application in elementary algebra to investigate an arithmetic situation. It is a good use of "literal equations."#
Dr. Alfred Posamentier is Dean of the School of Education at City College of NY, author of over 40 Mathematics books including: "Math Wonders to Inspire Teachers and Students" (ASCD, 2003) and "The Fabulous Fibonacci Numbers" (Prometheus, 2007), and member of the NYS Mathematics Standards Committee.

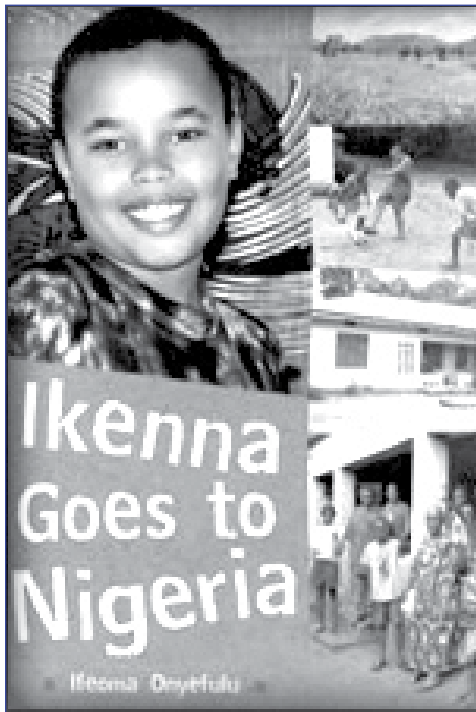
* London: Cambridge University Press, 1959.



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TWO TITLES EARN AFRICAN BOOK AWARDS



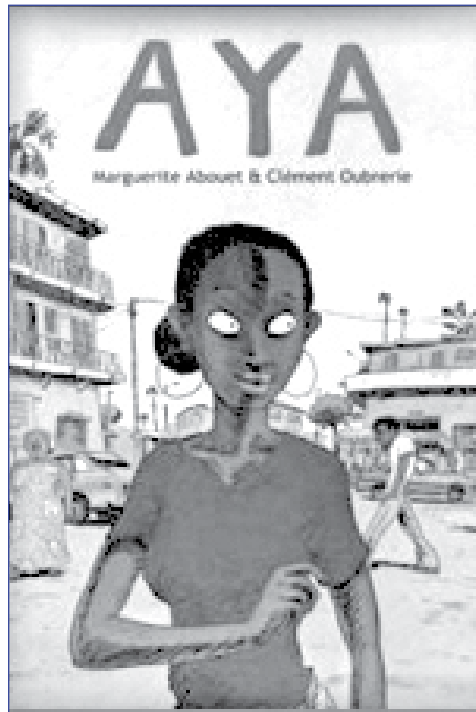
Ikenna Goes to Nigeria

By LISA K. WINKLER

Images of Africa tend to be dominated by images of poverty, rampant AIDS epidemics, other diseases, and political unrest seem to dominate media images of Africa. Yet despite the reality of these topics, the African continent represents multiple cultures and people with the same aspirations as those around the world. The two winners of the 2008 Children's Africana Book Awards challenge the stereotypes and depict contemporary family life.

Ifeoma Onyefulu's *Ikenna Goes to Nigeria* (Publishers Group West, 2007), Best Book for Young Children, tells the story of the author's son, who traveled from London to visit his mother's family in Nigeria. Told in first person, as seen through Ikenna's eyes, the book describes Ikenna meeting relatives and seeing sights. Bright colored photographs, taken by the author, accompany the narrative and a personal insight into everyday family life. A recipe for Jollof Rice, a spicy chicken and rice dish, and a glossary of are included.

Onyefulu, a Nigerian native, moved to London to study and then worked for black newspapers as a photographer. Disturbed by images of Africa, she wrote her first children's book in 1993. *Ikenna Goes to Nigeria* is her 12th book.



Aya

Aya, (Drawn & Quarterly, 2007) a graphic novel written by Marguerite Abouet and illustrated by her husband, Clement Oubrerie, won the Best Book for Older Readers award. Set in the Ivory Coast, 1978, *Aya* tells the story of 19-year-old Aya and her friends. The nation is prosperous and stable, but on the cusp of change. Amid this, Aya yearns to escape the overbearing eyes and ears of her family and neighbors, especially when it comes to dating. Reading *Aya*, teens see that their concerns are universal and increases cultural understanding. *Aya* includes a glossary and two recipes—one for a ginger juice drink, and the other for beef with peanut sauce.

