

# EDUCATION UPDATE

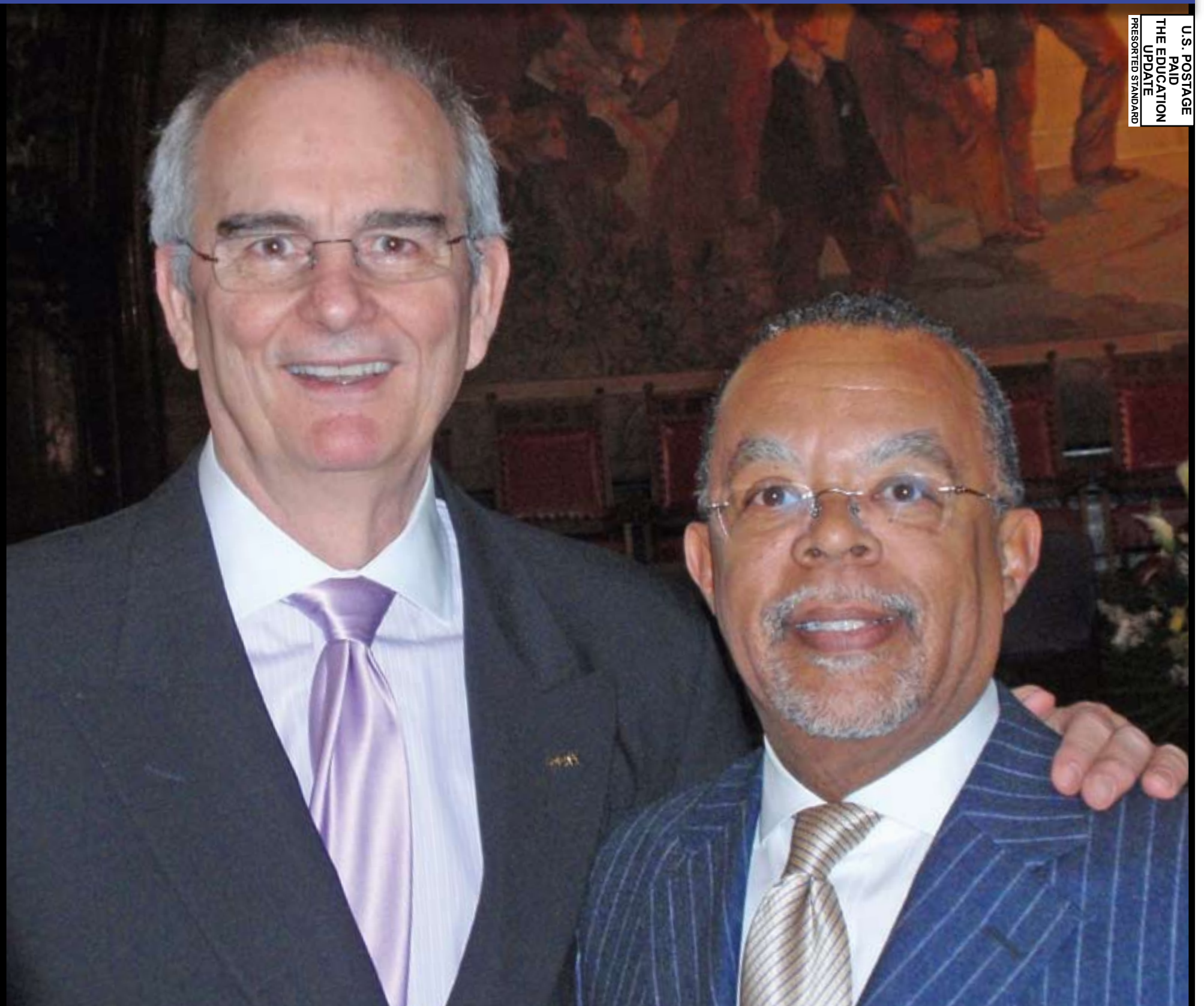
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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## CELEBRATING BLACK HISTORY MONTH



U.S. POSTAGE  
PAID  
THE EDUCATION  
UPDATE  
PRESORTED STANDARD

**CITY COLLEGE PRESIDENT GREGORY WILLIAMS &  
HARVARD PROFESSOR HENRY LOUIS GATES, JR.**



## GUEST EDITORIAL

# The Meaning of Black History Month at The City College of New York

By GREGORY H. WILLIAMS, PRESIDENT,  
THE CITY COLLEGE OF NEW YORK

On January 20, 2009, more than 1,000 people gathered in The Great Hall of The City College of New York to celebrate the inauguration of Barack Hussein Obama as President of The United States of America, joining in the spirit of hope and transformation with millions of people across the nation and around the world. As the child of a Black father and a white mother myself, descended from slave and master, I never thought I would see this day.

This was a day when we all stood on the shoulders of so many who have fought to make true the words of America's great promise—that all men and women are created equal. I am proud that City College has played an important role in this fight.

In fact CCNY and the Harlem renaissance grew up together. Just two years ago we marked the 100th anniversary of our land-marked campus in Harlem, and so many of the lions of African-American history are an inseparable part of our own history. A. Philip Randolph, Bayard Rustin and Adam Clayton Powell, Jr., attended classes here. Martin Luther King spoke at our commencement in 1963, only a few hours after

Medgar Evers was murdered in Mississippi, and reminded us that we must learn to live together, or we will die alone. David Paterson—the first Black governor of New York—often spoke to our students, as have the Rev. Calvin Butts, Roger Wilkins, Percy Sutton, Vernon Jordan, and of course Congressman Charles Rangel.

The great scholar and civil rights activist Kenneth Clark, the African-American psychologist whose groundbreaking work on race and identity figured so prominently in *Brown v. Board of Education*, taught here for nearly 40 years. Bronx District Attorney Robert Johnson, renowned author Walter Mosley, and former Secretary of State Colin Powell all graduated from CCNY. Today, the college proudly houses the Colin Powell Center for Policy Studies, and The Charles B. Rangel Center for Public Service, and we are with several partners developing a Center for the Study of Harlem.

There are far too many African-Americans who are American heroes to name, or to celebrate in a single month. But I would like to end on a slightly personal note.

In the late nineteen-twenties, the great scholar and critic Alain Locke, the man who coined the term "Harlem Renaissance," described Harlem as "another Statue of Liberty on the landward side

of New York."

My father, James "Buster" Williams, grew up "colored" in the first half of the 20th century. He struggled under the yoke of racism, and fought his own personal demon of alcoholism. For all that, he had the good fortune to be, for a year, a student of Alain Locke's at Howard University.

One of my dad's most prized possessions—and now one of mine—is a warm, encouraging letter from Locke. This now fragile, hand-written and framed letter is the first thing that I have ever had over the last 40 years.

A little more than eight years ago, it moved me very much to bring it home, to place it in the office of the President of The City College of New York.

It's difficult to believe in these days of financial crisis that this stunning campus, this college, was built by the city of New York to provide a world-class education to the children of the whole people—the children of the poor, of the working class, of all of our nation's minorities, of our newest Americans. And it has stood for a century right here in Harlem, contributing substantially—I am very sure—to Locke's "other Statue of Liberty." As we face the challenges of this new time, under this new President, it is my hope and belief that we will be up to this legacy, and to his promise.

*Gregory H. Williams is the author of Life on the Color Line: A True Story of a White Boy Who Discovered He Was Black, published by Penguin Group.*

## EDUCATION UPDATE

## Mailing Address:

695 Park Avenue, Ste. E1509  
New York, NY 10065  
Email: ednews1@aol.com  
www.EducationUpdate.com  
Tel: 212-650-3552 Fax: 212-772-4769

**PUBLISHER & EDITOR IN CHIEF:**  
Pola Rosen, Ed.D.

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## LETTERS

## WHITE PLAINS, NY

## Immigration

## To the Editor:

The unending problem in American public education is the conceding towards diversity, instead of emphasizing unity and primarily the English language. That's what binds us together. If children feel "cast out," it's because they can't communicate in the English language. Not the other way around, forcing them to remain within their own group.

Lucille Guttman

## KINGSTON, TN

## To the Editor:

Let's try to reach agreement on:

1. The objectives and priorities in "education," (including homes and communities as well as schools)

2. An honest evaluation of where we are, where we want to be, and how to get there (including priorities and continuous assessments.)

John Shacter

## PHOENIX, ARIZONA

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

## To the Editor:

When my aunt died, she willed her career wardrobe to be divided among up and coming business women. Having gone through the domestic violence system myself, I noted that plus sized

women are often over-looked. I made it a point to give quality clothing to women who have little to start with. It is refreshing to see them included in the population.

Chicanos por la Causa out in the west is making similar leaps and bounds for the community in general.

Often in solving the larger community service challenges, we overlook small often seemingly superficial details.

Olivia "Libby"

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## Education Update



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Teachers College, Phi Delta Kappa  
Dr. Pola Rosen

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**200TH ANNIVERSARY OF ABRAHAM LINCOLN**

**NEW EXHIBIT PROVIDES INTIMATE GLANCE OF LINCOLN AT NY HISTORICAL SOCIETY**



**Bd. Chair Roger Hertog & Dr. Louise Mirrer, Pres., NYHS**



**Prof. James Basker**



**Filmmaker Ric Burns**

By STEVEN FRANK

More than any president in memory, Barack Obama has evoked the name of Abraham Lincoln. Not only did he announce his candidacy in Springfield, Illinois, where Lincoln once served as a legislator, but he also quoted and referred to Lincoln throughout the presidential campaign.

Once elected, Obama traveled to Washington on a train that followed Lincoln's route to his own first inaugural and used the Lincoln Memorial as a centerpiece for pre-inaugural celebrations. President Obama also took the oath of office with his hand resting upon Lincoln's Bible and, in his inaugural address, acknowledged Lincoln's "new birth of freedom" at Gettysburg.

If that weren't enough, the bicentennial of Lincoln's birth happened to fall in the early days of the Obama administration. And some of the nation's biggest celebrations of Lincoln's 200th birthday are underway right here at the New-York Historical Society.

The city's oldest museum and research library launched Lincoln Year last November with a Lincoln Thanksgiving celebration. The series of public programs and special events will culminate with Lincoln and New York, the first in-depth exploration of the intertwined careers of America's 16th President and its greatest city, opening October 2.

"Nothing less than a year-long celebration would be appropriate for Abraham Lincoln, and nothing less would accommodate what the New-York Historical Society can offer this national observance," said Dr. Louise Mirrer, President and CEO.

Amid a spectacular 50-foot high ceiling, stained glass windows, and towering columns, reporters and other dignitaries gathered at The New-York Historical Society Library to learn about the next Lincoln Year exhibit.

Abraham Lincoln In His Own Words opened on the actual bicentennial of Lincoln's birth,

February 12, and will remain on view through July 12. In partnership with the Gilder Lehrman Institute of American History, it features rare and important letters, papers, and official documents in Lincoln's own hand. It is augmented by other period pieces such as photographs, prints, testimonies, and sculptures, including a cast of Lincoln's face made in 1860 by Leonard Volk.

Among the most interesting artifacts: a draft of the "House Divided" speech, notes for an address against slavery, a telegram encouraging General Ulysses S. Grant at a turning point in the Civil War, and the resolution for the Thirteenth Amendment bearing Lincoln's signature.

"As Lincoln begins his third century in American memory, we hope these documents will help illuminate his unique contribution to our country's history," said James G. Basker, President of the Gilder Lehrman Institute of American History.

Also on display is the last surviving letter Lincoln wrote to his wife, Mary, on April 2, 1865. Reading more like a military dispatch, Lincoln updated the First Lady on the advances of the Army of the Potomac and forecasted the fall of the Confederacy.

The timing could not be better for Ric Burns, the famous documentary filmmaker and writer who assisted his brother, Ken, on the masterpiece series for PBS, *The Civil War*.

"History is the first thing we appeal to during times of distress," Burns said at the press luncheon, referring to our current troubled times. "Passion for the truth transcends ideology."

The New-York Historical Society's passion for the truth has never been stronger. It plans to renovate its landmark building on Central Park West at 77th Street in Manhattan. The three-year, \$55 million renovation is expected to be completed by the autumn of 2011.

The public is invited to visit the Historical Society's website at nyhistory.org. #

**Huckleberry Finn On Trial at Mamaroneck High School For the Defense: Dr. Charlotte Frank**

By RICH MONETTI

America has finally broken down the racial barrier to the highest office in the land, but the debate as to whether students should explore American racism through the reading of *Huckleberry Finn* probably will never end. Against that backdrop, Mamaroneck High School English Teacher, Dr. Victor Maxwell, uses the ongoing controversy to engage his students in the material and understand both sides of the argument via a moot court trial. "We need to have an ongoing conversation that's sensitive to our differences," he underscores. School librarian, Tina Pantginis, provided several court cases involving the book's banning.

