

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XIV, No. 4 • New York City • DECEMBER 2008  
FOR PARENTS, EDUCATORS & STUDENTS

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## HIGH HOPES FOR EDUCATION



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## GUEST EDITORIAL

*Cultivating Emotionally  
Intelligent School Leaders*

By DR. BONNIE BROWN

We are witnessing a tremendous transformation in the field of education as baby boomer administrators are retiring in large numbers and new leaders are taking over our schools. These newcomers are being trained in the best teaching colleges/universities and by private vendors contracted by school districts and departments of education. Their coursework includes school budgeting, staff recruitment, state of the art curricula innovations, best RTI practices, templates for professional development and methodologies to improve parent involvement. All of these skills are necessary and pivotal to school success but none can be accomplished in a vacuum. The missing piece is training our future school leaders to build climate and culture in schools that is predicated on their ability to listen, to be self-aware, to develop strong staff relationships and be authentic. In our haste to fill vacancies, we are overlooking the need to cultivate leaders who exemplify the basic tenets of emotional intelligence.

Outstanding educators are self-aware and consciously work to develop themselves. They are aware of their strengths, their challenges, seek feedback, and are open to learn from their mistakes. Their goal is to go through a process of intentional change while depending on their strengths and continuously working with their challenges. Their goal is to become the leader they have always aspired to be and become their "ideal self" with all its pride and sense of accomplishment.

In order to reach this ideal self, potential school leaders must be taught how to recognize their own emotions, how to understand or interpret what they are feeling, how to accurately label their emotions, express them in an appropriate fashion and then hardest of all, to self-regulate their emotions. These skills are not readily taught in a course with a term paper nor are they developed overnight. They necessitate a highly motivated potential leader who is willing to be transparent with a coach or mentor who will support them in exploring their own potential. They will have to create a leadership vision and then plod through the muddy process of developing the skills necessary to achieve their goals. There is a need to look at their core values as a human being and ensure they are congruent with their leadership vision and the goals they have set for themselves and their school community. The real work to be done is in closing the gap between who the potential school administrator actually is now and his/her vision for his/her ideal self. This will involve introspection, trusting a coach or mentor to guide them on their journey, ongoing evaluation of where they are in the growth process and willingness to develop a skill set which will promote personal growth.

Future leaders need to learn strategies such as taking an intervening moment in the face of adversity and giving themselves time to regroup. The necessity to reframe certain interactions must



be recognized so he/she can walk in another's shoes and see the other side of a potential conflict. Most importantly, these potential leaders need to become aware of the impact their behavior is having on those around them in the school community. This cannot be easily accomplished or done overnight. Clearly, it is a change process that takes time and commitment.

Do we teach this in leadership courses? Is course time designed to support this type of growth in emotional intelligence? Sadly, this is often overlooked in leadership preparation programs but until we make the time to cultivate thoughtful, self-aware leaders who understand themselves and their relationships with those around them, the success of our schools is in jeopardy. There is a national need to cultivate school leaders who have social and emotional competencies that will inform their work with teachers, parents and students while building schools with nurturing, climates that support a culture of high expectations and improved student outcomes. #

*Dr. Bonnie Brown is Superintendent of District 75—Citywide Programs of the New York City Department of Education.*

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of Commerce

Board Member of the Year  
2001

Dr. Pola Rosen

To  
Education Update

FROM  
Silver Hill Hospital

Mental Health  
Media Award  
2000

LETTERS TO  
THE EDITOR

WAKE FOREST, NC

Dr. Maya Angelou

## To the Editor:

This article was very helpful for my homework that I'm doing on Maya Angelou.

Kiara

BRONX, NY

Dr. Louise Mirrer

## To the Editor:

I enjoyed and was enlightened by Dr. Louise Mirrer's article. I did not know about the philosophy of the African Free School 1787 to 1835. This needs to be disseminated to combat prejudice in our society.

Dr. Mirrer's reiterating the proper model for a classroom philosophy is so important. Teaching all children to be independent citizens is to enable them to choose any profession they want. This means financial freedom and true happiness.

Janka Cvorovic

GUILFORD, CT

## Reading Process Decoded at Lindamood-Bell

## To the Editor:

I would want to know if there's any information about relating this method to teaching special needs students to read music.

Judi Eggert

IRELAND

Riker's High

## To the Editor:

I arrived here having seen the film about Rikers High and Shawn Johnson's expression of interest in philosophy and paused to consider whether there is something to act upon. I have included a link to an introduction to a new philosophy system, which people such as Johnson probably did not have, and may be unlikely to come across. <http://www.effectuationism.com>

Peter Kinane

LOS ANGELES, CA

## Interview with Artist/Educator Linda Sirow

## To the Editor:

I enjoyed this article very much.

Vivian Hollander

DENVER, NY

## Review of Sybil's Night Ride

## To the Editor:

I like this article. Now I want to read the book and get more information.; it sounds really exciting.

Brittany Copeland

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## Wings WorldQuest Honors Women in Science; Reaches Out To Students

By JOAN BAUM, Ph.D.

How did the 19th century American poet Henry Wadsworth Longfellow get himself into The Explorers Club recently? He was certainly there, having presciently anticipated the spirit of the women who were given awards for their fieldwork on behalf of Wings WorldQuest (WWQ). As Longfellow wrote, "We have not wings we cannot soar; but, we have feet to scale and climb by slow degrees, by more and more, the cloudy summits of our time." The awardees that evening—women explorers, conservators, discoverers—had soared and dived deep into seas to report and photograph on their WWQ Flag Expedition projects from around the globe. And most of all, to inspire young people everywhere to dream and to follow their dreams.

The fascinating slide-show presentations that night included brief informational talks by: Anne Doubilet, photographer and writer, who showed beautiful, contrasting images of vanishing corals and melting icebergs; Susan Shaw, founder and director of the Marine Environmental Research Institute and a doctor of public health, who gave sobering testimony on the increasing danger of contaminants to animal systems (including our own); Hadley Jensen, WWQ Office Director, who reported on fieldwork in Spain with Dr. Ana Pinto, on the Sopena Archaeological Project, unearthing findings that went back 65,000 years; Sveva Gallman, ethnobotanist and a 2006 WWQ Awardee, who spoke about her Four Generations project to preserve cultural traditions in Kenya, Romania and Guatemala; Rena Bass Forman, a photographer and conservationist, who gave an impassioned talk on her recent trip to Norway and the International Arctic Environmental Research and Monitoring Base; and photographer and project director of "No Water No Life" Alison Jones, who documents watersheds, rivers, wetlands.

As Executive Director Milbry Polk points out,



Susan Colacello, Education Director

the mission of the nonprofit WWQ is to serve "as the leading resource and advocate for women explorers worldwide" by way of identifying, supporting, preserving, honoring and publicizing the "little known contributions of pioneering women explorers." That "little known" part, however, is destined to change with a soon-to-be implemented educational initiative and outreach program that will bring the work of these pioneering women and others like them into classrooms and alternative learning sites throughout the country. Central in this effort will be a dramatically expanded interactive website that will enable users to access text and pictures, network with WWQ fellows and use WWQ archives to engage in their own research.

The timing could not be more critical, says Susan Colacello, Education Director and website organizer. An attractive promotional video, "No Limits," made by Ms. Colacello—with wonderfully upbeat, boppy music—features five women in the WWQ Flag Program rapturously talking about their diverse work. The idea at the heart of the education initiative, now in pilot mode, is to provide girls—and boys—in public, private and



Photographer Rena Bass Forman

charter middle schools in a handful of states with role models. The goal is not to augment curricular content but to inspire and awaken a love of scientific curiosity. Hardly shying away from the difficulties of what they do, the Flag Program fellows show and tell in such a way as to convey the necessity of discipline and problem-solving and organizational skills. The website will present their stories and logs and show them commenting on the inner rewards of personal sacrifice. These are women who want to make a difference in the world, not just publish papers, says Ms. Colacello. And soon students will be able to ask them questions online.

Working closely with principals, teachers and

particularly guidance counselors, Ms. Colacello says she hopes the program will raise awareness in youngsters about scientific challenges that have humanitarian goals. Engaging in online dialogue with women explorers can go a long way to building character, confidence and self-esteem, she notes. "Everyone is an explorer." And, of course, there's always the benefit of improved basic skills, the quantifiable aspect of the WWQ program, as it is measured in reading comprehension, writing and cognitive thinking skills. Nonetheless, she stresses WWQ's main motive, so important at this time of economic and political uncertainty in the world. The message of WWQ is positive: do your small piece, it can matter, problems can have solutions.

The evening also included tributes to the 2009 Women of Discovery: acoustical geophysicist, Maya Tolstoy (U.S.), botanist & wildlife scientist Aparajita Datta (India), volcanologist Rosaly Lopes (Brazil), paleontologist Bolortsetseg Minjin (Mongolia) and wildlife biologist Leela Hazzah (Egypt). There were also announcements of WWQ's 2009 Fellows: biologist & canopy ecologist Margaret Lowman, biospherian Jane Poynter, ancient Egypt/pyramid-engineering expert Maureen Clemmons, deep-sea oceanographer Cindy Lee Van Dover and environmental toxicologist Susan Shaw.

[www.wingsworldquest.org](http://www.wingsworldquest.org) #

### GRACE OUTREACH

## Tamara Tells Her Story: From Teenage Pregnancy to GED Victory

When I was in high school I had to overcome some obstacles such as dealing with teenage pregnancy. In my second year of high school I got pregnant and had a baby while still in the tenth grade. For most people this would have been an excuse to drop out of school, but because of a strong family, they did not give me the option to give up on my future. My family told me that after the baby was born and the doctors gave me the go ahead to go back to school that is what I had to do—there was no other option, and that is what I did. Unfortunately I got very sick and had to have surgery and by the time I recuperated from surgery I was unable to finish the last few courses.

Once I realized I could not go back to school I decided to find a job besides being a teacher. I also wanted to always own my beauty salon so I began pursue that path. I figured if one of my dreams was not going to come true why not work on my other dream? I began to study cosmetology and find a job in a salon. While my family was happy that I was doing something instead of sitting home like most females in my situation, I actually was doing something but that was not enough for my family. They would lecture me and say, "I know that it feels good having your money and not having to ask anyone for anything." They nagged me about getting my GED and going to college like I originally planned, and yes they were right. I was making a lot of money and I got accustomed to that life and I was not ready to give any of it up. My family continued to drill that I needed to get my GED because I was too smart and I could have my own business.

It wasn't until two more years later that I began to realize that my family was right. Six months to a year prior to that moment there had been a flyer in our window that offered free GED courses for women 18 years and older and I kept prolonging signing up to take my GED. Sometime in January 2007 I decided to quit my job and focus on obtaining my GED. I was financially set to not have to work for a year with the help of my boyfriend and family (they had not yet found out what I was about to do). I then made an appointment to take a placement exam at Grace Outreach. I went to the school and completed



their process.

Once I completed the placement test at Grace, Darlene Jeris, the executive director, pulled me aside and ask me a few questions. She basically told me that I was very smart, and what have I been doing for the past couple of years and what took me so long to come and get my GED and the answer to her questions were that life just took its course and it was just hard to give up a way of life and living so that I could go back to school and although my family had been pushing me to do this I couldn't do it just because they wanted me to, it had to be when I was ready. Darlene proceeded to tell me that the next test was in three weeks and I would be able to take it and pass. I thought that she was crazy I had expected to be in this program for at least six months. Well Darlene was right and I was wrong and it was the first time ever I didn't mind being wrong.

Once I received my diploma I applied to CUNY (Hostos) for fall 2007 and I began that September. Soon after receiving my diploma Darlene asked me if I would be interested in tutoring and I have been tutoring there ever since.#

*Grace Outreach, a program in the South Bronx, was founded by Margaret Grace, an attorney who decided she wanted to devote her time to helping young women find the path to academic fulfillment and success.*



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## FIGHTING FOR FAIRNESS

By RANDI WEINGARTEN

Just about everyone is feeling the pinch of the current economic crisis, and that includes governments, corporations and individuals alike. The times certainly dictate that we all look for ways to cut costs and stretch our dollars as far as we can.

But even in difficult times, our federal, state and municipal governments must be mindful of their duty to provide a safety net to protect society's weakest and most vulnerable citizens.

That doesn't mean that anyone should argue against elected officials being concerned about the financial burdens being heaped upon taxpayers as they seek to curb government spending, cut costs and streamline agency and departmental services. But the zeal to cut must be tempered by a constant awareness of those most likely to be hurt by severe budget cuts in education and social services, particularly children, the needy and the elderly living on fixed incomes.

For example, as head of the labor union representing New York City's public school educators, I know first-hand how education cuts made during the fiscal crisis of the Seventies caused so much pain and damage that it has taken our school system decades to recover. And now that our nation is facing its most dire economic challenge since the Great Depression that is global in its scope, we in New York must again worry about not only education but also a host of other crucial social services being on the chopping block.

That is why the United Federation of Teachers has joined with more than 100 civic and community organizations, labor unions and advocacy groups to form the One New York Fighting for Fairness Coalition. Keenly aware that tough times call for tough choices, the coalition member groups are united in a struggle for fair treatment in city and state budgets. We in the coalition maintain that our city and state governments should not depend solely on budget cuts



but also:

- Invest in our communities to address local concerns, protect the neediest New Yorkers and stimulate our economy.

- Make the fiscally prudent and fair choices necessary to raise revenues.

- Ask those New Yorkers who have the most to contribute their fair share rather than balance budgets on the backs of the neediest.

Coalition organizers are particularly concerned about governments making across-the-board budget cuts that do not take into account the various missions and the particular needs of our member groups and the clientele they serve. The sorts of budget cuts being proposed by the city and the state run the risk of compounding job losses in the private sector, further slowing the economy. We propose instead that the city and state make every effort to protect funding for core and safety net services to counteract what is likely to be an extended economic downturn with greatly increased demand for social services.

The State Legislature convened for a special session to address the fiscal crisis. The coalition proposed that legislators make no immediate

budget cuts and instead use alternative revenue actions along with \$1.03 billion from the Tax Stabilization Reserve Fund to help close the gap in the current fiscal year, which is precisely what the fund is meant to do. This will allow legislators to take care of this year's gap without hurting working families and give them time to address the budget for the coming fiscal year in a comprehensive manner.

In addition, we need a tripartite program, a federal economic stimulus package that includes local and state subsidies, additional revenues and a careful review of expenditures.

Those of us in the coalition have been around long enough to know that the city and state cannot simply cut their way out of this fiscal plight. They must address both sides of the budget ledger—namely revenues and expenses—in a balanced approach to protect the most vulnerable from bearing a disproportionate share of the burden. Addressing budget problems in the next fiscal year will require a lot of shared sacrifice that should begin with rolling back portions of the tax breaks given to high income earners over the past 30 years.

You will see and hear much about the coalition's efforts in the days and weeks ahead as we take our fight for fairness to City Hall and Albany. We invite you and other concerned New Yorkers to join us in lobbying elected officials to maintain the integrity of the social safety net for the neediest and middle-income New Yorkers as we make our way through these troubled times. With the economic crisis likely to get worse before things get better, we're asking everyone to stand with us and be prepared for a tough and lengthy campaign as we work together to weather this storm. #

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

### Gilder Lehrman Institute Of American History Announces Summer Seminars For Teachers

The Gilder Lehrman Institute of American History recently announced that it will sponsor forty one-week teacher enrichment seminars across the U.S. and England for educators at every level. Participants in the competitive application seminars will receive a \$400 stipend, books, and room and board. Educators at all levels and National Park Service interpreters are eligible to apply.

The Gilder Lehrman Institute is renowned for its outstanding scholarly seminars for K-12 educators and National Park Service interpreters. In 2009, the Institute's seminars will offer 1,200 participants the chance to study American history with leading scholars of the field. These weeklong seminars provide intellectual stimulation and practical resources and strategies to take back to the classroom. Participants work with noted professors to deepen their knowledge of topics from the Colonial Era through the twentieth century. More than 6,000 educators have participated in Gilder Lehrman seminars, and most attendees rate the experience as their best professional development experience.

Applications must be submitted electronically by February 15, 2009. For more information, visit [www.gilderlehrman.org](http://www.gilderlehrman.org).

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history. The Institute serves teachers, students, scholars, and the general public. It helps create history-centered schools, organizes seminars and programs for educators, produces print and electronic publications and traveling exhibitions, sponsors lectures by eminent historians, and administers a History Teacher of the Year Award in every state through its partnership with Preserve America. #

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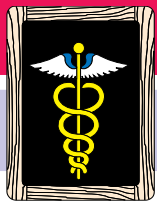


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# MEDICAL UPDATE



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• 6

## Radiation Before Surgery Improves Pancreatic Cancer Outcomes

Pancreatic cancer is one of the deadliest cancers and one of the most difficult to treat. Now, in a major step forward, researchers at NewYork-Presbyterian Hospital/Weill Cornell Medical Center have shown that administering radiation therapy prior to surgery nearly doubles survival in pancreatic cancer patients with operable tumors.

