

# EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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## WOMEN SHAPING HISTORY



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## THE DEAN'S COLUMN

*Sums of Consecutive Integers*

By ALFRED S.  
POSAMENTIER, Ph.D.

Every so often it is wise to give students a challenge—yet one that is within their grasp—where they can use their intuition and observation talents.

Here is one arithmetic peculiarity that can be explored (albeit at various levels of complexity depending on the age and ability of the students) by all students. Begin by asking your students which numbers can be expressed as the sum of consecutive integers.

You may have your students try to establish a rule for this by trying to express the first batch of natural numbers as the sum of consecutive integers. We will provide some in the following list.

2 = not possible	22 = 4+5+6+7
3 = 1+2	23 = 11+12
4 = not possible	24 = 7+8+9
5 = 2+3	25 = 12+13
6 = 1+2+3	26 = 5+6+7+8
7 = 3+4	27 = 8+9+10
8 = not possible	28 = 1+2+3+4+5+6+7
9 = 4+5	29 = 14+15
10 = 1+2+3+4	30 = 4+5+6+7+8
11 = 5+6	31 = 15+16
12 = 3+4+5	32 = not possible
13 = 6+7	33 = 10+11+12
14 = 2+3+4+5	34 = 7+8+9+10
15 = 4+5+6	35 = 17+18
16 = not possible	36 = 1+2+3+4+5+6+7+8
17 = 8+9	37 = 18+19
18 = 5+6+7	38 = 8+9+10+11
19 = 9+10	39 = 19+20
20 = 2+3+4+5+6	40 = 6+7+8+9+10
21 = 1+2+3+4+5+6	

These consecutive number sum representations are clearly not unique. For example, 30 can be expressed in other ways such as: 9+10+11, or 6+7+8+9.

An inspection of the table shows that the consecutive number sums that were not possible

were powers of 2.

This is an interesting fact. It is not something that one would expect. By making a list of these consecutive number sums, students will begin to see patterns. Clearly the triangular numbers are equal to the sum of the first  $n$  natural numbers. A multiple of 3, say  $3n$  can always be represented by the sum:  $(n-1) + n + (n+1)$ . Students will discover other patterns. That's part of the fun of it (not to mention its instructional value—seeing number patterns and relationships).

For the more ambitious students, we now will provide a proof of this (until-now) conjecture. First we will establish when a number can be expressed as a sum of at least two positive integers.

Let us analyze what values can be taken by the sum of (two or more) consecutive positive integers from  $a$  to  $b$ . ( $b > a$ )  $S = a + (a+1) + (a+2) + \dots + (b-1) + b = ((a+b)/2)(b-a+1)$

by applying the formula for the sum of an arithmetic series\*, then doubling both sides we get:

$$2S = (a+b)(b-a+1)$$

Letting  $(a+b) = x$  and  $(b-a+1) = y$ , we note that  $x$  and  $y$  are both integers and that since their sum,  $x+y = 2b+1$ , is odd, one of  $x$ ,  $y$  is odd and the other is even. Note that  $2S = xy$ .

**Case 1.**  $S$  is a power of 2.

Let  $S = 2^n$ . We have  $2(2^n) = xy$ , or  $2^{n+1} = xy$ .

The only way we can express  $2^{n+1}$  as a product of an even and an odd number is if the odd number is 1. If  $x = a + b = 1$ , then  $a$  and  $b$  cannot be positive integers. If  $y = b - a + 1 = 1$  then we have  $a = b$ , which also cannot occur. Therefore,  $S$  cannot be a power of 2.

**Case 2.**  $S$  is not a power of 2.

Let  $S = m2^n$ , where  $m$  is an odd number greater than 1. We have  $2(m2^n) = xy$ , or  $m2^{n+1} = xy$ . We will now find positive integers  $a$  and  $b$  such that  $b > a$  and  $S = a + (a+1) + \dots + b$ .

The two numbers  $2^{n+1}$  and  $m$  are not equal, since one is odd and the other is even. Therefore one is bigger than the other. Assign  $x$  to be the bigger one and  $y$  to be the smaller one.

This assignment gives us a solution for  $a$  and  $b$ , as  $x + y = 2b + 1$ , giving a positive integer value

## EDITORIAL

*Women Shaping History 2008*

By POLA ROSEN, Ed.D.

I must confess that, during the past twelve years of publishing *Education Update*, the March issue celebrating the accomplishments of women, has been one of my favorites. Perhaps it was because I am the proud product of an all-women's liberal arts college, Barnard College in New York City; perhaps it was because my mother was a strong leader, encouraging me and my sister to learn and excel; perhaps it was because my father was a true Renaissance man (and still is at the age of 98!) sharing his love for all subjects; perhaps it was because it has always been more difficult for women to juggle education, career and children as well as compete in the intellectual world, a conflict which the women in these pages are still embroiled in today.

There is much to admire and emulate in the women you will read about this month. They come from many different places and have careers

that are as varied as surgeon and quilter (although ironically, both those careers use needle and thread!) These women have overcome the odds and found their own voice, their inner fulfillment, their passion.

Two of the women we are honoring are college presidents: Judith Shapiro, President of Barnard College and Augusta Souza Kappner, President of Bank Street College. They have blazed a trail of knowledge, influencing generations of young people to pursue learning and make a contribution to society. I am fortunate to call them "my friends" and pay them homage in these pages as they step down from the presidency to pursue other paths.

President John F. Kennedy in 1961 spoke of four essential qualities by which our brief time in history would be measured: courage, judgment, integrity and dedication. Our honorees this month embody those quintessential traits.#

for  $b$ , and  $x - y = 2a - 1$ , giving a positive integer value for  $a$ . Also,  $y = b - a + 1 > 1$ , so  $b > a$ , as required. We have obtained  $a$  and  $b$ .

Therefore, for any  $S$  that is not a power of 2 we can find positive integers  $a$  and  $b$ ,  $b > a$ , such that  $S = a + (a+1) + \dots + b$ .

In conclusion, a number can be expressed as a sum of (at least two) consecutive positive integers, if and only if the number is not a power of 2. This exploration may open the door for others of a similar nature. This is part of the fun of mathematical investigations!#

\*  $S = (n/2)(a + l)$ , where  $n$  is the number of terms, and  $a$  is the first term and  $l$  is the last term.

*Dr. Alfred S. 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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## EDUCATION UPDATE

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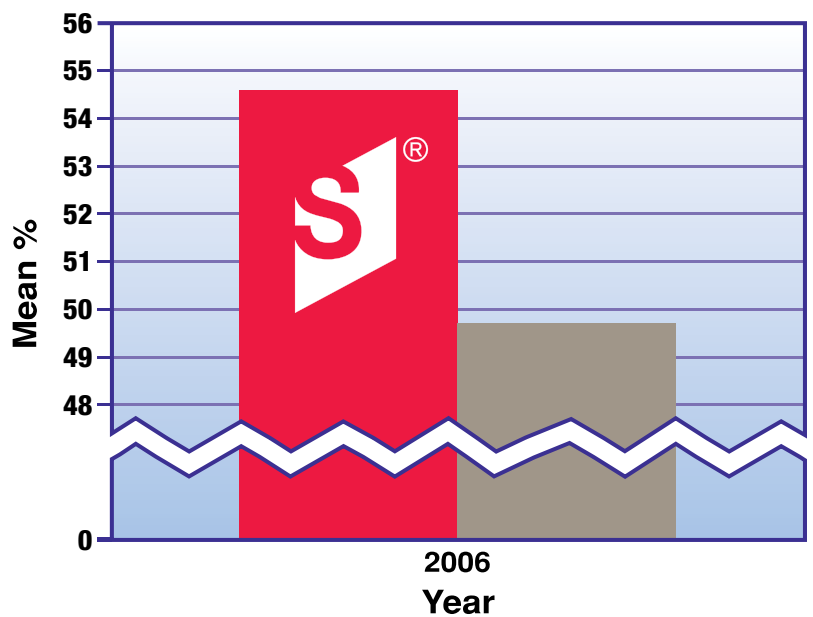
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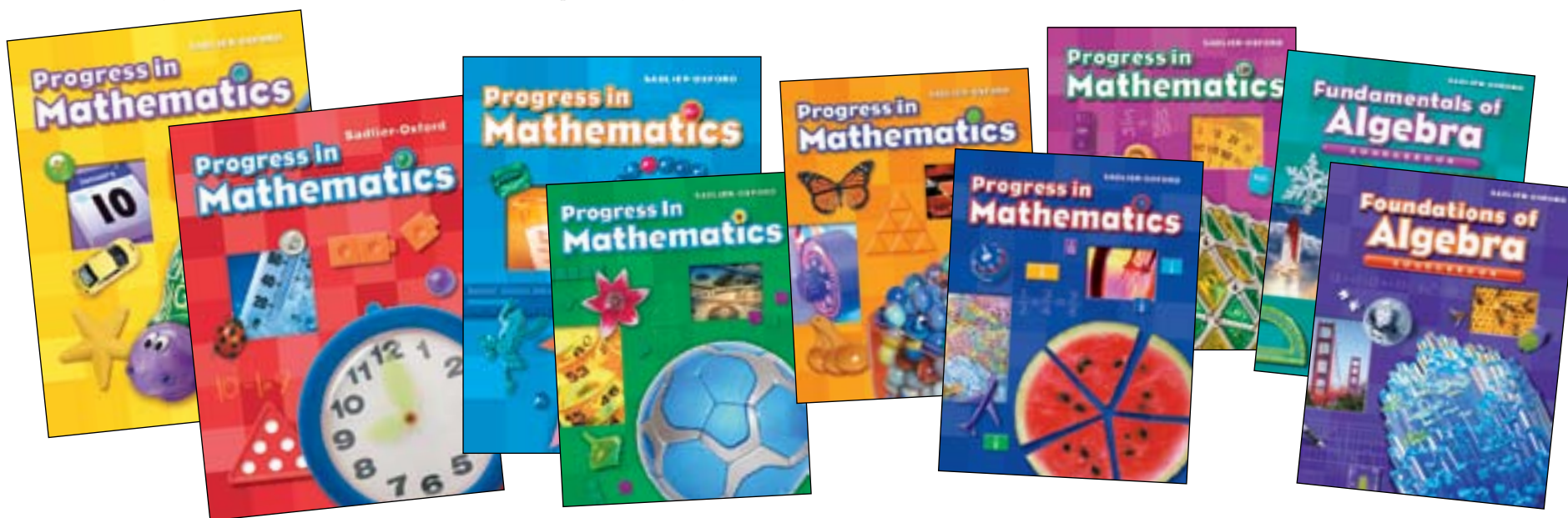


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## UNION PRESIDENTS SPEAK

RANDI WEINGARTEN — UFT

*Keep The Promises to Kids*

By RANDI WEINGARTEN

This time last year, spirits were running high in New York City education circles as state and city leaders finally pledged to invest the resources needed to prepare the next generation of public school children for college and the challenges of the 21st Century workforce.

Getting to this point was not easy. It took a 14-year court battle by the Campaign for Fiscal Equity, a broad coalition of education advocates, to get the state to commit to increased funding for city schools. The city also committed to providing more money to enact education reforms and improve the school system.

But here we are a year later having to fight yet again to get the state and city to honor their commitments and keep the promises made to kids.

Keep in mind these were not political campaign promises made in the heat of contentious election battles. On the contrary, these were long-term, predictable budgetary commitments that were enacted into public policy that parents, educators, advocates and children hoped would be the beginning of a sustained movement to improve our public schools.

Now these commitments are being threatened as the state and city react to uncertain economic times in the months ahead with proposals that could cost city schools half a billion dollars this school year and next. The very help that our children need so desperately—and which they were promised—is being put at risk. For example:

Last year, the state promised to increase its basic classroom operating aid to New York City by \$528 million for the 2008-09 fiscal year. But Governor Eliot Spitzer recently proposed reducing this amount by nearly \$200 million.

In 2006, the state pledged to increase building funds for the city by \$11.2 billion to enable the city to complete a \$13.1 billion capital plan to erect and repair school facilities. That promise is now threatened by proposals that would delay the state reimbursement to the city for its construction costs.

The city pledged to raise its education investment by \$2.2 billion over four years. However, the city Department of Education is cutting \$180 million in funds this school year with \$100 million coming right out of classrooms in schools all over the city. It gets worse next year with an additional cut of \$324 million. The two-year total cut exceeds half a billion dollars!

This retreat from the commitments made by the state and city is disturbing in light of the academic progress our school system has shown in recent years. Most importantly, kids need to be immunized in hard economic times, and that was the intent of the long-term budget priorities. Students, parents and educators have worked very hard to meet challenging standards, and just as our school system stands poised to make significant and sustained strides for kids, the promised resources are being withheld.

Education advocates are well aware of the alarms being sounded by Wall Street about fears of an economic recession in the region and the nation, and we understand elected officials' desire to be fiscally prudent. But city and state budgets should not be balanced on the backs of school kids. A generation of kids has already paid a hefty price for delayed education funding, and we can't let it happen again.



When government promises to safeguard the education of our children, parents and the public have a right to expect those promises to be honored. The absence of an independent Board of Education and schools chancellor requires other means to intervene on behalf of our children.

That's why education advocates have banded together to form the Keep the Promises Coalition. This diverse body of education advocacy groups, teachers and principals, community organizations, clergy, labor unions and dozens of elected city and state officials came together earlier this month to spearhead a movement to protect New York City public school students from the cuts.

The coalition is waging a campaign to raise public awareness about the proposed cuts. It

is also lobbying city and state officials to reverse the cuts and restore desperately needed education funds for city schools.

And that's where you, dear reader, and the rest of the public come in. The coalition is urging New Yorkers to call their elected representatives in city and state government and voice their opposition to the cuts.

You can call your state Assemblyman and state Senator at the toll-free New York State AFL-CIO Action Line at 877-255-9417. If you happen not to know the name of your representative, simply give the operator your zip code and ask to be connected. You can call your City Council Member at 212-788-7100.

We also urge you to join us in a public rally against school budget cuts on March 19 at 4 p.m. outside City Hall on Broadway south of Chambers Street in Manhattan.

We may face uncertain economic times in the months ahead, but this much is certain: We must keep our promises to kids. They deserve to have those promises honored. They have waited long enough. #

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

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ERNEST LOGAN — CSA

*INSPIRING WOMEN*

By ERNEST LOGAN

"The greatest good is what we do for one another," said Mother Theresa, one of history's most inspirational leaders. I too learned this invaluable lesson at a young age from my first teacher, my mother, who had an immense love of higher education, which she never had an opportunity to receive and a genuine dedication to her family.

My love for school was further amplified by my fourth grade teacher, Rose Alpert. She provided me with the guidance, leadership, and most important, the motivation to become an educator. From her I learned the value of teaching and that's when I began to realize that becoming an educator was something I wanted to do.

More importantly, it provided me with the opportunity to become a positive leader in my community.