Abouet was born in Abidjan and lived with an uncle in Paris. Oubrerie, a French native, has illustrated more than 40 children's books. The couple lives in France.

The Children's Africana Book Awards were established in 1991 by the African Studies Association. Fifty-seven books have been honored to date. In addition to the two top awards, three books received honor awards. Founded in 1957, the ASA provides resources about and promotes the study of Africa.

For more information, visit <http://www.AfricaAccessReview.org>. #

The Father of Baseball: A Biography of Henry Chadwick

By RICHARD KAGAN

*The Father of Baseball:
A Biography of Henry Chadwick*

By Adam J. Schiff

Published by McFarland & Co., Inc.

"Get your pencils and scorecards ready. Here are the starting lineups for today's game," said Chicago Cubs public address announcer Pat Peiper, before every home game. I remember, because as a young boy I went to many Cubs' games at Wrigley Field and went home disappointed because the Cubs lost. For so many years.

Author Adam J. Schiff notes that Henry Chadwick died on April 20, 1908, in his biography of Henry Chadwick. As many baseball fans know by now, 1908 was the last year the Cubs won the World Series. Baseball has existed for over 100 years, and Schiff writes a meticulously researched and highly informative book on a man who shepherded the game from its infancy.

Schiff uses archival correspondence between Chadwick and his contemporaries to illuminate Chadwick's growing passion of the sport and his desire to see it as the national pastime in America. It's ironic that Chadwick was English, born in Exeter, and was an avid follower of Cricket. And that he became enamored of an American game, and in the process, became its highly respected advocate.

Schiff notes that "Chadwick was the man responsible for helping baseball grow with his work at a journalist, statistician, and as a proponent of health and recreation, a genius and a visionary who believed, when no one else believed, it could become the national game." Chadwick wrote early in his career for the New York Times covering cricket and baseball. He saw an early game of baseball at the pristine Elysian Fields in Hoboken, NJ in 1856. He came away a changed man. He saw a game that defined the American spirit.

At this time, baseball was a somewhat gentlemanly game. Some 40 years later, the game would be played at a Championship level, with thousands of spectators, "cranks" as they were called, cheering on their favorite team.

Schiff notes the history of the day, and specifically, the importance of the Industrial Revolution giving a boost to baseball. Workers had a structure and had their leisure time as well. And, men gravitated towards sport as a way of unwinding from the work day and getting physical exercise.

In 1860, Chadwick wrote baseball's first digest, its first guide, called "Beadles' Dime Base Ball

Player." This was a national publication and was read among the game's early followers. He also wrote for the New York Clipper, another nationally read publication.

Here Chadwick could espouse his views and put forth his commentary on the game. He published his early version of the scorecard, which evolved over the years. He came up with the letter "K" to mean strikeout and this still stands today.

Chadwick was on the scene to write about the game as it became a professional sport and then America's game, toward the end of his life.

He wrote about the game's first star, James Creighton, a 19-year-old phenom who could hit and pitch with the best of them. He took a big swing during an at-bat, and aggravated a bladder injury that first occurred in a cricket game. He died of his injuries and the game paused and mourned his loss. His grave is in Brooklyn, and has a monument to him.

Baseball expanded into the Midwest as another young phenom named A.G. Spalding headed a Rockford, Illinois team. Spalding was to become a top pitcher, manager, sporting goods magnate, and promoter of the game.

Baseball would be dogged by rowdy cranks, lack of good fielding by teams, and gambling. Players did not make a lot of money back in the early days and some saw throwing games as easy money. It would plague the game for years to come.

When the National League formed in 1876, it did so without courting Chadwick's blessing. Actually he was against the founding of the league, but later, would become its spokesman on the Rules and Regulations Committee. Some twenty years passed and Chadwick was offered an annual stipend of \$600 a year for life for his years of meritorious service.