"Patients who received pre-surgical (neoadjuvant) radiation had almost double the overall survival compared with similar patients who didn't undergo radiation, and survived significantly longer than patients who received radiation after the tumor was removed," says the study's senior author, Dr. David Sherr, assistant professor of clinical radiation oncology at Weill Cornell Medical College, and a radiation oncologist at NewYork-Presbyterian Hospital/Weill Cornell Medical Center.

The findings are published in the Nov. 15 issue of the International Journal of Radiation Oncology, Biology and Physics.

Pancreatic cancer remains the fifth deadliest malignancy in the United States, killing more than 32,000 Americans each year. It is typically not detected until it is already at an advanced stage when cure is rarely possible. In fact, the five-year survival rate for pancreatic cancer has been stalled

at just 5 percent for the past 25 years.

Because pancreatic tumors have often spread or have directly invaded critical structures by the time they are detected, just 15 to 20 percent of patients are deemed suitable candidates for surgical removal (resection) of the tumor. And while post-operative radiotherapy has long been used to sterilize residual cancer cells that may not have been removed by surgery, the notion of using radiation before resection has been a controversial one.

"There are potential benefits to delivering radiation before surgery rather than after," Dr. Sherr notes. "Radiation might actually increase the number of people eligible for tumor resection, by shrinking the tumor so it no longer endangers vital structures, such as the major blood vessels in close proximity to the pancreas."

In addition, neoadjuvant radiation might render cancer cells less likely to establish metastases—an important consideration, since surgery can shed stray tumor cells into the bloodstream.

"Radiation could also provide more benefit if given prior to surgery, since radiation therapy is more effective in well-oxygenated tumor tissues. After surgery, tissue is frequently less well oxygenated due to the development of scar tissue," Dr.

Sherr notes.

Finally, patients are typically more able to easily tolerate radiation therapy before surgery rather than after the operation, when they are often weak and require a prolonged convalescence period before they're well enough to receive additional treatment.

However, until now, the authors are aware of no major study that has suggested that neoadjuvant radiation had any distinct advantage over postoperative radiation in terms of survival for patients with resectable tumors.

In this retrospective analysis, Dr. Sherr—along with Weill Cornell Graduate School of Medical Sciences student Alexander Stessin and NewYork-Presbyterian/Weill Cornell radiation oncology resident Dr. Joshua Meyer—analyzed data from 3,885 cases of resected pancreatic cancer, recorded between 1994 and 2003 as part of the national Surveillance, Epidemiology and End Results (SEER) registry database.

Of these cases, 2,337 (60 percent) of patients had received surgery alone, 1,478 (38 percent) received radiation after resection, and 70 (2 percent) received neoadjuvant radiation therapy.

The team found that the overall survival of patients who received neoadjuvant radiation was 23 months, compared with 17 months for those

receiving post-surgical radiotherapy and just 12 months for patients who received surgery alone.

Controlling for variables such as patient age, sex, cancer stage, grade and year of diagnosis, they found that neoadjuvant radiation cut the death risk for patients by 45 percent compared with other treatment strategies, and by 37 percent compared with radiation performed after surgery.

Why the improvement in outcomes? "It may be that in shrinking the tumor, pre-operative radiation gives the surgeon more of a margin of healthy tissue to work with. Because of that, patients are less likely to have microscopic residual disease," Dr. Sherr speculates.

He stressed that the findings do need to be verified by a randomized, prospective trial—the gold standard of medical research—before any firm recommendations can be made. Dr. Sherr is hopeful that such a trial will be conducted in the future.

"In the meantime, this is really heartening news for patients," he says. "It suggests that there may be a real advantage to pre-operative radiation. Right now, when a pancreatic tumor is deemed operable, patients typically go straight to surgery. This suggests that—in some cases at least—we may be able to boost the odds of cure if we employ radiation first. More study is needed, but I believe this type of research has the potential to change practice." #

## CROHN'S DISEASE SURGERIES MAKE STEADY ADVANCES

Thousands of Americans suffering from the chronic inflammatory bowel condition known as Crohn's disease are leading longer, healthier lives due to innovative new surgeries, according to experts at NewYork-Presbyterian Hospital/Weill Cornell Medical Center.

"Four out of five Crohn's patients will require some kind of surgery at some point during their lives, but these advanced, often minimally invasive techniques are sparing precious bowel tissue while improving quality of life," says senior author Dr. Fabrizio Michelassi, Lewis Atterbury Stimson Professor and chairman of the Department of Surgery at Weill Cornell Medical College and surgeon-in-chief at NewYork-Presbyterian Hospital/Weill Cornell Medical Center.

He and co-author Dr. Sharon L. Stein, assistant professor of surgery at Weill Cornell Medical College and colorectal surgeon at NewYork-Presbyterian Hospital/Weill Cornell Medical Center, wrote a "state of the science" review in a recent issue of the journal Practical Gastroenterology.

As many as 500,000 people in the U.S. suffer from Crohn's disease, which triggers inflammation along the gastrointestinal tract, most typically in the lower bowel. Certain drugs can help ease symptoms, but there is no cure for this chronic illness. Some of the more severe complications of Crohn's disease include strictures (narrowing of the bowel), abscesses, perforations, fistulas (abnormal, obstructive connections between tissues), hemorrhage and even cancers. These types of complications often require surgical intervention.

"In the past, this was limited to complex, invasive surgeries that required the removal of whole sections of the affected bowel. But over the past two decades, advances in surgery have changed that paradigm," Dr. Stein notes.

Some of the innovations outlined in the review include:

**Laparoscopic Surgery**—"Patients—especially younger patients—prefer laparoscopic surgery because the small incision involved leaves little

external scarring, even after repeat procedures," Dr. Michelassi notes. These minimally invasive techniques also lead to fewer surgery-linked internal tissue adhesions. Laparoscopic procedures do tend to require more training on the part of surgeons, and they can take longer to perform than conventional surgery. "However, they also lead to shorter hospital stays, saving money and getting patients home faster," Dr. Stein notes.

**Strictureplasty**—This technique has revolutionized bowel surgery, the experts say. "In the past, surgeons would cut out whole sections of diseased bowel, shortening the organ and thereby limiting gastrointestinal function," explains Dr. Michelassi, a world-renowned pioneer in the technique. With strictureplasty, surgeons leave the affected length of bowel in place but widen it, "much like letting out the seams on a pant-leg," he says. This spares bowel tissue while "restructuring" it, so that intestinal contents can safely pass through.

**Fistula Plugs**—Fistulas can be both painful and dangerous, causing intestinal contents to diverge from the anal canal. This often leads to anal incontinence, abscesses and, most seriously, systemic infection. Certain surgeries can drain the fistula tract but for more difficult lesions a new surgical anal plug—made from grafted porcine tissue—is placed over the fistula. The plug triggers the growth of local fibrotic tissue that then closes off the fistula tract. "In studies, this approach has proven successful in up to half of Crohn's patients," Dr. Stein says.

These and other surgical advances are giving patients valuable new options against a relentless disease, Dr. Michelassi says.

"In our work here at NewYork-Presbyterian/Weill Cornell, we're learning that we can do so much more than we thought we could—reducing surgical risks, sparing bowel and helping patients have better outcomes," he says.

Dr. Stein agrees. "As we learn more, and become more comfortable with these techniques, our success emboldens us to reach for the next generation of advances." #

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FROM THE SUPERINTENDENTS' DESK

Deciding What Stays and What Goes

By DR. CAROLE G. HANKIN



your child aced. Take an inventory every year. A single school year will provide plenty of souvenirs worth keeping, and even more that can be thrown away. If you commit yourself to making the decision on a regular basis, it will prevent a massive pile-up and spare

you the trauma of having to throw away even larger quantities of stuff in a single shot years down the road. Take photos of large projects to save space.

Consult your kids. Sure, they may be reluctant to give up much (or anything at all), but with each passing year, they will learn to prioritize what they really care about and what's just taking up space. Don't push them too hard though, because it can be difficult for anyone to give up formerly prized possessions.

Be careful not to toss something you might regret. Your kids may claim not to care about that old favorite stuffed animal anymore, but years down the line, there may be nothing they'll long for more than that one treasured item from their childhood.

Remember, contrary to what your mother told you, some of those baseball cards, comic books and Cabbage Patch Kids may actually be worth something someday.

Share the wealth. Donate a few items to a charitable cause, or send those old art projects to relatives—especially grandparents; we love that stuff. #

Dr. Carole G. Hankin is the Superintendent for the Syosset Schools District.

It can be difficult to strike a balance between preserving the many mementos of our sons' and daughters' childhoods and finding ample space in our homes to do so. And, of course, when a family has more than one child the difficulty is multiplied.

In addition to the many toys, stuffed animals and treasured keepsakes that originate at home, school-aged children tend to come home in the afternoon and empty from their backpacks goodies from the school day, including drawings and paintings, poems and stories, and art class trinkets made of Popsicle sticks, yarn and lots of glitter and glue. Most parents can appreciate this scenario, and their refrigerators—likely covered with layers of math and spelling tests that yielded good grades—further illustrate my point.

We all take great pride in our children's achievements. They represent not only the results of hard work, but also a timeline of sorts that demonstrates the child's growth and expanding education, and they can be very difficult to part with for parents and children alike.

What are we to do with all this stuff? Do we save every piece of paper adorning the refrigerator? Must we hang on to every last hand-made decoration cluttering mom or dad's desk at work? As the years go by, many parents find that they have boxes and boxes of childhood memories that they just don't have room for anymore. Here are a few tips to help you sort through the mess:

Only save things you think your kids would want to see at some later date. Try to be realistic about this too. From preschool through high school graduation, your kids will probably bring home hundreds of tests labeled "A+" or "100%." While it's important to display them at the time, you probably don't need to keep every spelling quiz

THE DEAN'S COLUMN

A Source for Mathematical Insights: The Hands of A Clock

By ALFRED POSAMENTIER, Ph.D.



The clock can be an interesting source of mathematical applications. Applications do not always have to show how useful mathematics is in other disciplines. In this case we can see how the clock provides students with a rich source of some problem-solving skills that give some further meaning to "uniform motion."

Begin by asking your students to determine the exact time that the hands of a clock will overlap after 4:00 o'clock. Your students' first reaction to the solution to this problem likely will be that the answer is simply 4:20.

When you remind them that the hour hand moves uniformly slowly, while the minute hand moves faster, they will begin to estimate the answer to be between 4:21 and 4:22. They should realize that the hour hand moves through an interval between minute markers every 12 minutes. Therefore it will leave the interval 4:21 - 4:22 at 4:24. This however doesn't answer the original question about the exact time of this overlap.

Once they realize that this is not the correct answer, since the hour hand does not remain stationary and moves when the minute hand moves. You could show them a "trick," which is simply multiply the 20 (the wrong answer) by 12 / 11 to get 21(9 / 11), which yields the correct answer: 4:21(9 / 11).

One way to have students begin to understand the movement of the hands of a clock is by having them consider the hands traveling independently around the clock at uniform speeds. The minute markings on the clock (from now on referred to as "markers") will serve to denote distance as well as time. An analogy should be drawn here to the "uniform motion" of automobiles (a popular topic for verbal problems in an elementary algebra course). A problem involving a fast automobile overtaking a slower one would be analogous.

Experience has shown that the analogy might be helpful to have the class find the distance necessary for a car traveling at 60 m.p.h. to overtake a car with a head start of 20 miles and traveling at 5 m.p.h.

Now have the class consider 4 o'clock as the initial time on the clock. Our problem will be to determine exactly when the minute hand will overtake the hour hand after 4 o'clock. Consider the speed of the hour hand to be  $r$ , then the speed of the minute hand must be  $12r$ . We seek the distance, measured by the number of markers traveled, that the minute hand must travel to overtake the hour hand.

Let us refer to this distance as  $d$  markers. Hence the distance that the hour hand travels is  $d-20$  markers, since it has a 20-marker head start over the minute hand.



For this to take place, the times required for the minute hand,  $d / (12r)$ , and for the hour hand,  $(d - 20)/r$ , are the same. Therefore,  $d / (12r) = (d - 20) / r$ , and  $d = (12 / 11) \cdot 20 = 21 (9 / 11)$ . Thus the minute hand will overtake the hour hand at exactly 4:21(9 / 11).

Consider the expression  $d = (12 / 11) \cdot 20$ . The quantity 20 is the number of markers that the minute hand had to travel to get to the desired position, if we assume the hour hand remained stationary. However, quite obviously, the hour hand does not remain stationary. Hence, we must

multiply this quantity by 12 / 11, since the minute hand must travel 12 / 11 as far. Let us refer to this fraction, 12 / 11, as the correction factor. You might wish to have the class verify this correction factor both logically and algebraically.

To begin to familiarize the students with use of the correction factor, choose some short and simple problems. For example, you may ask them to find the exact time when the hands of a clock overlap between 7 and 8 o'clock. Here the students would first determine how far the minute hand would have to travel from the "12" position to the position of the hour hand, assuming again that the hour hand remains stationary. Then by multiplying the number of markers, 35, by the correction factor, 12 / 11, they will obtain the exact time, 7:38 (2 / 11), that the hands will overlap.

To enhance students' understanding of this new procedure ask them to consider a person checking a wristwatch against an electric clock and noticing that the hands on the wristwatch overlap every 65 minutes (as measured by the electric clock). Ask the class if the wristwatch is fast, slow, or accurate.

You may wish to have them consider the problem in the following way. At 12 o'clock the hands of a clock overlap exactly. Using the previously described method we find that the hands will again overlap at exactly 1:05 (5 / 11), and then again at exactly 2:10 (10 / 11), and again at exactly 3:16 (4 / 11) and so on. Each time there is an interval of 65 (5 / 11) minutes between overlapping positions. Hence, the person's watch is inaccurate by 5 / 11 of a minute. Have students now determine if the wristwatch is fast or slow.

There are many other interesting, and sometimes rather difficult, problems made simple by this "correction factor." You may very easily pose your own problems. For example, you may ask your students to find the exact times when the hands of a clock will be perpendicular (or form a straight angle) between, say, 8 and 9 o'clock.

Again, you would have the students determine the number of markers that the minute hand would have to travel from the "12" position until it forms the desired angle with the stationary hour hand. Then have them multiply this number by the correction factor, 12 / 11, to obtain the exact actual time. That is, to find the exact time that the hands of a clock are first perpendicular between 8 and 9 o'clock, determine the desired position of the minute hand when the hour hand remains stationary (here, on the 25 minute marker). Then, multiply 25 by 12 / 11 to get 8:27 (3 / 11), the exact time when the hands are first perpendicular after 8 o'clock.

For students who have not yet studied algebra, you might justify the 12/11 correction factor in the following way:

Think of the hands of a clock at noon. During the next 12 hours (i.e. until the hands reach the same position at midnight) the hour hand makes one revolution, the minute hand makes 12 revolutions, and the minute hand coincides with the hour hand 11 times (including midnight, but not noon, starting just after the hands separate at noon).

Since each hand rotates at a uniform rate, the hands overlap each 12 / 11 of an hour, or 65 (5 / 11) minutes.

This can be extended to other situations.

Your students should derive a great sense of achievement and enjoyment as a result of employing this simple procedure to solve what usually appears to be a very difficult clock problem.#

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.

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## Dyslexia in the Prison Population

By DR. KATHRYN CURRIER MOODY

This is the year that the American prison population topped its own record at 2 million inmates. That fact is both costly and sad. It costs about \$35,000 per year to keep an individual in prison. Few inmates would describe themselves as happy, and the majority can't read adequately.

We could prevent so many people from landing in prison if we would first examine the education they receive (or don't receive) early on. More precisely, we must insure that all children learn how to read. We need to re-design the early education of those who do not respond to routine reading instruction because of an inborn condition called dyslexia.

While the prevalence of dyslexia in the general population is about 20%, the prevalence of dyslexia in prisoners is more than twice that, or 48% according to a scientific study my colleagues and I, conducted at the University of Texas Medical Branch in conjunction with the Texas Department of Criminal Justice (published 2000).

But treatments for the condition are now well known and should be integrated into the childhood education of individuals with dyslexia BEFORE they have a chance to fail and be stigmatized by a condition for which they are not at all responsible. If that window of opportunity passes, and the individual drops out of school or winds up in prison, as many do.

Dyslexia is not just another disability, especially not in a world so extensively based on being able to read. As experts have pointed out, if you can't read, you can't make it in life. Lots of young people aren't making it.

Suffering because of dyslexia occurs not only in grade school and every later experience in education, but also in nearly all aspects of commerce, government and most other components of modern life. People who can't read are ashamed to be discovered, not least because they might lose their job and be stigmatized for future employment.

Being unable to read is so embarrassing that it is carefully concealed, sometimes with incredible ingenuity and persistent vigilance. Paradoxically, there have been in recent times several widely publicized "coming out of the closet" cases by immensely successful businessmen in their 6th and 7th decades of life who chose to reveal their dyslexia, apparently to raise public awareness of the problem they faced and how they coped with it.