Women educators play a key role in educating and socializing children beyond stereotypes, and they are crucial agents of change. Three women leaders in particular I have had the opportunity to work with, Dr. Adelaide Sanford, former Vice Chancellor of the State University of New York's Board of Regents, Jill Levy, former President of CSA, (Council of School Supervisors & Administrators) and Dr. Charlotte Frank, Senior Vice President of Research & Development of

McGraw-Hill, are prime examples of passionate educators who have taken their love of the education of all children to a broader stage where they are influencing education and social policy on a national stage.

CSA, the very union I represent, is heavily dominated by women, 68% female, 32% male, a clear sign of the times. Not only is it important that our education system be diverse in gender, but also in ethnicity and religion. Our children need to have role models who are a reflection of their communities and culture.

My entire career I have been surrounded by inspiring, encouraging and motivating women, from my mother, to my sisters, to my educators, to my colleagues. They have all contributed to shaping the educator and union leader I am today.

I commend *Education Update* for taking the time to recognize and salute the many women, both experienced and those just beginning their careers, who are making a difference everyday in education. Although many challenges lie ahead, as the world of education continues to evolve, the one great thing about education that will never change is that the learning process never ends. #

*Ernest Logan is the President of the Council of School Supervisors and Administrators.*



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*CUNY Celebrates  
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## TC PROF. OFELIA GARCIA SPEAKS ON BILINGUAL EDUCATION

By SYBIL MAIMIN

The number of students for whom English is not a first language is growing rapidly in the United States, doubling in the last few years to approximately 10.5 percent of the total public school enrollment. About 75 percent are Spanish-speaking and most are urban and poor. These students are classified as “English language learners” by the US Department of Education, a term challenged by Ofelia Garcia, professor of bilingual education at Teachers College, Columbia University, at a recent Equity in Education Forum. Preferring the term, “emergent bilinguals,” she urges educators to “stop calling them ‘learners,’ a limited view, and maybe they will do better.” She decries the rapid decline in incorporation of home languages and cultures in instruction (the number of bilingual programs has dropped to just 17 percent and they are illegal in some states).

There are six basic models for teaching emergent bilinguals in today’s public education system. (1) Submersion, or “sink or swim,” provides no extra help, (2) Pull-out programs provide some support in special sessions, (3) Sheltered English offers much support but only uses English, (4) Transitional bilingual, or early exit, uses some native language but focuses on quick acquisition of English, (5) Late exit supports development of skills in English and the native language, and (6) Two-way bilingual, or dual language, helps native English speakers and their English-learner classmates become fluent in each other’s language.

Antecedents of policies for emergent bilinguals can be traced to the historic 1954 US Supreme Court *Brown v. Board of Education* decision that mandated equal education for all by prohibiting segregated schools. Title VI of the groundbreaking 1964 Civil Rights Act protected the educational rights of language minority stu-

dents, and the 1968 Elementary and Secondary School Act included the Bilingual Education Act authorizing funds for schools to assist limited English speakers in “programs designed to meet these special educational needs.” The Act was reauthorized in 1974 and 1978 and continued to encourage schools to design programs appropriate to their populations. By the 1980’s, the federal government began to favor funding English-only programs and added three-year time limits to transitional bilingual plans. Using a child’s native language in instruction came under political attack in the 1990’s; the highly publicized 1997 passage of California Proposition 227 that prohibited instruction in the home language is a prominent example. The No Child Left Behind Act of 2002 furthers the “English-only” philosophy and, with its high-stakes testing and pressures on students and schools, has been particularly hard on emergent bilinguals.

Professor Garcia sees a growing gap between research findings and policies. She notes that research shows development of a high cognitive level in a first language and provides a sound foundation for learning a second language. “Linguistic interdependence” aids learning as two languages bolster each other; children in bilingual programs have a better understanding of content. Evidence indicates that assessments that do not separate language skills from content are detrimental to emergent bilinguals and can result in inappropriate placements, low expectations,

inferior education, and dropping out. Garcia urges education of the American public to appreciate the advantages of bilingualism in our increasingly globalized world. Educational policy should recognize the benefits of an equitable education for emergent bilinguals and build upon the strengths of native languages and cultures rather than suppress them.

In response to Garcia, James Crawford, president of the Institute for Language and Education Policy, noted the changing framework of educational discourse. We are seeing a “backlash against immigrants” and “resentment toward funding benefits, including education.” We used to hear the term “equal educational opportunity.” No more. Today, a more popular phrase is “achievement gap” (four articles in *The New York Times* between 1981 to 1990 versus two hundred and seventy stories from 2001 to 2007). Donna Nevel of the Center for Immigrant Families stressed the importance of schools partnering with parents. Children do well in bilingual education when parents and cultures are respected, she said. “Successful programs involve more than teaching the language.” Garcia agreed, saying, “We can have wonderful programs done only in English as long as the native culture is respected.” All speakers called for more funding and resources, especially in high-poverty schools and increased research to determine the best ways to effectively deliver high-quality education to English-language learners.#

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## SPOTLIGHT ON SCHOOLS: DEMOCRACY PREP

Democracy Prep Charter School, 222 West 134 Street, New York, NY 10030

Ana is a seventh grade scholar from the CUNY advisory. Born in Mexico, she moved to New York when she was six years old. Ana chose Democracy Prep because she didn’t like how others schools felt. “Everyone was always playing around and I didn’t like it.” When she was attending another school, she ran into a former classmate who attended DPCS. After hearing about Democracy Prep, Ana applied and was accepted in the seventh grade lottery.

Ana is looking forward to attending Harvard and pursuing a career working with a Special Victims Unit. Ana is also a wonderful writer and a regular contributor to the school’s literary

magazine, *Dream Keepers*.

Other interesting news at the school includes the 200 Democracy Prep students who lived the lesson of democracy, recently handing out flyers reading “I can’t vote, but you can!” A key aspect of the Democracy Prep program is breaking the cycle of civic disengagement in urban areas.

It’s so awesome to be a part of the election, even though we are too young to vote,” Tanaya Cardenales says. Earlier, students filled out mock voter registration cards at school so that they would be eligible to vote in the mock primary, alongside real voters.#

*Do you have interesting news about your school you’d like to share with us? Just email to [ednews1@aol.com](mailto:ednews1@aol.com)*

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FOR 2008, all middle and high school teachers who have responsibility for teaching American history are eligible for nomination. Winners will be chosen based on several criteria.

Qualifying Criteria

- At least three years of classroom experience in teaching American history.

- A deep career commitment to teaching American history, which includes local and state history.

- Evidence of creativity and imagination in the classroom that address literacy and content beyond state standards.

- Close attention to primary documents, artifacts, historic sites, and other primary materials of history, including oral history.

- Evidence of thoughtful assessment of student achievement.

Eligibility

- Any full-time middle or high school teacher may be nominated who teaches American history (including local and state history) as his or her primary subject, or one of the subjects he or she is responsible for in the classroom.

Procedure—Submit By May 1, 2008

First Round: Nominations

Submit the following to the state coordinator:

- The nominee’s resume.

- A letter of nomination that addresses the award criteria and includes quantitative measures of student achievement. Nominations can be made by a department or division head, a school director, social studies director, principal or superintendent.

- A letter of support from a colleague, immediate supervisor, or education professional familiar with the nominee’s work.

Submit by May 1, 2008 to Gloria Sesso, NY Coordinator, Patchogue-Medford Schools, 241 South Ocean Avenue, Patchogue, NY 11772. Please submit an original and three copies of all written materials. Submission Date – MAY 1, 2008.

## THE NO CHILD LEFT BEHIND ACT—MUST CONGRESS FULLY FUND ITS MANDATES?

By MARTHA MCCARTHY, Ph.D.

January 8, 2008 marked the sixth anniversary of the federal No Child Left Behind (NCLB) Act. This law, designed to improve the performance of public schools, requires states to implement accountability systems to assure highly qualified teachers and students' adequate yearly progress toward performance goals. Central features of the law are academic standards, annual student testing, and expanded choices for parents of children attending schools that do not meet state standards over time. This law has been controversial since its enactment, and one issue generating substantial debate has been school districts' obligations to implement NCLB requirements that are not fully funded by the federal government.

Specifically, some legal challenges have focused on the NCLB provision stipulating that the federal government cannot require states or their subdivisions to spend any additional state or local funds to comply with the act's requirements. Several school districts and professional education associations have contended that under this provision, school districts do not have to comply with NCLB mandates that Congress has not fully funded. The U.S. Department of Education has countered that school districts receiving NCLB aid must comply with the law regardless of whether federal appropriations cover the cost of such compliance. Several federal courts have sided with the Department in ruling that school districts must comply with

unfunded NCLB provisions.

However, one day before NCLB's sixth anniversary, a panel of the Sixth Circuit Court of Appeals by a two-to-one vote reversed one of these decisions in *School District of the City of Pontiac v. Secretary of the U.S. Department of Education*. This ruling has attracted national attention because the Sixth Circuit reasoned that state officials plausibly could believe that NCLB compliance is not required for provisions without adequate federal funding. The court concluded that under the Constitution's provision authorizing the federal government to expend funds for the general welfare, Congress must provide clear notice to states of their liabilities if they decide to accept the federal aid. And since the full amount of NCLB aid initially authorized has not yet been appropriated, the Sixth Circuit held that the law fails to provide states with the required notice of their additional costs of compliance.

The Sixth Circuit panel did recognize that Congress could amend the law to make explicit its intention for compliance to be mandatory regardless of the federal appropriations to states and school districts electing to participate in the funding program. Such explicit language would provide clear notice to states contemplating whether to become involved. The Department is asking all justices on the Sixth Circuit to review the appellate panel's decision, and possibly this case eventually will generate a U.S. Supreme Court decision. For now, however, school districts in at least one federal circuit are not obligated to comply with unfunded NCLB mandates—a significant development indeed. #

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

## TEACHERS COLLEGE

### Comic Book Project Helps Teach Literacy to NYC Students

By EMILY SHERWOOD, Ph.D.

Do comic books belong in the classroom? If you listen to Dr. Michael Bitz, an educational researcher at Columbia University's Teachers College who founded and now runs The Comic Book Project—an after school enrichment program in 52 NYC schools where kids develop, illustrate, and publish their own comic books—they most certainly do...provided they are used as a carefully designed tool to spark a child's creativity and promote literacy skills.



"The Comic Book Project is very much student-driven in the sense that the students are deciding who the characters are in their comic books, and they're deciding what the stories are about," explains Bitz, who in 2001 started the now nationwide project at an elementary school in Queens. "All along the way, they're honing reading, writing, listening and speaking skills. We're really trying to get away from a textbook model of education...When you spark a creative idea, kids can run with that," he adds passionately.

One doesn't have to look far to see evidence of creativity and burgeoning talent among the student comic book writers. Brightly colored student galleries on the project website ([www.comicbookproject.org](http://www.comicbookproject.org)) boast vibrant illustrations of student work on such subjects as Peace in our Schools (a conflict resolution comic book out of Cleveland), Save our City, Save our Planet (a NYC environmental action comic book), and The Art of Money (a NYC financial education comic book). The Comic Book Project is thriving not just in NYC, but in over 800 urban and rural schools in all 50 states, not to mention newly initiated projects in Nigeria, South Africa, and Australia. (The Australian project has taken an unusual tack as a distance learning initiative, with students creating their comic books using on-line software, a very different model from the majority of US projects which use "blank paper and colored pencil...we're mostly unplugged," according to Bitz.) But even within the US, the projects are as varied as their sponsors: "In some cities, the project is an in-school [as opposed to after-school] initiative," explains Bitz. "For example, in Cleveland, Ohio, English teachers are partnered with art teachers. The students write the comic book manuscripts in English class and then they design the actual comic books in art

class...It's become a really amazing partnership between disciplines that may not have communicated with each other if it weren't for this bridge that allowed them to do that," he adds.

Ironically, Bitz was not a comic book fan as a child, though he describes himself as a voracious reader. An avowed musician, he played the double bass in jazz bands and orchestras ("I used to truck that big thing in and out of the subway," he laughs.) Although Bitz originally planned to be a music teacher, Teachers College mentors Hal Abeles and Judith Burton encouraged him to use his creativity and talent in the broader area of educational curriculum design. "They both helped me to think about the arts in a really integrated and out of the box kind of way, to think about what it means to be creative, why that's important, and why schools are not embracing that in more ways," reflects Bitz.

Bitz has capitalized on his passion for music by recently launching, along with urban anthropologist Bill McKinney, a brand new initiative called Youth Music Exchange ([www.youthmusicexchange.org](http://www.youthmusicexchange.org)), whereby children in eight NYC after-school programs write and record their own music, develop marketing strategies, design the artwork, and sustain their company by selling their music CDs to the community as a self-sustaining fundraising tool. "As technology changes, our opportunities for engaging children change too," muses Bitz. "Now with a laptop, a microphone, and a simple audio interface, we are able to establish a little recording studio right there in a school without a lot of money."

One suspects that Bitz will continue to find new methods to spark student creativity through the arts. "These are some of the only arts experiences that students are getting," he laments, noting that cutbacks in arts curricula within the city's public schools have drastically reduced in-class art and music offerings. "I think we've demonstrated with The Comic Book Project how children can become better learners, better readers and better writers through a creative process. I don't think that being creative and learning how to punctuate a sentence are mutually exclusive. I think that there are opportunities to do them at the same time. In fact, it's easier to engage children when they're invested in a creative activity," he sums up simply.#

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

## Family Meals—A Time to Reconnect



By **GLENN S. HIRSCH, M.D.**

With parents and kids going off in different directions, it's getting harder and harder to fit in family time. Kids are spending more time in afterschool activities, and parents are working longer hours. In the past 20 years, while structured activity time has doubled, unstructured time is down 50%. There's a similar decline in family time for going on trips, going to family celebrations, and for the ordinary togetherness of talking to each other during mealtimes. Despite all their distractions, numerous polls have shown that teens want more, not less, time with their parents and value their parents' opinions. A report issued by CASA (National Center on Addiction and Substance Abuse at Columbia University) found that teens that have two or fewer family dinners per week are twice as likely to smoke daily and to get drunk monthly compared to teens who have family dinners five times per week.

Family meals are one way to promote connectedness, and although it may take more planning, they can be built into family schedules. Family meal times come with a number of benefits, such as:

Better nutrition. Children who eat with their families are less likely to snack on unhealthy foods and more likely to eat healthy foods such as fruits, vegetables, and whole grains. Studies have shown that when family meals are prioritized, structured, and positive in atmosphere, fewer weight control problems and disordered eating patterns were observed.

The pleasure of spending non-pressured time together, which is not focused solely on academic, sports, or any other kind of achievement. Kids need to know they have access to an adult who listens.

A safe place where everyone can talk about their day, listen to each other, and try out ideas. Kids learn valuable social skills – taking turns, listening to others, and manners. Meal time is not only about food; it's a time when family stories and jokes are told, when a sense of family values and rituals is instilled. Family meals can serve also as an emotional clearing-house and support system when someone's down, excited, angry, or in a quandary.

The following are some tips on making family meals special:

Start working together before meal time and continue afterward. Have kids help in preparations and in clearing and cleanup, not as a chore but as part of a group effort. Their participation makes them feel valued and respected.