The plaintiff, represented by a student in the role of fictional parent, averred: "I can't completely stop my child from being exposed to offensive language like the n-word on TV and in the movies, but I shouldn't have to worry about them reading it in books taught in the school." Another student plaintiff presented expert sociological testimony showing that some children tend to identify with the racist elements of Huck's character, while the stereotypical caricature of Jim is demeaning and not necessarily representative of a 19th century slave. Further, the mock sociologist also raised concerns over the child who does not have enough parental support to appropriately guide him/her through the content.

For the defense, Dr. Charlotte Frank, Sr. VP for Research and Development, McGraw-Hill Education and formerly a NYC teacher, supervisor and executive director of curriculum and instruction for the NYC public schools, took the stand and testified that the points of contention

should be explored as a chance for growth and understanding. "You lose an opportunity for our young people to confront delicate issues; it's up to educational infrastructure to assimilate the themes and their relationship to today's world, regardless of the circumstance of the student," she stated.

She underscored the value of the novel in providing a blueprint to help overcome the prejudices still plaguing our society. In navigating the river, she said, "Huck and Jim suddenly see each other in a new light; somehow it compels us to examine the biases with which we live." And the actual history can come across more clearly in the applied format that the novel offers. "You suddenly see they are real human beings," she said, and context can paint a picture as well or better than a textbook for some students, she added.

Dr. Frank believes that Huck Finn plays an important role in the educational process of both bringing students a "body of knowledge" and developing a set of skills that hopefully enable them to interpret what's happening around them. "Education is to truly make us understand human beings and that's what this is," she said.

In conclusion, the three classes that took part in the trial did not come to a consensus on whether the classic should be viewed within the context of its time and used as an appropriate learning tool or discarded because of its insensitive nature and possible negative influence in society today. One class voted to ban, one to keep the book in the curriculum and one was deadlocked.

Navigating the river of life and books in 2009, *continued on page 15*

**New York City's Future Is in Public Schools**



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## THE DEAN'S COLUMN

## The Monty Hall Problem ("Let's Make A Deal")

By DEAN ALFRED POSAMENTIER, Ph.D.

With the increased emphasis on probability in today's curriculum it would be fun to have students face a problem of real concern to a previous generation. This problem and the solution we present here will give some insight into the kind of thinking youngsters need to consider when they tackle probability problems.

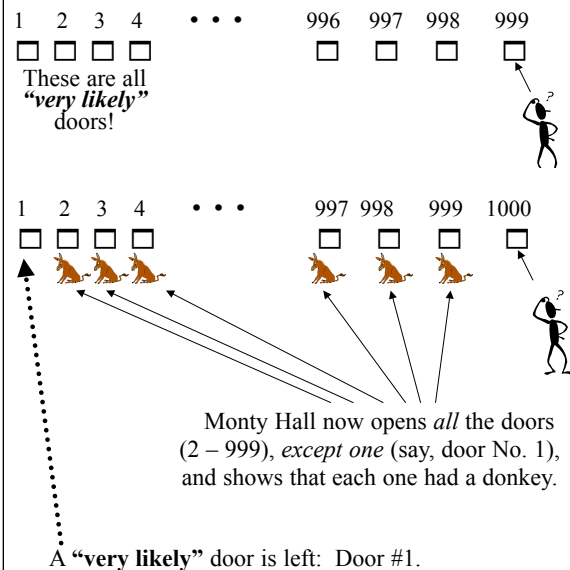
"Let's Make A Deal" was a long-running television game show that featured a problematic situation. A randomly-selected audience member would come on stage and be presented with three doors. She was asked to select one, hopefully the one behind which there was a car, and not one of the other two doors, each of which had a donkey behind it. There was only one wrinkle in this: after the contestant made her selection, the host, Monty Hall, exposed one of the two donkeys



"Very unlikely," since the probability of getting the right door is 1/1000

How likely is it that the car is behind one of the other doors?

"Very likely": 999/1000



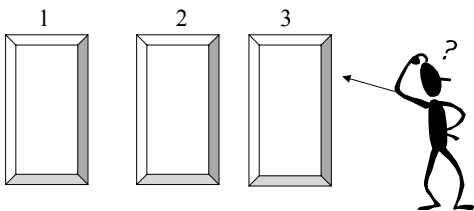
behind a not-selected door (leaving two doors still unopened) and the audience participant was asked if she wanted to stay with her original selection (not yet revealed) or switch to the other unopened door. At this point, to heighten the suspense, the rest of the audience would shout out "stay" or "switch" with seemingly equal frequency. The question is what to do? Does it make a difference? If so, which is the better strategy (i.e. the greater probability of winning) to use here?

You might have students speculate about what they think intuitively is the best strategy. Most will probably say that there is no difference, since at the end you have a one out of two chance of getting the car. Tell them they are wrong, and then you will have a very curious audience in front of you.

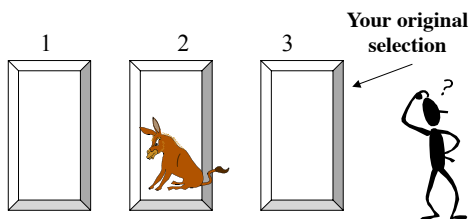
Let us look at this now step-by-step. The result will gradually become clear.

There are *two donkeys* and *one car* behind these doors

You must try to get the car. You select Door #3



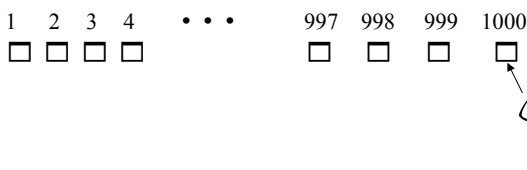
Monty Hall opens one of the doors that you did not select and exposes a donkey.



He asks: "Do you still want your first choice door, or do you want to switch to the other closed door?"

To help make a decision, consider an *extreme case*:

Suppose there were 1000 doors instead of just three doors.



You choose Door # 1000. How likely is it that you chose the right door?

We are now ready to answer the question. Which one is a better choice:

- ◆ Door No. 1000 ("Very unlikely" door), or
- ◆ Door No. 1 ("Very likely" door)?

The answer is now obvious. We ought to select the "very likely" door, which means "switching" is the better strategy for the audience participant to follow.

In the extreme case, it is much easier to see the best strategy, than had we tried to analyze the situation with the three doors. The principle is the same in either situation.

You might want to mention to students that this problem has caused many an argument in academic circles, and was also a topic of discussion in the *New York Times*, and other popular publications as well. John Tierney wrote in *The New York Times* (Sunday, July 21, 1991) that "perhaps it was only an illusion, but for a moment here it seemed that an end might be in sight to the debate raging among mathematicians, readers of *Parade* magazine, and fans of the television game show 'Let's Make A Deal.' They began arguing last September after Marilyn vos Savant published a puzzle in *Parade*. As readers of her 'Ask Marilyn' column are reminded each week, Ms. vos Savant is listed in the Guinness Book of World Records Hall of Fame for 'Highest I.Q.," but that credential did not impress the public when she answered this question from a reader." She gave the right answer, but still many mathematicians argued.#

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

## DELOITTE SPONSORS HS STUDENTS IN 11TH ANNUAL BUSINESS PLAN COMPETITIONS Clinchy, Delaney and Blanc Are Mentors



Kenneth S. Clinchy



Joseph P. Delaney

By CAROLINA SALAS

"I am just glad I am 53 years old and I am not competing with these kids!" stated Kenneth S. Clinchy, Senior Partner at Deloitte Consulting LLP in his closing remarks at the 11th Annual Citywide Business Plan Competition that kicked-off with much excitement on the morning of January 9th at the Deloitte & Touche Headquarters in downtown Manhattan. Sweaty-palmed but confident, aspiring young business executives from nineteen NYC public high schools, all of whom won earlier at borough-wide events, competed to secure a place in the National Business Plan Competition.

With job cuts exceeding 100,000 in the last week of January alone, landing a job nowadays is quickly becoming an extremely competitive endeavor to embark on. Fortunately, for participating high schools taking full advantage of Virtual Enterprises (VE) International, a program initiative of the New York City Department of Education, their high school students are gaining a competitive edge by engaging day in and day out in actual business tasks and activities that help them develop critical teamwork, time management, and leadership skills. Students in the program work in teams and make a collective decision on how to best run their VE Corporation, headquartered at their high school. They count on the guidance of their teacher, a consultant to their business, and the advice of their real world business partners. The products and revenues of the firms are virtual, but the work is real.

As the teams prepared to be put through the wringer by panels comprised of judges from private industry, education, and government, Iris Blanc, Director of Virtual Enterprises, International, motivated and energized the teams to "always seize the opportunity." In between sales pitches of their business plans, we caught up with Megan Leung, CEO of Printing Depot at Fort Hamilton High School who said she wants to run her own business in the future and shared that, "the program definitely gives you a jumpstart." We got the chance to shadow Carpe Diem Advertising of DeWitt Clinton High School, witnessing first hand the high level of commitment, passion, and perseverance that each team brought to the competition. Timothy Holmes, its Executive Business Forecaster, shared he has "learned a lot of the business language and the mathematics of it all" through the program. Lending moral support at the competition was the VE graduate Adriana Mediavilla, who got the chance to intern at JPMorgan Chase for 6 weeks in the Investment Banking group right after her senior year, before heading to Binghamton University. With a big smile and a sparkle in her

eye, recalling her own experience, Adriana told us "the most exciting moment for all students at VE is the International Trade Fair because you get the chance to make the most profit, and get to meet students from other firms whom you've known only virtually up to that point."

At the forefront in helping prepare the next generation of entrepreneurial business executives are Deloitte & Touche and Merrill Lynch, both premier corporate partners of Virtual Enterprises, International. Joseph P. Delaney, Director of Tri-State Alumni Relations at Deloitte, also known as the "Great Champ" "wants every kid to feel that they can be a champion by applying every ounce of their VE education to the success of the products and services they offer to their clients and customers." Kenneth Clinchy firmly believes "we need to reach all the way back into the system and help prepare the next generation." At Deloitte, Mr. Clinchy shared "we pride ourselves in having a big organization full of entrepreneurs. It all starts with the fundamentals. Through our partnership with Virtual Enterprises, International, we give the students exposure to the real world. Visibility to what's actually happening in the world. It's a great way for us to give back." Steven Satin, a principal fully committed to the success of VE at Norman Thomas High School shared how Deloitte professionals stop by every Friday to work with the kids at their VE office. Vincent DiGaetano, VE coordinator at DeWitt Clinton High School in the Bronx, explained that "it is through trial and error that students become active decision makers, develop keen organization and time management skills crucial to the success of their VE business." As such a pivotal and spirited day came to a close, we caught up with Martha E. Stark, NYC Commissioner of Finance who sat on the judges panel. She shared with us that "the skills exhibited by all of the students are at such high level! VE truly gives them all the opportunity to be in the business world... My heart goes out to our private partners." Like Ms. Stark, we too were fascinated by the level of excellence demonstrated by the teams across all categories of the business plan competition, and like Mr. Clinchy, we too are happy we are not competing with these kids! But we definitely want to know what happens at the upcoming National Business Plan Competition on March 25th in NYC. The top four teams heading to Nationals are: 1st Place—VE Management, New Dorp High School of Staten Island, 2nd Place—The Printing Depot, Ft. Hamilton High School of Brooklyn, 3rd Place—VE Law, New Dorp High School of Staten Island, 4th Place—Carpe Diem Advertising, DeWitt Clinton High School of the Bronx. We wish them all much success!#





## Facing the Financial Crisis at Brown



By **PRESIDENT RUTH J. SIMMONS, BROWN UNIVERSITY**

It has been some time since I wrote about the anticipated effects of the global financial crisis on the University. Since then, the crisis has expanded and deepened, bringing extraordinary upheaval throughout many for-profit and not-for-profit sectors. At Brown, upon the close of the 2008 year, we learned more about the apparent effect of significant credit, liquidity and revenue constraints on our near-term planning. That information has led us to plan the implementation of a number of measures to reduce expenditures, constrain expansion, and limit major new obligations until we see a return to robust growth in revenue.

We will act in accord with our values as a community; we will focus on preserving the quality of our academic life; and we will continue to protect our capacity to support our financial aid

*continued on page 15*

## COLLEGE PRESIDENTS' SERIES

### New York Institute of Technology: President Edward Giuliano

By **JOAN BAUM, Ph.D.**

Given the economic slow down and an inevitable reduction in federal and state support for higher education, it's easy to understand if college and university administrators want to spin bad news as "challenge" and "challenge" as "opportunity." Who wants to acknowledge belt tightening that may be perceived as adversely affecting admissions and programs? But here is New York Institute of Technology (NYIT), which, ironically, is not only holding the line in the downturn, says its president, Dr. Edward Giuliano, but doing well—applications have increased, graduates are landing good jobs, the coffers are secure.