In the past, being unable to read was not always shaming or demoralizing. Before printing was made easy by Johannes Gutenberg's revolution-



ary invention of printing with moveable type, the tedium was practiced almost exclusively in scriptoria of religious institutions or by private scribes for royalty and other wealthy citizens; understandably there were few books, they were expensive and their use was regulated. The masses were not expected to read and often were discouraged from trying or even punished when found out trying.

The immense value of Gutenberg's printing press was quickly recognized all over the world and within a very few years books became more available. The innovation led to massive transformation of society. Princes of the church and of royalty were no longer among the few who could read, learn, think and know the content of books which had often been secret and sometimes even used to subdue the masses.

But although printing and reading swept much of the so-called advanced civilizations of the world, it also introduced a new form of disadvantage for those who couldn't learn to read, preferring their old methods of communication and structuring their social and community lives and livelihood around communication which did not require reading.

In 21st Century America reading is essential. Those who don't read adequately fall behind or fall out of school. They are called, unfairly, "dumb, stupid or lazy." All too often they end up in prison because they don't "fit" with the school.

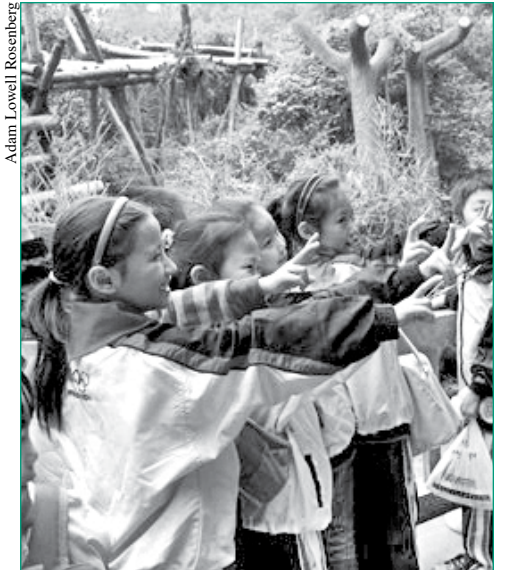
We know plenty about dyslexia and the teaching of reading to those who have dyslexia. The correct use and application of this knowledge could reduce the prison population as well as our tax bills, while doing the humane deed of enriching lives of learners. #

*Dr. Kathryn Currier Moody was director of the dyslexia program and member of the Department of Neurology at the University of Texas Medical Branch at Galveston while she served as principal investigator of the dyslexia study in Texas prisons (2000). For a reprint of the published study contact Dr. Moody at [katem7@optonline.net](mailto:katem7@optonline.net).*

## TAKING A TRIP WITH 2000 CHINESE KIDS



Pandas at the Panda Breeding Center in Chengdu, China.



Kids at Chengdu's Panda Breeding Center

By JAN AARON

We eight Americans and our Chinese associates piled off our mini van at the famous Panda Breeding Center in Chengdu, China, just as 2,000 local primary school kids arrived for field trips. Neatly dressed in identical tracksuits and backpacks, they followed their teachers through the entrance gate and up the ramp to the pandas.

English is not used here, so when I asked one of the teachers about her class trip I needed help: "It is very special for the students to see live pandas; they are our national symbol," she explained," her remarks translated by Lois Liu, vice president of the US-China Tourism Association (UCEA), who organized our trip. Pandas there were: 10-month old cubs to full-grown adults, munching bamboo, wrestling on the ground and snoozing in the trees. But the kids only had eyes for us.

Pandas they can see: Westerners are rare in Chengdu. We saw only two during our 5-day visit and they also were at the panda center. The kids swarmed around us. They waved scraps of paper, backs of books, and notebooks for our autographs, posed for photos, (they would never see), made V signs with their hands, and giggling tried out a few words of English: "Hello" "What's your name?"

"They study English in school," said Skylan, (she uses one name) a representative from Chengdu Culture and Tourism, sponsor of our trip, who accompanied us during our visit. "In fact, China's education system is similar to

yours," she said. "There are public schools and private schools. Public elementary (ages 7-12; 6 years) and middle school (3 years) are compulsory and free; but there are fees for books," she added. "Kids who can't afford book fees get help from the government. There also are colleges and trade schools, which are not free. If you don't go to college, you might go to a trade school," she said.

Primary schools start at 8 or 8:30 and end at 4 or 4:30 PM, with a break for lunch. Middle schools start at 8 a.m. and might end at 5 or 6 p.m. Skylan studied philosophy, and has a Masters in international business. "I chose to work in tourism because I like it," she said.

The panda center was our first stop in Chengdu in the southwestern province of Sichuan (familiar in the West for its spicy cuisine). Last May, an earthquake hit northeastern Sichuan, leaving Chengdu relatively unharmed, but tourism has since plummeted and our group was there to see the city and surrounding sights and report on safety issues, which can be summed up: there are none.

Chengdu while mindful of the past disaster has moved on: it is lively and exceptionally beautiful with flowering primrose trees, begonias, lush bamboo groves and traces of its ancient past. Orange and apple trees and rice paddies lined our route, which led us to sacred sites, old towns, and villages and a rock-cut Buddha from 715 AD. Everywhere, smiling children looked at us looking at the sights. #



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The exhibit is organized by Stacy C. Hollander, senior curator and director of exhibitions.

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## ART EXPOSITION: LINDA SIROW

Acclaimed artist Linda Sirow is joining forces with real estate broker Barbara Fox to show Sirow's latest work—30 dream-like, abstract paintings—in a gorgeous 5,000 square foot apartment with four exposures located at 180 East 79th street. Guests already slated to attend the December 2nd art show/real estate opening include Dr. Ruth Westheimer, architecture critic Paul Goldberger, author Erica Jong and her daughter Molly Jong-Fast, philanthropist Marcia Mishaan, and Silvercup Studios honcho Stuart Match-Suna. Paintings will remain on display from December 3-7.

For appointments to see the apartment, contact Barbara Fox at Fox Residential Group; 212-639-9711 or [bfox@foxresidential.com](mailto:bfox@foxresidential.com) Visit [www.lindasirow.com#](http://www.lindasirow.com#)



## DIRECTOR MIKE LEIGH PRAISES TEACHERS!

By DOROTHY DAVIS

During the Q&A following his delightful new film "Happy-Go-Lucky" at The New York Film Festival, Director Mike Leigh ("Vera Drake," "Topsy-Turvy," "Secrets & Lies") described Poppy Cross, his lead character (played by Sally Hawkins) as a person "who can deal with things in life, looks things in the eye, is open, can tackle things in an extremely grounded, sensible, focused, way. She is a responsible adult citizen who also has a good deal of joy of life and optimism."

And what is Poppy's profession? She is a Kindergarten teacher!

"She is a natural born teacher," said Leigh. "We invented her before we decided she should be a teacher. I realized I was making an anti-miserabilist film—in this world of gloom there are people who are getting on with it. You can't be a teacher unless you are an optimist—it is the future you are caring for!"

"Happy-Go-Lucky" has already opened in New York City. #

## Wynton Marsalis Teaches Children Jazz At Lincoln Center



By JUDITH AQUINO

On a recent Saturday afternoon at the Rose Theater in the Time Warner Center, many children squirmed in their seats while a baby wailed from the balcony. It was not long before the children's voices were replaced by the playful notes of a trumpet as the legendary Wynton Marsalis approached the stage. Kicking off the annual Jazz for Young People® concerts with "Who Is Thelonious Monk?," Marsalis had a story to tell his audience.

Part music lesson/jazz concert, Marsalis and several other musicians introduced the audience to the music of the famous pianist, the late Thelonious Sphere Monk. Starting with "Green Chimneys," a song Monk wrote for his daughter, Marsalis released an upbeat, swinging melody that spread across the theater. In one hour Marsalis played several of Monk's compositions with tenor saxophonist Walter Blanding Jr., pianist Jonathan Batiste, bassist Carlos Henriquez and drummer Ali Jackson.

During the show, Marsalis often addressed the audience to explain how Monk earned his reputation for originality. "Repeat after me: develop the unexpected," ordered Marsalis as he looked out at the crowd. "Thelonious Monk played his own way. He often said, 'you play what you want and let the public pick up on what you're doing.'"

Like Monk, Marsalis had to overcome the public's skepticism before gaining recognition as an artist with a unique musical vision. Marsalis is largely credited for reviving an interest in mainstream jazz music among young musicians. He was the first jazz musician to win the Pulitzer Prize in music, for his oratorio on the subject of slavery, *Blood on the Fields*. As Artistic Director of Jazz at Lincoln Center and leader of the Lincoln Center Jazz Orchestra, Marsalis continues to inspire a new generation of musicians to discover their own rhythms.

In addition to teaching the audience about Monk's music, Marsalis also gave a lesson on



Monk's signature dance move, the turkey wing. Marsalis told everyone to stand up and demonstrated how to move your elbow forward while punching the air in a downwards motion. It was difficult to tell who was more enthusiastic – the children or the adults. "There are some old children here," teased Marsalis when he noticed a greater number of adults imitating his movements.

Celebrating its 17th season, the blend of entertainment and education is what continues to draw families to the Jazz for Young People® concerts, explained Bridget Wilson, Public Relations Associate at Jazz at Lincoln Center. "Children enjoy the great music by Jazz at Lincoln Center Orchestra musicians, and enjoy the humor and welcoming atmosphere set by Wynton Marsalis and our other hosts," she said.

After the concert was over, Marsalis and his fellow musicians received mixed reviews from their youngest critics. Natalie Miggins, 8, who attended the show with her parents, said it was "sorta fun". Christopher Victor, 9, decided that he was "addicted to jazz music". "That was the best show ever – I love jazz!"#

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## PARENTS' QUEST FOR A CURE



Charley and a best friend

By BENJAMIN SECKLER, M.D. & TRACY KRAMER SECKLER

We have just returned from Cape Cod, where we were the guest speakers at the CombinatoRx corporate retreat. The DMD research team at CombinatoRx, one of our biotechnology partners, is conducting cutting-edge research to develop a treatment for Duchenne. They search through thousands of combinations of FDA-approved drugs to determine if any of the compounds can work in tandem to benefit boys with DMD.

Spending time with the CombinatoRx team was significant for both partners. The scientists and executives were moved and motivated by our personal story. In addition to putting a personal face on the disease by sharing anecdotes about Charley, we also presented the well-laid out plans that Charley's Fund is executing to systematically end DMD.

On our end, funding medical research can seem esoteric compared to other causes that provide immediate, direct services like a new house for a

homeless family or a meal for a hungry child. It was extremely affirming to meet the highly motivated, super-smart team of scientists working on our project. They are diligently sticking to the timeline laid out in our contract, making steady, sure headway in their search for a new treatment for DMD.

A huge thank you to CombinatoRx for inviting us to speak to the entire staff. We're equally grateful to them for allowing us to stay on the Cape for an extra day, giving us a much-needed 24-hour respite from kids, Charley's Fund work, house-building, and the intensity of our every day life!

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. Please be sure to check out further updates online at <http://www.charleysfund.com/blog/> and forward our email updates to friends, family and colleagues so we can continue to expand the Charley's Fund family. #

## Mary McDowell Center For Learning To Open A High School In September 2010

The Board of Trustees of the Mary McDowell Center for Learning has approved the creation of the Mary McDowell Center for Learning High School, with a 9th grade to begin in September 2010. Debbie Zlotowitz, Head of School, made the announcement recently as part of her State of the School Address. Ms. Zlotowitz also

announced that Kirk Smothers, Upper School Director at The Calhoun School on Manhattan's Upper West Side, has been chosen to serve as division head for the high school.

For more information, please contact Debbie Zlotowitz at 718-625-3939, or email her at [debiez@mmcl.net](mailto:debiez@mmcl.net). #

## TOYS"R"US TOY GUIDE FOR DIFFERENTLY-ABLED KIDS

Recently Toys"R"Us, Inc. debuted the 2008 edition of the *Toys"R"Us Toy Guide for Differently-abled Kids*, an easy-to-use toy selection guide for anyone who loves and cares for a child with special needs. This year, Meredith Vieira, a longtime advocate for children with disabilities, appears on the cover along with Owen Wagner, an inspiring eight-year-old boy from Chatham, NJ. Owen is one of the many children with differing abilities featured throughout the *Guide*.

Released annually, the *Guide* assists parents, family, friends and professionals by providing qualified toy recommendations to help aid in the skill development of children who have physical, cognitive or developmental disabilities. The complimentary publication is available now at all Toys"R"Us and Babies"R"Us stores across the country and online, in both English and Spanish, at [www.Toysrus.com/DifferentlyAbleD](http://www.Toysrus.com/DifferentlyAbleD).

"The *Toys"R"Us Toy Guide for Differently-abled Kids* is a labor of love for all of us in the "R"Us family," said Jerry Storch, Chairman and

CEO, Toys"R"Us, Inc. "Our commitment to providing the best selection of toys to help enrich the play experience for children of all abilities is reflected on each page of the *Guide*."

Since 1994, Toys"R"Us has partnered with the National Lekotek Center to evaluate hundreds of toys during therapeutic play sessions to determine those that best contribute to the development of children with special needs. This nonprofit organization, dedicated to making the world accessible to children of all abilities, assigns at least two "skill-building" characteristics to each toy selected for the *Guide* such as Auditory, Language, Social Skills, Creativity and more. Within the *Guide*, Lekotek also provides helpful tips for choosing developmentally appropriate toys for children with differing abilities.

This year, online visitors will discover a colorful, user-friendly microsite dedicated to the *Guide*, including a video message from Meredith Vieira and behind-the-scenes pictures from the *Guide* cover shoot. #



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## FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

## Eating Disorders

By GLENN HIRSCH, M.D.

What are eating disorders?

Janine, 15-years-old, wanted to lose weight before the junior prom so she would look as good as the most popular girls in the school. She drank just coffee for breakfast, had a hard-boiled egg and apple for lunch, and then ate lettuce and cottage cheese for dinner. This system worked so well that she continued it all summer until she fainted while walking her dog one night.

When 17-year-old Betsey found out how her best friend kept eating bags of chips and two bowls of ice cream every day for lunch without gaining weight, she decided she would also try throwing up after she ate.

Janine and Betsey each have an eating disorder. Janine has Anorexia Nervosa and Betsey has Bulimia Nervosa. Eating disorders affect up to 5-10 million girls and young women and up to one million boys and young men. Concerns about eating and food dissatisfaction are popping up at an early age, as young as age six.

### SIGNS AND SYMPTOMS OF EATING DISORDERS

The overall term, Eating Disorders, refers to several disorders, including Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder. The common feature of all these disorders is disordered eating behavior, often accompanied by a distorted body image, a compulsion to exercise, restriction of food, vomiting after meals, and a focus, but little pleasure in food.

Anorexia Nervosa (someone like Janine) is diagnosed when a youngster's food restriction causes weight to drop 15% below what is normal.

Bulimia Nervosa (someone like Betsey) is characterized by attempts to binge and/or get rid



of food already eaten.

Binge Eating Disorder is also characterized by attempts to binge, but is not necessarily followed by attempts to get rid of food already eaten. Most recently neuro-chemicals have been implicated in the cause of eating disorders. A combination of medication, cognitive behavior, individual and family therapy are the most common forms of treatment.

### PARENTS ASK QUESTIONS

**How do we know if a child has an eating disorder?**

You may not realize it right away. It is common for youngsters to hide their weight loss by wearing loose fitting clothes or by engaging in other behaviors to disguise the disorder. Be concerned if your child complains of being fat, avoids meals, or makes excuses for a marked change in weight.

## Cooke Center Presents Workshop On Inclusive Education

### Presentation Celebrates National Inclusive Schools Week

In celebration of National Inclusive Schools Week, the Cooke Center for Learning Development will present a workshop for educators on inclusive education titled "Inclusion: Asking the Hard Questions." The presentation will be at the Manhattan Developmental Disabilities Council Children's Committee's meeting, on Thursday, Dec. 4 at 9:30 a.m., at 475 Riverside Drive (at 120th Street), in the Lounge.

Cooke Center President Dr. Michael Termini will deliver the workshop, which will focus

on starting an inclusive program. Topics will include: School mission and inclusion; accommodations and modifications; accessibility, settings and supports; social skills; resources; and readiness for success.

The Cooke Center for Learning and Development is the largest private provider of inclusive special education services in New York City, offering preschool programs, a K-12 school and consulting services that support inclusive learning environments.

Please contact Kathy Simic at 212-280-4473, ext. 13 for more information or to RSVP.#

### My child spends a lot of time in the bathroom after meals. Should I worry?

Certainly many youngsters, especially teens, seem to spend a lot of time in the bathroom analyzing and adjusting their appearance. However, the child with an eating disorder may go to the bathroom after meals to purge (a term used to describe vomiting) or take laxatives in order to get rid of food.

### Should I force my child to eat?

Forcing anyone to do anything is never advisable. An eating disorder is a serious problem, but pressuring a child to eat will not change her behavior, her thinking or her self-image. Forcing her can lead to increased tension and guilt, stresses that can exacerbate the problem. It is especially important to avoid power struggles and drama around food.

### Isn't there a medication that can help?

There is no quick fix for a person with an eating disorder. There is evidence to suggest that medication can be enormously helpful, due to a possible neuro-chemical imbalance in the brain

or for the medication that sometimes accompanies depression.