Avoid criticism, and passing judgment. Meal time is not a time for complaints or for too many questions.

Specific, non-judgmental remarks or questions can get kids involved in conversation.

Parents too can share something interesting about their day. When parents talk about their experiences, they're providing models of behavior and sharing of values.

Family meals don't always have to be in the same place or at the same time; lunch or brunch or picnics work just as well.

At the risk of sounding like a technophobe, this is a time to shut off/ignore telephones, text messages, and blackberries. These messages will be available later, the meal time with your kids won't.

## STIMULUS PACKAGE

By **BARRY LISAK,**  
IRS ENROLLED AGENT

On February 13, President Bush signed the long awaited stimulus package designed to put money into the pockets of many American taxpayers. This month, more than 130 million American households will begin receiving Internal Revenue letters reminding them to file a 2007 tax return in order to receive a 2008 stimulus payment. The maximum rebate amount is \$600 (\$1200 if married jointly) for taxpayers whose adjusted gross income (AGI) is below \$75,000 (single) and \$150,000 (joint returns). Additionally, eligible taxpayers who qualify for a payment will receive an additional \$300 for each qualifying child under the age of 17. This basic credit will phase out as income levels rise above these levels. Here are two examples of how the phase out works: An individual with AGI of \$80,000 (overage of \$5,000 x 5% = \$250) will have her rebate reduced to \$350; a married couple with two children, AGI of \$160,000 would qualify for \$1,800 rebate. But because of the couple's AGI exceeds \$150,000, their rebate is reduced by \$500 (\$10,000 x 5%) the couple receives an economic stimulus payment of \$1,300.

Low-income earners, Social security beneficiaries, certain railroad retirees and those who receive benefits from the Department of Veteran Affairs who normally don't file, MUST file this year to receive the stimulus payment A simplified

Find time other than meals to be together. Even small moments in the course of a day—such as before bedtime, sharing reactions to a television program, shopping together—can encourage conversation.

Mealtime is only one way for families to stay connected. Know what's going on in your child's life. Be involved in his/her school, sports, and/or

Form 1040A has been created to capture this population of filers. Income of at least \$3,000 from any combination of these sources is required and this group of taxpayers will receive \$300 (single) and \$600 (joint)

It is anticipated that the Treasury Department will start sending out payments in May and will be automatically deposited into bank accounts if that option was chosen with the 2007 tax return filing.

Some people will not receive the stimulus rebate under the following circumstances: Part or all of your payment can be used to pay past-due federal or state income taxes or non-tax federal debt such as student loans and child support. If this occurs, you will receive a letter explaining how the stimulus package was applied. You don't file a 2007 tax return. Your qualifying income is less than \$3,000. You can be claimed as a dependent on someone else's return. You do not have a valid Social Security Number. You are a nonresident alien. You file Form 1040NR for 2007.

Good news. You will not owe tax on your payment when you file your 2008 federal income tax return. But you should keep a copy of the IRS letter you receive later this year listing the amount of payment. You will need to know this amount next year when you fill out your 2008 return. Any questions regarding items mentioned in this column, please email me at MRBARRYTAX@AOL.COM or call at 516-TAX-SAVE. #

other activities. Know your kid's friends and their teachers. Go to games and other events to show support and pride. Sharing experiences provides opportunities to talk about successes, disappointments, and alternative ways of solving problems.

In addition to pleasure and emotional support, staying connected pays off in other significant

*continued on page 23*

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# TWO COLLEGE PRESIDENTS HONORED



(L-R) Patrick Grace, Bill Sadlier Dinger, Dr. Roy Vagelos, Dr. Herman Rosen



(L-R) Pres. Judith Shapiro & Laura Maioglio



(L-R) Pres. Augusta Kappner, Dr. Harold Koplewicz, Pres. Judith Shapiro



(L-R) Laura Maioglio, President Kappner, Dr. Thomas Kappner



(L-R) Dr. Cynthia Greenleaf & President Augusta Kappner



(L-R) Dr. Robert Wertheimer, Dr. Margaret Cuomo Maier, Matilda Cuomo, Dr. Pola Rosen



(L-R) Laurie Tisch, Dr. Charlotte Frank, Melanie Shorin



(L-R) Dr. Heather Rosen, Barbara Lowin, Dean Alfred Posamentier

President Augusta Kappner of Bank Street College and President Judith Shapiro of Barnard College are retiring after 13 and 12 years respectively, of leadership of two of the most illustrious colleges in the nation. They leave behind a legacy of passion for education and compassion for humanity in thousands of students who have studied at Bank Street and Barnard. They leave behind innovative programs, new buildings, increased enrollment and larger endowments. Most of all, as Walter Lippman the journalist said, they are leaving behind in others, "the conviction and will to carry on."

The event was held in the historic 102-year-old Barbetta restaurant, owned by Laura Maioglio, providing an elegant setting, sumptuous cuisine and the brilliance of a gathering of academics, captains of industry and scientists. We missed Nobel Laureate Gunter Blobel (featured on page 15), husband of Laura Maioglio who was awarding the L'Oréal/UNESCO prizes to five women scientists in Paris at the time of this dinner.



(L-R) Diana Vagelos, Dr. Emily Sherwood, Ned Sherwood



(L-R) Dr. Vilma Gagliardi & President Regina Peruggi



(L-R) George Gellert & Phillip Satow



(L-R) Edith Everett & Eric Nadelstern



(L-R) Linda Koplewicz, Dean Mary Brabeck, Dr. Michael Brabeck



(L-R) Donna Satow, Dr. Pola Rosen, Erica Jong



(L-R) Dr. Joan Freilich, Sandy Freilich, Dr. James Basker



(L-R) Joyce Cowin, Barbara Gellert, Sue Kaplan



## INTERNATIONAL PERSPECTIVES ON EDUCATION *By Dorothy Davis* EDUCATION UPDATE'S REPORTER IN RUSSIA

### *An English Teacher in Siberia*

As soon as I saw the attractive, energetic Vivian Leskes striding toward us in the "middle of the Metro," the place in the station where subway-riding Muscovites meet, I told my friends who were introducing us that she looked as though she could be in my Barnard alum film group, and sure enough when we all sat down for dinner at Tiflis, an ethnic Georgian restaurant in the Kropotkinskaya area of Moscow, it turned out that she's Barnard '68. An English Major, now an English as a Second Language Teacher, Vivian is on a 6-month Fulbright in Irkutsk, Siberia. She was in Moscow for a week of meetings with other U. S. Fulbrighters in Russia, among them one of my friends.

When not country-hopping—she has also taught English in the Ukraine and Indonesia—Vivian teaches at Holyoke Community College in Holyoke, Massachusetts. In Russia she is working with faculty and students at the Irkutsk State Linguistic University. Irkutsk is one of the largest cities in Siberia (pop. ca. 600,000). "It's about an hour from Lake Baikal," she told us, "the biggest and deepest fresh water lake in the world, home to fish found nowhere else. It's considered holy by all cultures and religions." Her husband Frank Ward, a photography instructor also at Holyoke Community College came with her to Russia on January 8, and was able to do some touring with her before he had to return home to his job. She showed us the lovely photo-



graphs they'd taken of the scenic area around Irkutsk, and of Lake Baikal, including some of a communal baptism in which people were totally immersed through a hole in its ice.

She's interested in the way people teach English abroad. "I'm impressed by the way people speak English in Russia," she said, "even if they've never been out of Russia. They may be doing something right that we should

know about. In the first year at university they study all the tenses, that's twelve tenses. We don't teach them all at once. What they're doing is impressive, though it could be confusing to some students."

Two of her passions are Slavic culture and the Russian language. Since 2001 she has studied it at Smith, Mt. Holyoke and Amherst, and recently wrote a paper on the role of animals vs. the role of humans in Russian fairy tales—in Russian. While in Irkutsk she is continuing her Russian studies, and is observing the way people there teach Russian as a Second Language. "Learning Russian is one of the hardest things that I've ever tried to do. English is totally obsessed with time and has those twelve verb tenses. Russian has three. Russian is totally obsessed with nouns!"

Would she encourage others to apply for a Fulbright to teach abroad? "Do it!" she enthused. "Definitely! I suggested to my daughter that she apply as an ETA (English Teaching Assistant) and she did. I think it's a wonderful program. It's like a gift. It's like a dream! It's amazing!"#

### VICTOR SADOVNICHY, RECTOR OF MOSCOW STATE UNIVERSITY, SPEAKS TO STUDENTS

Dr. Victor Sadovnichy, the Rector (equivalent to our college president) of Moscow State University (MSU) is a man of many honors, yet he still finds time to teach and do research, and to try and help others get a good education. Elected Rector in 1992 he's a leading mathematician specializing in informatics and applied mathematics—his research helped lead to the zero-gravity simulator. He holds many national offices, among them the Presidency of the Russian Union of Rectors. A valued advisor to President Putin, he travels with him when education is on the agenda. His numerous honors from Russia and abroad include France's Legion of Honor, awarded in 2005. Mathematics runs in his family—his wife and children are all mathematicians too.

Yet this remarkable man's first job was as a coal miner. Born in 1939 to a poor family in Krasnopavlovka he was sure he would never be able to go to a university. He labored at the mine, studied on his own, and decided all he could hope for was to go to agricultural school. His team leader, however, encouraged the young man to apply to MSU, and even went to the post office, retrieved Sadovnichy's agricultural school application and re-addressed it to MSU. He has never forgotten how this man and others helped him when he needed it, and is determined that MSU continue to serve ordinary citizens, and that poor but talented young people get a good education in Russia. "Education must be accessible for those who want to study and have a talent," he said in a recent interview.

MSU, the school that he heads, is the pre-eminent university in Russia with over 40,000 students, 4,000 faculty members and 15,000 staff people. Some of its graduates are Alexander Hertzov, Andrei Sakharov, Ivan Turgenev, Anton Chekhov, Mikhail Gorbachev, and Wassily Kandinsky.

Rector Sadovnichy's speech on St. Tatiana's Day was very warmly received. Here are some excerpts, translated for EU by the staff of the SUNY/MSU Center in Moscow:



*"We are proud of our students. Every other MSU student gets only good and excellent grades, every fifth student is engaged in productive research, every fourth student gets a degree with honors. Our students win many international competitions in software design, chemistry, and nanotechnology. What is the reason for*

*this success? The main reason is the fundamental character of our education."*

*"Russia has announced that this year is the 'Year of the Family.' More than 250 student families live in the dorms of MSU. We provide social support to make sure that they can both study and raise their children." He compared this to the 1800s when a student was punished for being married.*

*"Our tradition is one of successful studies, of high quality academic education, civic mindedness and patriotism. Most of our students follow in this tradition."*

(Copies of Rector Sadovnichy's address, in Russian, are available on request from *Education Update*.)#

### TO MOSCOW STATE UNIVERSITY FOR ST. TATIANA'S DAY, THE STUDENTS' HOLIDAY!



**Dmitri A. Medvedev, President-Elect, Russian Federation**



**Moscow State University Students Waiting for the Rector (President)**



**Moscow State University Students dressed as Empress Elizabeth, Count Ivan Shuvalov and Mikhail Lomonosov (18th Century founders of MSU)**



**Professor Robert Howell, SUNY**

St. Tatiana's Day, the Students' Holiday—a fitting time for *Education Update* to be in Russia. Pamela Howell, my childhood friend had been in Russia since July with her husband, Professor Robert Howell of SUNY-Albany, at Moscow State University (MSU) on a Fulbright, had invited me to come visit, so I did!

St. Tatiana's Day commemorates the founding of Moscow State University by Empress Elizabeth, daughter of Peter the Great, with a January 25, 1755 edict. It wasn't her idea, however. She had been talked into it by her wealthy young lover and favorite, Count Ivan Shuvalov, a patron of education and the fine arts. He had been talked into it by chemistry professor and Russian Renaissance man Mikhail Lomonosov. Despite (or maybe because of?) being a well-known paramour, Shuvalov wanted to honor his dear mother, Tatiana Rodionovna, so he arranged for the edict to be signed on her name day. Her day has been celebrated ever since at MSU, and a few years ago became a holiday for all Russian students.

When Pam and I arrived on the Big Day excited students were waving blue banners on the wide front steps of the Stalin-era landmark that is MSU's main building. After a quick visit to the SUNY/MSU Center, we traipsed through falling snow to the afternoon event.

Crowds of students lined a path leading from a statue of Founder Lomonosov, a small "flame of knowledge" at his feet, to the large Neo-Classical style library, built in 2005 for MSU's 250th anniversary. The students waved bright banners, sang, or yelled excitedly, anticipating the arrival of—not Billy Joel, Tom Cruise or Obama but—the Rector (President) of MSU, Dr. Victor A. Sadovnichy! When he finally arrived the cheering students along with Moscow media with TV cameras, microphones, flashing lights, mobbed him, all took off in a headlong dash with someone carrying the small flame of knowledge from the Founder's feet to ignite another flame of knowledge at the feet of a statue of Shuvalov, and then up the library steps

they all went while a great, loud taped Russian chorus sang "Gaudeamus Igitur," while students dressed as Tsar Elizabeth, lover Shuvalov and Lomonosov in 18th Century garb mingled with the throng, as many brightly colored balloons flew into the air over the library symbolizing the union of all the MSU departments and students and their desire to create something great together, while the Rector congratulated the students on the birthday of their fine university and invited them to have some Medovukha (honey mead) donated by Moscow Mayor Yuri Luzhkov, among other things a beekeeper. The celebration marked the end of exams and the beginning of winter break.

Massive security had taken over the main building. Dmitry Medvedev, Russia's First Deputy Prime Minister, soon to be voted President, would be giving a speech. The special invitation-only assembly, held in the over-the-top gorgeous Stalin-era auditorium, also featured an address by Rector Sadovnichy, choral songs, and a lively student folk dancing group from Arkangelsk, the birthplace of Founder Lomonosov.

The reception after the assembly, was in a large room in the library filled with numbered tables, laden with food and drink. Every guest was assigned to one and all stood passing plates of zakuski (appetizers) and pouring each other drinks, often shots of vodka. Some of the delicious food served: salmon and sturgeon (white fish), Russian salad, green salad, beet salad, herring, jellied meat and fish, little piroshki, cheeses, smoked beef, pork and salamis. The main course: different types of barbecue, chicken on a skewer, then coffee, tea, desserts, lots of fruit. For drinks: excellent vodka, red and white wine, still and sparkling water, fruit juices. This was a typical reception, not a dinner!

At the head table the Rector and other dignitaries stood raising their glasses in toast after toast in honor of St. Tatiana's Day. Most, I was told, repeated that MSU was the best university in Russia! At that moment, on my second night in Russia, I couldn't help but agree.#

# WOMEN SHAPING HISTORY

2008

For the past 12 years, *Education Update* has been honoring “Women Shaping History.” While it is a time to reflect on the achievements of women in the past, it is also a time to recognize the achievements of contemporary women who have made and are continuing to make outstanding contributions in various fields. In addition to our illustrious honorees, for the first time, we have asked young women who have been interns or assistant editors for *Education Update* throughout the years to share their dreams and hopes for the future. They are indeed the future women leaders of our great nation. Some of the women who have appeared in *Education Update* in the past have been: Maya Angelou, Suzanne Wright, Teresa Heinz Kerry, Laura Bush, Edith Everett, Sandra Priest Rose, Dr. Lorraine Monroe, Laurie Tisch, Renee Fleming, Marilyn Horne, Erica Jong, Kerry Kennedy, Eleanor Roosevelt II & Jane Goodall.