The president is sensitive, of course, to the "real hurt" felt by many colleges and universities, particularly public state institutions (60% of the approximately 4,500 institutions of higher education in the country), and he understands the reluctance of elite universities not to dip into more than 5% of their endowment and appreciates that they are accustomed to supporting their budgets and program through robust philanthropy that is creating stress for them this year, as it is falling far short of projections. But he quietly allows as to how mid-size, private, non-profit, independent tuition-dependent colleges in general and 50-year old NYIT in particular can even take advantage of tough economic times by competing for top faculty hires and "tweaking" a program or two. He insightfully points out that times of budget crunch can prove opportune for reordering and strengthening priorities because members of an academic community understand necessity and

are more disposed to trust their institutions to initiate change in the interests of the common good.

Although New York State Governor David Paterson is proposing an alternative student loan-easement program by reducing interest—"a home run," Dr. Giuliano calls it—some students will have trouble packaging loans, getting scholarships and, in tight markets, finding work study and off-campus jobs. Certainly the nearly 1,200 students who attend NYIT's medical school need much more financial assistance than the typical undergraduate. Dr. Giuliano is nonetheless confident that NYIT will continue to provide both funding and counseling regarding student loans. As is, the school can boast a remarkable default rate of only 1.6%. "Our graduates get jobs and pay their bills," he noted.

NYIT has other advantages going for it in tough times: a sustaining commitment to educate students for career-oriented professions, and a growing reputation for placing graduates in significant positions all over the world. Surely, at a time when unemployment is inching toward a new high, there's nothing wrong with jobs, jobs, jobs, especially when these are not just entry-level posts but positions on a track of career advancement, many in growth fields such as education and allied health. Approximately 50 percent of NYIT's 15,000 students are graduate students taking degree programs in one of the institute's seven professional schools. These include the award-winning School of Architecture and Design, the only accredited architecture program on Long Island, and the College of Osteopathic



Medicine, founded by Nelson Rockefeller, the first and one of only two medical school in Nassau County. NYIT also prides itself on other "niche specializations"—for example, its degree programs in Computer Security (the school has a contract with the federal government) and an enhanced Computer Graphics and Fine Arts curriculum with contractual ties to NASA that offers new "motion capturing" imaging techniques to model future space craft.

A multi-campus institution, with hubs at Old Westbury and Manhattan, NYIT also has campuses abroad in Abu Dhabi, United Arab Emirates; Manama, Bahrain; Nanjing, China; Vancouver, Canada; and Amman, Jordan; and M.B.A. programs at several China sites, not to mention online. Although "contemporary cutting-edge curricula" give the school national and "global cachet," the president cannot resist noting that some jokingly say that NYIT may be better known in the state of Washington than in nearby Port Washington.

*continued on page 15*

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TO THE TOP



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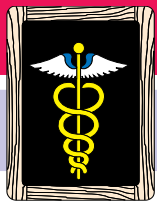


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## Medicine Meets Music: Surgeons Form Unusual Rock Band

By GILLIAN GRANOFF

An eclectic group of exceptional surgeons specializing in the treatment, research and cure of gynecologic cancers has a new take on Sex, Drugs and Rock and Roll. Dr. Nimesh P. Nagarsheth, M.D., an assistant professor in the Division of Gynecological Oncology at Mt. Sinai Hospital, NY, does not conform to the stereotypical characteristics one would expect from a nationally renowned and groundbreaking surgeon. At the end of the day, when most overworked doctors are coveting a few hours of sleep, these doctors moonlight as rock stars, and turn in their scalpels and scrubs for electric guitars, drums and synthesizers. In the gritty mix of alternative and original rock, N.E.D. (which stands for No Evidence of Disease), as they have coined themselves, belt the tunes that give a voice to the needs, struggles and triumphs of their patients as they struggle with the debilitating side effects of their disease. Often these crippling emotions define the daily lives of those with their disease.

Nimesh Nagarsheth, M.D., William E. Winter III, M.D., Rusty Robinson, M.D., John F. Boggess, M.D., John Soper, M.D., and Joanie Hope, M.D., combine their musical and medical expertise as more than simply an outlet for their own pressures and frustrations. They see their music as a vehicle to raise awareness to the prevalence and the crucial need for research and funding for ovarian cancer and other gynecological diseases. Their goal is to use music to empower both patients and doctors. The lyrics of their songs give voice to the need for doctors to overcome their fear of creating closer bonds with their patients.

Nagarsheth's roots in music go back to his college days. As a student at the University of Wisconsin, Nagarsheth focused his studies in musical percussion, but refocused his concentration on medicine in search of a pragmatic vocation. "I saw many really talented peers who worked really hard and were not getting jobs as musicians."

His decision to refocus his studies on medicine led him to the Mount Sinai School of Medicine and onto a fellowship at Duke University, where he chose to specialize in gynecologic oncology (GO). The choice was a good fit for Nimesh: it allowed him to channel his interest in women's health care into an area where he could actually help people. His choice was reinforced, he says, by the continuity of the patient-doctor relationship. In GO doctors see the same patients throughout the course of their illness from diagnosis to treatment. The continuity of this treatment "allows us to build closer relationships with our patients and, ultimately, is better for patient morale and treatment." This aspect ensures a better quality of treatment for the patient and allows doctors to build stronger bonds with their patients.

Nagarsheth put his plans for a music career on the back burner until email solicitation requesting entertainment at an upcoming medical conference planted the seeds of the idea to create a band.

In the spring of 2008, William Winter III, M.D., a cancer specialist at Northwest Cancer Specialists in Portland Oregon, Rusty Robinson, M.D., a professor and Director of Clinical Research at Harrington Cancer Center in Texas, John F. Boggess, M.D., an associate Professor in Gynecologic Oncology at University of North Carolina, Chapel Hill, John Soper, M.D., a Professor at University of North Carolina, Chapel Hill, and Joanie Hope, M.D., a gynecology oncology fellow at NYU Medical



Center, met, rehearsed and entertained an eager audience at a conference in Tampa, Florida. The positive feedback N.E.D. received planted seeds for the idea to create a band, devoted entirely to raising awareness and funds for the research, cure, and education of gynecologic cancers.

Now this extraordinary band has teamed up with Motema Music to record and promote a CD set to release in November 2009. The record release will coincide with the first annual Gynecologic Cancer Awareness Movement in Washington, D.C. They now find themselves working side by side with writing coach and producer Mario McNulty whose credits include the likes of David Bowie, Linkin Park, and Ziggy Marley.

The release of their first album this fall is set to promote the first of its kind awareness movement for Gynecologic Cancers in November 2009. A portion of the proceeds from the sale of the album will go toward research and education on the disease.

Nagarsheth compares the teamwork required to create a band as analogous to that of a surgical team. "Each requires the participation of every member to make it a success." Nagarsheth certainly understands and respects the magic of this collaboration, and waxes poetic about the band's first recording session. "It was magical."

The group of surgeons has transferred its medical skills into a symphony of sound that gives voice to the needs and struggles of patients surviving the physically and emotionally draining struggles in the daily life of a cancer survivor.

The lyrics of the music illustrate the complex emotions these doctors see in their patients. "For too many years I lived with this silence, afraid to embrace a life ending in violence, But now I can hear her singing."

Their music is testament to the healing and restorative power of music and art's ability to, as Nagarsheth says, "lift the human spirit." Nagarsheth holds no illusions about the power of music to cure cancer. For him, the connection between music and medicine is personal, but in the field of traditional medicine, he states music is "a tough sell. We know our music will

## WEILL CORNELL MEDICAL COLLEGE RESEARCHER REVOLUTIONIZES CELL BIOLOGY

The National Science Foundation has awarded Weill Cornell Medical College researcher Dr. Scott Blanchard its prestigious Career Award, recognizing his groundbreaking work in cell biology—work that is poised to revolutionize research for the next generation of young scientists.

The award totals more than \$806,000 spread over five years.

Dr. Blanchard is a Strategic Plan recruit in the Department of Physiology and Biophysics, and joined the college in 2004 as an assistant professor. He is perhaps best known for advancing fluorescence technologies that allow scientists to observe the activities of single molecules in real-time. Much of his previous and ongoing research has been focused on the ribosome, the complex molecular machine responsible for translating DNA-encoded instructions into usable proteins.

"I'm extremely gratified to receive this award. It will help significantly to expand our work on the ribosome—work that has potential for drug discovery. Nearly half of all therapeutic agents target the ribosome. Nevertheless, we know precious little about how they affect this complex enzyme at the molecular level," Dr. Blanchard says. "The NSF award will shed important new light on conserved aspects of the ribosome mechanism across species, enhancing not only our basic knowledge how this enzyme is able to synthesize protein, but also furthering our knowledge of how antibiotics work."

"This NSF award recognizes both Dr. Blanchard's important contribution to the field, as well as Weill Cornell's commitment to the kind of basic research that can yield real clinical breakthroughs," adds Dr. David P. Hajjar, senior executive vice dean and executive vice provost of Weill Cornell Medical College. Dr. Hajjar is also dean of Weill Cornell's Graduate School of Medical Sciences, the Frank H.T. Rhodes Distinguished Professor of Cardiovascular Biology and Genetics, professor of biochemistry, and professor of pathology and laboratory medicine at Weill Cornell Medical College and the Graduate School of Medical Sciences.

An NSF Career Award is typically designed to fund basic-science and has a strong educational component, including the training of young scien-

tists at the high school and undergraduate level.

"It's rare that the NSF bestows such an award upon a medical college, since these grants typically go to undergraduate institutions with a heavy emphasis on the basic-sciences," adds Dr. Hajjar. "But Weill Cornell is strongly committed to supporting basic-science with an eye to translational research—bringing discoveries made in the lab up to the level where they can be used to solve clinically relevant problems. So, in bestowing this award, the NSF is also recognizing Weill Cornell as one of the elite basic-science training institutions in the nation."

Dr. Blanchard's work in fluorescence microscopy aims to revolutionize the way we examine how enzymes work.

"Until recently, scientists have been forced to observe the activity of enzymes en masse. This method measures only the average behavior of many billions of molecules present in a test tube, and is an expensive and relatively imprecise approach," Dr. Blanchard explains. "Or they rely on computational methods that animate static structural models. Single-molecule fluorescence microscopy aims to integrate these disparate views of enzyme function—we actually watch photons of light coming out of a single molecule and use it to track a molecule's location, its interaction with other molecules, and tiny motions within the molecule itself. From these data, we hope to generate the first experimentally validated movies of single molecules at work."

Since coming to Weill Cornell from Stanford University, Dr. Blanchard has focused his work on the ribosomal functions present in one of the most basic organisms on earth—the E. coli bacterium.

"We looked first at E. coli because it has been exhaustively researched and its basic functions are relatively well understood. It was a proof-of-principle project that demonstrated that single-molecule fluorescence microscopy could illuminate ribosomal activity," the researcher explains.

But the most exciting research lies ahead. "We know that the ribosome works by similar mechanisms across organisms and cell types. Yet subtle variations in function are evident in the effectiveness of ribosome-targeting antibiotics used clinically for the past 50 years," Dr. Blanchard says.

These antibiotics target—and disrupt—bacterial ribosome functions, while leaving the human cell's ribosome alone. "We also suspect that the ribosomes of different human cell types work differently, depending on the organ or tissue in question," he adds. "Understanding and exploiting these differences may lead to opportunities for discovering highly targeted, safer, and more effective medicines."

The fight against cancer is perhaps the greatest frontier for this avenue of research. "We have a pretty good idea that the ribosome functions inside cancer cells are markedly different from those inside healthy cells," Dr. Blanchard explains. "So, the ultimate goal here is to explore whether compounds like those used to target bacterial infection can be used to target only the cancer cell."

All of these breakthroughs are still years or even decades away, he cautions. But it's exciting stuff—both for established researchers such as Dr. Blanchard and the next generation of up-and-coming scientists.#

not cure the disease, but we do hope our music can improve the quality of life of our patients." Indeed statistics have documented the health benefits of music on relieving patients' pain, depression and anxiety and elevating mood.

These five outstanding physicians combine their unique musical talents into a symphony of sound that resonates beyond the walls of the studios they record in. Their lyrics, "Without melody, sadness can fill even the brightest among us... I will live without fear and doubt" ring true.

Their hope is to inspire people to become actively involved in the education and fight against gynecologic cancers.

Nagarsheth summarized his ambition for the group with this clear message: "Keep listening to music and keep fighting the good fight against cancer."