### Why do eating disorders usually affect teenagers?

Adolescence, in addition to the individual family and psychological issues, presents a special stress. Entering adolescence is a more complex rite of passage than it has previously been. Adolescents have to accustom themselves to changes in their bodies as well as life changes, such as entering high school or college, beginning sexual relationships and psychologically separating from their parents.

### How can I parent a child with an eating disorder?

Patience is critical. Although it is frightening to see a child physically compromised, intervention should be carefully planned, at times under medical supervision. Treatment can involve both the child and family over a period of time. Even when a child's weight returns to normal, it takes time for new, healthier behaviors and a realistic self-image to be established. #

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## HOWARD GARDNER SHARES HIS WISDOM AT NEW YORK UNIVERSITY



By RICH MONETTI

**R**ecently, Howard Gardner brought his theory of multiple intelligences to NYU. Mary Brabeck, Dean of the Steinhardt School of Culture, Education, and Human development had the difficult task of succinctly introducing Dr. Gardner, embracing his many achievements. “When it comes to Howard Gardner, there is no briefly,” she said in offering an abbreviated list of accomplishments, such as his 1981 MacArthur fellowship and the holding of 20 honorary degrees.

A ninety-minute conversation ensued with colleague Marcelo Suárez-Orozco in which Dr. Gardner admitted that after his family fled Nazi Germany for Scranton, PA, his early life provided little intellectual stimulation. Of course, entrance to Harvard at 14 certainly gave him ample time to pursue a life of scholarship.

His groundbreaking work into Multiple Intelligences developed out of his own need to allot adequate space between his ideas and the work of others. “I tend to go where nobody else goes,” he says, which led to an understanding that normal brain activity could best be determined by studying the limited brain processes of stroke or aphasia patients.

Today, his theories are applied worldwide but it concerns him when institutions take a superficial approach to his work. I hope “they dig deeper to enrich and deepen their own thinking,” he stated, thus providing multiple entry points to important subjects that align themselves to each student’s intelligences. “My theories might not have been uncontroversially accepted if I called these capacities or intelligences ‘talents’. Everyone accepts that there exist specific talents—for chess, music, trapeze etc. By using the word ‘intelligence’ I caught attention, provoked controversy, and perhaps changed the conversation in education, if not in psychology.”

So an institution that plasters his name all about means little in comparison to engendering the ingenuity that his work aspires to. The Danfoss Universe in Denmark not only qualifies in its efforts to develop children’s insights into science and technology, but the experience park has him as an active member on their board. “They develop all kinds of games that make use of the separate intelligences,” he says, and a game called Explorarama came directly from Dr. Gardner’s input.

Halfway around the world, China clings to his theory as enthusiastically as they are pursuing globalization. Visiting in 2004, he found there are over 100 books expanding on his work, and he was greeted at a conference with over 2,500 papers on Multiple Intelligences.

In the recollections of one attendee, Dr. Gardner encompassed how the Chinese differ in their approach from the perceived Americans version, which seeks to identify strengths and defer on the weaknesses. “In China, it’s just eight things that we have to make our children good at,” he conveyed lightheartedly.

As to be expected, MI hasn’t caught on everywhere. In England and France, where general intelligence theory first developed, scholarship is mostly stuck in its ways, while Japan’s educational mindset lags behind along with its lack of individual psychological profiles.

Of course, here we have yet to dispense of the SAT’s or even the time constraints that add little to the assessment of a student’s intelligence. “Teachers care about the quality of the work not whether it was completed in the allotted time,” he says he wrote in a New York Times Op-ed piece.

To that came quite an array of responses but no more vocally than from one particular group. As if to prove his thesis, he said, “These middle aged males disagreed violently because they seem to have performed better on the SAT than they had in life.

Regardless, even though the sun never sets on a theory that has no limits, according to Professor Suárez-Orozco, Dr. Gardner thinks it wasteful to stay stuck on the same course.

“The Good Works” project arose as he and fellow colleagues realized that ethics were not moving at anything close to revolutionary speed. In his book, “Making Good,” he found young people aspired to ethics, but at some later date after they achieved comfort and standing. “Someday when we’re rich and famous we’ll be ethical but peers who cut corners will beat us to the top,” they averred, according to Dr. Gardner.

As for the corners that could apply to him, he doesn’t shy away from a future that could put all he’s worked for to the test. Asked from the audience what MRI technology could mean to his theories, he said, “I monitor these studies and it will be interesting to see if my original taxonomy will stand up to the scrutiny.” #

## ADDRESSING ISSUES IN THE CLASSROOM



Clancy Blair



Carla Suarez-Orozco



Jerome Bruner



Michael Rebell

By MCCARTON ACKERMAN

**A** formal discussion at NYU recently, addressed how issues at home are affecting the chance of success for many children inside the classroom.

The main topics throughout the morning included challenges which children bring with them into the classroom, how these realities frame their learning experiences and opportunities, and what efforts should be implemented to help overcome these obstacles.

The discussion was led by Clancy Blair, a professor of applied psychology at NYU Steinhardt, Michael Rebell, a professor of law and educational practice at Teacher’s College, and Carla Suarez-Orozco, a professor of applied psychology at NYU Steinhardt.

“It’s important for us to understand the whole child in context,” said Suarez-Orozco, “When schools fail our children, it’s not just an individual loss. It’s a societal loss.”

Blair spoke about finding an optimal zone of arousal in motion, attention, and physiology that would allow children to reach their peak performance in the classroom.

However, Blair said that a series of alarming trends among children may be preventing this from happening. These included the large increase of off-label use of psychotropic medication with children under the age of 5 years, an increase in the rate of preschool expulsions, and a recent study in which half of teachers surveyed said that half of their students were not ready to be in school when they arrived.

In addition, Blair also spoke about challenges from outside the classroom that made optimal performance in the classroom not possible. These included economic pressures, single parenthood, and an increase in stress levels.

“With continuing social problems, this issue will only increase,” said Blair.

The subject of No Child Left Behind was also discussed at great length throughout the morning. While Blair said the program had the possibility of improving education in the US if mechanisms to ensure quality were put in place, Rebell was less optimistic.

“No Child Left Behind is a way to wave a wand and say ‘It’ll Happen,’” said Rebell. “If we work people long enough and hard enough, it will work out.”

Rebell said that the policy makers for No Child Left Behind ignored critical factors such as the high rate of poverty in the US compared to other developed nations, issues with eye care, and the extent to which some parents are committed to the education of their children.

Several examples of these problems can also be found in New York City. Rebell said that only 13 percent of lower income children were enrolled in after school programs and 14 percent of eligible NYC children were enrolled in Pre-K programs.

Rebell said that these issues make NCLB’s primary goal of 100% efficiency in 12 years an impossibility.

“100 percent efficiency in 2014 is a myth,” said Rebell. “We’ll never get there. Let’s have 100 percent meaningful education opportunity first and deal with that later.”

Despite having opposing views on certain issues, all three speakers were united in their belief that self-regulation can be promoted and challenges can be minimized, as well as the fundamental importance of a free and universal public education.

“We’ve got to stop talking about children’s needs in terms of grant aid and programs,” said Rebell. “We’ve got to talk about it as their right.”#

## CREATING NEW JOB OPPORTUNITIES AND PROTECTING JOBSEEKERS IN ECONOMIC DOWNTURN

By MAYOR MICHAEL BLOOMBERG

I've often said that just because we are in the midst of a fiscal crisis doesn't mean we can afford to walk away from our long-term obligations to the city. If we want our children to have the best opportunities when they grow up, then we have to keep investing in the future. And by doing that, we'll also keep more New Yorkers working during these tough economic times. At the same time, we have to make sure New Yorkers get a fair deal—especially those looking for jobs now. Recently, we took important steps on both these fronts.



First, our city's economic future received a big boost when the City Council approved a bold plan to redevelop Willets Point—a large peninsula in the shadow of Shea Stadium that's brimming with potential but has been held back by decades of use as a dumping ground.

Our plan for the area involves helping the existing businesses relocate, cleaning up the heavy pollution, and then sowing the seeds of a dynamic new neighborhood. We're talking retail and entertainment facilities, office space and affordable housing, new parks, a new school, a hotel, and a convention center—the city's first outside of Manhattan.

With great links to mass transit and buildings that use the latest energy-efficient technology, Willets Point promises to be the city's first truly green community development. But just as important are the project's economic benefits: \$1.3 billion in direct tax revenues, an additional \$25 billion rippling through our economy during the project's first 30 years, 18,000 construction jobs, and more than 5,000 permanent jobs.

These new jobs will span a range of professional opportunities including positions in the hospitality and service industries, which is where a lot of New Yorkers, including many immigrants, get their first foothold in the workforce. Frequently, they go to the more than 300 licensed employment agencies around the city in search of such jobs. But unfortunately, many of these agencies also

have a history of deceiving their clients, by violating State laws and charging them non-refundable fees or referring them to jobs that don't even exist.

With employment rising and more and more people looking for work, I want job-seekers to know that the City of New York is on their side—and we're going to end the fraud and abuse that's long cheated them.

After a yearlong investigation, we recently announced that we've levied \$160,000 in fines against agencies that violated the law, shut down some of the biggest offenders, and collected more than \$80,000, which we're returning to customers. And because violations were so pervasive, we've begun to re-educate the entire industry on the law—and we'll hold them accountable for following it.

We're also educating jobseekers on the steps they can take to protect themselves.

For instance: Only use an employment agency that's been licensed by the City's Department of Consumer Affairs. Understand when you can be charged any placement fees—and know your rights to a refund. And only accept jobs that pay at least the minimum wage.

Stick to these tips and you'll have a better shot at finding an honest, stable job that helps you provide for your family and get through these tough times. And for more advice, call 311 or visit [#](http://nyc.gov)

## THE TISCH FAMILY VISITS WITH PRESIDENT-ELECT OBAMA

SPECIAL TO EDUCATION UPDATE

**S**taunch Obama supporters Emily Sussman, an attorney and her mother Laurie Tisch visited President-elect Obama recently. Sussman had an opportunity to speak privately to President-elect Obama about her organization, Think Blue ([www.thinkblue.net](http://www.thinkblue.net)) which enables and encourages young professional democrats to support congressional candidates who they believe to be the next generation of national leaders. Laurie Tisch is the founder and president of the Laurie M. Tisch Illumination Fund, the founding chairman of the Center for Arts Education and a Trustee of Teachers College, Columbia University.



## ADVICE TO PRESIDENT-ELECT BARACK OBAMA FROM NATIONAL SCHOOL BOARDS



**T**he National School Boards Association (NSBA) just released its vision for "A New Era in Education" to President-elect Barack Obama's education advisors. The plan details steps for redefining the federal role in education and offers suggestions for how the new Administration can make education an urgent national priority.

NSBA recommends an immediate reevaluation of the federal role to better reflect the need to partner with and support states and local school districts in their efforts to prepare all students to succeed in the 21st century economy. This means more than just funding programs directed to students with the greatest needs, but also providing reliable research and best practices linked to improving student achievement; assistance in the development of state and local evaluation tools to measure success, including 21st century skills; and, providing incentives to recruit, retain and reward highly effective teachers in schools that most need them.

The paper urges President-elect Obama to lay out a national vision for why education must be a sustained priority, including the correlation between strong schools in every community and the nation's long-term success; the need for continuous improvement to keep ahead of rapidly changing times; the role that parents, community- and faith-based groups, and business leaders must play in strengthening our schools; and how a transformation of the federal role will enable states and local communities to improve public education.

One strategy that NSBA encourages is a series of mini-summits across the country to help craft

a national vision, allowing all voices to be heard, not just those of policymakers and Washington think tanks. The conversations should include those with the primary responsibility of providing a quality education as well as those who have the greatest stake in its outcome: students, teachers, principals, parents, school board members, local superintendents, state superintendents, employers, and postsecondary education leaders.

"We are encouraged by the conversations we've had with members of President-elect Obama's team," said NSBA Executive Director Anne L. Bryant. "What we'd like to see is for the federal government to facilitate, not dictate, the necessary actions and innovations that are needed in order to guarantee that all of our public schools thrive."

"There is much to be done on the federal level in order to ensure that the nation's public schools succeed and the nation remains competitive internationally," said Associate Executive Director Michael A. Resnick. "The new Administration can help lead a national discussion about what a 21st century education must look like and how the federal government can best help local school districts provide a top notch education. An effective federal role would be one that strengthens the local voice not muffles it."

The National School Boards Association is a national federation of state school boards associations that represent more than 95,000 school board members who govern the nation's public schools. The organization's mission is to foster excellence and equity in public elementary and secondary education throughout the United States through local school board leadership. #



"Oh no, not homework again."

Reprinted with permission of Bloomberg Press, *The New Yorker Book of Teacher Cartoons*.



## Michael Williams Named Dean, Graduate School Of Business at Touro College

Dr. Bernard Lander, founder and president of Touro College, has announced the appointment of Dr. Michael Williams as dean of the Graduate School of Business for Touro College.

"Dr. Williams is a recognized human resource management authority, seasoned educational leader, and industry veteran," Dr. Lander said. "He possesses the vision, leadership, and business acumen necessary to build Touro University's Graduate School of Business into a world-class business school preparing generations of business leaders to enable global business in the 21st century."

Located at 65 Broadway, in the heart of New York's Wall Street, Touro's Graduate School of Business reflects a diverse, global population as an international, urban business school.

"I intend to build the Graduate School Business with a focus on enabling professionals from a broad range of industries and professions to earn a world-class business education," he said. "The School of Business's exceptional practitioner-oriented faculty, high tech business school center, and unparalleled location in the heart of Wall Street, positions it as an international, urban business school of choice."

In his new post as dean, Dr. Williams plans to focus on key underserved populations including adult learners, non-business professionals matriculating to enhance their careers, and social and/or behavioral science-oriented business professionals.

"Today's global, sociopolitical environment presents opportunities for well-prepared business professionals," he said. "These global conditions suggest that it is a crucial time to attend business school, especially a school that synthesizes business, cultural and political dimensions into its curriculum."

As an example of this synthesis, he cited Touro College's Entrepreneurial Institute, an incubation program for new businesses focused on creating and implementing new products,



such as green technologies, to the global marketplace.

Dr. Williams joins Touro after having served as faculty chair of the Human Resource Management, Leadership, and Organizational Development graduate programs in the Graduate School of Business and Technology of Capella University, Minneapolis, MN. He also served as the director of the financial planning program at Fordham University and held teaching appointments at Fordham University's Graduate School of Education and Northeastern University, among others.

In the private sector, Dr. Williams is founder of Strategic HRM, an international human capital management consultancy. He served in international executive human resource management, organizational learning, and leadership development positions with national and international corporations including J.B. Hanauer & Co. (Royal Bank of Canada) and

## CSI President Honored with Latino Trendsetter Award at UN

College of Staten Island President Tomás D. Morales was honored at the Seventh Annual Latino Trendsetter Awards and Scholarship Gala at the United Nations recently.

The Latino Trendsetter Award was created by Defining Trends Media Group, to celebrate the growth, leadership and diversity of the Latino community in the United States, and to award scholarships to Hispanic students that will be tomorrow's leaders. Its vision is to inspire a new generation of influencers and lifestyle conscious trendsetters, by understanding diversity, discovering emerging leaders, defining trends and celebrating Latino culture.

The award recognizes "leaders, trendsetters that represent the highest of standards, people on the move, making things happen and defining the elements of the US Latino experience. They also serve as important role models for our youth; they are visible and active in their community and have made a positive impact on the Latino culture. Finally, a Latino trendsetter transcends boundaries and defines trends that influence both the Hispanic and non-Hispanic culture. They are innovative, courageous, moti-



CSI President Tomás D. Morales

vated, have vision and they care," according to the magazine's Web site.#

C3I, Inc. (Seibel Systems).

Dr. Williams' public speaking, consulting, and authorship focuses on emerging paradigms and practices in human capital management, transformational leadership, change, management, and on-line learning. He has worked with such clients as Xerox Corporation, Fidelity Investments, Langan Engineering, and the America Association of Public School Administrators.

He earned his Ph.D. in educational leadership and a master of science in human resource management from Fordham University; and an MBA from Keller Graduate School of Management, DeVry University. In addition, Dr. Williams holds a master's degree in music performance from the New England Conservatory of Music.

Dr. Williams is a National Endowment for the Humanities recipient and Huntington-Beebe International Music Competition First-Prize Winner. He is currently completing two books entitled Human Resource Executives in the 21st Century Knowledge Age: Partner or Pariah and Exits: Educators Leaving Educations—Portraits of Transition.