- How did you choose your current career?
- What are some of the challenges you’ve faced; how have you resolved them?
- What are some of the accomplishments you’re proudest of?
- What would you describe as a turning point in your life?
- Who have been the most influential mentors in your life?
- What advice would you give to young people today?

## REMARKABLE WOMEN OF VIENNA

By BARBARA LOWIN

I am a Canadian-born opera singer, entrenched in the music of the great classical composers. So naturally I am drawn to the city of Vienna. During my happy relationship with the city, I have become familiar with details of the lives of some remarkable women in her history. Let us consider some of them as we celebrate women this March.

**Bertha von Suttner (1843-1914)**—She was the first woman to win a Nobel Peace Prize in 1905 for her untiring efforts to eliminate war from mankind’s set of options to solve political and religious differences. Born into a family

of impoverished nobility, her fervent social conscience, led her to write “Lay Down Your Arms”. The anti-war novel was a sensation. Its translation into forty-three languages made her famous the world over. During her extensive travels she even made two lengthy trips across the United States. Coincidentally, she had briefly been secretary to Mr. Alfred Nobel many years earlier but at that time it was love for a Viennese man that compelled her to leave Nobel’s employ in Paris and return hastily to Vienna. For all her efforts, her death on June 21, 1914, seven days before the shots at Sarajevo started the mobilization to World War I, presents humanity a stunning irony.

**Anna Sacher, (1859-1930)** — The simple young woman from Vienna’s working-class Second District, was the early executive director and CEO of the Hotel Sacher, Vienna’s number one hotel. With her inordinate energy and latent management skills she made her late husband’s hotel internationally famous, energetically marketing the Sachertorte into a gourmet favorite. Furthermore, she brought the tantalizing “chambre séparée” or “separate room” to the hotel, whose idea originated in Paris. She smoked cigars, adored and bred Belgian bulldogs, often provoked the intimidation of her guests, which included an entire world of celebrities, diplomats, royalty, religious and leaders of culture.

**Alma Rosé (1906-1944)** — She was a violinist, born into musical aristocracy, her mother, the sister of Gustav Mahler, her father Arnold Rosé, one of the most impressive violinists in Central Europe and founder of the legendary Rosé String Quartet. After her failed marriage to a Czech violin superstar Vasa Prihoda, who expected her to relinquish her musical ambitions for traditional domestic life, she established and managed the



Barbara Lowin

“Vienna Waltzing Girls” that became the toast of Central Europe. It presented good music with femininity, humor and first-rate musicianship. Following Hitler’s invasion of Austria, she was caught by the Nazis and transported to

Auschwitz. When the commandants learned that one of their prisoners was the famous Alma Rosé, they pressed her into service, as conductor of the camp-women’s orchestra. Through that, she was able to save the lives of many other women, some of whom are still alive today and honor her memory. Her sudden death in 1944 under mysterious circumstances is attributed most probably to typhus.

**Fritzi Massary (1882-1969)** — Born into a middle-class Jewish family, with her combination of irreverent Yiddish humor, and feminine elegance, she represented the “new” woman and became the greatest star of Operetta in Berlin and Vienna until she was forced to leave Europe in 1938. She was muse to many of the famous composers whose operettas we still love today. With her musical nuance, diction, sighs and asides rarely heard from less-daring performers, she took the stage and is still revered as the greatest of Europe’s performers from the era of the flowering of romantic musical theater. At the time of her death she was living within the rarified community of German and Austrian cultural ex-patriots in Beverly Hills.

**Alma Mahler (1879-1964)** — We know her as the widow of composer of Gustav Mahler and the embodiment of the notion of “muse” to great men. She had an indefinable capacity to seduce and encourage men of genius. As a 22-year-old inexperienced but formidably intelligent woman, she married the 41-year-old irascible composer and music director of the Vienna State Opera who proceeded to crush her musical ambitions. After Mahler’s death in 1911, she acquitted herself singly and enthusiastically around Vienna. She was briefly married to Walter Gropius, German architect, founder of the Bauhaus School of Art and Architecture, whose influence we see around us even today. At fifty, she married the writer/poet Franz Werfel, and it was after their dramatic escape on foot, over the Pyrenees Mountains from France into Spain that the Werfels finally found safety and freedom in Los Angeles. Werfel wrote his internationally famous novel “The Song of Bernadette,” recalling their escape route during the traumatic days he and Alma were awaiting exit visas from France. After Werfel’s death in 1945, she relocated to Manhattan and spent the remain-

## A GENERATION LATER, WOMEN’S STUDIES PROGRAMS ARE THRIVING

By EMILY SHERWOOD, Ph.D.

From their origin in the late sixties and early seventies, women’s studies programs in universities have multiplied exponentially. In 1969-70, Cornell University, San Diego State College, and a handful of other colleges pioneered then-groundbreaking women’s studies programs. By 2000, some 600 such programs and departments—including nine Ph.D. programs—were thriving on American college campuses, and they have migrated abroad to universities in Canada, Europe, South Africa, the United Kingdom, and Australia, among other countries.

Whereas early women’s studies programs often focused on issues that arose out of the women’s liberation movement, today’s programs are as diverse as the universities themselves. A snapshot of three such programs reveals the diversity and breadth of twenty first century Women’s Studies departments and scholarship.

**Barnard College Women’s Studies:** In 1977, Barnard first accepted a proposal to adopt a Women’s Studies program, and by the 1982-83 academic year, the option of a combined major was established. In 1988, Women’s Studies became an “interdisciplinary department for students who wish to explore the basic questions raised by recent scholarship on gender and its relation to other systems of cultural/political differences such as race, class, ethnicity and sexual orientation.” Students are required to organize their studies with a focus on a traditional discipline, with a set of gender-related courses in another department, or with a concentration on a specific theme. Majors may be declared in a student’s sophomore year. A minor in Women’s Studies is also offered. A look at the spring 2008 course catalogue reveals dozens of offerings in areas ranging from Feminist Texts to Introduction to Gay and Lesbian Studies. A rich selection of electives allows the student to explore such areas as Conception and the Fetus, Gender and Nationalism in 20th Century Asia, and Psychological Aspects of Human Sexuality.

**Harvard University-Women, Gender and Sexuality:** Harvard’s online course catalogue

der of her 84 years reliving her colorful cultural and romantic history for eager young admirers.#

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notes that “the study of gender and sexuality has long constituted a vibrant and engaging field for interdisciplinary work and intellectual inquiry. At the heart of this field is the assertion that gender and sexuality are fundamental categories of social organization and power that are inseparable from race, ethnicity, class, nationality, and other categories of difference.” Beginning with the class of 2010, students may apply for admission to WGS in the fall of sophomore year. Joint concentrations with other fields of study (including English, Economics, Anthropology and at least a dozen others) are accepted. During 2007-08, a new seminar course entitled “Studies of Women, Gender, and Sexuality, Myths of Motherhood” investigates “the social construction of motherhood in the US; cross-cultural and subcultural variations in expectations of and attitudes toward mothers, especially mothers who are often marginalized (lesbian, teenage, poor, homeless, adoptive, Black, Native American, Hispanic, noncustodial); and research on mother-blame and other aspects of motherhood, including emotional adjustment of children of various kinds and categories of mothers.” A cadre of other course offerings addresses women’s issues in areas of psychology, health, work, and even dreams.

**Sarah Lawrence College Women’s Studies:** Sarah Lawrence’s Women’s Studies curriculum embraces interdisciplinary scholarship that includes women’s history; feminist theory; the psychology and politics of sexuality; gender constructs in literature, visual arts, and popular culture; and the ways in which gender, race, class and sexual identities intersect for both men and women. Advanced students may apply for early admission in the College’s graduate program in Women’s History, an M.A. program which provides rigorous training in historical research and interpretation. Indeed, Sarah Lawrence boasts the first women’s history graduate program in the nation, which combines scholarship in women’s and gender studies with original research. Intriguing course titles from the Sarah Lawrence course catalogue include the following: “From Mammies to Matriarchs: The Image of African American Woman in Film, from Birth of a Nation to Current Cinema;” “Gender and Development: Politics, Violence, and Livelihoods in South Asian and African Societies;” and “Surgically and Pharmacologically Shaping Selves.”#

## JUDITH SHAPIRO, PRESIDENT, BARNARD COLLEGE

**Career Choice:** At the time I was a student, an academic career seemed the obvious option. The fact that I did not think about the other professions might mean that it was not something women generally did at that time, or might reflect the fact that my friends and I were of the bohemian-intellectual variety. There is also the fact that my mother was a teacher; indeed, I played at being a teacher from a very early age. Within academia, the fact that I majored in history and then moved into anthropology, and from there to being a provost and then a college president reflects the fact that I am, by inclination, not a specialist, but someone with a very broad range of interests. Each step in my career has widened the focus. Using the familiar metaphor of the laser vs. the searchlight, I am of the searchlight persuasion.

**Challenges:** I have resolved some challenges by getting the kind of help I needed. I have resolved others by learning to accept failure. An example of the first was a very painful and protracted strike on the part of one of our two major labor unions at Barnard in the second year of my presidency; the



solution was to find the right person to lead the negotiations. An example of the second was when I was unable to complete a major research project during my senior year at college; at some point,

I just had to let go. In general, it is important to turn the focus from one's own feelings of anxiety, disappointment, guilt, etc. to a focus on how to fix things, make them better.

**Accomplishments:** My accomplishments are not things that I can take sole credit for, so let us call them accomplishments of which I am proud to have played a part in: the current strength of the Barnard community, which involves not only the excellence of each constituent part (faculty, students, administrators, trustees, etc.), but the close, collegial, and respectful ties among them; the fact that the relationship between Barnard and Columbia is better than it has ever been in the history of these institutions. I am also proud of the fact that I keep a lot of terrific, hard-working people happy and amused.

**Turning Point:** Deciding to try my hand at administration, which I could do in a risk-free way by becoming Acting Dean of the Undergraduate College at Bryn Mawr, having already become a senior, tenured member of the faculty. From there, I moved on to become the College's first provost and then the president of Barnard, which

has been far and away the most deeply rewarding period of my entire working life.

**Mentors:** Leaving aside my mother, still going strong at 94, my most significant mentor has been Mary Patterson McPherson, who was president of Bryn Mawr during the time I made my transition into administration and recruited me into that line of work. Her wisdom, generosity, dedication, thoughtfulness, sense of humor, and infinite patience have been a continuing inspiration to me and a tempering influence on certain aspects of my own character.

**Advice:** I would remind them that they will probably live to be 100 and that there is thus time for them to slow down, to do one thing at a time, to make the kinds of mistakes that they will surely learn from; that they should be active citizens, read newspapers, and listen to public radio; and that they should get off their cell phones long enough to experience the life that is actually going on around them. And I would add that I wish them all the best. Truly, the young people I have gotten to know at Barnard are so very wonderful. #

## ARTEMIS SIMOPOULOS, M.D., FOUNDER, CENTER FOR GENETICS & NUTRITION

**Career Choice:** Growing up in Greece after the Second World War, there were many children suffering from malnutrition and infectious diseases including tuberculosis. In high school we were taught biology and human development not by a high school teacher but by the director of public health of the town of Kalamata who was a physician. He was very enthusiastic about the importance of Nutrition, Physical Activity and their contribution to health. He emphasized that all of us could participate in taking responsibility individually and collectively about our health. In addition to the physical activity which we had three times a week for forty minutes each day, we were taught Greek traditional dances. I became very proficient in dancing and in 1949 I performed for Queen Frederika of Greece. I still love dancing—I could then say that it was Dr. Lambropoulos who inspired me about medicine, the different contributions that a physician could make not only taking care of the sick children but teaching, and motivating the healthy children to stay healthy.

When I came to Barnard I took the exam that all foreign students were required to take and was given 16 (one semester) credits which gave me a lot of confidence; I graduated in three years. At the interview for medical school, I was asked why I wanted to be a doctor. At the same time I was told by the interviewer that medicine was all consuming—what about children, family, etc. My response was that unlike the U.S., in Greece, the majority of dentists, pediatricians, dermatologists and public health physicians were women, who also had families. Why shouldn't a woman have it all? Of course a supporting husband is the most important person in a woman's life. I was surprised when the interviewer Dr. Greeley said, "I think you will make a very good doctor, you appear determined and disciplined—you will make a good pediatrician."

**Challenges:** After five years at the National Academy of Sciences I went back to the NIH where I was appointed chairperson of the Nutrition Coordinating Committee in the Office of the Director, NIH. It was a very difficult job because the Institute directors are like Barons and do not want to have programs that their staff



has to report to a coordinating chairperson who is independent of them, and reports only to the Director of the NIH. It was the most difficult job because of those feelings and beliefs of the Institute Directors. Dr. Frederickson, the Director of NIH wanted the committee to succeed and I had his full support because I worked very hard, was disciplined and read every funded grant on nutrition and insisted on the importance of Genetics. The biggest problem though was the people outside the NIH who looked at Nutrition Research as being an extension of Dietetics rather than metabolism and genetics.

In 1986 I left NIH because I wanted to pursue the role of Omega-3 fatty acids in health and disease and genetic variation and nutrition. I set up the Center for Genetics, Nutrition & Health a non-profit educational organization. We were very successful because we established the International Society of Fatty acids and Lipids (ISFAL) which operated out of our Center for the first seven years and led to expansion of research on Omega-6 and Omega-3 fatty acids worldwide. Two years ago we established the International Society of Nutrigenetics/Nutrigenomics (ISNN), of which I am President. Every four years prior to the Olympic Games we hold the International Conference on Nutrition

## JULIE FREISCHLAG, M.D. CHIEF OF SURGERY, JOHNS HOPKINS MEDICAL SCHOOL

**Career Choice:** Initially, I wanted to be a high school biology teacher but back in the 70's they closed education as they thought there were going to be too many teachers. I then went in the premed curriculum and got accepted into Rush Medical coverage early decision after my interview. I then did surgery as my first clinical rotation to get it out of the way—but I learned I loved it! I then went to UCLA for my General Surgery and Vascular Surgery training. I loved vascular surgery due to the precise nature of the operations—and that you got to follow your patients over time as vascular disease is a chronic illness.

**Challenges:** Being a woman in surgery—both training and practicing—has been a challenge. Patients are fine with a women surgeon but other surgeons were a bit skeptical that a woman could work as hard or do as good of a job. The way to resolve those doubts of others is to work hard, be pleasant and never falter. Finding good colleagues along the way—male and female; doctors and non-doctors is essential to one's success. Maintaining one's focus and composure is important too.