For more information on N.E.D. go to Motema.com or [www.thegcf.org](http://www.thegcf.org). Learn more about how to help and make a donation in the fight against gynecological cancers.#



# First US Museum to Award Ph.D. Degree: Dean John Flynn Assumes Helm at Richard Gilder Graduate School at AMNH



Dean John Flynn

By JOAN BAUM, Ph.D.

Who doesn't know the American Museum of Natural History? Everyone's been there—school children who've been making class trips since time immemorial, devoted family members shepherding little ones to exhibits, older students pursuing class projects. Though such groups constitute the overwhelming number of visitors to AMNH, they may not be aware of how much this over-a-century-old, world-renowned science exhibition space and research center has changed over recent years, having added spectacular new facilities, public education programs, and cutting-edge, collaborative associations with various institutions. Now, AMNH can also boast being the only museum in the Western Hemisphere with the power to award its own Ph.D. Its dean is Dr. John Flynn, and its new program—in Comparative Biology—is housed in the Richard Gilder Graduate School at AMNH.

Dean Flynn calls the new program, which is in the process of being accredited by the Board of Regents, a continuing chapter in the museum's history as an educational institution. Its mission is to devote itself to innovative work that brings together academic, scientific, and communications expertise in order to train students for "the century of biology." Among the academic institutions involved in the Comparative Biology program are Columbia, CUNY, Cornell, and NYU, but the list also includes 70 graduate students and post-doc fellows from other institutions who have been working in the scientific divisions of the museum. They are all now a part of the "broader" Richard Gilder School. The idea is that the new Ph.D. program will "complement", not replace, existing collaborations. It is, says the dean, "a natural extension of the museum's integrated mission in science and

education" as well as in the training of the next generation of scientists and educators.

Dr. Flynn, who in addition to serving as dean of the Richard Gilder Graduate School also holds the title of Frick Curator of Fossil Mammals, is, needless to say (but delighted to say), "excited" by the "challenge" to lead such a "novel" enterprise. Westchester born and bred, he recalls how he used to come to the museum with his family and how he developed an abiding love for the institution. Though he had always "avoided senior administrative posts," the opportunity to head up an initiative in Comparative Biology that would speak to interests he had cultivated all his professional life was impossible to resist.

Dr. Flynn has a B.S. in Geology and Geophysics from Yale and an M.A., M. Phil. and Ph.D. from Columbia University, with concentrations in mammalian paleontology and paleomagnetism. After receiving his doctorate, he took up professorial duties at Rutgers University and then went on to the Field Museum of Natural History in Chicago for 17 years. A prolific author of peer-reviewed scientific articles, his work at AMNH has centered on integrating research with exhibitions and educational programs, including promoting the museum's significant fossil mammal collection.

Though "Comparative Biology" might not yet be sufficiently understood by the general public, the AMNH website may help. It describes the program as "a multidisciplinary study of organisms, including anatomy, ecology and genetics, relationships among organisms, and evolutionary biodiversity." Dean Flynn gives an example: a biologist might study a mouse or frog, whereas a comparative biologist would look at all mouse or frog species and their environments, seeking to structure models of these organisms as they occur in different cultures in order to study the

"interconnectedness" of all species. Another example is the Human Genome Project: how do human genes relate to the genes of other living creatures?

Although the Richard Gilder Graduate School has only five starting students (two women, three men), Dean Flynn's vision includes attracting under-represented groups and strengthening ties between the museum and schools with large minority populations. If success can be defined as placement and reputation, the dean is most sanguine about the outlook. Museums, universities, and non governmental organiza-

tions in this country and abroad would welcome Richard Gilder Graduate School students with open arms, knowing the museum's reputation and knowing many of its curator faculty who lead a number of the museum's 120 annual expeditions.

The accelerated four-year, 62 credit curriculum includes core, elective, and research courses, including a course in writing grants. The dean points with pride to the fact that the school's first international student, from Sweden, who has been working on genomes, wrote a proposal that has made it to the final round. #

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## Wheelchair Basketball Offers Hope and Plenty of Competition

By RICHARD KAGAN

Coach John Hamre, 40, of the New York Nets has his players doing basketball drills during their once a week practice. The players practice their dribbling, shooting, and rebounding. Players move up and down the court. This happens in local gyms across the country on any given night. What's remarkable about Hamre's group is that these players play

basketball in a wheelchair. Players are physically disabled, some due to a genetic defect, or permanently dislocated hips or feet. Others are paralyzed from accidents.

Whatever the reason, these players learn, over time, to accept their disability, and then gain greater self-esteem and inner strength practicing and playing competitively against other wheelchair-bound players.

Wheelchair basketball has arrived. Welcome to the National Wheelchair Basketball Association (NWBA), featuring a logo just like the famed NBA logo, and hundreds of teams. The NWBA has its own website with team records and upcoming tournament dates.

Hamre, President of the non-profit Wheelchair Sports Federation, has been a volunteer coach and advisor for ten years in the NYC metro area. He coaches youngsters from 17 to mature adults up to age 60. He also coaches Wheelchair tennis, football, and softball when the weather warms up. He is the coach for the Division 3 New York Nets, a co-ed team with players from 19 to 54. He is the assistant coach to the Bulova Nets, in the Championship Division, a men's team.

The important thing is a person who may feel isolated and down has an outlet to a world that opens many doors.

This was the case for Jose Mendez, who as a young adult was severely injured in car crash.



Mendez survived but found out he was paralyzed from below the waist. Confined to a wheelchair, he felt lost and alone. Then he found wheelchair basketball. He tried it out and has been playing for 20 years. "My life was worth something again," Mendez said. He found fellowship and an activity that changed his life.

Hamre, like all coaches, has a whistle that he uses in practice. He gets people to find their inner athlete and soon, with a customized sports wheelchair, the player is pushing himself down the court, looking for the open man.

There are challenges. Players have to learn the sport, including the basics: how to push the

wheelchair while bouncing a ball, how to take a shot from a sitting position, how to grab a rebound when the ball bounces away following an errant shot, and how to set picks so a player can get open for a shot. With Hamre instruction and, if he stays with it, the newcomer quickly becomes a veteran player.

To coach wheelchair basketball, Hamre noted that you need good listening skills, patience, and good communication skills, skills he has honed over the years coaching and teaching the sport. Winning a close, tense game is the highlight for coach Hamre. "Seeing everyone come together, [to] work as one to accomplish a goal." That's the

moment where all the hard work pays off.

Rachelle Grossman has a daughter, Emily Seelenfreund, 18, who started playing wheelchair basketball as an 11 year-old Junior. Now, she plays for the University of Alabama Disabled Crimson Tide team in Tuscaloosa, Alabama. Seelenfreund's mother says her daughter was recruited by both Alabama and the University of Illinois, but chose the smaller campus.

Grossman says her daughter, who contracted Osteoporosis Imperfecta, commonly called Brittle Bone disease, at birth, is wheelchair bound, but can do so much today. "She has friends all over the world," Grossman said. She also states that Emily has learned to work hard, has gained physical fitness, has a sense of focus, and lives independently. She has traveled to Australia and, while there, went scuba diving.

Rachelle, like other moms and dads, got involved when her child took up the sport. Parents drive their children to practice, games, and weekend tournaments and lug 2 wheelchairs, one for the sport, and one for everyday use. A spare tire and air pump with needle are necessities.

Sports wheelchairs need to be customized for fit and are costly. The Challenger Athletic Fund gives grants to help defray the cost of buying one.

Grossman is the team manager and President of New Jersey Adaptive Sports Association, based in Hackensack for half the year. Grossman estimates that "half-a-dozen" volunteers help out. The Sports Association is holding a one-day tournament in Hackensack on February 7th, where teams of varying age groups will play all day. One team sponsored by her organization is going to the Nationals held in Denver on March 17-20th.

To find out more about wheelchair basketball contact John Hamre at 917-519-2622. #

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SPECIAL EDUCATION

# Ensemble of Handicapped Teen Musicians Performs at Teachers College

By MCCARTON ACKERMAN

While most people would consider a physical disability to be devastating, the members of Liyana see it as a chance to send a positive message of hope.

The band, which consists of eight physically disabled musicians from Zimbabwe, performed at Teacher's College in Harlem recently to a full house. What initially started as a musical project to create one song together has led to national exposure and their first US tour. The members of Liyana are all either in their teens or early 20s. The bandmates, who met as students at King George VI (KGVI) in Zimbabwe, all suffer from physical disabilities. Many people in their country feel that disabled children bring shame and ill fortune upon their family, are often marginalized, and in some cases left to die. Several of the band members are also orphans.

"It was not difficult to see that a person with a disability has much hidden inside, and I believe that all arts allow people to express things that they wouldn't normally be able to talk about," said Inez Hussey, Mentor to Liyana. "If our disabled children are to survive in this country, they have to have confidence in themselves and it is our mission to build that confidence."

Each of the band members, although limited physically, possess an infectious energy in their on-stage performances. They play a variety of instruments including marimba, African drums, and shakers, and fuse cultural and musical genres including gospel, reggae, and Zimbabwean Shona music.

The band was formed when lead singer Prudence Mabhenha began to perform on her own at assemblies and singing sessions from the age of 12. She was eventually invited to perform in performances at KGVI with two other boys, Pharis and Marvelous, the latter of which would eventually go on to become part of the group.

"Liyana really started when Goodwell, Energy

and Honest all came into KGVI in Form 1," said Hussey. "We now had the basis of the band and at the same time we had a choir of 6 people with Prudence and Marvelous. After a year playing with ten members plus the choir, the band entered the Music Crossroads competition and were told they could only enter 8 people. Sadly at this time we had to divide the band and Liyana was born at that time."

The band began to perform around the country and played several shows in the main Zimbabwean cities of Bulawayo and Harare. Their success has ultimately led to their first US Tour, which has received national press and acclaim for several prominent people in the music industry including Yoko Ono.

"For Liyana, going to the USA was the ultimate destination," said Hussey. "They see as it as the place where everything happens and the height of recognition. So many people have made promises to the band over the years and the fact that this promise was kept is very important—it restores their faith not just in themselves, but in other people. They all have personal hopes for the tour, but even if their ultimate dreams don't come true, to be able to say that they toured the States—that is an achievement!"

Liyana's tour wraps up in the early Spring, but their exposure will continue on afterwards. They are the subject of a documentary which has just been picked up by HBO for distribution, and they look forward to possibly touring the US again in the future.

"I think it's important to show people that not everything that comes out of Zimbabwe is bad news," said Hussey. "We can show people in America that we have not all given up, that life goes on with enthusiasm. We are disabled, we are black and we come from one of the poorest countries in the world, but look what we have achieved—what a message!" #

# The Sterling School

All parents want to see their children on a path to success and independence, parents of children with Dyslexia and language based learning disorders are not different. Ms. Arberman has helped so many parents see that this dream can become a reality for their children too.

June 2009 will be the 10th anniversary of The Sterling School. All Sterling School current students and alumni, many of whom are graduating High School this year and some who are already in college, will be receiving an invitation to this joyous occasion. Back in 1999, when the school first opened, Ms. Arberman had one ambition, to create a learning environment for her bright but non-achieving Dyslexic son. He needed to develop reading, writing spelling and math skills. Ms. Arberman put her professional credentials as a Learning Disabilities specialist to use to create a program that would help him and others to develop skills, be challenged and become excited about learning.

Sterling School is unique in that its highly trained staff provides 1:1 or 1:2 Orton-Gillingham remediation each day. This allows the students to experience academic success. The guidance counselor helps students to accept new challenges, learn to advocate for themselves and helps parents to witness their children's potential. This is a team effort, with classroom teachers (8:1) reading specialists, the guidance counselor and Ms. Arberman working with every child. The staff individualizes

the curriculum to meet the needs of each child. The multi-sensory direct teaching methodology allows students to achieve in content areas (science and social studies) despite their underlying Learning Disabilities. Arts, music technology etc. round out the students' education and provide areas of study to build confidence and excel.

Many of our graduates are so proud of their accomplishments that they keep in touch. Recently an alumnus on the cusp of adulthood, wrote a letter to the class that will graduate in June. He told them that Sterling School was "the safe nurturing place where he first learned that he could learn. He told them that he had used the skills, confidence and self-esteem he had developed at Sterling to learn to handle change. He had come so far: from Peru to NYC to Arizona to the State University of Southern Illinois, from illiterate to educated and he wanted them to know that they too would be able to capitalize on what Sterling had given them as they moved onto Jr. High School.

If this type of intimate, individualized education with research-based curriculums and specialists who work with the entire child, not just their disability, is what you want or need for your child, then please contact The Sterling School on the web at [www.sterlingschool.com](http://www.sterlingschool.com) or by phone at 718-625-3502. Sterling School is located in brownstone Brooklyn. We are currently accepting admissions for the 2009-2010 school year.#

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## *Dr. Roscoe C. Brown, Jr: Tuskegee Airman and President Emeritus, Bronx Community College, CUNY*

Dr. Brown has received numerous awards and honors for scholarly and community activities, among them the NAACP Freedom Award, the Congressional Award for Service to the African-American Community, and the Distinguished Alumnus Awards from his alma-maters—New York University and Springfield College. He has been inducted into the National Association for Sports and Physical Education Hall of Fame, and has received honorary doctorates from Springfield College, the University of the State of New York, and the Regents of the State of New York.