The game saw its first world series in 1903 and then the great debate on the origins of baseball culminating in the appointment of the Mills Commission. Chadwick thought that baseball had originated from an English game called "rounders" while Spalding and other leading figures of the game felt it was invented by Abner Doubleday. The arguments went back and forth and at times, were heated. Chadwick always felt that it was America's game. "Baseball was indigenously to America because it was in the country that the game was organized and standardized even though it had originated as an English ball game." When Chadwick passed away in 1908, Spalding eulogized him to the press. Schiff notes that the "father of Baseball" was elected to the Hall of Fame in 1938. #

Shakefest Inspires Educators at Drew University in New Jersey

By LISA K. WINKLER

For Bonnie Monte, artistic director of The Shakespeare Theatre of New Jersey, "Shakespeare is the best interdisciplinary teaching tool in the world." And for a dozen teachers, including this writer, a week at STNJ's "Shakefest", a program for teachers, it was easy to see how this could be true.

Based at Drew University, in Madison, NJ, STNJ, in its 45 years, presents 8 plays a year by Shakespeare and other notable playwrights. It offers student matinees scheduled during school time, as well as troupes that travel to schools to perform assemblies. The Shakefest program, designed to assist teachers with their lessons, is in its 6th year.

For a week, the group—representing public and private schools, and as far away as Hawaii, Finland, and Greece (and as near as New Jersey)—participated in activities and text analysis designed to engage students in Shakespeare. STNJ staff conducted the daylong workshops which included theatre games, exploring language, and ways to bring reading Shakespeare to life in the classroom through "on your feet" exercises. Special guest discussed movement, taught

stage combat, and suggested ways teachers can expand classroom work into school-wide festivals. Monte addressed the group daily, emphasizing how teachers should encourage student to think of Shakespeare "outside the box, that there's no one way to perform Shakespeare."

Through Shakespeare, students are exposed to "everything," said Monte, including botany, astronomy, medicine, social interaction, law, religion, and everything having to do with human behavior. For young people to be truly exposed to Shakespeare, they need to either see it, perform it, or both. But merely reading in a classroom isn't sufficient, said Monte.

Teachers were led through exercises similar to how actors preparing a play for STNJ. We addressed the fundamental questions required before performing. First, there is a story. The director, serving as a designer, determines the goal. This decision then guides the production. Monte urged teachers to enlist students through brainstorming ideas and research to create specific settings. Called "tablework", actors analyze the text before rehearsing, to answer "hundreds of questions" about the setting, the characters, their motivations, and the plot. Analyzing char-

acters presents the second fundamental question. Monte stressed how each actor must know his character—what motivates him, what angers him, what pleases him, how others perceive him, etc.

"Approach reading Shakespeare like a detective novel. Shakespeare gives lots of clues; keep adding up all the clues to understand a character," she said.

Answering "what" and "why" conclude the tablework. "What" refers to the themes of a play, or what is the essence, or what should the focus be. "Why" addresses why things happen and whether something can be assumed or not.

Lessons on interdisciplinary hooks and creating landscapes provided suggestions on how to stage Shakespeare in classrooms. Monte encouraged teachers to utilize different talents of students, noting those that don't want to act, can create an orchestra of human sounds or create music from instruments made from household objects, such as vacuum cleaner hoses and garbage cans. Contemporary music that relates to the play can be used for transitional music between scenes, or one type of music can be used throughout—either music by one composer

or by one instrument but different composers. Similarly, a single painting can provide inspiration for a play's setting and theme, or works by one painter or by many painters representing a particular genre. A single color, and different shades of it, can also guide selections in a performance.

Associating a physical movement with every word or line assists students in memorization. Costumes should be simple—jeans and t-shirts of different colors, for example, can easily represent characters. Long prologues can be done as a choral reading, or split among many students and characters can also be played by several students, blending lines to show the transition between one student and another acting the same part.

Whether a series of scenes from a play, a series of scenes based on a specific theme from different plays, or an entire play, it's crucial for students to have some performance experience. "Shakespeare was meant to be performed," said Monte, "even if it's just for the class next door, they need an audience."

For more information, contact www.shakespearenj.org.



FROM THE SUPERINTENDENT'S SEAT

Avoid the Back-to-School Crunch



By DR. CAROLE G. HANKIN

I hope you have all been enjoying a wonderful and relaxing summer. As August signals the coming of Labor Day, we all seem to find ourselves trying to strike that

delicate balance between savoring the last morsels of summertime fun and scrambling to prepare for the inevitable back-to-school blitz. For busy parents and guardians of school-aged children, these last few weeks of summer can be hectic. The calendars provided by your school district can be a valuable resource to help you stay on top of what's happening in your children's schools and avoid any unnecessary headaches come September.