Touro College has experienced phenomenal growth since its founding in 1971, and is currently educating approximately 17,500 students at locations in New York, California, Florida, Nevada, Jerusalem, Moscow, Berlin and Paris. Touro College continues to have a profound impact on the lives of its students and on the Jewish and general communities. For further information on Touro College, please go to <http://www.touro.edu/media/>. #

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## Knicks Poetry Slam Attracts Record Number of HS Students



By JUDITH AQUINO

Philippa Christian, a high school senior at Brooklyn College Academy, recently felt her stomach flip when she saw hundreds of students lined up by the registration desk in Madison Square Garden. Taking her place in line, she filled out the forms to recite the poem she wrote on dealing with frustration. "I've been writing poetry since I was in 5th grade but this is my first time in a poetry contest. It'd be great if I won," said Christian. For Christian, winning the New York Knicks/Urban Word Poetry Slam would mean more than bragging rights; it could mean getting into college. The prizes include more than \$200,000 in college grants and prizes, as well as two full-paid scholarships to Mercy College and the University of Wisconsin-Madison.

The Knicks Poetry Slam was created in 2003 to motivate high school students to express themselves through the written and spoken word. Through its partnership with Urban Word NYC, the Knicks Poetry Slam has provided high school students with opportunities to pursue higher education. The program serves over 10,000 students annually through school site visits, a poetry open

audition, a college fair, workshops and poetry slams. As college tuition continues to rise, many high school students are increasingly concerned about their future. "Many of our students are worried [about paying for college] and we're trying to steer them towards any arena that can help," said Tiffany Robinson, an after-school program coordinator from the Harlem Children's Zone who was chaperoning several students at the Poetry Slam. "This is our biggest turnout yet. We're expecting about 3,000 students to attend today's college fair and poetry slam," said Karin Buchholz, Vice President of Community Relations & Field Marketing at MSG Sports Teams.

Inside the MSG Expo Center, students stepped into blue curtained booths to recite their poems in front of the judges. Each contestant had one minute to make an impression. Out of over 400 applicants, only 150 received call backs to advance to the poetry workshops. From November until January, various artists will help the contestants prepare for the semi-final rounds by coaching them on creating new material and presenting their poems. The winners of the education grant and other prizes will be announced in March 2009.

To win a scholarship from Mercy College or the University of Wisconsin-Madison, students had to register at MSG to receive information on an essay-writing contest. The participants must write two essays from which college officials will select the winners in 2009. In addition to the contests, students were also invited to speak with admissions representatives from more than 50 colleges from the East Coast and the Midwest who were also at the Expo Center. Many colleges were there for the opportunity to further diversify their applicant pools. Danez Smith, a sophomore at Wisconsin University who volunteered to attend the fair, said the university is interested in recruiting students for its new program, First Wave Spoken Word & Urban Arts. It is a multi-cultural

program that helps students develop their artistic and academic abilities. "We're looking all over the country and New York is a hotbed for new talent," said Smith, who aspires to be a hip-hop artist. "This program is the first of its kind and we want to help students nurture their art, which is why we're offering a full-paid scholarship."

Some students still had years to go before applying for college, but were eager to get a head start. Essence Shepherd, a 9th grader from Frederick Douglass Junior High School in Harlem, came with her aunt to browse colleges, particularly drama programs. "Her parents couldn't make it but I offered to come," said Eileen Shepherd. "The cost of tuition is a major concern but I know they're going to help her get into college."#

## The Beach and Our Litter

By LAUREN SHAPIRO

"You drop a bottle in the water in Merrick, and it washes up at Jones Beach," said Tim Byrne, Co-Director of Operations at Jones Beach, as we observed volunteers picking up those bottles—and more. The occasion was the 22nd Annual International Coastal Cleanup, during which hundreds of thousands of volunteers worldwide, clean and document what litters our shores.

The American Littoral Society, [www.alsnyc.org](http://www.alsnyc.org), hopes to increase public participation in combating pollution. To these ends, volunteers are given trash bags and data cards to record anything they find on the beach, from cups to refrigerators. According to Mr. Byrne, "I tell kids to work in groups of 3—one picks up the garbage, one holds the bag, and the 3rd fills out the card. It's a great way to teach them about being socially responsible."

Steve Rosenthal, Beach Captain for Jones Beach Field 10 points out that "Trash washes up on Field 10. On the oceanfront fields most trash is deposited on the sand, and the park picks up regularly every day so it doesn't accumulate the way it does on field 10." He is referring to surfers, and for a quick mechanical engineering lesson, visit [www.hbarber.com/Cleaners/SurfRake/HowItWorks.aspx](http://www.hbarber.com/Cleaners/SurfRake/HowItWorks.aspx).

Sallie Phillips, Education Chairman for Save the Beaches recommends "buddy groups of 3 or 4. Each group has a parent chaperon. The students (usually 5th graders) pick up debris and the parent records; teachers use the clean up as a basis for class discussion. Save the Beaches [sponsors] an essay contest (visit [www.savethebeaches.org](http://www.savethebeaches.org))."

Barbara Cohen, New York State Beach Cleanup Coordinator, Northeast Chapter, ALS, says "We expect mostly 'people trash' and this is the awareness and educational component by

documenting every item they put into their trash bag on their Cleanup Day, they realize how much of the debris comes from us—our careless toss of some picnic materials, of a water bottle, a plastic bag. It makes participants aware of the part they play as an unwitting litterer and as a solution to the problem of pollution."

The data collected has many uses in the classroom. [When] debris can be traced to an industry, we contact the company, make them aware of their find and change their behavior. Students can create bar graphs, pie charts, to show percentages of different kinds of trash. They can adopt that beach and follow changes over a period of years. Children have written stories of their finds, their reactions have created drawings, paintings, sculptures out of the trash. The beach cleanup engages students in math, language arts and art work."

Beach Captain Eva Browne taught K-6 and is Chairman of the Asharoken Conservation Board. She addressed a high school group in the spring using posters. Months later, several of those students attended the cleanup.

Cleanups are not limited to ocean coastlines. Jamie Romeo is the county coordinator for the Monroe County Coastal Clean Up sites. She states, "We have worked with the Girl and the Boy Scouts and have developed a service Coastal Clean Up badge/patch. We also work with school districts and colleges." The [www.rochestercoastalcleanup.org](http://www.rochestercoastalcleanup.org) homepage reads "Did you know that we all live in a watershed!?! A watershed is all the land that surrounds a body of water. After a rain shower (or in Rochester, a snow-melt), runoff will travel to the lowest point, taking along anything and everything with it. So now you know how that cigarette butt that was thrown out the window along the highway found its way into your water supply! Congratulations!"#



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## Montclair State University Announces Two Fulbright Awards

Montclair State University recently announced that two faculty members are recipients of Fulbright Awards: Robert W. Taylor, professor of Earth and Environmental Studies, and Phillip G. LeBel, professor of Economics in the Department of Economics and Finance.

Professor Taylor has been awarded a Fulbright Scholar grant to work at the De La Salle University in Manila, Philippines from January to July 2009. He will research the topic "Sustainability, Urban Redevelopment and Environment: The City of Manila, Philippines."

"I will be interviewing various stakeholder groups to access their current sustainability practices," explains Taylor. "The research will generate a report to the Mayor's Office of the city of Manila, and the information gathered from the project will constitute the grist for a

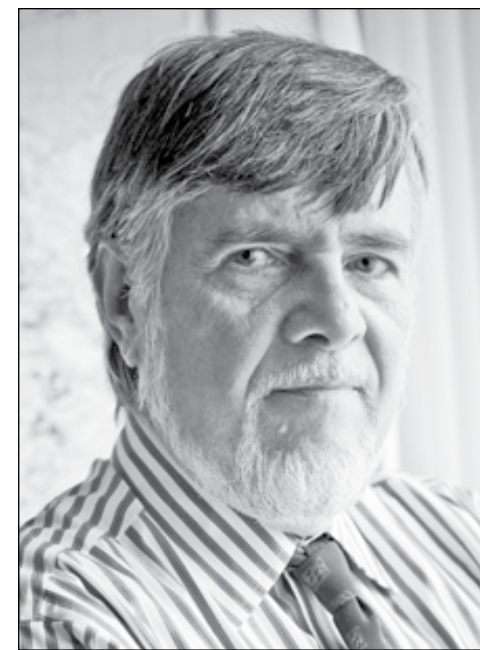
number of articles and international presentations. I hope to show from the research how sustainability constitutes both good business practices and good civic policy, and leads to healthy communities."

Professor LeBel has been awarded a Fulbright Teaching and Research Fellowship to work at Addis Ababa University in Ethiopia from January to July 2009. He will teach at the University and undertake research on the topics "Integrating Technology into Economics Learning" and "Risk Management Choices for Sustainable Economic Development."

Of the two avenues of research, LeBel says, "One is to explore the use of learning technology in a developing country environment and the reference to risk management choices is to a recent line of research in which I have been engaged



**Robert W. Taylor,**  
Professor Of Earth  
And Environmental Studies



**Phillip G. LeBel, Professor Of**  
Economics In The Department Of  
Economics And Finance

for the last several years and for which I have produced a number of published articles."

For more information about Robert W. Taylor,

visit Taylor Fulbright.

For more information about Phillip G. LeBel, visit LeBel Fulbright.

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## Sarah Lawrence College Center for Continuing Education Hosts Open House & Faculty Talks

The Sarah Lawrence College Center for Continuing Education (CCE) will host an Open House on Monday, December 1 at 11:30 am at 45 Wrexham Rd. on the SLC campus. CCE faculty members will also be on-hand to discuss upcoming classes. This event is free and open to the public. For more information or to register for this event, please call (914) 395-2205.

For more than 40 years, the Center for Continuing Education (CCE) has been giving adults the opportunity to complete their undergraduate degree, pursue lifelong learning ambitions, or prepare for advanced study within the framework of a highly personalized educational approach. The Center offers part-time study, small classes, and individualized design.

Prospective students will have the opportunity

to learn about the B.A. Program for Adults, Post-B.A. Studies (a program for college and university graduates who need specific college course work to qualify for graduate school or who simply seek the enrichment of serious study in the liberal arts), as well as The Writing Institute (non-credit courses that offer adults the opportunity to improve their writing skills and become part of a community of writers).

Sarah Lawrence is a liberal arts college for men and women, founded in 1926, with a distinctive system of education. It is known for having one of the lowest (6:1) student/faculty ratios in the country. At the core of the system are small classes, regular one-on-one student-faculty conferences, cross-disciplinary approaches and the integration of the creative arts within the curriculum. #



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## Cooper Union Lecture Features Preeminent Educator Stanley Fish

By ALBERTO CEPEDA

What should be the function of colleges and universities in molding the minds of its alumni? Should college professors be allowed to use the classroom as a forum to express their opinions and attempt to instill their beliefs into their students or should they be restricted to simply teach the curriculum of the course and follow the course syllabus?

These topics were addressed by renowned literary theorist and legal scholar, Stanley Fish at Cooper Union's Albert Nerken School of Engineering. Mr. Fish who serves dual roles as Davidson-Kahn Distinguished University Professor of Humanities and Professor of Law at Florida International University and Dean Emeritus of the College of Liberal Arts and Sciences at the University of Illinois at Chicago, recently completed his twelfth book, *Save The World On Your Own Time*, in which he offers his perspective on what the roles of institutions of higher learning and its professors should be in regard to the kind of influence they should have on their students.

Mr. Fish began by reading and analyzing the mission statements of Wesleyan University and Michigan State University and criticizing these institutions for having mission statements. Mr. Fish explains, "Teaching in colleges and universities is a craft, not a mission. There is nothing holy about teaching at a university." He adds, "People who attach to it grand and ambitious aims are making a large mistake. Not only are they making a large mistake but they are also shortchanging students and its subjects."

Mr. Fish said that analytical abilities and knowledge can be taught in a classroom but perceptive uses of knowledge is a matter of character which Mr. Fish opined cannot be taught in a classroom.

He stated, "Character cannot be taught by Ph.D.s in English and Chemistry." Mr. Fish believes that the role of college professors should be to teach the curriculum that fulfills the course's requirement and to honor its syllabus. Any views on religion, politics and other societal affairs should be taught and not opined in a classroom. College professors are paid and trained to teach a discipline and college students should go into a class expecting to gain knowledge and enhance their intellect and not to have their views and beliefs on certain subjects molded or swayed by a professor. Mr. Fish argues, "Colleges and universities can legitimately do only two things. One, introduce students to bodies of knowledge that had not previously been a part of their experience and two, to equip those students with advantageous skills...depending on their discipline. That is it, nothing more, nothing less."

Throughout the lecture Mr. Fish used topics such as same sex marriage and the Iraq War as examples of issues that might be taught in a class because of their political impact. Mr. Fish expressed the sentiment that he doesn't oppose "hot button" issues like these being introduced to a classroom as long as they are being taught instead of opined. He explained, "Topics which are politically charged may still not cross the line as long as we distinguish between academic consideration and political consideration. There is no trick at all to depoliticize even the most politically charged topics and you do this by subjecting them to an analytical or interpretive gig." Mr. Fish described this process as "academicizing" which he humorously described as, "an extraordinarily ugly word and difficult to pronounce." He concluded, "To academicize the topic is to detach that topic from the context of its real world

## Can Employees Express Political Views in Public Schools?

By MARTHA MCCARTHY, Ph.D.

It is well established that public educators have a First Amendment right to participate in the political process outside school, including campaigning for candidates and running for office as long as such activities do not interfere with their job performance or present a conflict of interests. Yet, when educators' political activities move inside the classroom, the employees' expression rights may no longer prevail. Several recent controversies have focused on teachers making political comments or promoting political candidates in public schools. Although in the 1970s some courts upheld teachers' First Amendment right to wear armbands in silent protest of the Vietnam War, the judiciary more recently has not been receptive to employees' claims that they have a constitutional right to make political statements to students. The general legal principle is that public school personnel cannot proselytize the captive student audience.

In a recent New York City case, *Weingarten v. Board of Education*, a federal district court upheld the school district's ban on employees wearing political buttons at school. The court relied on a student expression case, *Hazelwood v. Kuhlmeier*, in which the U.S. Supreme Court established that expression appearing to represent the school can be censored for legitimate pedagogical reasons. The New York court ruled that students might view the political buttons as representing the school if worn by employees. This ruling is con-

istent with other decisions in which state and federal courts recently have upheld bans on teachers wearing buttons to promote political candidates or to criticize the United States and its involvement in Iraq and Panama.

However, the court in *Weingarten* held that teachers could post materials in the teachers' lounge and other areas where students do not have access. It also ruled that teachers could use staff mail boxes to distribute political literature, even though some other courts have concluded that partisan political materials can be barred from school employees' mailboxes that are not intended to be a forum for free expression.

Controversies over political expression extend beyond distributing materials and wearing buttons. The Seventh Circuit in 2007 held that a probationary teacher's expression of her opposition to the war in Iraq during a current events discussion with her students was not constitutionally protected. Also, a New York federal district court held that in an election year, a school district could require a teacher to remove the incumbent president's picture from her classroom or to post the opposing candidate's picture to ensure balance.

The tension between protecting students from political indoctrination and respecting public employees' expression rights will likely continue to generate litigation. While public educators have an absolute right to their political, religious, and other beliefs, they do not have a right to impose those beliefs on students. Thus, restrictions on public employees' political activities in the classroom will likely be upheld if legally challenged.#

*Martha McCarthy, Ph.D. is the Chancellor's Professor and Chair of Educational Leadership and Policy Studies at Indiana University.*

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## CCNY Chemistry Professor David K. Gosser Jr. To Receive Top American Chemical Society Teaching Award

Dr. David K. Gosser Jr., Professor of Chemistry at The City College of New York (CCNY), was named a co-recipient of the 2008 James Flack Norris Award for Outstanding Achievement in the Teaching of Chemistry. The Award, given annually by the Northeastern Section of the American Chemical Society, recognizes Professor Gosser and two collaborators for developing the Peer-Led Team Learning (PLTL) Workshop model for teaching chemistry.

Professor Gosser will share the award for the research and development of PLTL with Dr. Jack A. Kampmeier, Professor Emeritus of Chemistry at The University of Rochester, and Dr. Pratihba Varma-Nelson, Professor of Chemistry and Executive Director of the Center for Teaching and Learning at Indiana University—Purdue University, Indianapolis. The award was presented at the Harvard Club in New York.

"It's great to have this recognition for something I have been focused on for over 15 years," Professor Gosser said. "This is a unique program that was developed at CCNY and is now used at colleges and universities around the country."

The PLTL project is a national partnership of faculty, learning specialists and peer leaders to help students build conceptual understanding and problem-solving skills in their science and math courses. The model introduces a new structure, the peer-led workshop, where students solve chemistry problems and debate and discuss scientific ideas under the guidance of a peer leader (a student who has been successful in the course previously).

The peer leaders prepare for their leadership role by meeting with the faculty to discuss the upcoming workshop. They also take a course in Group Leadership. The program provides an active learning experience for the students, a leadership role for the undergraduate peer leader and a creative new dimension to faculty teaching.

The initial positive reports of significant increases in retention and performance of chemistry students by the original CCNY-led coalition have been replicated at many institutions and documented in research publications. Currently, 1,500 - 2,000 peer leaders are engaged on more

than 150 college and university campuses to facilitate workshops for more than 20,000 students per year.