Active in the arts and media, Dr. Brown has hosted numerous television programs, including “Black Letters” (WCBS-TV). In recent years, Dr. Brown has been Executive Producer and host of the television series, “African-American Legends” airing on CUNY TV.

Dr. Brown, a former Army Air Force Captain, commanded the 100th Fighter Squadron of the 332nd Fighter Group (the “Tuskegee Airmen”) in World War II, and was awarded the Distinguished Flying Cross and Air Medal with eight Oak Leaf Clusters. He is credited with being the first 15th Air Force fighter pilot to shoot down a German jet fighter, and has been honored by the Intrepid Air-Space Museum in New York City for his out-



standing leadership as Squadron Commander.

An avid runner who has completed the New York City Marathon nine times, Dr. Brown is listed in Who’s Who in America, Who’s Who Among Black Americans, and Who’s Who in American Education.#

## *Brooklyn Museum Celebrates Black History Month*

The Black List Project: Timothy Greenfield-Sanders and Elvis Mitchell, Through March 29, 2009.

An exhibition of extraordinary portraits by internationally renowned photographer Timothy Greenfield-Sanders, along with excerpts from a series of filmed interviews directed by Greenfield-Sanders and conducted by noted film critic Elvis Mitchell, will be on view at the Brooklyn Museum. The portraits and film feature many prominent African Americans from the worlds of politics, the arts, sports, religion, and business, including Chris Rock, Al Sharpton, and Serena Williams, and present a compelling image of what it is like to be Black in America today.

Panel Discussion: “Black Men, Love, and Community”, Saturday, February 21, 2-4 p.m.

Black men from a cross-section of society, including activists, doctors, and scholars, discuss their evolving roles in their relationships, families, and communities. Panelists, contributors to the anthology, “Be a Father to Your Child”, include: filmmaker and entrepreneur Byron Hurt; human rights activist and educator Lumumba Bandele; founder of the Black Gay and Lesbian archive Steven Fullwood; and professor James Peterson. The book’s editor, April R. Silver, moderates.

Arty Facts: Bodies and Faces, Saturday and Sunday, February 21-22, 11 a.m. and 2 p.m.

Discover how artists use gestures and expressions in their artwork. In honor of Black History Month, Arty Facts will feature African and African American-related art on Saturday, February 21, and Sunday, February 22.

Film and Discussion: The Black List: Volume

One, Sunday, February 22, 2-4 p.m.

In conjunction with the exhibition of the same name, the documentary “The Black List: Volume One” (Timothy Greenfield-Sanders, 2008, 88 min., NR) features Elvis Mitchell interviewing a cross-section of prominent African Americans including Toni Morrison, Vernon Jordan, and Serena Williams, who speak to re-defining the concept of “blacklist” for a new century. A post-screening discussion with both the photographer/director and writer follows.

Art Making: Jewelry Making, Saturday, February 28, 2-4 p.m.

Get deeper into the special exhibition From the Village to Vogue: The Modernist Jewelry of Art Smith through a jewelry-making workshop led by Brooklyn jewelry maker Nkrumah Jennings, whose work is a contemporary expression of Art Smith’s legacy. Registration and a \$10 materials fee, which includes Museum admission, are required for this workshop. Please register and purchase tickets for this workshop at museumtix.com.

Lecture: Faye Wattleton, Saturday, February 28, 2-4 p.m.

Women’s rights activist and President of the Center for the Advancement of Women, Faye Wattleton, whose portrait is featured in the exhibition “The Black List Project”, gives a talk on feminist issues.

The Arts of Africa

Visit the Museum’s world-famous collection of African art: The Arts of Africa Long-Term Installation, Open Now African Galleries, 1st Floor. #



# WE CELEBRATE BLACK HISTORY MONTH

2009

## MILES DEAN: LITERACY COWBOY

By LISA K. WINKLER

**E**very morning, Miles Dean stands in the second floor landing and shakes every child's hand as they all climb up the stairs at Chancellor Avenue School in Newark, NJ. He pulls them in, wishing each good morning. Dean then enters his room, just inside the fire doors, where, as a literacy tutor of 3rd through 8th graders, he infuses his passion for horses and the Wild West into his lessons. Slogans like "Take A Ride with Me to Literacy" accompany assorted cowboy memorabilia—saddles, bridles, a bale of hay, horse nibbles, chaps, suspenders, and hats decorate the classroom; and photographs, many of Dean atop a horse, line the walls.

This time last year, Dean was in the midst of a five month, cross-country trail ride he organized to celebrate the contributions of African-Americans in settling the western frontier, using a horse for transportation. "I try to bring non-traditional, creative ways into the classroom. The artifacts generate questions from students. They can see who I am, and understand my dedication," Dean said in an interview with Education Update.

Dean founded the Black Heritage Riders organization in 1994, and by 2000 had begun planning his coast-to-coast educational odyssey. Thanks to support from school administrators, he took a leave of absence last year, leaving in September from Manhattan's African Burial Grounds, traveling through 13 states, and ending in California on April 1. Students followed the journey through his website, [www.BlackHeritageRiders.com](http://www.BlackHeritageRiders.com), and through podcasts produced by the Star-Ledger newspaper.

Dean, an actor, activist, playwright, and cowboy, said he spoke to thousands of people along the way—school groups, community organizations and penal institutions. He not only championed African American achievements from the early 1500s through the 1800s, but addressed topics not covered in most history books. He



holds his goal as an example to his students. "I want them to see it's possible to step outside the box. To complete this, I had to be focused, task-oriented. I want them to realize there's nothing they can't do if they set priorities and are determined," he said.

To further promote the contributions of African-American horsemen, Dean is launching a new initiative: the National Day of the Black Jockey, set for Memorial Day weekend in Louisville, Kentucky. He's made a promotional video that chronicles how black jockeys helped popularize horse racing, beginning in 1875, until they were pushed out by the Ku Klux Klan in the early 1900s. "I believe that if you teach a child culture, they can learn math, science, language arts, and history, and everything else," he said.

The Black Heritage Riders Inc. is now a private foundation focusing on promoting enrichment in education. To learn more, contact Dean through his website, [www.BlackHeritageRiders.com](http://www.BlackHeritageRiders.com).

## YORK COLLEGE PRESIDENT MARCIA V. KEIZS SPEAKS

**Who have been the most influential mentors in your life?**

My English teachers were inspirational, wise and brilliant. I remember the people around me at 12 and my family and school provided influential role models. I loved English, literature and poetry. In the 50s and 60s, teaching was a noble profession and there were teachers in my family. So the values learned at home prepared me for the profession.

**What would you describe as a turning point in your life?**

My decision to come to New York to pursue my education was a turning point in my life. The opportunity to return to Canada was there. But I felt that life in Toronto was culturally too narrow. And, of course, I could have gone home to Jamaica. But I made a conscious decision to come to New York. I wanted to be closer to what was happening here at the time. I wanted to be connected to a larger cultural community.

**What are some of the challenges you've faced? How have you resolved them?**

Having made the decision to live in New York, I was scared of New York once I got here. I couldn't understand what people were saying. There was so much noise. The intensity of it. The volume of information you had to take in. However I got into the freedom it allowed and the independence it provided. I came to accept the challenges of geography and the people. I came to realize at one point that this is quite a place.



**What are some of the accomplishments you're proudest of?**

I think of two right away. Finishing my doctorate and maintaining solid family relationships. My core family is still my core family.

**What advice would you give to young people today?**

Be as honest as you can be about whatever you're doing. Don't do the expedient thing. And get the best education you can get. #

**Professors Anderson and Kharem, at Brooklyn College, highlight some unsung African American heroes in their new book, titled, *Education as Freedom: African American Educational Thought and Activism*. The book features James McCune Smith, M.D., Anna Julia Cooper, Nannie Burroughs, John Mercer Langston, Charles Hamilton Houston, Esq., and Derrick Bell, Esq. (Lexington Books/Rowman and Littlefield Press, 2009).**

## Serena Williams Becomes All-Time Female Athlete Prize Money Leader

By MARY JANE ORMAN

**S**erena Williams became the all-time female athlete career prize money leader in women's sports by advancing to the finals of the Australian Open with a 6-3 6-4 victory over Russia's Elena Dementieva. With her win yesterday and by reaching the doubles final with sister Venus, Serena not only eclipses Lindsay Davenport as the all-time leader in women's tennis career prize money, but she also overtakes the LPGA's Annika Sorenstam, who had held the record for career earnings with a total of \$22,573,192. With her results to date at the 2009 Australian Open, Serena's career earnings total is \$22,753,575, surpassing Davenport by \$608,840 and Sorenstam by \$180,383. Davenport bypassed Steffi Graf in career prize money earnings in 2008, with the German having previously overtaken Martina Navratilova in earnings in 1998.

"I'm thrilled with the news! I remember earning my first check of \$240 at Quebec City in 1995 and while I knew that I could have a great career in tennis, I could not have imagined or dreamed of all of this," said Serena Williams. "It's amazing how much women's tennis has grown since I joined the Tour fourteen years ago. I am very proud to have reached this milestone for me, my family and all women athletes out there. This achievement really shows that if you put your mind to it, you can achieve anything."

"This is an historic milestone not just for Serena but all women athletes," said Larry Scott, CEO of the Sony Ericsson WTA Tour. "Serena is one of the all time great champions in the history of our sport and this achievement is a product of Serena's amazing on-court accomplishments over an extended time period."

Williams turned professional at the age of



fourteen in November 1995 and played her first tournament in Quebec City, Canada. In her fourteen-year career she has won every major title in addition to nine Grand Slams, becoming only the sixth woman, other than Margaret Court, Chris Evert, Martina Navratilova, Steffi Graf and Monica Seles, to achieve such a feat. Of the current players, only Serena's older sister Venus Williams comes close to such an achievement, with seven Grand Slam singles titles to her name.

In addition, Williams has won two Olympic Gold medals, both playing doubles with Venus Williams—in Sydney in 2000 and Beijing in 2008. Serena Williams holds 32 singles titles and 14 doubles titles. She passed the one million US dollar mark at the 1999 Roland Garros, later exceeding the \$10 million mark in 2002 and the \$20 million mark in 2008, both at the Sony Ericsson Championships. #



## CSA PRESIDENT ERNEST LOGAN ADDRESSES CITY'S EDUCATION BUDGET CRUNCH

By ERNEST A. LOGAN

**D**espite multiple wars and harsh economic realities—with huge city and state budget deficits threatening our schools—I stood united in hope with millions of fellow Americans at the inauguration of President Barack Obama last month. In the days leading up to the inauguration, I, too, sensed this universal optimism, whether I was chatting with a Michigan auto worker and his family who had taken the long drive to DC or meeting Caroline Kennedy, the daughter of a former president. I sensed the same enthusiasm as I spoke to a young African-American couple who'd driven from Rhode Island though they'd never before been politically engaged or took the Metro with the aide to a powerful Republican senator or rode Amtrak with broadcast news legend Dan Rather and violin virtuoso Itzhak Perlman.

In our nation's capitol, all seemed to share a sense of the perilous times in which we live but an even greater sense of possibility. That paradox was best captured by our new President: "Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America—they will be met."

Just a few days before this historic inauguration, the House of Representatives took its lead from Barack Obama by releasing an \$825 billion stimulus bill. It was exhilarating to learn that the bill included \$141.6 billion for education, with \$79 billion intended to prevent education cuts at state and local levels, \$41 billion intended for additional aid to schools and a variety of hefty provisions for early childhood education. Of course, it was more than the stimulus that lifted our spirits: Barack Obama, our first African-American president, had been elected against all odds, on a tidal wave of hope, after rising from the ranks of community organizer.

This nearly universal hopefulness comes from our renewed faith that greatness can spring from anywhere. A community organizer is, in the deepest sense, "one of us." Whether we've organized through our faith-based communities, our schools, or our unions, most of us have taken up a social cause at some time in our lives. As educational leaders, we've also fought for children. So the community organizing past of the new president has a special resonance for us: Barack Obama gave up a comfortable life as an attorney to organize with the Developing Communities Project (DCP) in South Chicago. He and DCP stood up for their community by developing, among other things, employment training services, playgrounds, after-school programs, and school reforms.