**Accomplishments:** Becoming Chief of Vascular Surgery at UCLA—1998 – 2003

Becoming Chair of the Department of Surgery Johns Hopkins—2003 - present

Having a great husband (Phil, it will be 15 years this April), and 2 wonderful stepsons Matt (28) and Paul (27) and having my son Taylor 1995.

**Turning Point:** Deciding to be a doctor in 1975. Deciding to train at UCLA in Surgery in 1980. Deciding to be a leader in Surgery in 1998 and 2003

and Fitness (ICNF) at the International Olympic Academy at Ancient Olympia or in Athens, Greece. The conferences were the first to point out that physical activity in combination with diet which is consistent in composition with the diet we evolved in, are the major contributors to health and must always be considered as a dyad. Three years ago the World Health Organization adopted this concept.

**Accomplishments:** It is without saying that



**Mentors:** My maternal grandfather who told me at 6 that I could do anything I wanted to even if some would tell me I could not (I had just skipped 1st grade)—he was a coal miner and he died the next year. He told me then I could do it.

Dr. George Sheldon, previous Chair of Surgery at University of North Carolina, who told me that I should be Chair of Surgery to lead surgery into new directions.

My brother Peter who always told me I was his hero—he was always mine! He is a special education high school teacher, an artist and a ranked tennis player—total talent.

**Advice:** Go for your passion in life—some days only that passion will see you through—other days your passion will motivate you to make a real difference.#

my research in defining the components of the traditional diet of Greece clearly showed that under complete natural conditions the Omega 3 fatty acids are found throughout the food supply in equal amounts to Omega 6 fatty acids and that a balanced ratio of 1-2/1 of Omega- 6/Omega -3 is necessary for normal development throughout the life cycle. This concept, which was totally new in the 1980's created problems for me, put

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## AUGUSTA KAPPNER, PRES., BANK STREET COLLEGE

**Career:** I grew up in an era when girls' career options, particularly Black girls, were limited, and the two major professional choices were teaching or social work. So there is some irony in now serving as President of Bank Street College of Education, a teacher preparation institution.

Growing up in a Jamaican household, a high value was always placed on education, although no one in the family before me had gone to college. I had many committed teachers in my school, P.S. 23 in the South Bronx. One particularly memorable teacher was Mrs. Sherman, our sixth grade teacher, who spent her lunch hours and afternoons coaching several of us for the Hunter admissions test. Teachers were the most visible professional role models in my community and I did, in fact, aspire to become a teacher, specifically a mathematics teacher. That dream quickly faded when I took an experimental advanced physics course in high school and decided that mastering mathematics at that level was not for me.

The schools I attended were certainly instrumental in my choice of a career, and my ability to succeed in my chosen field. With Mrs. Sherman's guidance, I passed the admissions test and continued my studies at the Hunter College Junior and High Schools, then an all-girls public school, which provided me an outstanding high school education. Just as important Hunter took me outside my South Bronx neighborhood and brought me into contact with all the diversity and lifestyles of New York City. From there I attended Barnard College, discovered largely by accident rather than through good counseling, which gave me the financial support to make college possible, and allowed me to remain in New York where I could care for my mother. Barnard also instilled the philosophy that every woman could "do it all" – be a successful professional, a wife and a mother. Those of us who weren't from middle class backgrounds knew it



wasn't quite as easy as it was made to seem, but bought into the vision all the same and became "Barnard Women."

A major in sociology proved stimulating, but frustrating in the distance between theory and practice. One professor, Dr. Gladys Meyer, bridged the gap for many of us by helping us to understand that we could study and learn the workings of society – and still work toward changing that society. The ability to test this idea out in internships during college helped to move me toward choosing social work as a profession, and after Barnard I returned to Hunter – this time for a masters in social work with a focus on helping groups and communities.

**Turning point:** A pivotal point in my career after some years working with various local groups, was when I discovered that colleges and universities as institutions could be used for the social good, and that teaching other adults could be as satisfying and meaningful as direct social action. This new career direction was set by my

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## MARGARET M. GRACE, ESQ., FOUNDER, GRACE OUTREACH

**Career:** Over the last several years, I have been involved in various programs in the South Bronx. I was struck by the number of young women, mostly single mothers, that were high-school drop-outs. Many expressed an interest in continuing their education but their options were limited, they no longer had access to the public school system. The programs that address this issue, are not individualized, the student/teacher ratio is high, and varying academic levels are grouped together. This singular approach in a community where only 41 percent of adults are high school graduates coupled with the highest poverty rate in NYC, fosters failure.

Grace Outreach focuses on young women's potential, not their problems. By making the choice to continue their education, these women acquire the foundation and tools to achieve financial independence. Once they receive the high school equivalency diploma, the goal then is to help each graduate pursue a personal career path. As they move forward, the voice that speaks about their future becomes their voice, and the path they choose becomes their path, strengthening their commitment to themselves and their children. Today, the only option or choice one has to elevate themselves out of the welfare system, is through education. Currently, a significant amount of money is directed toward enhancing the welfare of children, to ensure sustainable results, providing an educational alternative to the mothers. In fusing both goals together, a far greater impact is achieved for the future. Education is a critical element for anyone to advance in society.

**Challenges:** Initially, the most difficult challenge was finding the right person who shared the same philosophy and had the expertise to implement the program. I was very lucky in finding an Executive Director, Darlene Jeris, who structured the program such that success was attainable in a setting where the women felt com-



pletely supported. Programmatically, additional support through tutoring was made available. In late 2004 when the program began, surprisingly, the next hurdle was convincing people the value of an education. Some got it, but others thought the program would not survive and I was wasting my time. The concept that these women were not only bright but had the capacity to change their situations and go on to college was foreign. I learned very quickly not to listen; some experts never think outside the box.

**Accomplishments:** I am proudest of our graduates, in the face of tremendous adversity, they stayed the course and believed in themselves and their future. Often, when I visit Grace Outreach, I see one of our graduates not only working as a paid student tutor, but also attending community college. This makes it all worthwhile. They are the role models and heroes for the women in the program.

**Turning point:** When I was in 8th grade, my three-year-old sister was diagnosed with leukemia. The world I knew changed from

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## SHIRLEY COHEN, PH.D. PROFESSOR, HUNTER COLLEGE

**Choice of Career:** I wanted to be a teacher since childhood. After two years as a kindergarten and first grade teacher I turned to special education because I was drawn to the more vulnerable children and seemed to have a natural talent for working with them.

**Challenges:** There have been few challenges to my career. The two exceptions occurred in the period from 1969-71 when I was living in the south and ran afoul of some views then prevalent on gender, religion, and race.

**Accomplishments:** I'm content with several of my accomplishments (I'm worried about pride): The three books I wrote about disability, the curriculums I developed years ago about accepting individual differences, my contribution to the conceptualization and development of the ASD Nest program for the NYC school system, my

current role in developing the Intensive Kindergarten program model, and some of the wonderful students who learned about autism from my teaching and "ran with it."

**Turning Point:** There is no single turning point in my life, and my career often seems to flow on its own. In the summer of 1971 I came to NYC for a visit with family, expecting to return to Florida to assume a position at



a state university. I had arranged to teach a special education course at Hunter while in the city, and four days after beginning I was offered a position as director of a special education center at Hunter. I accepted the position only because the Florida legislature adjourned that year without signing a budget, so I still did not have a contract. A few days later the state budget was passed and

my contract arrived, but I had already accepted the Hunter position.

**Mentors:** Two individuals contributed significantly to my professional development during the early years of my career in the field of special education—Elizabeth Gilkeson, my instructor and practicum supervisor at Bank Street College, who spent hours every week talking to me about my work with autistic students; and Louis Hay, who created the Junior Guidance Classes Program, who proved to me that innovation is possible even in huge city school system.

**Advice:** Keep your mind open to new ways of thinking and different ways of doing. Don't plan your career so closely that you can't take advantage of opportunities for the different types of endeavors that may unexpectedly enter your life space.

## 2008 WINGS WOMEN OF DISCOVERY AWARDEES

WINGS WorldQuest (WWQ) founded by Lela Hadley Luce and Milbry Polk in 1993 has announced the 2008 Women of Discovery Awardees. These annual awards recognize exploration and scientific excellence by women in the fields of Earth, Sea, Air & Space, and Humanities. This year's seven honorees, whose work and pioneering discoveries in the Arctic have led to global and scientific advancement, will join over 30 previous awardees from the past five years. WWQ Awardees receive honorariums in support of their fieldwork and are inducted

into the Wings Fellowship Program.

**Courage Award:** Ann Bancroft and Liv Arnesen

Ann Bancroft and Liv Arnesen, the first women to cross the Antarctic landmass on foot, are recognized as two of the world's preeminent polar explorers. They both are authors, teachers and expedition leaders whose shared mission is to inspire people, particularly girls and women, to follow their dreams.

Bancroft, the first woman to successfully ski overland to both poles and to Greenland, has

completed several grueling expeditions to the Arctic and Antarctic. Bancroft was the first woman to reach the North Pole by foot and on sled. Her remarkable achievements led to her induction into the National Women's Hall of Fame.

Arnesen, a Norwegian explorer, is the first woman to ski solo and unsupported to the South Pole, a 50-day expedition of more than 750 miles. In 1992, she led the first unsupported women's crossing of the Greenland Ice Cap. She has led expeditions in Norway, Svalbard, Tibet

and Nepal.

**Earth Award:** Jill Fredston

Jill Fredston has logged more than 20,000 miles exploring the rivers and coastlines in Alaska, Canada, Greenland, and Norway in a 20-foot rowing shell. She is also considered one of the world's foremost avalanche experts, having spent countless hours suspended above fracture lines to examine an icy world that is in constant change. Fredston is the author of two award winning books, *Snowstruck: In the Grip of Avalanches*

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## PAULA NADELSTERN, ARTIST & QUILTER

**Choice of Career:** Quilting is a multi-billion dollar international industry with twenty million quilters in the United States alone. Most belong to a local quilt guild which meets monthly to offer lectures and classes. I'm one of the teachers on this circuit, traveling as much as 100 days a year.

I am a quilt artist, making quilts on the same block in the Bronx where I grew up. Being a New Yorker wrapped up in the fabric of city life creates an inherent paradox contrasting the traditional image of quilting as part of a simple, make-do, rural way of life with my own complex urban-shaped space.

I settled into full time quilting by way of the playground park bench. That's where city moms on a hiatus from previous careers hang out and share ideas—like organizing quilt novices into making a raffle quilt for the local cooperative nursery school. One good quilt led to another and another. By the time I gave up my place on the park bench to a new generation of moms, I had the expertise and repertoire for a comprehensive book on group quilts, and was stitching my way to a new career. Before this, I was an Occupational Therapist working with severely handicapped children in a NYC public school.

Since 1986, I've made quilts that combine the symmetry and surprise of kaleidoscopes with the techniques and materials of quilting. Exploding with visual excitement, a kaleidoscopic design organizes an abundance of light and color, form and motion into a complex and coherent image. I try to free myself from a conventional sense of fabric orderliness, seeking a random quality in order to imitate the succession of chance interlinkings and endless possibilities synonymous with kaleidoscopes.

Working in a single genre has taught me an interesting lesson: The longer I continue to stretch one idea, the more the answers to my



questions get simpler and simpler. It's just the product that looks more complex.

**Challenges:** Historians have suggested that the block-style method of quilting evolved in response to the cramped quarters of early American life. My family's living arrangement in an urban environment created similar considerations which, unwittingly, I resolved in much the same way. For over twenty years, my work space in our two bedroom apartment was the forty-inch round kitchen table. A long distance view, alternate space, or not making quilts were not options. I believe this reality merged with my personality and passion for fabric in shaping the direction of my kaleidoscopic piecework, causing me to rely on intricate detail and inherent symmetry, and to invent a shape that makes the most of limited space. Today I work in a 15- by 10-foot studio revamped from my daughter's former bedroom.

**Accomplishments:** My award-winning quilts

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## CAROL BELLAMY, DIRECTOR, WORLD LEARNING

**What changes has the Peace Corps undergone since you were a volunteer in 1963?**

I can't speak to all the changes and in some ways there has been little change...Peace Corps volunteers focus their work on helping people to help themselves whether there is a community health focus or an education focus or an hiv/aids focus. On the change side, early Peace Corps has a stronger focus on agriculture than it has today and there were more men than women. The other major impact (as also happens with our World Learning programmes) is on the volunteer her/himself. As it did mine, it often transforms their lives.

**Challenges:** Early challenges had much to do with straight out discrimination though one should never be deterred by that. Today the gender discrimination is more circumspect. Expectations of how women will perform also often differ from the expectation as to how men will perform. Again, do not be deterred. Important to listen, learn but act.

**Accomplishments:** I have been lucky to experience opportunities in both the public and private sectors and hopefully to contribute to both. How did your work both as a volunteer and the director of the Peace Corps shape you both personally and professionally? Being a Peace Corps volunteer is the most important thing I ever did as it changed the trajectory of my life...opened my eyes to the world...taught me how to fail and yet move ahead and how to succeed yet to learn from success.

**Why did you decide to leave your public position as the director of UNICEF to become the director of World Learning? Has the transition been a difficult one?**

I left UNICEF at the conclusion of my allowed time—10 years, having completed two full terms. I was lucky, once again, to land at World Learning which allows me to continue my engagement with young people on an international stage.



**Most rewarding aspects of your job**

Most rewarding aspects of my work is to see the changes in the students who participate—their greater comprehension and attention to the world around them as well as a deeper appreciation of their own capacities. I am just concluding a two week visit to our programmes in Dakar, Durban, Cape Town and Gabarone in Africa and I found myself reminded of these outcomes over and over again as I had the opportunity to meet and chat with the students in these programmes.

**What are the most important values you hope the experience of living and working abroad will instill in your program participants?**

We send people to places where they'll have life-changing experiences. We wake them up and get them out of their comfort zones. Then, they come home and have a ripple effect on their communities. And that's exactly our philosophy as an

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## Sheila Johnson, Co-Founder, Black Entertainment Television

**Career:** The first conscious choice I made with respect to my life was to become a musician. As a young girl I worked incredibly hard, earned a music scholarship to the University of Illinois and spent my undergraduate days as a violinist. That one decision not only forever changed how and what I thought, it led me down some incredible paths—ones which eventually brought me to where I am today.

However, there was a point during that process that I determined to reclaim my life. I chose near the end of my first marriage never to be led down paths again, but to choose my own. That's why I'm having so much fun now. This is a life and a career of my choosing.

**Challenges:** Personally, it has been a challenge throughout my life to balance the personal and the professional. As a young woman, being a mother, a wife and a chief executive was a daunting responsibility, yet each was a conscious choice I made so I approached each role with conviction. The "how" is a little tricky to explain, but at different points in your life, in order to be fair to your children, your husband or your company, you have to be willing to draw lines in the sand and say, "No." It's not easy, even in theory, so you can imagine what it must be like in actual practice. That's why I've always felt life is much more art than science. There's no formula for that kind of thing. It's not like plugging numbers into an equation. Work/life balance is something you feel, something you cultivate, something you treasure.