Colleges in the CUNY system using PLTL besides CCNY include: Borough of Manhattan Community College, Hostos Community College, Kingsborough Community College, New York City College of Technology and Queensborough Community College. At CCNY, the program has resulted in a 51 percent improvement in the retention rate—students completing the class with a grade of A, B or C—for the freshman-level chemistry course, for which approximately 600 students register each year.

PLTL's development was supported by a five-year, \$2 million National Science Foundation grant through a program to promote systematic change in chemistry education. Professors Gosser, Kampmeier and Varma-Nelson collaborated on the grant after a successful pilot project at CCNY in 1991. The PLTL project has also received two National Dissemination grants from NSF.

Professor Gosser, who has taught at CCNY since 1986, attributes the program's acceptance to its simplicity and flexibility. "The program is robust and accessible," he said. "You don't need to turn the world upside down to get this started."

The program has six critical components that are described in a straightforward manner in the teacher support materials and peer leader training guidebook. "Within this framework, there's enough flexibility to allow teachers to put their own stamp on the program," he added.

About The City College of New York  
For more than 160 years, The City College of New York has provided low-cost, high-quality education for New Yorkers in a wide variety of disciplines. Over 15,000 students pursue undergraduate and graduate degrees in the College of Liberal Arts and Sciences; The School of Architecture, Urban Design and Landscape Architecture (SAUDLA); The School of Education; The Grove School of Engineering, and The Sophie Davis School of Biomedical Education. For additional information, visit [www.ccnyc.cuny.edu](http://www.ccnyc.cuny.edu). #

## THE LIBERTY LEADS PROGRAM IN BANK STREET COLLEGE'S DIVISION OF CONTINUING EDUCATION

By FARHAD ASGHAR

At the Bank Street College of Education, its Division of Continuing Education conducts much of the college's outreach efforts through a multitude of direct service and professional development programs. One of its oldest and most successful programs is Liberty LEADS. As its director, I get to work with a brilliant and dedicated group of professionals, and we get to work for some of the most amazing young people you will ever meet.

- A 19-year-old dropout prevention and college access program, Liberty LEADS serves the educational and psycho-social needs of an academically diverse group of 300 students in grades five through twelve each year.

- The majority of our students come from low-income families, and enter the program in the fifth, seventh, or ninth grade. In ninth grade, they either apply to our selective college pathway or remain in our more flexible pathway to all colleges.

- Liberty LEADS is guided by the principle that all children have gifts, talents, and great potential, and can contribute to one another's social and academic growth.

We offer a wide range of services: During the school year and in the summer months, students receive Advisement, Academic Support, Leadership Development, Test Prep, College Prep, Cultural Enrichment, Counseling, and Mentoring Activities. They are prepared for admission to college or for meaningful employment. Last year's results include:

- An overall in-school retention rate of 92 percent;

- 87 percent of eligible students improved PSAT and SAT scores by 200-400 points;

- In our selective college pathway, 100 percent of graduating seniors were admitted to selective and competitive four-year colleges;

- In our more flexible pathway, where 75 percent of our students were originally referred because of poor academic performance, 90 percent completed high school on time, and 100 percent of those who applied were admitted to college.

Because we know that academic interventions alone are not enough, we also offer Holistic/Comprehensive services. New students undergo an extensive psychosocial intake so we can identify their needs and respond accordingly. We create high expectations in the context of a fun, friendly community because, while you can have the greatest programs, if the kids don't like the "vibe," they won't show up.

Liberty LEADS uses program evaluation data to adjust and improve our program design. For example, in 2002 we realized we were losing 60 percent of male students between the eighth and ninth grades. Research showed that nationwide many other programs had difficulty serving young men of color. We re-evaluated our program and added an 18-month recruitment and retention "Adventure-Based Counseling" program.

In the ABC program, we utilize group social work modalities to help students redefine their sense of themselves. Through environmental summer programs, backpacking trips, and counseling groups, students gain confidence by successfully completing arduous activities while processing their experiences. For example, in our "Wilderness Adventure Group," nine young men go on a six-day backpacking trip in the Catskills, where they take charge of choosing the hiking trail; doing the cooking and clean-up; and setting up and breaking down the camp. Anyone not holding up his end is called out by his companions, not the group leaders, a much more effective strategy. Last, we reinforce the point that if you can survive in the mountains for six days, then finishing high school is also doable. Does it work? Well, our male retention rate is now 85 percent, and males comprise 51 percent of our program.

Over our 19 years, students have told amazingly similar stories—all involving an awareness of their gifts, an understanding of their inner resiliency, and a recognition that the program offered something special. While most do not know much about Bank Street founder Lucy Sprague Mitchell, her words are often echoed in those of our graduates.

"A good life is a learning life," wrote Mitchell. One 2001 graduate wrote: "The most valuable lesson I learned in Liberty is that education is an enjoyable pastime. Once you gain a joy and a passion for learning, success is no longer in question." He goes on: "Without Liberty, I would probably not have made it through college, high school, or even junior high. But their intervention and nurturing support continued to focus and refocus my vision. Now in turn, I have a life-long commitment to similar students in need. I tell students to love the program, enjoy it, embrace it, and then enhance it."

This is what Liberty LEADS is all about. #  
*Farhad Asghar is the Director of the Liberty LEADS program in the Division of Continuing Education at the Bank Street College of Education.*

## Lehman College Celebrates 40 Years

Lehman College and the Lehman College Foundation sponsored a special benefit for student scholarships recently at Bridgewater in downtown Manhattan. The College's achievements over forty years were highlighted.

Al Carey, president and CEO of Frito-Lay North America, who is recognized for his commitment to both his customers and to talent development within his company, received the Lehman Leadership Award. Award-winning musician Michael Bacon, who has composed scores for twelve feature films as well as hundreds of hours of primetime television shows, received the Alumni Achievement Award.

Frito-Lay North America aims to achieve

"performance with purpose," combining strong business results with a concern for health and wellness, environmental sustainability, and staff development. In recent years, the College has shared a close relationship with the company, which has supported Lehman students with scholarships and internship opportunities.

Michael Bacon was a student of Distinguished Professor John Corigliano and has performed and recorded with his brother Kevin as the Bacon Brothers for the past fourteen years. The Bacon Brothers gave a special performance at the gala. Grammy-nominated violinist Philippe Quint served as the master of ceremonies. #



## Tisa Chang: Theater Pioneer

By LISA K. WINKLER

Thirty-one years after founding the Pan Asian Repertory Theatre, Tisa Chang still likes to be in her theater at curtain time. Though she might not always stay for the entire performance, she believes the artistic process should be “hands-on,” and she wants people to know how much she cares about every detail, including front of house, on stage, and behind the scenes.

Nor has Chang’s commitment to the theatre’s original mission diminished. Pan Asian strives to introduce works by Asian playwrights to American audiences, showcase the talents of both new and veteran actors of Asian descent, and cultivate a new generation of theatergoers. Additionally, all its works, Chang told *Education Update*, have both historic and educational value.

Born in China, Chang was raised in New York City, and attended Performing Arts H.S. and Barnard College. She studied piano, ballet and other dance since age 6, and knew early on she wanted to work in theater. While in high school she attended theater three to four times a week, taking advantage of tickets reduced for students and standing room. A 1959 performance of Martha Graham “revolutionized” her, she said. “It was electrifying how someone could, through dance and drama, synthesize the human condition.” Chang earned a scholarship with the company and pursued a dance career for the next 15 years, including an 11-month tour in “A Funny Thing Happened on the Way to the Forum” that took her to 40 states. Though her parents were disappointed she left Barnard after one year, they accepted



Tisa Chang flanked by actors from *Shogun Macbeth*

her love of theater. “They knew I was a pioneer, that I dared to be different, and had to follow my own star,” she said.

Though the majority of works produced are by Asian writers, the company features a classic each season. “Shogun Macbeth”, an adaptation of Shakespeare’s “Macbeth” set in 13th-century Japan is running through Dec. 7. Shakespeare’s “eloquence and universal relevance” appeal to Chang. The witches have been replaced by “yojos” and the kilts by samurai uniforms, but the themes of the original play remain.

Matinees have been particularly popular with high school and college groups from around New York City. Pan Asian provides study guides for teachers and actors participate in talk-back sessions with the audiences after shows.

Funding creates a challenge, enhanced further by the current economic crisis. Chang has



Joan Freilich, Tisa Chang & Pola Rosen at *Shogun Macbeth*

seen a decrease in government and foundation support, and most recently, a slowdown at the box office. She offers a variety of discounts to fill the theater. “We don’t like to turn people away,” she said. And she’s convinced the theater will endure. “We’ll weather the storm. Working hard is nothing new to us.”

When not at her own theater, Chang sees many plays. As a member of the executive board of the Society of Stage Directors and Choreographers (SSDC), she’s on the Tony voting committee, so attends every Broadway show, which she says is “eye opening and edifying.” She unwinds by reading mysteries and poetry. Mysteries, like drama, reveal human behavior, and poetry celebrates language.

And for Chang, the work isn’t done. The Asian American community represents varying degrees of “assimilation and acculturation,” she said, noting how she’s presented works by

### SHOGUN MACBETH: A PRODUCTION OF THE PAN ASIAN REPERTORY COMPANY

By LORETTA AZZARONE



Recently, about 25 of our classmates attended a performance of “Shogun Macbeth”, produced by the Pan Asian Theater and our very own classmate Tisa Chang, founder of the Pan Asian Repertory Company. The performance was riveting, the classic Shakespeare piece set in Japan at the time of the shogunate, with Japanese costumes and scenery. The acting, superb and exciting, was pure drama, particularly in the roles of the three witches who were transformed into Japanese spirits! Tisa’s talent and vision in creating this company deserves kudos. The production is not to be missed!

writers from India, Tibet, and Cambodia. “I’m proud that I can straddle a world of classical, experimental, and international theater.”

([www.panasianrep.org](http://www.panasianrep.org)) #

## Western Sahara Human Rights Defender Wins 2008 RFK Human Rights Award

Aminatou Haidar is the 2008 Robert F. Kennedy Human Rights Award Laureate. Ms. Haidar is being recognized for her courageous campaign for self-determination of Western Sahara from its occupation by Morocco and against forced disappearances and abuses of prisoners of conscious. Regularly referred to as the “Sahrawi Gandhi,” Ms. Haidar is one of Western Sahara’s most prominent human rights defenders.

“For me, as an individual, the Robert F. Kennedy Human Rights award represents a great honor. As a Sahrawi human rights activist, I consider it recognition that the cause of the Sahrawi people is just and legitimate and that our non-violent resistance is noble and righteous, in spite of the risks and the intimidation of the Moroccan authorities,” said Aminatou Haidar. “The Robert F. Kennedy Human Rights Award will provide constructive support to the struggle of the Sahrawi people for liberty and human dignity.”

“I congratulate Aminatou Haidar for receiving this honor. All who care about democracy, human rights, and the rule of law for the people of the Western Sahara are inspired by her extraordinary courage, dedication and skilled work on their behalf,” said Senator Edward Kennedy. Senator Kennedy has been an outspoken champion of Western Sahara in the U.S. Senate for over two decades.

Mrs. Robert F. Kennedy presented Ms. Haidar with the 2008 Robert F. Kennedy Human Rights award in a public ceremony sponsored by Sen. Edward Kennedy recently the Russell Senate Office Building’s Caucus Room. Stay tuned to [www.rfkmemorial.org](http://www.rfkmemorial.org) for details.

“Aminatou Haidar has shown extraordinary courage and heroic leadership for human rights in Western Sahara, one of the forgotten corners of the world and the last colony in Africa. Her nonviolent struggle for the freedom and dignity of her people reflects the kind of leadership that Robert Kennedy most admired, and that his brother, Ted Kennedy, has long supported,” said John Shattuck, former Assistant Secretary of State for Democracy, Human Rights and Labor, current CEO of the John F. Kennedy Library Foundation, and RFK Human Rights Award Judge.

Once a Spanish colony, Western Sahara has

been under strict military control by the Kingdom of Morocco since its invasion in 1975. The region has experienced an extended conflict between Moroccan military and the Sahrawi (“Saharawi”) independence group, the Polisario Front. In response to the International Court of Justice’s rejection of Morocco’s claims of sovereignty in the region, the Polisario Front, in 1976, proclaimed the Sahrawi Arab Democratic Republic (SADR) as Western Sahara’s legitimate government in exile.

In 1988, the kingdom of Morocco and the Polisario Front agreed to settle the dispute through a UN-administered referendum that would allow the people of Western Sahara to choose between independence or integration with Morocco. The vote still has not been held. A UN-administered ceasefire has been in place since 1991. In 2007, the United Nations began facilitating peace talks between Morocco and the Polisario Front, but talks have stalled over disagreements including who qualifies to participate in the potential referendum and whether full independence is an option for Sahrawis.

Ms. Haidar is part of a younger generation of Sahrawi leaders working through non-violent means to organizing peaceful demonstrations in support of the referendum and to denounce the human rights abuses on both sides of the conflict. Her peaceful efforts have been met with increased police aggression and brutality. In 1987, at the age of 21, Ms. Haidar was one of 700 peaceful protestors arrested for participating in a rally in support of a referendum. Later she was “disappeared” without charge or trial and held in secret detention centers for four years, where she and 17 other Sahrawi women were tortured. In 2005, the Moroccan police detained and beat her after another peaceful demonstration. She was released after 7 months, thanks to international pressure from groups like Amnesty International and the European Parliament.

Since then Ms. Haidar has traveled the globe to expose the Moroccan military’s heavy-handed approach and to advocate for the Sahrawi people’s right to self determination. Her efforts helped change the Moroccan government’s violent tactics for dispersing pro-independence dem-

onstrations. Unfortunately, the torture and harassment of Sahrawi human rights defenders continue behind closed doors.

“The RFK Human Rights Award not only recognizes a courageous human rights defender but marks the beginning of the RFK Center’s long-term partnership with Ms. Haidar and our commitment to work closely with her to realize the right to self-determination for the Sahrawi people,” said Monika Kalra Varma, Director of the RFK Memorial Center for Human Rights.

For 40 years, the Robert F. Kennedy Memorial has worked for a more peaceful and just world. The Robert F. Kennedy Human Rights Award was established in 1984 to honor courageous and innovative human rights defenders through-

out the world. There have been 38 RFK Human Rights Laureates from 22 countries to date. The award includes a cash prize of \$30,000 and on-going legal, advocacy and technical support through a partnership with the RFK Memorial Center for Human Rights. Award winners are selected by an independent panel of human rights experts, which this year included: John Shattuck; Gay McDougall, U.N. Independent Expert on Minority Issues; Ambassador Bill vanden Heuvel, RFK Memorial Board Member and Of Counsel with Stroock & Stroock & Lavan; Makau Mutua, Dean of Buffalo Law School, The State University of New York; Sushma Raman, President of Southern California Grantmakers.#



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INNOVATION IN  
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# Hazards of Cigarette Smoking on Display at the New York Public Library

By LAUREN SHAPIRO

After his mother developed lung cancer, Dr. Robert Jackler's scholarly interest in the tobacco industry became personal. The resultant exhibition "Not A Cough In A Carload: Images Used by Tobacco Companies to Hide the Hazards of Smoking," is on display at the Science, Industry and Business Library (SIBL) branch of the New York Public Library through December 26, 2008. The ads, from the 1920's to date, can be viewed at [www.tobacco.stanford.edu](http://www.tobacco.stanford.edu). They proclaim that their brand of cigarettes calm nerves, boost energy, aid in weight loss, and are not harmful because the tobacco is toasted or has added menthol.

Dr. Jackler, Chairman of the Department of Otolaryngology, Head and Neck Surgery at Stanford University, says of the tobacco industry "When they saw the public was worried, their response was

[a] comprehensive campaign that went on for decades to reassure the public and to overcome what they increasingly knew was scientific evidence proving that cigarettes cause cancer and heart disease."

When asked if there was any chance the tobacco industry genuinely believed their products to be safe, Dr. Jackler replied, "There is zero chance that they didn't know. The website [legacy.library.ucsf.edu](http://legacy.library.ucsf.edu) gets you [9.7 million]



documents. It's been known since the 19th century that cigarettes cause cancer. The ads were complete fraud."

What would the tobacco industry say? "I think they would say, 'yes we used to do that, but we don't anymore.' But they do. Ads today have the same messages: smoke and you'll be vital, healthy and vigorous. You'll be a maverick an individualist. They target youth, since they have a product that cuts off eight years of life. Maybe

they can entice a few adults to change brands but that's rare, people have fanatical brand loyalty. That's why we see Camel #9—pink packaged cigarettes aimed at young girls, tobacco mixed with cocoa, honey or mint—these flavorings make it easy for young people to start."

John Ganly, SIBL's assistant director for collections, states the exhibit has "a very great importance, great information content for the tobacco and the advertising industry. The exhibition supports our mission—to provide business and technology information to the public."

Mr. Ganly observes that the exhibition is best appreciated by those old enough to remember the ads. Another librarian elaborates, "These ads were so pervasive that going to this exhibition is like a walk through memory lane." Ads include cultural icons Mickey Mantle, Lucille Ball, Ronald Reagan, and a 1951 artfully drawn smoking Santa Claus.