At the inauguration, I remembered that throughout Obama's campaign, he never failed to hold up education as one of his top three priorities. Often, he singled out early childhood education as the foundation on which all else rests. Considering the President's priorities, his choice of Chicago Schools Superintendent Arne Duncan as Secretary

of Education doesn't come as a surprise. Like the President, Mr. Duncan is known for his collaborative style of management and his work with inner-city, community-based programs.

As leaders of our school communities, we have



a sound basis for rejoicing in a new national leadership that is rooted in community service and seems to measure part of its effectiveness on the progress of its education system. As school leaders, we have reason to take heart in this economic stimulus bill. However, as realists, we have to bear in mind that we do not know exactly how much will flow from that bill to our schools, when it will arrive and if it will be distributed proportionately.

Wisdom dictates that we plan for budget cuts as if there were no contingency and remember that our new President, and economists of every political stripe, are warning us that this time around dire economic conditions could last for several years. The NYC Department of Education has launched budget cuts centrally in a variety of ways that include reducing the cost of standardized assessments and restructuring staff.

You too, as leaders of individual school communities, need to look closely at your priorities and do the hard work of planning cost reductions that will not deprive children of the resources they need in the classroom. These choices will not be imposed upon school Principals; rather you will need to work collaboratively and judiciously with your school communities to make those tough decisions yourselves. CSA's Executive Leadership Institute is now offering a variety of workshops to help you with this process, which you must complete by July.

As you make these choices with care and with faith in our children's future, you may be inspired by the messages of shared responsibility in our President's inaugural speech, especially by: "...a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task." #

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

## LIVE IN NYC: GOSPEL MUSIC WITH OBAMA'S COUSIN



(L-R) Rabbi Caper Funnye, Jr., Cissy Houston & Joshua Nelson



By LAUREN SHAPIRO

**I**n observance of Martin Luther King Day, Rabbi Capers Funnye, Jr., an African-American who converted to Judaism, stopped to speak at the Stephen Wise Free Synagogue in New York City. Hours later, the rabbi, who is Michelle Obama's first cousin, once-removed, was whisked off to President Obama's inauguration. Rabbi Funnye, Jr., spoke of both Martin Luther King and of his hopes for the Obama administration from his unique combined perspectives as an Obama family member, a Jewish religious leader and a prominent African American. The spiritual leader of Chicago's Beth Shalom B'nai Zaken Ethiopian Hebrew Congregation, he is the first African-American Rabbi to be admitted to the Chicago Board of Rabbis, and served on the boards of the Jewish Council on Urban Affairs, the American Jewish Congress of the Midwest and the Du Sable Museum of African American History.

The Stephen Wise Free Synagogue was a most appropriate forum. Rabbi Wise was one of the signers of the 1909 Lincoln's Birthday Call pre-saging the formation of the NAACP. Remarkably contemporary The Call sounds "We call upon all the believers in democracy to join in a national conference for ... the renewal of the struggle for civil and political liberty." Continually heeding the Call, Rabbi Wise hosted the young Martin Luther King, Jr., who delivered a sermon from the synagogue pulpit in 1957.

On this Martin Luther King Day, over 500 people braved the freezing night wind to attend a "Kosher Gospel Extravaganza". The concert featured Grammy winning singer Cissy Houston who performed classics like "Abraham, Martin and John." The musical centerpiece was Joshua Nelson, a Jewish black gospel singer and pianist. He, his band and guest trumpeter Frank London of the Grammy winning Klezmatics performed two sets of music based on the old Testament

(kosher) and backed up Ms. Houston.

Cantor Singer said "The aim was to observe Martin Luther King Day in a 'symphony of brotherhood, but also to recognize that work remains to be done. Joshua Nelson has a way of drawing people of diverse backgrounds together. We hope to have an ongoing dialogue with the Muslim community and the Obama inauguration was a poignant and perfect time for our congregants and those outside to be together in our sanctuary in a joyous way."

Between sets of music, Haim Handwerker, Israeli reporter for the Ha'aretz, interviewed Rabbi Capers Funnye, Jr. who explained "Michelle Obama's grandfather and my mother were brother and sister. However, Michelle's dad and my mom were like brother and sister; they were close in age." He says education is of "paramount" importance to his entire family, mentioning that Malia and Sasha were not excused from their homework on election night.

"Obama will fulfill the dream," he said "The dream of unequivocal equality, of religious tolerance for 'the other' is on the way to being fulfilled. As a black Jew, I often feel like 'the other.'" He elaborated that although he knows the shema [Hebrew prayer] and wears a talit [Prayer Shawl] and kippah [Jewish head covering] he is still often asked "Are you a Jew?"

"Peace comes from talking. We have to build many bridges. I have hope when I speak to Jews and Muslims, that America can bring peace to spaces where there is divisiveness."

Gospel singers from the Chicago synagogue came with Rabbi Funnye dressed in traditional African colorful garb; they stood, swayed and clapped, singing many of the traditional Hebrew songs as well as spirituals; soon, hundreds of people in the entire congregation stood and similarly swayed and clapped. At the end, the entire congregation held hands and sang with one voice.#



## THREE GENERATIONS OF AFRICAN AMERICAN WOMEN REFLECT ON PRESIDENT OBAMA'S INAUGURATION

By DR. ADELAIDE L. SANFORD

**T**he inauguration was not a singularly spectacular event to me. It was a day awash with retrospection, and replete with "Sankofa"—"looking back to move forward".

Grandma was an enigmatic wonder to me. She did not bear grievances. It was eons before I understood how well she hid her pain, covered the scabs and repressed her grief for her children and her grand children's sake. She told her story so that the knowledge would protect us. Her telling revealed a spiritual triumph, a knowing and validation of self though engulfed by pronouncements of her inhumanity.

I probed seeking to capture the source and the reservoir of her capacity to love and nurture when she had known so little of either in her life as a chattel slave in South Carolina and Mississippi. Each time sold—given a new name, but never her own. Her ubiquitous response was "I lived because of what I know you would see, hear and be".

The irrevocable movement of time has brought me to a deeper understanding of her futuristic, telescopic "knowing". My burden was to maintain a genetic tenacious consciousness. The consummation of her prophecy was and is within me.

In my travels I saw the tombs and temples in Aswan Egypt with their inscribed record of majesty and genius. I saw the ruins of Zimbabwe, which spoke of kingdoms, architecture, sculptures, and ordered functional communities. I wept in Senegal at "The Door of No Return". I smelled the blood that never dried in the monstrous slave dungeons of Ghana. In muted horror, I saw mutilated bodies, "strange fruit hanging from southern trees", in the backwoods of Vicksburg, Mississippi. As I witnessed the human detritus of years of unparalleled subjugation and rejection, convulsively, ice began to encapsulate my heart. But I never forgot the opulent effulgence of Timbuktu and the Sudan.

I visited the artifacts, masks, and statues brazenly stolen from Africa which are now on display in France, Spain, and Germany in famed museums. Ancient treasures created by those called savage. I read Toynbee, Hegel, and Agassiz's ill fated tomes denigrating and dismissive of Africa and its progeny. I chafed under the scathing retribution of scholars



seeking to eradicate these erroneous descriptions.

Although deep family pride emanated from the earning of masters' degrees from New York University and Wellesley College, degrees in medicine from Meharry Medical School, and the Columbia University College of Physicians and Surgeons, doctorates from Fordham University and Harvard University in addition to multiple honorary doctorates, the pernicious perpetuation of hegemonic policies and institutional practices mitigated against the realization of many of my people's inestimable potential—a massive loss to America and to the world we inhabit.

On the bleak frosted morning of January 20, 2009, as I trudged, with my cane, past and through the maze of labyrinth-like barricades and metal fencing, pawed the frozen earth, wiped frozen crust from my eyes and cheeks, and clutched cocooned strangers to my throbbing bosom, I revisited past pilgrimages.

Is this what grandma wanted me to see? Through her soft, dim, gentle, tired eyes, she saw me. And her eyes, through mine, over the towering tumult with the backdrop of the craft of my ancestors, saw a rapacious, resplendent, iconic figure: President Barack Hussein Obama: Africa's son, Suffused with ineffable emotions, the ice around my heart began to melt. #

*Dr. Adelaide L. Sanford is Vice Chancellor Emerita and a member of the New York State Board of Regents.*

By DEANNA EVANS

**D**eAnna Evans graduated from Wellesley College in 2006 with a double major in Peace and Justice Studies and Political Science. On account of her academic achievements, DeAnna was inducted into the National Society of Collegiate Scholars, the National Honor Roll, and the Political Science Honor Society. Outside of the formal classroom, she participated in student study programs throughout South Africa and India. In addition to her extensive coursework, DeAnna was very active in student leadership. In particular she served as the Senator, Vice President and President of Ethos, the Black Student Organization, where she advocated for closing the academic achievement gap and for greater faculty diversification.

Before attending Wellesley, DeAnna attended the Berkeley Carroll School in New York. Having received a strong education at Berkeley Carroll, she was identified by Johns Hopkins University as being in the top 2% of her peers after scoring over 1000 on her SAT at age 13. She also attended the Oxbridge Academics program where she spent her high school summers studying at Cambridge University, Notre Dame de Sion in Paris, and Oxford University.

After graduating from Wellesley, DeAnna worked in the foreign policy department of the William Jefferson Clinton Foundation. In that capacity, she helped to prepare President Clinton for his international trips to Liberia, Rwanda,



South Africa and Lesotho, as well as other internationally-focused meetings and speeches. She has continued to work for the Clinton Foundation as a foreign policy consultant for students committed to inciting change on university campuses, and as a member of President Clinton's advance team.

Currently, DeAnna works at Cadwalader Wickersham & Taft LLP, a Wall Street law firm, in the Financial Services group. In her capacity as a paralegal, she helps to write a daily regulatory financial update that is disseminated to over 8,000 clients on Wall Street. At Cadwalader, DeAnna is heavily involved in the Pro Bono work of the firm. DeAnna plans to attend law school in order to continue her studies in international human rights in Africa. #

By SHELIA EVANS-TRANUMN

**I**n January 20, 2009 the Negro The National Anthem became an anthem for all Americans.

Lift every voice and sing, Till earth and heaven Ring

Ring with the harmony of Liberty;

Let our rejoicing rise, High as the listening skies

Let it resound loud as the rolling sea.

The journey to Washington had been filled with months of great expectations. In August of 2008 I witnessed the election of Barack Obama as the Democratic nominee for President of the United States of America in Denver, Colorado. Sitting in the skybox with notables such as Adelaide Sanford, LeVar Burton, Tracey Ross, L. Londell McMillan, Angela Bassett, Jessie and Jackie Jackson, Karen and Herbert Daughtry and others, I listened attentively as Hillary Rodham Clinton, a presidential candidate herself, cast all of New York's vote for Barack Obama and then called for the roll call to come to an end so that the convention could declare a son of Africa the Democratic nominee. The electricity pierced through the air as banners started waving, screams of joy bounced off every wall and tears rolled down cheeks like a mighty streams. As a spirit of victory permeated the arena each African American found the eyes of others and regardless of age we heard through each other's tear stained eyes the declaration, "I never thought I would live to see an African American become the Democratic nominee in my lifetime." Was it possible that America had changed? Only time would tell.

Election night I was at the Sheraton Hotel in midtown Manhattan. The room was packed with those that wanted to witness the future of America side-by-side with those who at least felt the hope could be realized. When the election results flashed across the giant screens, the first person I called was Adelaide Sanford, the granddaughter of a chattel slave. Amid the screams and tears we once again acknowledged that we never thought we would live to see America express her humanity, her civility and her hopefulness in this manner. More determined that ever, we knew we had to get to Washington to witness the inauguration for ourselves.

Stony the road we trod, Bitter the chastening rod,

Felt in the days when hope unborn had died;

Yet with a steady beat, Have not our weary feet

Come to the place for which our fathers sighed?

The journey to Washington, DC was a part of the imperative that if given the chance, we would weather the cold, the lines and the long walk to see the first African American take the oath of office as President of the United States of America. On January 20th we left the hotel at 7:00am we took the circuitous route outlined by metal barricades for pedestrian traffic. Millions came from around the world on a pilgrimage to Capitol Hill. With cane in hand, Vice Chancellor Emerita Sanford's gait was slow and steady. I walked a few paces ahead of her to break the cold, the wind, and the sea of humanity that met us on every turn. We finally arrived inside the gate of the Capitol around 9:00 am even though our hotel was only a few blocks away. During the two-hour journey I would stop and ask, "Are you tired; do you want to rest?" At eighty-three years old, her response back to me echoed the gospel song, "I don't feel no ways tired." It was a day set aside to appreciate every step of the journey because it made us keenly aware of every struggle that had to be overcome to witness this day in history. Barack Obama became the symbol of what so many Americans could have achieved



if slavery had not been an impressionable part of their American experience. This son out of African, this African American was spared the genetic memory of having mothers and grandfathers and uncles and great aunts who felt the pains of slavery and its aftermath. The pain I saw as a child will never be erased. It was the pain of seeing my beloved Uncle Edward's mutilated body. His only crime was looking at a white woman in a public place. Beaten nearly half to death he survived, but his mind would never be the same for as long as he lived. The pain of beatings, lynchings, water hoses and dogs occupied space in each step that I took.