**Accomplishments:** I am proud of the fact that I've been able to build a number of successful businesses, while at the same time being able to raise two of the most remarkable children you'd ever want to meet.

I am also very proud of the work I've done with CARE. We're slowly, but surely making a difference in the world; empowering women, instilling



in them a sense of self-worth, giving them hope and, ultimately, chipping away at the third world poverty and despair which have held them captive for generations.

**Turning Point:** My father was an incredibly talented neurosurgeon who, because of the color of his skin, never got to practice in the kind of well-appointed facility many of his peers worked at. Instead, he had to take jobs in VA hospitals around the country. I watched him swallow his pride and do what it took to pursue a career he loved. It was not a turning point, per se, but it was a slow and deliberate learning process for me. It taught me that when you love a calling deeply enough, whatever bits and pieces of yourself you have to trade in along the way can be a small price to pay, provided your work completes you as a person and helps you feel connected to something larger.

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## WINGS

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and Rowing to Latitude, as well as co-founder of the Alaska Mountain Safety Center.

**Air & Space Award:** Birgit Sattler

An Austrian explorer whose research focuses on atmospheric studies, as well as ice in the Arctic and elsewhere, Sattler made the pioneering discovery that clouds are filled with living organisms. Having completed a PhD on microorganisms in mountain lakes, her interests include bacterial production and activity, ice physics, and microbial processes in snow and in the atmosphere. Her current project, "Origin and Dynamics of Bacteria in the Winter Cover of a High Mountain Lake", investigates the classification of bacteria that inhabit ice, as compared to those found in snow from the North and South Poles.

**Sea Award:** Vera Kingeekuk Metcalf

Vera Kingeekuk Metcalf's community-based projects document traditional ecological knowledge and community resource management practices. In collaboration with hunters and elders, Vera studies walrus population distribution, behavior, monitoring, and hunting, as well as issues related to climate change and subsistence economy. Now involved in the US Arctic Commission to preserve native languages, she lives in Alaska and participates in a variety of subsistence activities in Nome and Savoonga.

**Humanity Award:** Irina Nikolaeva

Russian linguist Irina Nikolaeva has spent years documenting endangered languages including syntax, morphology, typology, and information

www.wingsworldquest.org



**BIRGIT SATTLER**  
2008 Air & Space Award



**VERA METCALF**  
2008 Sea Award

structure and the traditional knowledge they embody. She has focused most notably on the Kolyma Yukaghir dialect, spoken by about forty people in North-East Siberia as well as Uralic, Altaic, and Paleosiberian languages.

**Field Research Award:** Lene Kielsen Holm

A native of Greenland and member of the Inuit Circumpolar Council (ICC), Lene Holm is working with indigenous communities to study traditional knowledge about sea ice and its movement patterns. The Sila-Inuk project collects observations from local sealers, fisherman, sheep breeders, and other indigenous groups to document their experiences with newly changing ice and weather conditions that have resulted from global warming.#

## L'Oréal-UNESCO Awards For Women In Science

The L'Oréal-UNESCO Awards recognize one woman (a Laureate) from each of five continents for her ground-breaking achievement in science. The ceremony, held in Paris this year, is presided over by the chairman, Nobel Laureate Gunter Blobel (Nobel Prize in Medicine 1999) and Nobel Laureate Christian de Duve (Nobel Prize in Medicine 1974), Founding President of the Awards. The international jury is comprised of 18 eminent scientists.

*Education Update* is proud to feature the 2008 Laureates.

### Lihadh Al-Gazali United Arab Emirates- Laureate 2008 for Africa & Arab States



"For her contributions to the characterization of inherited disorders"

Professor in Clinical Genetics and Pediatrics. Senior Consultant in Clinical Genetics. Department of Pediatrics. United Arab Emirates University, Al-Ain

Clinical genetics is a medical specialty concerned with the diagnosis and prevention of inherited conditions. Professor Lihadh Al-Gazali is a leading clinical geneticist and a pioneer of genetics research in the Arab region. For over 17 years she has worked to educate Middle Eastern populations about clinical genetics. She has defined several new syndromes and contributed to the clinical and molecular characterization of many disorders. She established a registry for monitoring birth defects for the United Arab Emirates (UAE), the first registry from an Arab country to gain membership in the International Clearinghouse of Birth Defects based in Rome.

A good education was of the utmost importance in Lihadh Al-Gazali's family. "My father was a judge in the army and my mother was an educator, very much ahead of her time. As one of the first women to go to university in Iraq in the 1930s, she was highly respected in her field and supported and guided me throughout my career. She always told me that with hard work and perseverance I could achieve anything I want—something I passed on to my two daughters and son, who are now all successful in their own right."

Although the number of women scientists has increased since she began her career, there are still too few female role models for young women to identify with. "Women remain under-represented and only a handful actually reaches positions of responsibility. In addition, women aspiring to be scientists are generally excluded from the male-dominated 'networking' that is ever-prevalent in scientific circles."

### V. Narry Kim Republic of Korea- Laureate 2008 for Asia-Pacific



"For elucidating the formation of a new class of RNA molecules involved in gene regulation"

School of Biological Sciences, Seoul National University

MicroRNAs are small, single-stranded RNA molecules that are naturally expressed by the cells of plants and animals. They regulate gene expression, usually by causing a developmental process to "turn off" at a necessary time point, by either inhibiting the translation or inducing the destruction of protein-coding messenger RNAs. Scientists predict there may be 1000 unique microRNAs in the genetic material of higher mammals, including several hundred in humans.

To study the molecular mechanisms of the microRNA pathway, V. Narry Kim and her group combined approaches from a range of cell biological, biochemical, and computational techniques. By identifying key processing factors for microRNA biogenesis, Professor Kim has greatly added to the current understanding of how

microRNAs are created and processed in cells.

As a teenager, V. Narry Kim developed a strong interest in natural science, which her family encouraged her to develop. "I read a book on the history of science, about the birth of philosophy, mathematics, and physics in Greece. The beauty of logic fascinated me. My father and teachers wanted me to become a doctor, but when I decided to study biology, my parents were very supportive." Describing herself as a thinker rather than an observer, she recalls how, during her university studies, she was struck by the elegance of biology. "I realized that living organisms are not just a chaotic mixture of molecules; instead they are governed by very simple, elegant rules. I wanted to reveal the simplicity of the principles underlying the complexity of life."

The working environment in the lab in Korea in the early 1990's was not very friendly to women students. But things have in many ways improved significantly over the last ten years. The difficulty still remains, however, especially with child-care—which needs changes not only in Korea but also worldwide."

### Ada Yonath Israel- Laureate 2008 for Europe



"For her structural studies of the protein biosynthesis system and its disruption by antibiotics"

Professor of Structural Biology and Director, Helen & Milton A. Kimmelman Center for Biomolecular Structure and Assembly. Weizmann Institute for Science, Rehovot

Ribosomes are responsible for the production of all proteins in living cells. Often referred to as the cell's protein factory, they translate the genetic code into functional molecules. They receive instructions in the form of messenger RNA from the cell DNA and use them to assemble amino acids and build proteins. If the work of the ribosome is impeded, the cell dies.

Resistance to antibiotics is a serious public health concern today because it severely compromises the effectiveness of antibiotics to treat infections caused by disease-causing bacteria. Professor Yonath's research has revealed the precise modes of action of over 20 different antibiotics that target bacterial ribosomes, and her findings have helped identify how bacteria become resistant to antibiotics.

Since the age of five, Ada Yonath has been driven by a desire to understand Nature's secrets. At university, she studied biophysics and structural biology: "I realized these are the most powerful techniques for understanding the function and modes of operation of biomolecules, the molecules produced by living cells. Today I'm still fascinated by science, and my stimulation for divulging the principles of life has not decreased."

Her parents placed importance on learning, and Ada Yonath was encouraged to pursue her studies, even though at a young age she also needed to help support her family. "My father died when I was 11 years old and left my mother with me and my sister but no income, so I was needed at home. Nevertheless, my mother provided me with massive emotional support. When I became a scientist, my mother, sister, and later on my daughter and granddaughter always supported my scientific activities, in my presence as well as in my frequent absences."

"For generations our society has been led to



(L-R) Dr. Christian de Duve, 1974 Nobel Laureate in Medicine & Dr. Gunter Blobel, 1999 Nobel Laureate in Medicine

assume that there is a too big gap between having a career and raising kids. This unjustified impression is still the major reason that prevents young women from becoming scientists."

### Ana Belén Elgoyhen Argentina-2008 Laureate for Latin America



"For her contributions to the understanding of the molecular basis of hearing"

Professor, Independent Investigator, Institute for Genetic Engineering and Molecular Biology (CONICET). University of Buenos Aires, School of Medicine Buenos Aires

Ana Belén Elgoyhen studies the neurochemical mechanisms that regulate hearing. She is best known for having identified and characterized the specialized nerve receptors in the inner ear that modulate, or "remix," the sounds heard by the ear in a way that makes them understandable.

Her pioneering studies cleared up a long-standing mystery in auditory physiology regarding the molecular nature of these specialized nerve receptors, which researchers had been trying to identify for decades.

Her discovery opened new avenues for the identification of potential therapeutic approaches for disorders of the inner ear. It also greatly expanded scientists' understanding of this family of neurochemical signaling proteins involved in hearing.

Ana Belén Elgoyhen has never been able to leave a puzzle unsolved. "In high school I really enjoyed mathematics and biology, especially human physiology. I was always eager to go beyond what was already known, looking for new things to learn and understand." She and her two sisters were encouraged to pursue a university education: "My parents always fostered us to have our own identity in this evolving world, and they considered that, for us to be able to have the tools to succeed in life, we needed a university degree."

"My generation of women was raised to marry young and have children. While most of my friends were going out and having fun as teenagers, I was always studying."

A fundamental love for her work and a combative spirit have helped her remain motivated: "I've stayed in this career because I love what I do, there cannot be another explanation. Although I have been successful, it has been difficult, obscure and not always straightforward. I think that I am a fighter in life, and that has been key to succeeding in science."

At one point, she wanted to find an application for the basic research she enjoyed so much. "I love investigating for the sake of finding answers to biological problems, but I got to the point where I felt that I owed something to

society. Since I was working with genes that are expressed in the inner ear, I decided to look for genes that are responsible for hearing defects.

As often happens in science, I came to the auditory field by chance. I was working at the Molecular Neurobiology Lab at the Salk Institute, studying nicotinic receptors of the central nervous system, which are involved in pathologies such as Alzheimer's disease and tobacco addiction. I revealed a new receptor in the same family, but it had a strange structure and properties. I realized this molecule's properties matched those of a receptor of unknown function that researchers in the auditory field had been seeking for 30 years! Without intending to, I had solved a mystery in auditory physiology."

"I think that the opportunities are equal for men and women. However, in general women go slower in this frantic race because we have extra work compared to men; we are scientists, we have to help support our family, we give birth to our children and raise them, and we have to run the house and family."

Her advice to young women scientists is to work hard and collaborate with other researchers. "The key to success is hard work, intelligence, a huge cup of luck and being in the right place at the right time, surrounded by the right, good people. Nothing grandiose can be achieved in isolation."

### Elizabeth Blackburn USA- Laureate 2008 for North America



"For the discovery of the nature and maintenance of chromosome ends and their roles in cancer and aging"

Morris Herzstein Professor of Biology & Physiology. Department of Biochemistry & Biophysics. University of California, San Francisco

"Telomeres are the protective caps at the ends of chromosomes in cells. Chromosomes carry the genetic information; telomeres are the buffers. They are like the tips of shoelaces. If you lose the tips, the ends start fraying. In humans, as we mature, our telomeres slowly wear down."

With the population aging in all regions of the globe and life expectancy rising from year to year, the multi-faceted process of aging is a rich and important area of scientific inquiry. Elizabeth Blackburn has devoted her scientific career to the study of telomerase and telomeres, which are essential to protecting genetic information in the chromosomes and play a key role in aging and disease. Born in Australia, Elizabeth Blackburn earned a PhD from Cambridge University and did her postdoctoral work at Yale University.

As a child, Elizabeth Blackburn found science alluring. She was intrigued by animals and was naturally curious. "I loved science because it was a secure and fair world, a place in which you know how things stand." In her family tree were several scientists. Hawaii's largest native insect, the Blackburn's sphinx moth, is named after one of her 19th century ancestors who collected butterflies. Her great-grandfather and her grandfather were geologists, and both her mother and father were family physicians.

"The encouragement I got from my mother was important in leading me to have a career. I had the idea that women could and would do professional and important work." Elizabeth Blackburn admired Marie Curie, whose biography she read several times, and a beautifully illustrated book about science by Jacob Bronowski. Her high school chemistry and biology teachers also strengthened her penchant for science: "They made the subjects interesting and fun, despite learning with very dry textbooks."

Elizabeth Blackburn advises young women scientists to ask themselves: "What can I do that others wouldn't do?" Do not be afraid to ask questions and take roads off the beaten track—but always back up your decisions and research with the highest standards of rigor."#



## St. Francis College Upends LIU, 67-64 in Battle of Brooklyn

By RICHARD KAGAN

On paper, it looked like Long Island University, playing at the shiny Wellness Center would have a relatively easy game. They were to face off against the St. Francis Terriers, seeking only their third conference win of the year, and hoping to break a demoralizing nine game losing streak.

Throw out the records in the hot "Battle of Brooklyn" rivalry, because, in this game, records don't matter. What matters are players making plays, players rising to the occasion, and players playing together as a team.

St. Francis (6-21, 3-13) demonstrated all that in the second half, with Kayode Ayeni, coming off the bench to add offensive punch and grab-

bing key rebounds, and the Terriers, made the big plays down the stretch to win, 67-64, in an exciting game.

St. Francis got contributions from guard Marcus Williams who scored 15 points and hauled in 10 rebounds, for a double-double. Jamaal Womack, the only player to start all 26 games, chipped in with 11 points and as the horn sounded ending the game, he threw the ball high in the air in celebration.

But in this game, Brooklyn product Ayeni, made his mark, scoring 12 of his 18 points in the second half. For his performance, he was named Most Valuable Player of the Game, and honored with a plaque where his name will be inscribed.

The win gave hope to the Terriers's fading chances to qualify for the NEC Tournament. The loss by LIU (13-13, 5-10) prevented them from gaining a leg up on clinching a playoff berth.

Ayeni put the win in perspective: "I feel good but we still have 2 more games and we still got to make the playoffs," said Ayeni. "If we don't make the playoffs, it's just a win."

The Blackbirds took a 31-26 half-time lead on hot shooting from the field. LIU hit 50% from the field. And, seemed poised to have a good second half, but the Terriers had something to say about that. Brian Nash, head coach of St. Francis, in his third season, kept on his team like a jockey on a racehorse.



"We kept defending," said Nash. "When we couldn't score at least we got some stops tonight." "We just had various contributions from different guys," Nash said.