But what about those not old enough to remember? "Two thirds of children visit small

stores every week. These tobacco advertising emporia near schools have been shown effective in fostering smoking initiation." Dr. Jackler says, citing three recently published scientific studies.

Abraham Palma, Teen and Literacy Director of the Washington Heights YM-YWHA, is directing a new program in collaboration with the NYC Coalition for a Smoke Free City. "We are training teens to go to stores to talk to owners to see if they can remove or rearrange the ads because they are below eye level and the ones that see them are the little kids." He plans to take the teens to the SIBL exhibition. Mr. Palma will first conduct a lesson preparing the Facebook generation for Lucy, but says the ads are "Very similar to what you see today. Smoking makes you a popular guy; it's going to make you cool, always around some beautiful girl. It's a wonderful idea to show them that things haven't really changed all the way back to the 1920's. That's the message you want to give to kids." #

## Calendar of Events December 2008

### Conferences

**GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY**  
19 West 44th Street, Suite 500  
New York, NY 10036

#### HISTORY NOW LOOKS AT THE AMERICAN WEST

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](http://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.

#### 2008 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the Gilder Lehrman Institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2008 schedule and buy tickets:

[www.gilderlehrman.org/institute/public\\_lectures.html](http://www.gilderlehrman.org/institute/public_lectures.html)

#### FEATURED DOCUMENT

The institute regularly features documents from the Gilder Lehrman collection. In the spotlight this week is a broadside, printed in 1805 in New York City, which illustrates the atrocious treatment of slaves.

See the broadside and read the transcript:

[www.gilderlehrman.org/collection/docs\\_current.html](http://www.gilderlehrman.org/collection/docs_current.html)

### Events

**SCHOOL OF VISUAL ARTS**  
209 East 23 Street, New York, NY 10010-3994  
Tel: 212.592.2107  
E-mail: [gradadmissions@sva.edu](mailto:gradadmissions@sva.edu)  
Website: [www.sva.edu](http://www.sva.edu)

W.J.T. Mitchell: The Future of the Image  
Thursday, December 11, 7pm

Scholar and theorist of media, art and literature W.J.T. Mitchell will discuss the work of Jacques Ranciere, a contemporary French philosopher whose writings on the relationship between contemporary art and politics have garnered much attention in the art world. Mitchell is a well-known figure in the fields of visual culture and iconology, a professor of English and art history at the University of Chicago and the editor of the interdisciplinary journal *Critical Inquiry*. Presented by the MFA Art Criticism and Writing Department, 209 East 23 Street, 3rd-floor amphitheater. Free and open to the public

**Cathleen McGuigan: The Role of Design Criticism in the National Press.**

Tuesday, December 16, 6pm.

Covering architecture, design and culture, Cathleen McGuigan is a senior editor and writer at *Newsweek* and has written for *The New York Times Magazine*, *Smithsonian*, *Rolling Stone*, *Harper's Bazaar* and *ArtNews*. She is also an adjunct professor at the Graduate School of Journalism at Columbia University and was a Loeb Fellow at the Harvard University Graduate School of Design. Presented by the MFA Design Criticism Department, 136 West 21 Street, 2nd floor. Free and open to the public. Seating is limited at this venue. Please RSVP to 212.592.2228 or [dcrit@sva.edu](mailto:dcrit@sva.edu).

**The Camera Club of New York Presents: Michal Chelbin**  
Tuesday, December 16, 7pm.

Based in New York City, Israeli-born photographer Michal Chelbin has shown in solo and group shows in the U.S. and Europe, most recently at Andrea Meislin Gallery in New York. 209 East 23 Street, 3rd-floor amphitheater. Free to CCNY members, SVA students, faculty, and staff; General admission \$10, \$5 for other students with ID.

### Open Houses

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The Lycée Français de New York is a multicultural, bilingual institution with students from fifty nations (preschool-12th grade). The school is an American, private, non-profit school chartered by the NY State Board of Regents, and accredited by the French Ministry of Education.

## Chancellor Klein Congratulates Student Winners of PS Architecture 2008

Schools Chancellor Joel I. Klein recently congratulated the winners of PS Architecture 2008, a new architectural photography competition open to New York City public school students of all grades. Twenty winning photographs were selected by a jury from among 500 submissions, and an exhibit of the winning works—by students in elementary, middle, and high schools across the City—appeared at the Center for Architecture in Greenwich Village. Chancellor Klein was joined at the Center for Architecture at a celebration for the winners by Deputy Chancellor Kathleen Grimm, School Construction Authority President Sharon Greenberger, and Tim Hayduk, Director of Learning By Design:NY at the Center for Architecture Foundation.

“Congratulations to all the students who participated,” Chancellor Klein said. “Regardless of whether a school is old or new, ornate or unadorned, there is always something that can catch an artistic eye. This exhibit demonstrates how a talented photographer can give the rest of us an extraordinary view of the ordinary.”

“I applaud the work of these students and I want to thank the Center for Architecture for their partnership and support for this program,” Deputy Chancellor Grimm said.

“The students used their cameras in such an exceptional way by focusing on unique architectural designs in our schools,” SCA President Greenberger said. “They did a terrific job.”

“We are very pleased to partner with the Department of Education on PS Architecture,” said Mr. Hayduk. “This program is very close to our hearts because it provides students with the opportunity to examine their school as a work of architecture and represent their seeing through the art of photography. It is a true celebration of the built environment.”

The competition, which was sponsored by The Center for Architecture Foundation, FXFOWLE Architects, LLP, National Reprographics, and Pentagram Design, was open to all New York City public school students.

The contest was judged by a jury of arts and architecture professionals, including: Nelson Bakerman, architectural photographer; Michael Bierut, Pentagram Design; Michele Cohen, DOE’s Public Art for Public Schools; Tim Hayduk, Center for Architecture Foundation; Martin Pedersen, Metropolis magazine; Stan Ries, architectural photographer; Ann Rolland, FXFOWLE Architects; and Maria Bonilla and Barbara Rudnick, art teachers in NYC public schools.

Raphaella Olive, citywide winner, elementary school (PS 20 Clinton Hill School, Brooklyn), said, “I am very surprised to be able to win this contest. I have never thought that my photos were that good. I take my photos for the fun of it. But I guess I should take them more seriously now. Who knows, they might just be worth something someday.”

Barbara Font, citywide winner, middle school (PS/IS 266, Queens), said, “I am very excited and honored to be chosen as the citywide winner. I enjoy photography because it allows me to use light in interesting and creative ways. One of my favorite photography subjects is people in movement; I like the energy and emotion that is portrayed in the picture. For example, jumping represents excitement and happiness while running could represent fear. Lastly, I was very fortunate to have a middle school art teacher like Ms. [Anissa] Mendez [PS/IS 266, Queens], she encouraged me to be creative and enjoy the artistic side of photography.”

Andrew Marcus, citywide winner, high school (NYC Lab School for Collaborative Studies, Manhattan), said, “This contest made me realize that architecture, and art, are all around me. I saw the parallel lines in the stairwell compliment the railings and tiles on the wall. It’s great to see so many other students also looking at their schools through a new lens as I did with mine.”

The winners (and the schools they attended last spring at the time of the contest) include:

Elementary School: Raphaella Olive, Citywide Winner, Elementary School: PS 20 Clinton Hill School (Brooklyn); Marissa Gonzalez, Second Place, Elementary School: PS 116 John J. Driscoll (Staten Island); Bryan Chango, Third Place, Elementary School: PS 116 John J. Driscoll (Staten Island); Roman Bromblin, Fourth Place, Elementary School: NEST+m (Manhattan); Daniel Kim, Runner up, Elementary School: PS 41 Crocheron (Queens); Kenny Shi, Runner up, Elementary School: PS 69 Vincent D. Grippo School (Brooklyn); Qi Wen Li, Runner up, Elementary School: PS 112 (Brooklyn); Christina Wu, Runner up, Elementary School: PS 112 (Brooklyn)

Middle School: Barbara Font, Citywide Winner, Middle School: PS/IS 266 (Queens); Ayah Khalil, Second Place, Middle School: PS/IS 111 Adolf S. Ochs (Manhattan); Justin Sam, Third Place, Middle School: Irwin Altman Middle School 172 (Queens); Michael Nieves, Fourth Place, Middle School: Academy for Social Action (Manhattan)

High School: Andrew Marcus, Citywide Winner, High School: NYC Lab School for Collaborative Studies (Manhattan); Brian Hinds, Second Place, High School: James Madison High School (Brooklyn); Nicoletta Gallo, Third Place, High School: Millennium High School (Manhattan); Betty Zhao, Fourth Place, High School: Stuyvesant High School (Manhattan); Ligia Perez, Runner-up, High School: Marta Valle Secondary School (Manhattan); David Yusim, Runner-up, High School: James Madison High School (Brooklyn); Chloe Smith, Runner-up, High School: Forest Hills High School (Queens); Jeaniffer Lacrete, Runner-up, High School: High School for Service and Learning at Erasmus (Brooklyn).

## Teachers College Conference on Education Equity



Pedro Noguera



Michael Rebell &  
TC Trustee Laurie Tisch

Teachers College held the fourth annual Equity Symposium, “Comprehensive Educational Equity: Overcoming the Socioeconomic Barriers to School Success,” spearheaded by attorney and Professor of Law and Educational Practice, Michael Rebell. The purpose of this year’s symposium was to confront the reality that to overcome achievement gaps and promote academic proficiency for all children, we must tackle the full range of opportunity gaps faced by children from backgrounds of poverty, including health, home, and community-related barriers to learning, as well as inequities in academic opportunities. Some of the nation’s leading experts convened to review current research and examine the experiences of demonstration projects. The conference explored, among many topics, how we move from pilots to policy with specific proposals for bringing to scale efforts to provide access to necessary resources and comprehensive services. [Editor]

### By MARISA SUESCUN

How do you eliminate (not just “close,” but truly eradicate) that most prevalent and persistent of challenges to educational equity, the achievement gap? This question—at once decades-old and urgently current—sparked bright dialogue amongst the powerhouse panel of educators that confronted it, in the Promising Delivery Models Roundtable moderated by Pedro Noguera recently.

Noguera, a professor at NYU’s Steinhardt School and Executive Director of the Metropolitan Center for Urban Education, noted, “Since we don’t have the opposing voice on this panel... I’ll have to play that role.”

To be sure, the four panelists—a big city superintendent, CEO of a big city non profit, president of a small-town community foundation, and state university Board chair—agreed on certain fundamentals, namely that the achievement gap can and should be tackled by social services, the earlier in a child’s life the better. But the discussion brought forth some subtle and instructive points of disagreement on how to approach that task.

In different ways, the panelists expressed that achieving educational equity requires quality, sustained, and expensive efforts in school and beyond—evoking a broad, ambitious definition of public education that includes such services as pre-natal parent education, adult GED classes, after-school enrichment programs that keep schools open until 8 or 9 pm, and rigorous literacy instruction for children under 5.

“I believe that all the supplemental services cannot make up for a lousy K-12 education,” said Geoffrey Canada, CEO and President of Harlem Children’s Zone, a 20-year-old non-profit, community-based organization that offers social and educational programs to children and families. Harlem Zone has been widely regarded as a promising model of comprehensive education reform that focuses on the fundamental challenges facing communities. “We try to keep the kids who are falling from falling faster,” Canada said.

“It’s not schools versus after-school... that’s a false dichotomy,” agreed Arne Duncan, CEO of Chicago public schools. Duncan has pioneered an initiative to open community schools in low-income neighborhoods, an initiative that has

resulted in 7 years of rising test scores and a reduced rate of children bouncing from school to school. “There is not a major city in the United States where there isn’t at least a one-third dropout rate. We desperately need to improve what happens during the day.”

Carl Hayden, Chancellor Emeritus and Chairman of the Board of the State University of New York, thinks that the most important educational work—and the origin of the achievement gap—happens before a child sets foot in a formal school.

“The great, unexamined period in this equation is (ages) 0 to 5,” Hayden said. “We should put all our resources into getting all kids prepared for kindergarten.”

Hayden chairs the Chemung County School Readiness Project, which is directed by another panelist, Randi Hewit, President of the Community Foundation of Elmira-Corning and the Finger Lakes. The School Readiness Project focuses on providing pre-K programs and literacy instruction for young children in upstate New York’s Chemung County.

“We’re on track in 5 years to cut the number of kids in Chemung County unprepared for kindergarten by half,” Hewit said.

Each of the panelists spoke with ease and clarity about the measurable effects of their work on children and communities. Canada, the CEO of Harlem Children’s Zone, estimates that it requires about three years, at \$50,000 per year, to move a middle school child who is academically behind to grade level. “We’re paying that right now for programs,” he said. “But it never approaches the price we pay when we lock kids up.”

But the focus on measurable outcomes can be misleading, Canada warned. “So much of the discussion is around academic outcomes that I think people will make poor choices... by cutting the ‘extra’ stuff,” he said.

Hayden, the SUNY Board chairman, said that the outcomes-oriented approach allows funders to distinguish effective programs from ineffective ones—a distinction especially necessary in lean economic times. Hayden said that funders would look favorably on the excellent track record of organizations like Harlem Children’s Zone. “They’re still going to fund results,” he said.

“Yes, that’s what I’m worried about,” Canada replied. “This is what we do to poor families. When you or I send a kid to soccer, we don’t expect his math scores to go up. We expect him to get better in soccer. For poor kids, if you send them to chess, they also want their English scores to go up,” Canada said, evoking a round of audience applause and laughter.

The panelists—and many of the several hundred audience members in attendance, if judging by their applause and nods of agreement—all advocated for increased spending on education in the upcoming presidential term, claiming that the deficit spending is worth the investment in the infrastructure of the future.

“As a country, we have lost our way,” said Duncan, who advocates for schools to be open 11-12 hours per day. “There needs to be reciprocity—yes, government must do more and so must individual parents and families.” #

## Enjoy Page After Page of Holiday Cheer Through Reading!

By SELENE VASQUEZ

HOLIDAY PICTURE BOOKS: AGES 6 THRU 8:

CHRISTMAS

**Gingerbread Friends**

by Jan Brett. (Putnam, unpagged, \$17.99)

Lusciously delicious visuals tell a story of the roly-poly Gingerbread Baby who longs for riotous adventures. Sidebars offer step-by-step instructions for making gingerbread friends to eat!

**The Christmas Bears**

by Chris Conover. (Farrar, unpagged, \$16.95)

In simple rhyming text, a large and loving bear family are busily involved in holiday preparations: hanging wreaths, baking cookies, sending out cards, etc. Endpapers show a map of the world’s various bears and where they can be found. A heartwarming addition for lap-sharing with the very young.

HANUKKAH

**The Hanukkah Mice**

by Steven Kroll. Illustrated by Michelle Shapiro (Cavandish, unpagged, \$14.99)

A friendly mouse family share in the fun of Hanukkah celebrations: latkes and applesauce, gelt, a miniature menorah, and all the similar fun of the human household they joyfully share. Cheerful gouache illustrations.

KWANZAA

**Paper Crafts for Kwanzaa**

by Randel Mcgee (Paper Craft Fun for Holiday Series, CIP, 48 pps., \$23.93)

The symbols and principles of this holiday are offered thru eight easy-to-do projects ranging from a kinara pop-up card to an African-style hat and woven mat. Common supplies are needed: construction paper, markers, scissors and glue.

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

## REVIEW OF THOSE WHO DARED: FIVE VISIONARIES WHO CHANGED AMERICAN EDUCATION

By MERRI ROSENBERG

### *Those Who Dared: Five Visionaries Who Changed American Education*

Edited by Carl Glickman  
Foreword by George Wood  
Published by Teachers College Press,  
November 2008, New York: 141 pp.

I imagine that no matter what one's profession or field happens to be, nearly everyone would agree that strong, inspiring, visionary leaders are essential in moving an organization forward, to something better.

Here, in one compact volume, are profiles of five educational leaders who have indeed contributed to the improvement of American public education.

As Carl Glickman acknowledges, "These leaders have a bold vision of the educated American student as a wise and engaged citizen rather than a competent test taker, and they have repeatedly shown the power of schools that engage in thoughtful and purposeful practice...[they] have dared to stand up to federal and state policy makers who wish to achieve school change from uniform, top-down mandates and single-test accountability requirements."

Who are these gifted leaders? Deborah Meier, a McArthur Foundation Genius award winner who has dedicated her career to developing elementary and secondary schools to serve low-income African-American and Latino students; Harry Levin, a professor and scholar who has specialized in the relationship between the economics of education and human resources; James P. Comer, MD, who created the School Development

Program, which works to schools' culture so that students are motivated to learn; John Goodlad, a professor of education who has recently developed several organizations for education reform and research; and Theodore R.Sizer, a retired professor of education at Brown who founded the Coalition of Essential Schools, a nationwide association of reform-minded schools.

They acknowledge their failures, obstacles, and mistakes. Undaunted, these five educators have relished the struggle to make better schools, and experiences, for students.

As Deborah Meier writes, "The purpose of education happily is consistent with the struggle to create good schools—if we share that struggle with our staffs, families, and above all, the kids."