Here are a few helpful tips to get the school year started right:

Check with your school district for immunization requirements, and make appointments with your children's pediatrician well in advance of the first day of school. State law requires that any student whose vaccinations and boosters are not up to date be prohibited from attending school until these immunizations are properly administered and documented. An early visit to the doctor will ensure that your kids can get back to school on time, and that you can avoid a crowded waiting room. If your children have received all necessary immunizations, now is as good a time

as any for a regular check-up, too.

Note any half days and upcoming holidays. The beginning of the school year is packed with conferences, drills and holidays that may require a sitter or alternate arrangements for getting your children home safely. Scan through your district calendar and be aware of any days that might call for a bit of extra planning.

Be aware of changes to your bus schedules. It is not uncommon for bus stops and schedules to be adjusted or even changed completely during the summer. Check your calendar or contact your district to ensure that you have the most current information for your children's pick-up and drop-off times and locations for both the morning and afternoon.

Be ready for game time. The new school year means after-school sports will soon be in full swing. Many school districts publish their interscholastic athletic schedules in their calendars, and you can always get the most accurate game times and locations for every sport from your district's athletics department. Staying on top of your child's game schedules will allow you to plan ahead if a ride to or from the game will be necessary. Most importantly, it will enable you to remain an active and enthusiastic participant in your district's sports program and your children's activities.

Best wishes for a successful and exciting 2008-09 school year!#

HONOREES WORDS OF WISDOM

Several of the honorees at *Education Update's* award ceremony at the Harvard Club share their wisdom. Their words appear below.

ELEANOR GREENBERG, Principal P 4K, Brooklyn, NY



Positive Behavior Intervention Support (PBIS) has given us a way to organize the school environment and create a positive school climate by providing proactive supports and interventions along a three-tiered continuum of strategies. By conducting a needs assessment, our team established a simple way for students, parents and staff to understand and remember what the school-wide expectations for behavior are for P4K. We call it "Be a SPORT". "SPORT" represents Self-

control, Prepared, Organized, Respectful and Try hard. We believe that all students, regardless of disability can achieve success in meeting the behavioral expectations in each of the SPORT areas given opportunities for practice and positive recognition of progress.

P4K is a District 75 cluster school located throughout Brooklyn and consists of one main site and five (5) off-sites. Our students are pre-k through sixth grade with a variety of special needs including but not limited to: autism, severe emotional and behavior disorders, hearing impairments and deafness and varying degrees of cognitive and developmental delays. Most of our students have communication and social skills deficits and ALL of our students present challenging behaviors. We use puppets to teach the behavioral expectations in a fun, creative and memorable way. The SPORT KIDS puppets have helped to create a positive school climate and have served to unify our five sites into one school with common behavioral expectations; common language to discuss them and a way of teaching those skills and expectations to our very special students. #

BARRY KEVORKIAN, Principal IS 62, Brooklyn



In all my years in education the one piece of philosophy I have tried to live by is this: As educators our job includes much more than just teaching our lesson. We have to meet the needs of our students academically, socially, and emotionally. In a society such as ours it is easy to find a child in need of guidance. One never knows if the few minutes you take from your day to help a child will change that child's life forever. So, it is necessary to take every opportunity possible to support our children.#

SHARON AIUVALASIT, Teacher, Urban Assembly School for Careers in Sports



As an educator, I have found that the most exciting part of my job is helping students to discover aspects of themselves and experiences that they never expected. Many of our students enter high school with a very vague sense of their own futures and what they want to accomplish with their lives. Whether it is through college enrichment programs, internships or independent reading, exposing students to new adventures and nurturing a lifelong love of education and the courage to explore new opportunities are without a doubt the most important and the most rewarding aspects of my job.

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Calendar of Events

15 AUGUST 2008

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.