We have come over a way that with tears has been watered,

We have come, treading our path through the blood of the slaughtered;

Out from the gloomy past, Till now we stand at last

Where the white gleam of our bright star is cast.

Sitting there in the bitter cold, I saw others who had made their way to witness history, to sit in the cold and to walk the lines. Halle Berry, Jamie Fox, Tyra Banks, Bruce Springsteen, L. Londell McMillan, Denzel Washington and Forest Whitaker just to name a few. But the real stories of triumph were depicted by two precious souls. Two men arrived not on their own strength, but through the strength of friends. One was carried on a stretcher and another had his entire body weight supported by the necks of two friends who carried him on the journey. This day was not for the faint of heart. It was a day for the determined, the brave, and the proud. I traveled to Washington to witness history, but I came to understand sitting in the bitter cold that I too was making history. With the oath of office taken, the tears flowed, kisses and hugs were given to and received by strangers, and for the first time since Martin Luther King, Jr. was killed, I too wanted to burst out and recite the Pledge of Allegiance for liberty and justice for all was now a stark reality. I stood with my eyes closed as frozen tears left timeless marks on my cheeks and recited along with the Reverend Joseph Lowery's prayer the closing stanza of the Negro National Anthem,

*God of our weary years, God of our silent tears,*

*Though who has brought us thus far on the way;*

*Thou who has by Thy might, Led us into the light,*

*Keep us forever in the path, we pray.*

*Lest our feet stray from the places, Our God, where we met Thee;*

*Lest our hearts drunk with the wine of the world, we forget Thee;*

*Shadowed beneath Thy hand, May we forever stand,*

*True to our God, True to our native land. #*

*Shelia Evans-Tranumn is the Associate Commissioner of Education, New York State.*



# WE CELEBRATE BLACK HISTORY MONTH

2009

## HARVARD PROF. HENRY LOUIS GATES, JR. & CCNY PRESIDENT GREGORY WILLIAMS SPEAK AT PHYSICIAN ASSISTANTS GRADUATION

By SYBIL MAIMIN

**W**ide smiles, unabashed pride, and a special sense of optimism burst from the twenty-member class of 2009 as they received the BS degree in Physician Assistant (PA) Studies in the magnificent Great Hall at The City College of New York. The rigorous 28.5 month PA program at the college's Sophie Davis School of Biomedical Education furthers a mission to provide access to the medical sciences for under-represented groups and to train caregivers for underserved communities. Physician assistants are licensed health care professionals who practice medicine under the supervision of a medical doctor. Developed in the 1960s, the field was designed to provide practitioners for underserved areas. This year marked the 35th graduation at Sophie Davis, one of the first such programs in the nation and, as always, the class was an inspiring rainbow of diversity with students from as far away as Senegal, Pakistan, and Ecuador, and as close as Staten Island, New Jersey, and Harlem.

Sophie Davis Dean Dr. Stanford Roman reminded the students that they were assuming

“a most awesome task taking care of people, a sacred trust.” To the new physician assistants, he emphasized the need for “listening”, “empathy”, and “putting yourself in patients’ shoes.” President of City College Dr. Gregory Williams, who has seen enrollment rise from 9,000 to 15,000 under his leadership, noted the founding mission of the college was to “bring education to the whole people” and the current challenge is to “bring affordable health care to all Americans.” The sense of hope and opportunity pervading the graduation sprung from the pledge of new President Barack Obama to implement changes and establish universal health care. To the graduates, Williams declared, “You are part and parcel of the promise of a new America.”

In his introduction of keynote speaker Dr. Henry Louis Gates, Jr., the renowned author, public intellectual, and Harvard Professor of African-American history and literature, Williams spoke of “the extraordinary impact on the way we and the world think about identity” because of the work of Gates. His books are “groundbreakers,” each delving into an aspect of the African-American experience.

His timely upcoming PBS special on Abraham Lincoln will show “the line between that day and this, the election of a black man to the Presidency,” said a clearly moved Williams. Gates, a charming, funny, and delightful man, admitted to being lured as graduation speaker by his sister-in-law, assistant dean and director of the PA program, Gemina Gates, but also noted he has a keen interest in the medical sciences and is part of a family with many practitioners. Speaking personally with *Education Update*, Gates, leaning on his cane confessed that among his greatest challenges was beating an almost fatal massive infection that followed hip replacement and also professionally meeting an 18 month deadline editing the *Encyclopedia Africana*. He even shared that he had been a surgical physician assistant at an Anglican mission hospital during a year abroad in East Africa in 1973 while he was an undergraduate at Yale. There, while administering anesthesia to patients, he learned to “appreciate the crucial role PAs play,” an appreciation that has magnified since, when, as a patient undergoing over a dozen surgeries, he learned, “the first and last person you see is a PA.” Gates is especially well known and honored for his contributions in black cultural history. In his widely viewed PBS series “African-American Lives,” he used DNA to trace the ancestries of 19 prominent black people, finding hidden histories and unexpected blood mixtures, including much European blood. Because his own DNA test showed a match with



(L-R) President Williams &amp; Professor Gates

a Black soldier of the Revolutionary War, he is a proud member of the Sons of the American Revolution and is looking for other blacks with similar blood links. He hopes to continue work in genealogy and genetics to trace family trees and “give African-Americans their heritage back”, and would like to see an ancestry-based curriculum in history and science for African-American students. Comparing his work to that of the PAs, Gates said, “Doing one’s family tree is a way of giving life to one’s ancestors, to restoring lives, just as you will preserve and restore life.”

The graduates received their certificates and repeated the PA oath, turning classmates into colleagues. As he congratulated them, Dr. Maurice Wright, medical director of the PA program, reminded his new co-workers that their formal education was over but much learning lies ahead as the field of medicine is constantly and rapidly changing.#

### National PTA CEO Named One of 50 Men of Excellence CHICAGO DEFENDER HONORS PTA'S FIRST-EVER MALE, AFRICAN-AMERICAN CEO

**N**ational PTA Chief Executive Officer, Byron V. Garrett, was named one of Chicago Defender's 50 Men of Excellence—the newspaper's annual program that highlights 50 men across varied professional backgrounds to celebrate their accomplishments.

“Engaging parents to be involved in their child's education starts at the grassroots which is why this honor means so much more to me coming from a media outlet that cares so much about the African-American community and has a rich history of documenting every important event affecting the lives of African-Americans and all who are disenfranchised,” said Garrett. “Now more than ever, it is important for parents, extended family members, and especially men to come together and make a difference in the lives of children.”

Garrett was selected as the National PTA CEO in June 2008 and leads the national office (headquartered in Chicago) to continue the organization's rich legacy of engaging parents, schools, legislators, and community leaders in improving children's health, safety, and educational success.

Garrett is a former school administrator, community leader, and education advocate. Before joining PTA, Byron held leadership positions within the U.S. Department of Homeland



Byron V. Garrett

Security, the U.S. Department of Agriculture, and the administration of Arizona Governor Janet Napolitano. He is also a published author of several books, including *The ABC's of Life*.#

### Join Lincoln Center to Celebrate Black History Month

**T**hroughout February, Lincoln Center will host an array of concerts, discussions, exhibitions, and free events to celebrate the achievements of African-American artists. Highlights include two performances from Lincoln Center's popular American Songbook series: **Soul Deep: An Anthology of Black Music** (February 4), a celebration of the musical contributions by Black artists to American popular song featuring Broadway singers and stars, and **Lizz Wright** (February 6), whose unique sound embraces elements of folk, soul, jazz, and rock.

The Film Society of Lincoln Center will also host an all day tribute (February 1) to the Alvin Ailey American Dance Theater, including film programs, performances, and a free poster exhibition, which will be on display throughout

February.

In addition, distinguished performers take the stage for a series of spectacular concerts as Jazz at Lincoln Center and New York City Opera present a three-part collaboration with the Schomburg Center.

For the 5th year, Lincoln Center will partner with the York College (CUNY) Performing Arts Center to present an exciting free concert by the internationally acclaimed Hypnotic Brass Ensemble (February 22), formed as a street ensemble in Chicago by eight horn playing sons of Sun Ra Arkestra trumpeter Kelan Phil Cohran. The ensemble has toured with Mos Def, played the North Sea Jazz Festival, and recorded with Erykah Badu and Maxwell.

For tickets and details, visit [LincolnCenter.org/bhm](http://LincolnCenter.org/bhm)





# BANK STREET COLLEGE TEACHES MATH PROFESSIONAL DEVELOPMENT TO THE PHILIPPINES

By ELISABETH JAKAB

Hal Melnick '74, an advisor and instructor in the Leadership in Math Education Program at Bank Street, taught a five-day experiential math course for teachers of nursery school through eighth grade, spread over seven days from January 5–12, in Bonifacio Global City, an urban center in Metro Manila, The Philippines.

Twenty-four teachers and four administrators attended the workshop at the Summit School, a Bank Street-like preschool designed and headed by Severina Santos '98, who has an M.A. in early childhood education from Bank Street. She had

attended Bank Street with the explicit aim of bringing its teaching practices to The Philippines.

Melnick's course was the first formal workshop sponsored by the new Summit Professional Development Center, funded by the non-profit Interact Pamilya Foundation, which Santos heads. The Center hopes to attract educators from Bank Street and elsewhere to provide ongoing professional development for teachers.

There was so much interest in the Bank Street approach that the Manila Rotary Club honored Melnick with a dinner where he did a math presentation. The members were so impressed that

they formed a committee, led by Ben Santos, Santos' husband, to raise funds to bring such math education to the schools in their area.

Melnick and four workshop participants appeared on a popular morning talk show, and footage of the workshop was

aired on a daytime program.

During his stay, Melnick helped the Santos' to draw up a master plan for bringing a "math-coaching culture" to the Surrounding area schools. They hope to hire a Bank Street graduate to develop a professional development math program based on the Bank Street approach and

the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics (K-12). The coach would help Filipino educators learn to educate others to use the approaches and materials that Melnick presented in his workshop. A curriculum coordinator position is also being created for the Summit School, which next year will expand beyond pre-school into the elementary grades, and will use the same math approach.

Melnick says, "This is a wonderful opportunity for Bank Street to improve an entire nation's math curriculum." Interested teachers can contact him at 212-875-4485 or melnick@bankstreet.edu.#

## Inauguration Day at the Bronx UFT Headquarters 2009

By PHYLLIS C. MURRAY

Inauguration Day 2009 was celebrated at the Bronx UFT Headquarters. Jose Vargas, UFT Bronx Borough Representative, described the Inauguration of President Barack Obama as a historic event. And surely it was a momentous occasion. It was the culmination of months of political action events put on by members and friends of the United Federation of Teachers. It was also a mission accomplished: Barack Obama, the candidate endorsed by the UFT, was officially sworn in as the 44th President of the United States.

President Obama's concept of change has a special meaning to trade unionists. "Change does not come from the top down," said Obama, "change comes from the bottom up. Change doesn't happen just because someone in Washington says it should. Change starts when you teach a child to read or register to vote, when you heal broken bodies and troubled spirits, organize communities and allow people to join unions." And that is exactly what the members of the United Federation of Teachers continue to do in an effort to affect change in their school communities and in the nation. Paul Egan, a UFT Bronx District Representative, leads the political action work at the Bronx Borough Office. He spoke of the political action that UFTers participated in as they joined in the campaign to elect Barack Obama. He spoke of the phone banks, voter registration

drives, and door-to-door initiatives to get out the vote. That work will continue as UFTers continue to face the myriad budget cuts of the future.

President Obama said the following: "It took a lot of blood, sweat and tears to get where we are today, but we have just begun. Today we begin in earnest the work of making sure that the world we leave our children is just a little bit better than the one we inhabit today." And that has always been the quest of UFT members as they witness their students learn at every turn. UFTers, as agents of change, allow their voices to be heard in Albany, in Washington, D.C., and in City Hall. And through it all, UFTers are preparing their students for a future that is not their own.

Therefore, on Inauguration Day, we applaud President Barack Obama, who reminds us that "there is not a black America and a white America and Latino America and Asian America—there's the United States of America."