Their individual career paths represent a truly dizzying spectrum of possibilities, from the classroom to the principal's office, to academic appointments and authorship of seminal works. What unites their collective efforts is a passionate commitment and belief in the ultimate value of public schools, and the ability to renew them.

"Across all these five lives, the word democracy is writ large," says George Wood, the executive director of The Forum for Education and Democracy. "Thus, the second lesson is that the heart of public education, its most crucial mission, is to develop in the young the habits of heart and mind that make democracy possible...these five have kept the flame of educating for democracy and citizenship alive."

At this moment of new possibility for our nation, this is as good a time as any to explore this book, and apply its lessons to one's own schools and communities. #

## Review of Controversies In The Classroom: A Radical Teacher Reader

By MERRI ROSENBERG

### *Controversies In The Classroom: A Radical Teacher Reader*

Edited by Joseph Entin, Robert C. Rosen and Leonard Vogt with a foreword by Deborah Meier  
Published by Teachers College Press,  
September 2008, New York: 190 pp.

Given the recent positive change on the political landscape, perhaps there will be a more receptive audience for the underlying message of this provocative book than might have existed during the past eight years.

As one of the titles in the *Teaching for Social Justice* series (under the guidance of William Ayers, a timely figure), this collection of prescriptive essays by progressive educational professionals unflinchingly tackles such issues as war, gender and sexuality, sweatshop economics, even testing and tracking.

As noted in the introduction, while "...progressive educators have long had a significant impact on educational practice and policy across the United States...a renewed and vigorous counter-attack against progressive educational innovation has arisen. Conservatives (and others) have been promoting English-only education, an expanded role for the private sector in public education, and uniform standards for students and schools through one-size-fits-all testing and assessment."

Consider this a significant pushback to the lamentable world of No Child Left Behind and the prevailing philosophy that education should be delivered and evaluated according to the busi-

ness model.

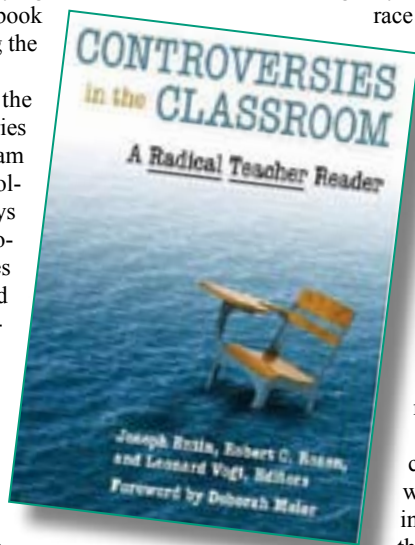
As Deborah Meier observes in her impassioned and thoughtful foreword, "Teaching for Social Justice begins and ends with questions...Social justice teaching tries to tell the truth...Goodbye to complacency in a heartless world."

So there are chapters (in some cases, complete with modified lesson plans or case studies and trigger questions to prompt classroom discussion) on the Vietnam War, examining terrorism, exploring the moral implications of global sweatshops or considering why students still sit separately by race even in ethnically diverse high schools.

Be warned that many of the authors stake out extreme positions, or express them in extreme language. In the chapter about the "English only" policy, Lilia Bartolome and Pepi Leistyna write that "what we are experiencing currently across the nation, as in the past, is...a veiled (and not so veiled) racist ideology." Hmm.

And I doubt that many classroom teachers, no matter what community they teach in, would be comfortable with the idea of "Bringing sexual orientation into the Children's and Young Adult Literature classrooms" that Patti Capel Swartz recommends. Or, for that matter, with attempting to introduce women's studies in the elementary classroom.

Still, there's something refreshing about delving into something so unapologetically radical—it's a welcome antidote to the sometimes numbing barrage of less overtly ideological educational books that appear and all too often blur together. #



## Logos Bookstore's Recommendations



By H. Harris Healy, III, President,  
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It is December and the Holidays are here. It is a good time to make the gift of music to friends and loved ones, even oneself to enjoy at holiday time and year round.

Aside from related greeting cards and books for Christmas and Hanukkah there is also music from Latin jazz up versions of Christmas favorites on such recordings as 'Navidad' and Cuba L.A.'s 'Navidad Cubana' to the Metropolitan Museum of Art's CDs, 'A Baroque Christmas', 'A Renaissance Christmas' 'A Medieval Christmas' including Putumayo's 'Christmas Around the World,' and 'New Orleans Christmas' as well as CDs and cassettes for the singing group Gloria Dei Cantores' 'What Cheer', 'Scott Adams' 'Born of Light' (Collection of Traditional Christmas Carols & Hymns), 'Christmas A CAPPELLA STYLE with the blenders', pianist Jo Davidson's *Merry Christmas And Happy New York*, 'Mistletoe Swing', 'The Nutcracker', 'A New World Christmas' featuring Stevan Pasero and Ruth M. Ginnis' 'Awakening Season'.

For Hanukkah there are Putumayo's 'A Jewish Odyssey' and 'Israel' and Herbie Mann & Sona Terra's 'Eastern European Roots' for music for the whole year, Logos has quite a collection from the dual CD live recording of the Buena Vista Social Club's 1998 concert at Carnegie Hall, full of great memories of the incomparable piano player, Ruben Gonzalez, and other excellent musicians like Conpay Segundo, guitarist/vocalist, Ibrahim Ferrer,

vocalist, to name a few; and 'introducing Ruben Gonzalez' and 'Tony Martinez & The Cuban Power's Maferefum' to music by Gal Costa, Ceu, Leny Eversong (Old style Brazilian night club baladeer), Maria Bethania and Emmeline to the rough guide collections of 'Argentina', 'Ravi Shankar' and 'Paris Café Music' as well as Oxfam's Think Global 'Native America' and 'Acoustic Brazil'.

In addition Logos carries fine music anthologies from the Metropolitan Museum of Art such as 'Classical Music of France', 'Music In The Age Of Turner', 'Music Of Venice', 'Berlin Cabaret', 'Music of the Gilded Age', 'PAINTERS IN PARIS Le Café Concert and 'Music Of Egypt'. For Celtic music enthusiasts, Logos has 'Celtic Woman' and 2 and 3 as well as 'Celtic Twilight' and 'Celtic Twilight Sacred Spirit'. There is much music to choose from at Logos and no CD burning necessary. Happy Holidays!

### Upcoming Events At Logos

Wednesday, December 3, 2008 At 7 P.M., KYTV Reading Group will discuss *Don Quixote* Part II by Miguel De Cervantes.

Monday, December 8, 2008 At 7 P.M., The Sacred Texts Group led by Richard Curtis will continue its discussion for the Gospel of Matthew.

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

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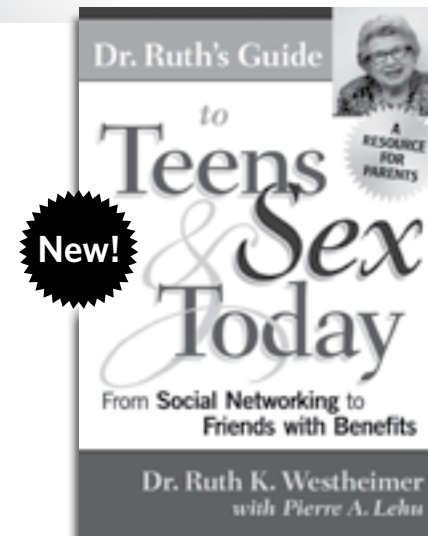


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## FROM THE MAYOR

## NEW SCHOOLS SERVE MORE THAN 11,000 STUDENTS

Mayor Michael R. Bloomberg and Schools Chancellor Joel I. Klein recently announced that 18 new school buildings with 11,471 classroom seats have opened. The new construction represents the largest number of schools and classroom seats to open in a single year under the current five-year capital plan, which is the largest school construction effort in the City's history. The plan includes the creation of 63,000 new classroom seats by 2012—88 percent of which are either underway or already complete.



"We're taking dramatic steps to reduce pockets of overcrowding in our City's schools," Deputy said Chancellor Kathleen Grimm. "PS 307 is helping to create a great space to learn in one of our districts that most need additional seats."

"The School Construction Authority has worked extensively to find appropriate sites for new school construction," said SCA President Sharon Greenberger. "This year we are beginning to see

the results. Between now and September 2010, we will open more than 40,000 new seats across the City."

"This new facility has the resources needed for our children to succeed in the 21st century," said PS 307 Principal Cecilia Jackson. "Students will receive a terrific education here."

The City has added new classroom seats this year in areas of need throughout the five boroughs. In all, the City is adding 4,266 seats in Queens, 2,179 in Brooklyn, 2,104 on Staten Island, 1,930 in the Bronx, and 992 in Manhattan.

PS 307 is an elementary school with 996 seats, 30 general education classrooms, and seven special education classrooms. In its first year, it will have two pre-Kindergarten classes and seven Kindergarten classes; grades will be gradually added each year. The building is fully air-conditioned and features a 300-seat auditorium, a gymnasium, science labs, a multi-purpose room, a cafeteria with a full-service kitchen, music and art rooms, and a medical suite. It also has two playgrounds, a 6,000-square-foot playground for younger students and a 7,000-square-foot playground for older students.

The current Capital Plan, approved by the Mayor and the City Council in 2004 and funded equally by the City and the State, includes \$4.7 billion to build new schools, \$3.3 billion to restructure current school space, and \$5.1 billion to invest in existing assets, such as playgrounds, roofs, science labs, floors, and auditoriums. The new seats created this year bring the total number of new seats completed or underway in this Capital Plan to more than 55,400, and this does not include the tens of thousands of additional seats the City has created since 2002. #

Between 2002 and 2012, the City will add 116,500 seats. This year, the City has launched a record 27 new school construction projects as part of the Administration's effort to relieve pockets of overcrowding in the five boroughs, and since the plan started in July 2004, more than 80 schools are in process or have been completed. The Mayor made the announcement at one of the 18 new school buildings, PS 307 in the Corona section of Queens. He was joined by Deputy Mayor Dennis Walcott, Deputy Chancellor Kathleen Grimm, School Construction Authority (SCA) President Sharon Greenberger, and PS 307 Principal Cecilia Jackson, as well as community partners and parents.

"This is the biggest school construction plan in our City's history and it is changing the shape of our school system," said Mayor Bloomberg. "Across the five boroughs, we are building modern new schools with first-rate science labs, state-of-the-art technology, and outstanding athletic facilities. This year's opening of 18 new schools, which will be home to 11,000 students, is the latest milestone in a plan that will help produce 116,500 new seats by 2012—enough seats to accommodate all the students in the entire City of Baltimore. By making record investments in school construction, and by adopting reforms that have reduced the cost of construction, we are now building the modern school system our children need to succeed in the 21st century."

"These 18 new buildings represent our commitment to creating great schools where our students can learn," said Chancellor Klein. "These schools are state-of-the-art buildings where students will learn and grow this fall and for many decades to come"

## Making City Government Accessible to All New Yorkers

By MAYOR MICHAEL BLOOMBERG

Some 200 different languages and dialects can be heard on the streets of New York. While that incredible diversity is one of our city's greatest historic strengths—it can also create significant challenges. Nearly half of all New Yorkers speak a language other than English at home—and nearly a quarter of New Yorkers lack a basic understanding of English at all. For them, every interaction with City government can be fraught with difficulty.

I remember when I visited Beijing and Shanghai last year to meet with Chinese business leaders. I didn't go anywhere without a translator and I still sometimes had problems getting my point across. So I can only imagine how daunting it is for a New Yorker with limited proficiency in English to complete a seemingly straightforward task like obtaining a marriage license or enrolling a child in school.

The bottom line is that language barriers present challenges for New York to be a true city of opportunity for everyone. And that's why our Administration has been committed to breaking down those barriers and making sure that all

New Yorkers—regardless of the languages they speak—have access to the services and opportunities which help make our city great.

In our schools, we've expanded our translation unit so that parents can receive everything from newsletters to meeting notices in eight different languages. Our police officers now have translators standing by to help them interview victims of violent crimes and get the valuable information they need to catch criminals. We've also made sure that 311—the most popular gateway to City government—can handle calls in 170 different languages with experts fluent in those languages on call 24 hours a day.

We took the next big step in this effort by signing an executive order that requires our City agencies to implement better language access programs. That includes the translation of all essential documents and forms into the six most commonly spoken languages in the city besides English.

I'm a big believer in improving customer service. Businesses need to speak the language of their customers, and so should government. After

## USING TECHNOLOGY TO MAKE NEW YORK CITY SAFER, CLEANER AND MORE LIVABLE

By MAYOR MICHAEL BLOOMBERG

Digital cameras, camera phones, smartphones. These terms weren't even in our vocabulary ten years ago, yet today, many New Yorkers carry this pocket-sized technology with them everywhere they go. One of the goals of our administration is tap the potential of new technology and put it to work for City government. Recently, we took a big leap into the digital age by equipping the 911 and the 311 systems to accept photos and videos sent through mobile phones or uploaded through the city's website at nyc.gov.

The idea is to empower New Yorkers to use the technology we've already incorporated into our daily lives to join the fight against crime and help improve our city's quality of life. Here's how it works.

If, for example, you snap a picture of a car as it flees the scene of a hit and run, call 911 to report the crime as you would normally, and then tell your operator that you have an image that might be helpful to the police. That operator will then notify our Real Time Crime Center, and you'll get a call from a detective who will give you an address where you can send the photo via text message or email.

In the coming months, we'll have the ability to instantaneously transmit the pictures or videos you send us to patrol cars in the vicinity of a crime. This technology should put all would-be-criminals on notice: escaping the law is going to be harder than ever when every police officer in

the area knows exactly what you look like, or what kind of car you're driving.

New Yorkers can also now upload photos and videos to help us improve the delivery of non-emergency services such as filling potholes, cleaning up graffiti in City parks or fixing street signs.

Why is this better than simply calling 311? Because in some cases, having a good picture of the problem can reduce the time it takes us to fix it. For instance, when we get a 311 call about a pothole, our Department of Transportation sends out a team to repair it. Sometimes the team arrives only to find that what we thought was a pothole is actually a sinkhole. To the untrained eye, these street defects look virtually identical, but the process for repairing them couldn't be more different. Sending us a good picture of the defect will help ensure that we send the right team from the right agency to fix the right problem right away.

New Yorkers who are interested in sending us pictures or videos of quality-of-life problem can call 311. Your operator will direct you to a form on the city's website, at nyc.gov, where you'll be able to upload your images.

311 has been a tremendous tool for City government in managing the everyday problems that appear on our streets and sidewalks. This new technology will take it to the next level and enable millions of New Yorkers to help make our city safer, cleaner, and more livable than ever before. #

## NEW YORK IS LEADING THE NATION IN EDUCATION REFORM AND POVERTY REDUCTION

By MAYOR MICHAEL BLOOMBERG

New York City has been at the center of the nation's attention recently—because we are showing the courage, creativity, and leadership to take on some of the country's most complex challenges. In fact, we were invited to Capitol Hill to talk to congressional leaders about our efforts on two of the toughest issues: education reform and reducing poverty.

On the education front, Congress wanted to hear about the great strides we've made in fixing a school system that had failed a generation of New Yorkers. Graduation rates are now up 20%; students in every grade are making gains on test scores; and we continue to close the shameful achievement gap between students of different races. In some cases, we've actually reduced the gap by half.

As we told Congress, our success has centered on two key strategies. The first is investing in teachers and rewarding those who choose to work in the schools that need them the most. Our second focus is holding all schools accountable for doing what they're supposed to do—improve student learning.

Congress was just as eager to hear about our work in reducing poverty. Through our new Center for Economic Opportunity, we've been pioneering the next generation of anti-poverty programs. That includes an innovative program which rewards participants with cash payments for taking the kinds of actions that will most

likely help them climb out of poverty—like maintaining a steady job or getting a regular checkup from their doctor.

To effectively attack poverty, we also need to know its full dimensions. I've always believed that if you don't measure a problem, you're not going to be able to manage it. That's why it's critical we fix the federal government's formula for measuring poverty, which hasn't been updated since it was adopted 40 years ago and fails to consider the current realities about our economy and society.

Over the past year, we put together a team in New York City to develop a new-and-improved measurement—and we unveiled that measurement last week at the NAACP's 99th annual convention. As we testified in Washington a few days later, the new formula gives us a much clearer picture of who is poor and what that word means—today—in 2008. And over the coming months we will use that information to devise even more effective anti-poverty programs to ensure all New Yorkers get their shot at the American Dream.

When you stop to think about it, it really is amazing how far we've come as a city. Not too long ago, New York was the poster child for some of the nation's worst urban problems, including failing schools and chronic poverty. But now we are on the frontlines of both of these critical battles—and the rest of the nation is looking at us to lead the way. #

all, let's say someone reports a problem with their apartment—maybe a leaking pipe that is flooding their apartment. If that person can't communicate with the building inspectors that arrive on the scene, the leak could end up affecting the whole

apartment building.

By making city government more accessible, we are making our city safer, healthier, and stronger for all New Yorkers. And that's what we're working to do every single day. #



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