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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:
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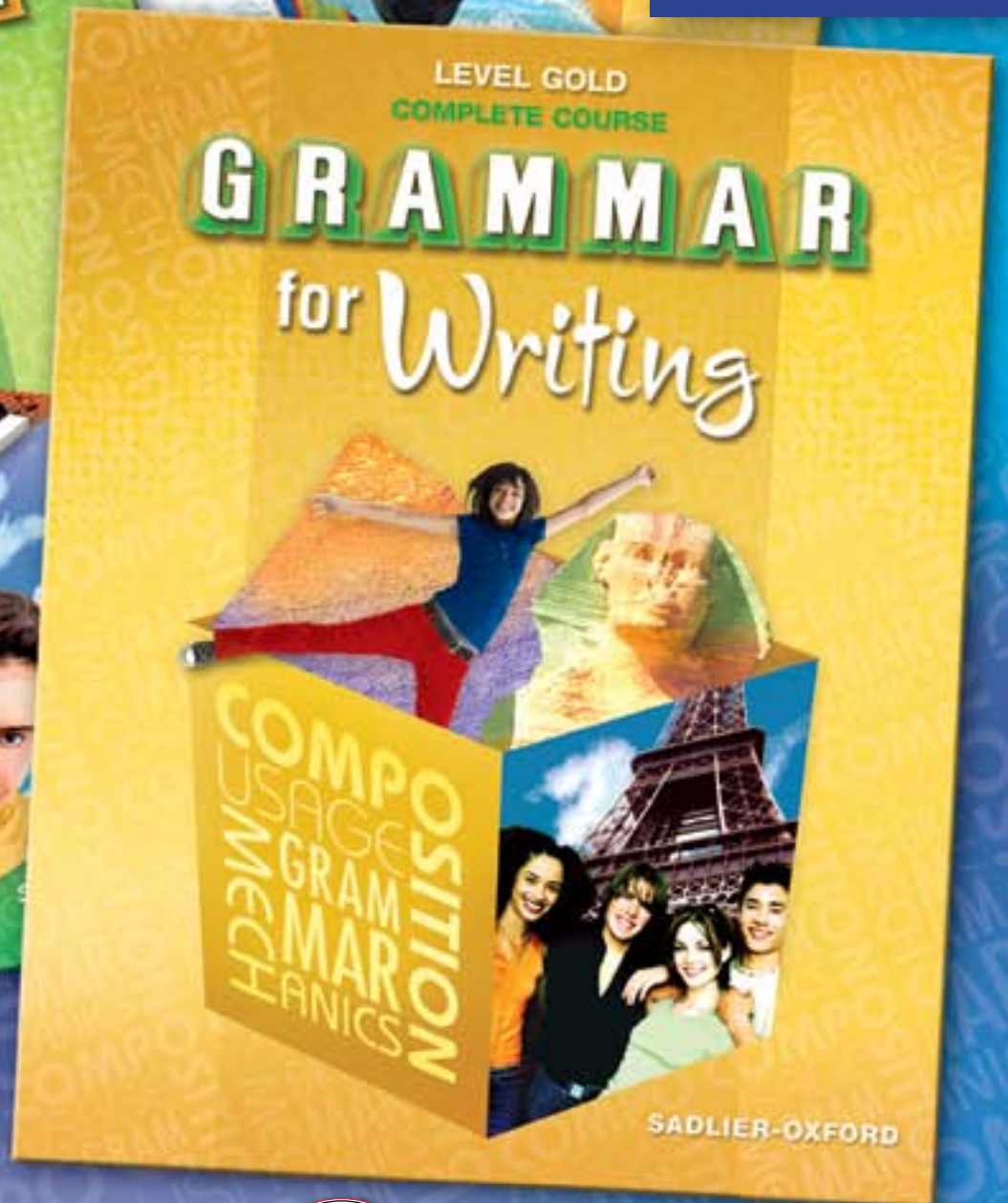
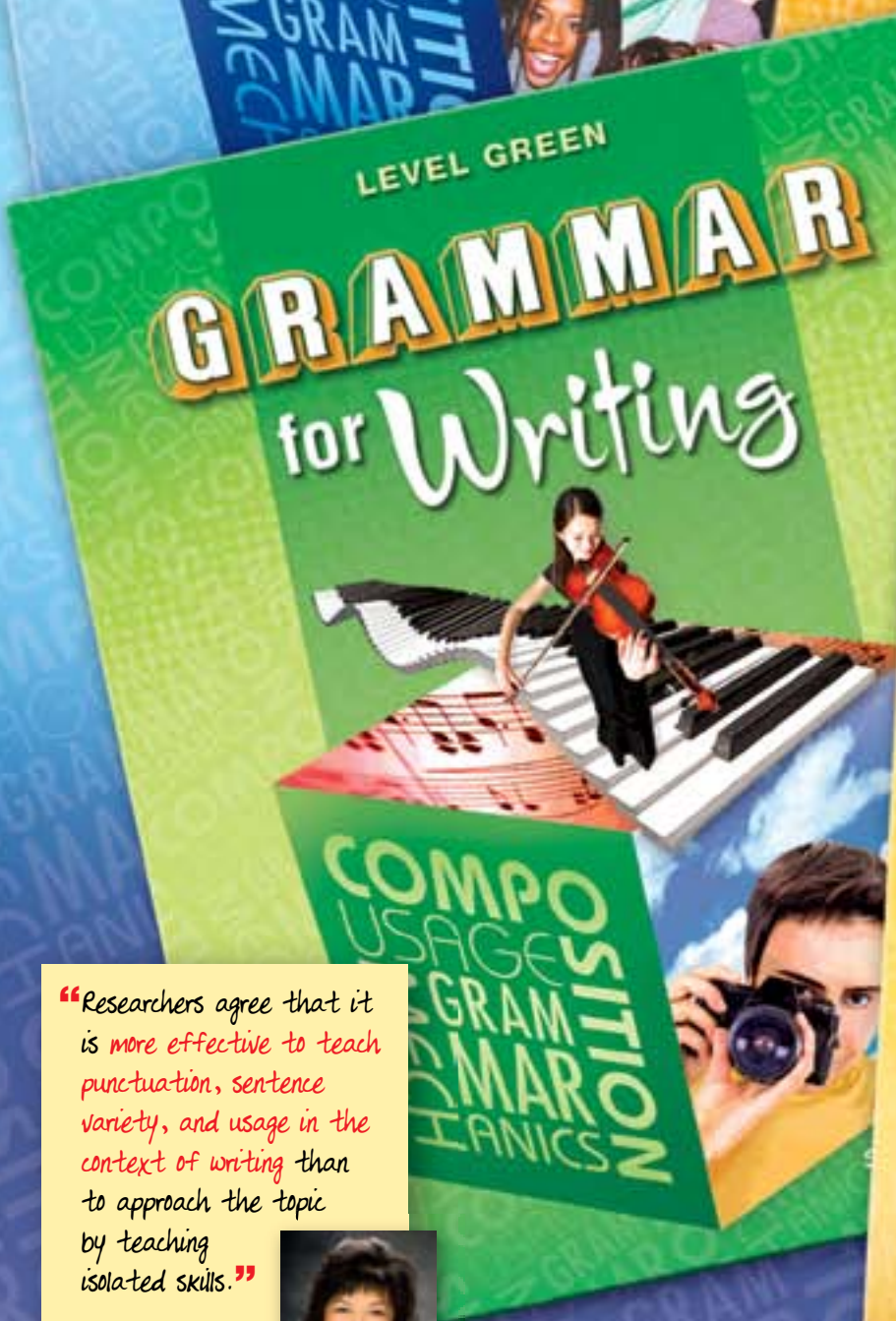