Jaytornah Wisseh, a sophomore, just about carried the Blackbirds on his back, as he constantly made the big shot or free-throw. He scored 18 points in the game. Kyle Johnson had a fine game hitting three long baskets, and added 15 points and 11 rebounds for LIU. But Wisseh and Johnson weren't enough. SFC did a good job mixing up their defenses around senior Eugene Kotorobai. And Kellen Allen was nullified from doing damage in the low post.

It's been a frustrating season for St. Francis. They have endured two nine game losing streaks. Now, the second one is history.#

## Paula Nadelstern

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have been exhibited internationally, in solo exhibits mounted at The Museum of the American Quilters Society, Houston International Quilt Festival, in New York City and Japan, on television shows and online websites, and in books and magazines. My work was included in the Twentieth Century's 100 Best American Quilts, a prestigious exhibit mounted for the millennium and has inspired industrial products including the vast carpet in the Hilton Americas hotel in Houston, TX. I am the author of *Kaleidoscopes & Quilts*, *Snowflakes & Quilts*, *Puzzle Quilts: Simple Blocks, Complex Fabric*, and *Kaleidoscope Quilts: An Artist's Journey Continues* to be published in the fall of 2008. I have received fellowships from the New York Foundation for

the Arts in 1995 and 2001, and from The Bronx Council on the Arts in 1996.

**Mentors:** In 1996, I wrote the following words at the end of the introduction to my book, *Kaleidoscopes & Quilts*: "Until I met quilts, I thought I was creative but not talented. To find something you love to do is a gift. To achieve recognition for it is a miracle." Here it is twelve years, many quilts, and many teaching miles later, and I am even more convinced that having been touched by the camaraderie of quilting makes me one of the lucky ones.

**Advice:** When I graduated college with a BS in Occupational Therapy, the career I have now didn't exist. I never deliberately headed in this direction, turning my passion into a profession. But I think I was able to start the journey that led to today because having an occupation I could always go back to was the emotional security blanket I needed to take chances.#

## Carol Bellamy

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organization. When you think about the big issues of our time—sectarian conflict, climate change, the ravages of infectious diseases and poverty in much of the world—they seem huge and unsolvable. But it's hard for Muslims to hate Christians when they share a meal together at the same table. It's hard for people to ignore poverty when they have witnessed firsthand the way families and communities respond when they have the tools to do so. It's these kind of first-hand experiences that will instill the values of being a global citizen in young people today.

**Does World Learning collaborate or have any follow up programs with the high school students who participate in your programs?**

High school students who go on the Experiment often go on to become students on our college semester abroad programs, and many lead Experiment trips in the summer while they are in college. Also, many become mentors for new groups of high school students who go on the Experiment each summer, especially providing guidance to those students who have never traveled abroad.

**How do students find out about your programs?**

After running them for 75 years, our programs have a very strong reputation, so many people come to us because they hear about them from family and friends, high school guidance counselors and teachers and college study abroad offices. In the case of The Experiment in International Living, our high school summer abroad program, we often see multiple generations. In addition to word of mouth, we have many people who visit our Web site.

**What are your goals for the future of the organization?**

There has never been a more critical time for an organization like ours. With America's reputation abroad in decline, it's more important than ever for more young people to get out of their comfort zones and experience the world, where they'll develop the skills necessary to be the leaders of tomorrow. Our goals are to continue to provide more opportunities for more young people from a variety of backgrounds to gain a greater understanding of the world and learn to connect across differences. We want to better connect our "learning" programs with our "doing" programs so that students can learn from the community-based international development work that we do in thousands of communities around the world.

**Mentors:** My mom, some close friends, and some of the fantastic women who were leaders in the "women's movement".#

## Sheila Johnson

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**Mentors:** Ironically, the two most influential mentors in my life were both music teachers. Susan Starrett, my high school violin teacher and my very first muse, and Dan Perrino,

one of my college professors and a man who not only saw something special in me, but helped me find it myself, remain to this day two of the brightest lights of my life.

**Advice:** Be bold. Be fearless. And listen to the voice within you. But more than anything, be willing to swallow your fear and say to hell with what other people are going to think.#



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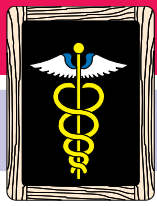
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# MEDICAL UPDATE



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

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## SIMPLE SCREENING QUESTIONNAIRE FOR KIDNEY DISEASE OUTPERFORMS CURRENT CLINICAL PRACTICE GUIDELINES

The general public is not sufficiently aware that chronic kidney disease (CKD) is a serious and progressive medical condition. It remains under-diagnosed and under-treated. Understandably so, since in its early stages CKD is often asymptomatic, making individuals with the disease and their health-care providers unaware of its “silent” yet threatening presence. However, if CKD is detected and treated early, its widespread consequences—which include kidney failure, cardiovascular disease (CVD) and even death—may be prevented or delayed.

In a community-based study and national survey, a team of public health and medical researchers from Weill Cornell Medical College and the University of North Carolina (UNC) at Chapel Hill show that a simple screening questionnaire, SCReening for Occult REnal Disease (SCORED), is better able to identify patients at risk for CKD than the current National Kidney Foundation (NKF) clinical practice guidelines, the Kidney Early Evaluation Program (KEEP). In addition, SCORED defines 25 percent fewer screeners as high risk, resulting in fewer unnecessary follow-up tests. SCORED demonstrates 88 to 95 percent sensitivity (how well the test correctly identifies people who have the disease) and a specificity of 55 to 65 percent (how well the test correctly identifies people who do not have the disease). In comparison, KEEP demonstrates a sensitivity of 86 to 92 percent and a specificity of 24 to 35 percent. Predictive values (the chance that a positive or negative test result will be correct) and the ability to distinguish CKD and non-CKD were also shown to be significantly improved using SCORED.

“Recent national health statistics indicate that about 13 percent of the U.S. population has CKD, while awareness of kidney disease among the general public remains very low,” states Dr. Heejung Bang, assistant professor in the

Division of Biostatistics and Epidemiology in the Department of Public Health at Weill Cornell Medical College and lead author of the study. “This information underscores the need to be more vigilant in detecting those at risk of CKD in the general population,” she says.

SCORED remains the first and only scoring instrument rigorously developed by statistical modeling for general population screening. It employs a user-friendly questionnaire and a simple scoring system based on seven risk factors for CKD—age, sex, hypertension, diabetes, cardiovascular disease (CVD), anemia and proteinuria (the presence of excessive protein in the urine). All risk factors for CKD are supported by scientific theory and have been validated by national surveys and community health studies.

SCORED can also serve as an educational tool to raise CKD awareness. The SCORED questionnaire is currently distributed via ESRD networks and the UNC Kidney Center’s Kidney Education Outreach Program, and has been highlighted in Nature Clinical Practice Nephrology (2007). The researchers hope their model will be used in primary care and nephrology clinics, as well as in public health initiatives and education programs.

“We believe that screening tools such as SCORED will provide a cost-effective tool for health-care practitioners to identify individuals who are at high risk for developing CKD. The early detection of high-risk individuals is critical for both the development and implementation of strategies to prevent the progression to ESRD,” says Dr. Christie M. Ballantyne, director of the Methodist DeBakey Heart Center and professor of medicine at Baylor College of Medicine in Houston.

Screening is a public health strategy for identifying an unrecognized disease in asymptomatic populations. Subjects are asked questions or offered a test to identify those individuals who

are more likely to be helped than harmed by further tests or treatments that may reduce the risk of a disease or its complications. Diseases suitable for screening are those with serious consequences, those in which treatment is more effective at an earlier stage, and conditions with a long preclinical phase. CKD is deemed to fulfill these criteria; however, it is not known whether screening will in fact result in improved outcomes. The benefit of screening for CKD are yet to be determined.

Co-authors include Dr. Madhu Mazumdar, associate professor of public health and chief of the Division of Biostatistics and Epidemiology in the Department of Public Health; Dr. Lisa Kern, the Nanette Laitman Clinical Scholar in Public Health-Clinical Evaluation; and Dr. Phyllis August, the Ralph A. Baer Professor of Medical Research—all of Weill Cornell Medical College; and Dr. David Shoham and Dr. Abhijit Kshirsagar, both of the University of North Carolina at Chapel Hill.

Find out if you might have silent chronic kidney disease now. Check each statement that is true for you. If a statement is not true or you are not sure, put a zero. Then add up all the points for

your total score.

50 to 59 years of age.....if yes, score 2: \_\_\_\_\_  
60 to 69 years of age.....if yes, score 3: \_\_\_\_\_  
70 years old or older.....if yes, score 4: \_\_\_\_\_  
I am a woman.....if yes, score 1: \_\_\_\_\_  
I had/have anemia.....if yes, score 1: \_\_\_\_\_  
High blood pressure.....if yes, score 1: \_\_\_\_\_  
I am diabetic.....if yes, score 1: \_\_\_\_\_  
History of Heart attack or stroke.....  
.....if yes, score 1: \_\_\_\_\_  
I have a history of congestive heart failure or  
heart failure.....if yes, score 1: \_\_\_\_\_  
I have circulation disease in my legs.....  
.....if yes, score 1: \_\_\_\_\_  
I have protein in my urine.....  
.....if yes, score 1: \_\_\_\_\_  
Total \_\_\_\_\_

If you scored four or more points, you have a one in five chance of having chronic kidney disease. At your next doctor’s visit, a simple blood test should be checked. Only a professional healthcare provider can determine for sure if you have kidney disease. If you scored between zero and three points, you probably do not have kidney disease now, but at least once a year, you should take this survey.#

## Scientists, Lawyers, Clergy Discuss Stem Cell & Cloning Research At Hofstra Law School

Recent scientific developments in the field of human embryonic stem cell research and cloning have prompted a host of difficult questions that challenge lawmakers, scientists, ethicists, theologians, and ordinary citizens.

On March 5-6, 2008, some of the nation’s leading researchers, physicians, lawyers, clergy, ethicists and policy makers will debate these questions at a conference entitled Embryonic Stem Cells, Clones and Genes: Science, Law, Politics and Values, presented by Hofstra Law School and the Hofstra Cultural Center.

“There is a tension between recent revolutionary advances in the biological sciences, with their potential to remarkably improve the treatment of many serious diseases, and the risk cited by many that they will degrade human life by regarding it as merely a tool, and by creating altered forms of human life,” said Hofstra Law School Professor and Conference Co-Director Janet Dolgin. “These are difficult and contentious issues, to be sure. We hope that, by bringing together participants of differing views in this academic setting, we may be able to move the debate forward and perhaps find some common ground.”

“The conference is particularly timely, since it is the first broad-based conference on stem cells since President Bush mentioned the possibility of inducing stem cell equivalents from skin cells

in humans in his State of the Union address in January,” Professor Dolgin said.

The conference, co-directed by Dr. Joel Weintraub, Special Professor of Law at Hofstra Law School, will be held in the Lowenfeld Conference and Exhibition Hall at the Joan and Donald E. Axinn Library (10th Floor) at Hofstra University.

Among the noted experts appearing at the conference are John D. Gearhart, Ph.D, Director of the Stem Cell Program at Johns Hopkins University School of Medicine’s Institute for Cell Engineering, and William B. Hurlbut, M.D., Member, President’s Council on Bioethics and Professor of Neurology at Stanford University.

Also speaking will be Rev. Tadeusz Pacholczyk (widely known as Father Tad), Director of Education, National Catholic Bioethics Center in Philadelphia; Bernard Siegel, Executive Director of the Genetics Policy Institute, Wellington, FL; and Merrill Goozner, Director, Integrity in Science Project at the Center for Science in the Public Interest, Washington, DC.

For more information, including the conference program, registration materials, and details on available CLE credit, please visit the conference web site at [www.law.hofstra.edu/StemCellConf](http://www.law.hofstra.edu/StemCellConf). To register by telephone, please call the Hofstra Cultural Center at (516) 463-5669.#

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## Augusta Kappner

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working for three academic institutions: Hunter College Department of Urban Affairs, as a community affairs specialist, Columbia University School of Social Work overseeing an Urban Leadership unit of experienced community organizers, and then LaGuardia Community College. LaGuardia was then a brand new community college serving the growing and increasingly diverse population of Queens. Going to LaGuardia to head up the Human Services academic area (what would be called social work and child development at the graduate level), I was excited about this new education model. At the time, community colleges were a relatively recent phenomenon. If higher education was the key to future opportunity, than community colleges, not just for LaGuardia, were a chance to unlock that the door for so many, both specific individuals and communities as a whole.

This set me on the path of working in and from academic institutions to create greater opportunity for previously excluded populations. By creating partnerships between those institutions and others, we could expand that net of opportunity, equity and hopefulness even further. I

was ultimately to spend twenty years doing that within the City University system.

**Accomplishments:** There are many achievements of which I am proud. I am proud of having been the first African-American female President in the City University of New York, but as I have always said, the goal is not to be the first, but rather to insure that you are not also the last. So I am prouder of having counseled and mentored many good women and men toward achieving their aspirations. Matching the right talent to the right position is always for me a great source of joy and something I know I will continue to do for many years to come.

I am proud of having expanded the horizons and opportunities for thousands of New Yorkers by my work in CUNY. I am also proud of having helped to create opportunities for thousands of young Americans to develop career pathways through the School-to-Work Opportunities Act. And I am proud to have contributed to helping change the face of teacher education and improve the lives of thousands of children across the United States through our work at Bank Street. On a more personal note, I am proud to still cherish friends of 40 years and more with whom I can share both good times and bad. I am proud of being married to the same guy for 43 years and

shown to have a strong scientific base.

**Turning Point:** Being at the NIH at the right time when in the late 70's and early 80's science was advancing and the political pressures were less so, allowed me as chairman of the NIH NCC for 13 years to develop many programs such as the Clinical Nutrition Research Units (CNRU) and about 100 requests for proposals (RFPDQ), in different areas of nutrition research over a period of 13 years. It also gave me the opportunity to "know what is coming down the pike" in research advances. Since knowledge is power I felt strongly that research data should be the basis for health improvement and to fight for the scientific truth.

**Mentors:** First and foremost, my husband Alan Lee Pinkerson, M.D., who was supportive of my interest in Research, taught me the importance to fight for scientific truth and scientific integrity. I was very much influenced by his thinking of the importance of medical research to improve health worldwide. In fact Alan showed me how to develop research proposals, defend them and implement them.

Dr. Richard Day, chairman of the department of pediatrics at the downstate Medical School in

having two wonderful human beings for daughters, not to mention a fabulous granddaughter. These things count a lot more as we grow into, through and eventually out of our careers.

**Challenges:** I, like everyone else, have encountered obstacles to things I have wanted to accomplish. Starting out poverty was certainly an obstacle, as was having a dependent mother to care for. The decision about college came down to the line – could I go or would I have to go to work immediately. What a different path my life might have taken had I gone directly to full time work.

Over the course of my career, race and gender were obstacles to overcome in reaching for leadership positions. A reluctance to accept women as leaders in higher education was pervasive. Committees were always questioning whether female candidates were "tough enough" to do the job. This meant that one was always dragging up examples of some "tough" action one had engaged in. There was also, and still is, a reluctance to accept the different styles of leadership from which society can benefit.