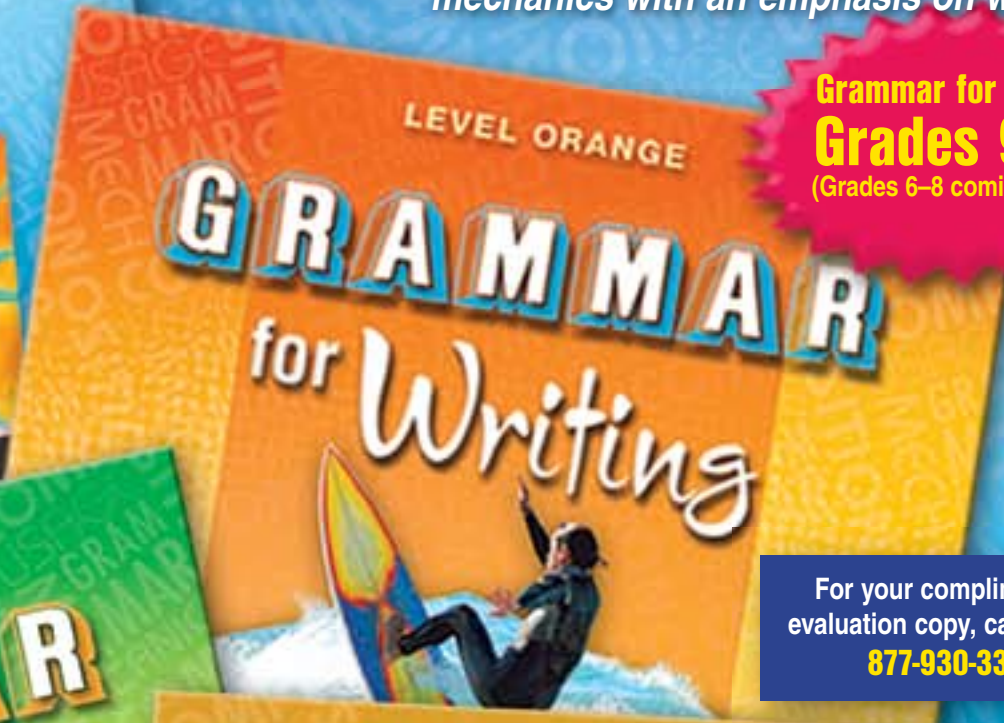
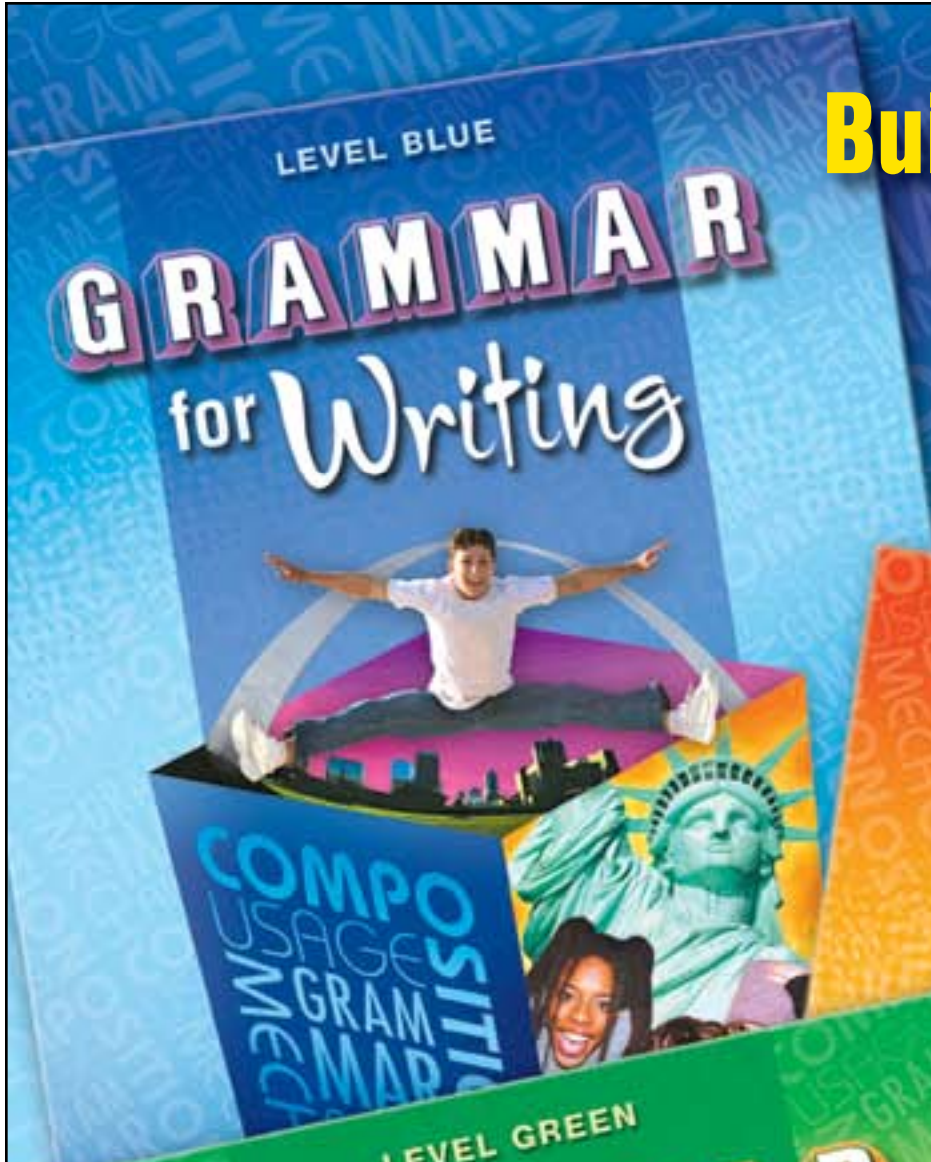


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