**Mentors:** I was fortunate that there were many mentors along the way, some living, some now gone. They helped me persevere and to see my own strengths and move forward with my goals. Key mentors included the faculty members,

Brooklyn, with whom I took my straight pediatric internship and first year residency was a pioneer in the metabolism of premature babies. He was the first to show that you need to feed preemies early instead of the standard accepted ways in the 1960's when babies were not given any calories for 72 hours.

**Advice:** It is essential to select a field that you feel you can contribute to. Furthermore your selection must command your interest, and succeed in your field, passion, discipline, dedication and determination. If you are lucky enough, then work is not really work, but a way of life. Try to work with scientists that "have already arrived" and do not expect to grow from your research but consider you a major contributor to their research effort. You cannot do it alone. New ideas make skeptics out of people. Give credit to your mentors, co-workers and family. I could not have done it without my husband's support and 3 daughters support. In the end it is always the family that matters.#

Deans and College Presidents who permitted me to see their work up close, to learn that I too could do this work and who trusted me to take on ever increasing responsibilities and to do it right. They were women and men, black and white, young and not so young.

**Advice:** You know you are getting old when you are asked what advice you would give young people! First, not only complete your education, but use it to the fullest to explore areas that you may not be familiar with. Travel if you can, learn at least one second language, learn not just the United States but learn the world. Whatever job you have, learn it well and do it well – and learn about all the opportunities around you. Take on assignments that will broaden your perspective that will allow you to demonstrate your talents. Don't be afraid, you often know more than you think you know. And finally, be ready to take risks for what you believe in, and work for something bigger than yourself. Have fun. Work should be fun, if it's not it's not worth doing.

My thirteen years at Bank Street have been wonderful years for me. Bank Street is a very special, one-of-a-kind place. I know my successor will come to love it as I do and lead it to new heights of success. I look forward to hearing all about it from the next phase of my life and work.#

## Simopoulos

*continued from page 12*

ting me up against the vegetable oils lobby as well as the pharmaceutical industry. But I knew that my data were correct and persisted. The book on "The Return of Omega 3 Fatty Acids into The Food Supply", which I edited following the conference I organized at the National Institutes of Health and "The Omega Plan" (hardcover), "The Omega Diet" (paperback) for the public were fundamental for the recognition by the scientific community and the public of the importance of the balanced ratio of Omega-6/Omega-3 fatty acids. The tide finally turned and science triumphed. The Omega diet has been translated into Dutch, Swedish, French, Greek, published in Australia, New Zealand and the U.K, Chinese, Korean, Arabic, Persian, Turkish, Bulgarian and expected in Spanish soon. Knowing who is at high risk for the development of the disease will increase the motivation of people to take specific actions. The idea that each one of us is unique and that all of us or each one of us carries genetic variants, has been

shown to have a strong scientific base.

**Turning Point:** Being at the NIH at the right time when in the late 70's and early 80's science was advancing and the political pressures were less so, allowed me as chairman of the NIH NCC for 13 years to develop many programs such as the Clinical Nutrition Research Units (CNRU) and about 100 requests for proposals (RFPDQ), in different areas of nutrition research over a period of 13 years. It also gave me the opportunity to "know what is coming down the pike" in research advances. Since knowledge is power I felt strongly that research data should be the basis for health improvement and to fight for the scientific truth.

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Dr. Richard Day, chairman of the department of pediatrics at the downstate Medical School in

## Margaret Grace

*continued from page 13*

that moment on. During her six year battle with cancer, I was exposed to individuals from all walks of life. They all shared a common thread: a powerful, yet quiet sense of dignity and the utmost respect for life. This experience, although painful, taught me no matter what situation your forced to confront in life, there is always hope.

**Mentors:** I have never had a mentor in the traditional sense. Rather, there are many individuals who have inspired me through their work. In my life, there is one person that comes to mind, Rosa Parks. She intuitively understood discrimination was wrong. She quietly chose not to give up her seat. Her decision, although appearing small, set the stage for great leaders to be born resulting in the Civil Rights Act of 1964.

**Advice:** Follow the path that awakens excitement within you, work hard, think beyond yourself and take risks.#

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### SCHOOLS

#### Lycée Français de New York

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[Admissions@LFNY.org](mailto:Admissions@LFNY.org) [www.LFNY.org](http://www.LFNY.org)  
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.

## Calendar of Events

March 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.

#### 2007-08 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the gilder lehman 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.gilderlehman.org/institute/public\\_lectures.html](http://www.gilderlehman.org/institute/public_lectures.html)

#### FEATURED DOCUMENT

The institute regularly features documents from the gilder lehman 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.gilderlehman.org/collection/docs\\_current.html](http://www.gilderlehman.org/collection/docs_current.html)

### Dyslexia Events & Workshops

#### INTERNATIONAL DYSLEXIA ASSOCIATION

1 West 23rd Street, Suite 1527; New York, New York 10010  
Office Telephone: 212.691.1930; Office Fax: 212.633.1620  
[www.NYBIDA.org](http://www.NYBIDA.org)

Tuesday, March 11, 2008: Support group for adults with dyslexia. Location: New York Branch International Dyslexia Assoc. 71, West

23rd St. Suite 1527, New York, New York  
Time: 6:45 to 8:00 pm, Registration call (212) 691 1930 x 12

#### Tuesday, April 8, 2008: Support group for adults with dyslexia.

Location: New York Branch International Dyslexia Assoc. 71, West 23rd St. Suite 1527, New York, New York  
Time: 6:45 to 8:00 pm, Registration call (212) 691 1930 x 12

#### Thursday, April 10, 2008: Learn to Advocate with Neal Rosenberg Esq, Private Practice, New York

Location: New York Branch International Dyslexia Assoc. 71, West 23rd St. Suite 1527, New York, New York  
Time: 6:30 to 8:00 pm, Registration call (212) 691 1930 x 12 or email [info@nybida.org](mailto:info@nybida.org)

#### Thursday, April 24, 2008: Workshop on Memory Enhancement Strategies for Children with LD/ADHD. Kathleen Jantzen, Ph.D. Clinical Asst. Prof. of Psychiatry, New York School of Medicine.

Location: New York Branch International Dyslexia Assoc. 71, West 23rd St. Suite 1527, New York, New York  
Time: 6:30 to 8:00 pm, Registration call (212) 691 1930 x 12 or email [info@nybida.org](mailto:info@nybida.org)

### Open Houses

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## Merrill Lynch Awards \$25,000 Prize to Students for Best Business Plan

A four-day global business summit will bring more than 130 public high school students from 11 countries to New York City, competing in two concurrent competitions. In a conversation with *Education Update* Eddy Bayardelle, President of the Merrill Lynch Foundation, sponsor of this program, underscored the value that the program provides in bridging the gap from the academic world to the real world. "This program has made academics meaningful for young people; they are exposed to new ideas and role models and they see the inner workings of real business settings. The business community benefits from a larger pool of diverse young people who, for the first time, see Wall Street as an option."

Both teachers and members of the business community serve as mentors, coaching and guiding and becoming fully engaged along with the students. Now in its third year, the program attracts students from all parts of the world who spend a week in New York City visiting many financial institutions.

A special award will also be presented by Deputy Mayor Dennis Walcott and Merrill Tisch to Martha Stark, Esq., Finance Commissioner, City of New York in honor of her tireless effort to serve the youth of the nation through the Virtual Enterprises program.

More than 400 Virtual Enterprise businesses operate in public schools in the United States, comprising more than 9,000 students. Virtual Enterprises firms buy and sell goods and services from other firms worldwide. While no physical goods or money are exchanged, financial transactions for virtual services take place through an online banking program using authentic checking and credit card operations. A Virtual Enterprise program has all the financial responsibilities of a traditional company which includes filing and paying corporate income taxes."

Students from California, New York, New Jersey, South Carolina, Tennessee and Virginia will comprise the competing virtual "firms." Last year's winner, Edward R. Murrow High School's, Universal Promotions—an all-inclusive products and promotional consulting simulated business—will be back to defend their 1st Place finish in the 2007 competition. The top three schools will win a combined \$25,000 in cash, generously provided by Merrill Lynch.

The Merrill Lynch Global Business Challenge is a unique opportunity for students to work together in multinational teams to analyze a real business case and develop a corporate strategy.

Students in both competitions will make their presentations to a panel of judges representing some of the largest corporations in the world. Students from Austria, Belgium, Brazil, Bulgaria, China, Finland, Italy, Lithuania, Romania, Wales, and the United States will be grouped in multinational teams to reflect the way business



is being conducted in the global marketplace. The students will address a challenge that tests their business knowledge and builds skills for international relations. The challenge will take place on April 3rd, from 12:45 pm to 6:00 pm at Baruch College in the William and Anita Newman Conference Center. The winners of the Challenge will be announced that evening. Last year's winning team consisted of students from Austria, Belgium and the United States.

This international program operating in the U.S. has made a concerted effort to maintain relationships with the program's alumni. In proving that you can go home again and give back once you leave high school, two former students from Fort Hamilton High School, in Brooklyn, NY, who competed on teams in The National Business Plan Competition, are serving as mentors for the current students in the firm known as The Printing Depot. Adam Yafei and Samuel Wong are assisting adviser Mary Grace Alfredo in preparing this year's team for the competition. Yafei, currently attending Baruch College where he studies Actuarial Sciences says, "the National Business Plan Competition allowed him to build on his ambition by providing the direction and business experience he would need to be successful in the future." Taking the knowledge he learned while participating in the program, Yafei was able to earn an internship after graduation at the Federal Reserve Bank of New York, which he had extensively researched as the CFO of his team.#

## FROM THE SUPERINTENDENT'S SEAT

### Women Shaping History

By DR. CAROLE G. HANKIN



Every March, our country observes Women's History Month, a celebration of the innumerable contributions that women have made to American history, society and culture.

Officially established in 1987, Women's History Month traces its origins as far back as 1911, when the first National Women's Day was celebrated across the United States on February 28. These early holidays were often marked by large protests demanding better working conditions for women, as well as voting rights. It is still hard to believe that women in the United States were not granted the right to vote until 1920, and that it wasn't until the second half of the 20th century that women in most western societies began to enjoy the same legal and political rights afforded to men.

This year's presidential election presents a fine opportunity to illustrate to our daughters and sons alike how much our world has progressed in such a short period of time. We can use this occasion to explain to them how significant it is that votes may soon be cast for one woman, when not very long ago, millions of women could not cast one vote.

Hillary Rodham Clinton has broken new ground in American society. As first lady of the United States, she played a role in public policy and became the only first lady ever to run for public

office when she was elected to the United States Senate in 2000. Since that time, she has been one of our most important political leaders, and has come closer to the presidency than any other woman in history.

I believe it is very important for parents and educators to help young women understand the struggles and achievements of women throughout our history so that they can recognize what they are truly capable of, and how limitations can be overcome with commitment and dedication. Ms. Clinton sets an example to our children of what a woman can accomplish in our country, but she is only one of many remarkable women to do so. Consider another of my personal favorites, the great novelist and philosopher Ayn Rand, who defected from the Soviet Union to become one of the most prominent and controversial writers of the 20th century. Indeed, there have been few others in history, male or female, who spoke their mind as vigorously as Ms. Rand did.

Similarly, our young women can look to the example set by Betty Friedan, the noted writer and activist who sparked the second wave of feminism in the 1960s with her book, "The Feminine Mystique." Ms. Friedan also co-founded the National Organization for Women (NOW).

Each of these women and countless others have played a critical role in shaping American history and there will be many more to follow.#

Dr. Carole G. Hankin is the Superintendent of Schools, Syosset Central School District.

## Logos Bookstore's Recommendations



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### The Truth About Easter Rabbits

By Blue Lantern Studio  
(Green Tiger Press, \$17.95)

March is quite the month this year as both St. Patrick's Day and Easter are celebrated less than a week apart, the 17th and the 23rd of the month respectively.

In addition to greeting cards and music for St. Patrick's Day, Logos has an extensive collection of writings of Irish authors like Samuel Beckett, James Joyce, John M. Synge, Roddy Doyle, John McGahern, John Banville, Seamus Deane, Flann O'Brien, Elizabeth Bowen, Patrick Taylor, William Trevor, Brendan O'Carroll, Liam O'Flaherty, William Butler Yeats and Anne Enright, winner of the 2007 Man Booker prize, among others. Irish American authors whose works are present in the store are Andrew Greeley, Eugene O'Neill, Thomas Cahill, Frank McCourt and Michael Patrick MacDonald among others.

For Lent and Easter there are several books about Jesus by such authors as Marcus Borg, John Dominic Crossan, Alfred Edersheim, Bart D. Ehrman, Paula Fredriksen, E.P. Sanders, Geza Vermes and Garry Wills. Sanders and Vermes in particular discuss Jesus with regard to his Jewish background.

### Jesus, the Word

By Mark Francisco Bozzuti-Jones  
Illustrated by Shelly Hehenberger  
(Augsburg Books, \$16.99)

For children there is a wonderfully illustrated book by Shelly Hehenberger, written by Mark Francisco Bozzuti-Jones, an Episcopal priest, called *Jesus, the Word* which conveys so simply and powerfully the gospel message in language

similar to the Gospel of John and is an effective way to introduce that gospel to young children.

Meanwhile *The Truth About Easter Rabbits* compiled by Blue Lantern Studio is the definitive book to have if you want to know about Easter Rabbits, who they are, what kind of preparations they make for the feast of Easter and how they spend the rest of their year. The book is filled with colorful, amusing, lively, full-color illustrations. At the back of the book is a page of picture credits, where the reader can find out about the original artwork. In addition Logos has Easter cards, music and gifts.

### UPCOMING EVENTS AT LOGOS

Tuesday, March 4 and April 1, 2008 at 7 P.M., Sit-n-Knit will meet.

Wednesday, March 5 at 7 P.M., KYTV Reading Group will discuss *What Maisie Saw* by Henry James.

Monday, March 10, 2008, the Sacred Texts Group led by Richard Curtis will discuss further the Gospel of Matthew.

Wednesday, April 2, 2008 at 7 P.M., KYTV Reading Group will discuss *Franny And Zooey* by J.D. Salinger.

Every Monday at 3 P.M. is Children's Story Time with Lily.

Transit: 4,5,6 Subways to Lexington Avenue and 86th St., M86 Bus (86th St.),

M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus (1st and 2nd Aves.)

meals seemed to last forever, they all now agree that it was the most valuable part of their day. Try and make it part of your family's day. #

This monthly column provides educators, parents, and families with important information about child and adolescent mental health issues.

Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@nyumc.org. For more information about the NYU Child Study Center, visit www.AboutOurKids.org or call (212) 263-6622.

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## Dr. Hirsch

continued from page 8

cant ways. Research has shown that parent involvement is a protective factor against adolescent tobacco use, depression, eating disorders, academic achievement, and other prob-

lems. By staying connected with their children and teenagers, parents can be a source of support, create a climate for discussing tough issues, and serve as role models for responsible and empathetic behavior.

My youngest (of five) is off to college this fall and while my kids grumbled many a time that



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