President Obama has spoken the words trade unionists have waited a long time to hear. And we concur: "Despite the enormity of the task that lies ahead, we are as hopeful as ever that the United States will endure, that it will prevail." And we will be there to work with the President "so that the dream of our founders will live on." #

*Phyllis C. Murray teaches literacy at PS 75 in the Bronx, where she has been the chapter leader for seven years.*

## Edward Giuliano

*continued from page 5*

A scholar and teacher, Edward Giuliano has a B.A. from Brown and a Ph.D. in English from The State University of New York in Stony Brook. A specialist in Victorian literature and especially Lewis Carroll, he may be among the very few who immediately knew the answer to a recent Sunday New York Times crossword puzzle clue: a five-letter word for Alice's cat.

Dr. Giuliano has been at the helm of NYIT for nine years, moving from professor to Vice President of Academic Affairs and Provost and currently chairs the Long Island Regional Advisory Council on Higher Education (LIRACHE), a consortium of 19 public and private institutions. Though dedicated to promote "inter-institutional cooperation," he is, understandably, proud of what he thinks makes NYIT special: the word "value" comes up often, a perception obviously shared by new students: admissions are up.#

## Ruth J. Simmons

*continued from page 5*

program. Finally, even during these perilous moments, to the extent possible, we will make selected investments in opportunities to improve the quality of our academic programs. While we have stepped up our travel and fund-raising efforts in an attempt to mitigate this result, we must nevertheless prepare for the possibility of a reduced number of donors and smaller gifts.

In our own world of higher education, major universities have canceled faculty searches, undertaken layoffs, announced flat or reduced salaries for faculty and staff in FY10, cancelled capital projects, and instituted broad cuts in operating budgets. We, too, must take account of the all-too-real constraints imposed by this crisis.

Our plans include a tuition increase below that projected in the Five Year Budget Plan; no salary increases for essentially all faculty and staff; and a reduction of \$4.5M in the overall budget for administration. This will require both reductions in the number of positions in most units and reductions in operating expenses in essentially all of them.

## Huckleberry Finn

*continued from page 3*

despite our technological advances and increased knowledge, is subject to many of the similar currents, storms and societal pressures as Huck and Jim navigated on the Mississippi so many years ago.#

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## VIRGINIA TECH BEATS ST. JOHN'S, CAPTURES HOLIDAY FESTIVAL TITLE GAME, 81-67

By RICHARD KAGAN

Virginia Tech handily beat St. John's University in the 2008 Aeropostale Holiday Festival at Madison Square Garden. In doing so, it gave notice that its defection from the Big East Conference five years ago was a way of moving onto bigger and better things.

The Hokies looked slow and sloppy in defeating Columbia University in the opening round, and then took St. John's a bit more seriously and won with a second-half burst to pull away for the 81-67 win.

The Holiday Festival is a prestigious Christmas-time tournament (Dec 20-21) that packs a big dose of college basketball history. St. John's has won a tournament high 14 times dating back to

the early 1950's. The Tournament has played host to such teams as UCLA, North Carolina, Princeton, and Georgetown. Players such as Bob Lanier, Oscar Robertson, and Bill Bradley have played on the Garden court.

This year, St. John's squared off versus Marist College and Columbia University faced Atlantic Coast Conference member Virginia Tech. The winners of each game faced each other the next day, while the losers of the first round met in the consolation game. It's a version of college basketball boot camp where teams play the first game, prepare for the second opponent and meet the next day.

Each team came into the Tournament with key players sidelined due to injuries. St. John's lost

Anthony Mason, Jr. earlier in the season with a season-ending leg injury. Forward Justin Burrell was injured with facial fractures during practice just days before the game. Marist took the court without veteran junior guard starter David Devezin.

The teams use this event as a "tuneup" before conference play begins just after the New Year.

St. John's (9-1) used team speed, a more experienced bench, and rebounding to defeat Marist 65-44. Virginia Tech (7-4) overcame a slow start to defeat a gutty Columbia Lions squad, 64-52.

The Johnnies ran up and down the court, making pretty passes for scores to entertain the crowd of 4713 fans, in the first-half against Marist College. Sophomore Sean Evans had an excellent game scoring 19 points, and hauling in 13 rebounds for St. John's.

Guard D.J. Kennedy also had a double-double, scoring 11 points and grabbing 14 rebounds. Paris Horne, a talented guard scored 12 points and Rob Thomas, filling in for the injured Burrell, chipped in with 11 points and 6 rebounds.

"I thought our guys played pretty well," said head coach Norm Roberts of St. John's. "I thought we played well on the defensive end. I thought we did a good job of attacking the glass on the offensive end."

The Johnnies out-rebounded Marist 52-45, and got 20 rebounds on the offensive glass. This led to scoring points in the paint, which St. John's had a sizable margin of 38-18.

Neither team shot the ball particularly well. SJU shot only 34.7% from the floor. Marist, on the other hand was ice-cold in the second half, missing numerous shots. In fact, it didn't score a basket until the halve was nearly half over, by then, the game was basically decided. St. John's led 55-30 with 8:21 to play and coasted to the win.

Last season St. John's had an inexperienced team with 8 freshman. This year, the team is more battle tested. "I think we are all somewhat more mature this year and fight through things a little bit better," Roberts noted.

St. John's advanced to play Virginia Tech in a re-match of last year's Tournament Title game. This year, it was the same outcome. Virginia Tech (8-4) broke open the game with a 10-1 in the second half to take a 57-45 lead with 13:49 to go and were not headed. The Hokies won the game on the strength of A.D Vassallo's 24 points. Guard Malcolm Delaney had an outstanding tournament, scored 22 points in this game, and was named Most Valuable Player. Delaney or Vassallo seemed to answer every St. John's (9-2)



Sean Evans, SJU Forward, was named to Holiday Festival All-Tournament Team

charge with a big basket. Sophomore Jeff Allen scored 10 points and grabbed 10 rebounds. Seth Greenberg, Hokies' coach, was named ACC coach of the year last season. He sensed that his team needed motivating and got them ready to compete against St. John's. To play for a championship "you have to play hard and compete." He seemed pleased with his team's effort. "We have to play with a chip, that's who we are," said Greenberg. Paris Horne led Red Storm with 14 points, Sean Evans scored 13 for the game.

Columbia faced Marist in the consolation game and won in a close, hard fought game, 63-58.

Senior guard K.J. Matsui came off the bench and scored 11 second half points to help the Lions win their fourth game of the season. Matsui hit three big 3 point shots down the stretch. Norwua Agho tallied a game high 13 points. Guard Niko Scott also scored 11 points for Columbia. Kevin Bulger, a junior guard scored 8 points in a reserve role.

The Lions were without two starters, Pat Foley, and Asenso Ampin, who missed the Tournament due to injuries. The Lions played tough defense and made enough key shots to hold off the Red Foxes. Senior Ryan Schneider led Marist with 16 points.

Matsui knew he would be called on to step up in the game. "I mean we were down by 10 by 12 points," Matsui said. "Coach told me to play hard." He and his teammates pitched in and came up with the win.

Joe Jones, Columbia head coach, was happy with his team's play. "Down the stretch I thought we did a great job coming up with some loose balls and rebounds in some key times," said Jones.#

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## PAPER MILL PLAYHOUSE: DEDICATED TO EDUCATION

By LISA WINKLER

While many theaters are reducing their seasons, scaling back production costs, and considering other measures to weather the financial storm, the Paper Mill Playhouse has one area that's growing: its educational programs and theater classes. Designed for ages "4-94," says Lisa E. Cooney, Director of Education at the Millburn, NJ-based theater, "there's something for everyone."

On most weekdays, students file in after school, rushing to the theater's black box performance space for classes in drama, dance, and voice. More than 400 students, including adults, are enrolled in classes from September to April, many which result in some sort of final performance. Additionally, the theater sponsors a Summer Musical Theatre Conservatory, an audition-only, five-week program designed for the more serious student. From here, many students enter professional theater and film, Laura Benati, most recently on Broadway in *Gypsy*; and Anne Hathaway, *The Devil Wears Prada* and Disney's *The Princess Diaries*, among them.

The theater offers outreach to New Jersey public schools through two programs, said Cooney. The Rising Star Awards, now in its 14th year, rec-

ognizes the achievement of high school musical theater. Evaluators, with background in drama, attend high school musicals at 100 schools around the state, granting awards for everything from lighting to acting, costumes, make-up, singing and choreography. Scholarships are awarded to students who intend to pursue musical theater in college. With the Paper Mill's "Adopt-A-School" program, the theater adopts four schools a year, beginning with a freshman class, and works with the same students their four years of high school. Schools are chosen who may not have an active theater program. The four stage, four year program exposes students to theater, to dramatic activities including playwriting and performing, and to critical analysis of plays performed by the Paper Mill. This program, said Cooney, is "fully funded" by foundations and corporate sponsors.

In addition to its education ventures, the Paper Mill makes deliberate efforts to produce at least one play a year that will appeal to schools. It runs 11 am matinees, to coordinate with school hours, and provides study guides for teachers. "It's our mission to create new theater going audiences," said Cooney.

The Paper Mill, now in its 70th season, offers 6 plays each year. #





# President Jennifer Raab Presides Over Hunter College Commencement

By SHARA GRAU

The unforgettable and familiar strains of Edward Elgar's *Pomp and Circumstance* ushered in the 198th Hunter Commencement, followed by a stirring bagpipe performance of *Scotland the Brave* by Hunter graduate Nicholas Rozak. Presiding over the ceremony, President Jennifer Raab addressed the graduating class with words that inspired and acknowledged the accomplishments of her students. "It's a great day today," she stated, adding "you are all winners; the nation is in your hands." President Raab encouraged the students to "enrich your local community and the world. Remain committed to our community and the nation."



Hunter College President Jennifer Raab



Philanthropist Richard Gilder

Throughout the afternoon, students shared their riveting life stories with the audience. Their ability to persevere in the face of adversity, and reach significant academic achievements moved everyone in the audience.

Singing the national anthem, for example, was Eliana Kissner, a 2009 graduate with a GPA of 3.97. Kissner, a music major, hit the high notes with a perfect pitch. Her boyfriend, an opera singer and legally blind, was a fellow graduate. This accomplished group of students included Robert Setton, who has been accepted to two medical schools, and Evan Gruzis, a 2008 graduate, who just sold a painting to the Whitney Museum. As she honored these students, President Raab evoked President Obama's accomplishments. She affirmed that today, "everyone can reach their full potential."



Clearly, many of the graduates were on their way. Four, in particular, stood out for their strength.

Fulani Muyenzikazi was born in the Congo, where her parents had fled as Rwandan refugees. Fulani graduated with a degree in Community

Health Education. She plans to pursue a Masters in Public Health before returning to Rwanda. Patrick Fay, after a long career on Wall Street, decided to pursue a Masters in mathematics. Until receiving his Masters degree, Fay had been taking night classes at Hunter for ten years. He now looks forward to earning a Ph.D. In addition,

he and his wife have adopted six children with special needs and continue to champion the rights of special needs children. Luis Mostacero, a media studies major from Peru, built a reputation reporting for local Hispanic media. Through his work, he earned a ticket to the Presidential Inauguration. And Saiehyana Riley, a widow

and survivor of domestic abuse, has raised five children. She also helped to raise a grandson when her daughter left to serve in the military. Saiehyana graduated with a degree in sociology.

Philanthropist Richard Gilder received an honorary degree, while New York Secretary of State Lorraine Cortés-Vázquez received the President's Medal. Mr. Gilder, recipient of an Honorary Doctorate of Law, began working on Wall Street after graduating from Yale University. In 1968 he started his own brokerage company, now known as Gilder Gagnon Howe & Co. Quoting Marcel Proust, he advised Hunter's graduates to find their true passion, to "swim upstream" and "not be afraid to change jobs." Mr. Gilder, who had attended law school for a brief period following college, was proud to say that, "After 55 years, I finally got my law degree."

Lorraine Cortés-Vázquez was confirmed as New York State's 65th secretary of state in March 2007. She is the first Hispanic to hold the position since it was established in 1778. As the commencement speaker, she told the graduates, "You have altered the course of your life and that of your family and community. You are examples of how to put actions into words." When she graduated from Hunter in 1975, Secretary Cortés-Vázquez was unable to attend her own commencement ceremony. She said that she was grateful to finally make it to their Hunter graduation, and closed by letting the graduates know "You can make a difference. You are the difference."

Valedictorian Nikoletta Digirolamo, a biological sciences major who garnered a GPA of 3.98 and plans to earn a Ph.D. in biology, thanked the faculty and staff of Hunter College for imparting her with a "distinct vision of the future and the tools necessary to implement it."

*"You must be the change you want to see in the world."* — Mahatma Gandhi



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## CAREERS:

## STUDENT CHEF AT FRENCH CULINARY INSTITUTE ASPIRES TO THE "SWEET LIFE"

By LAUREN SHAPIRO

Caution: this article contains language like blown sugar, spun sugar, pulled sugar and marzipan, and subject material like how to dramatize desserts, that could result in weight gain.

But, hey, we're talking about the French Culinary Institute. There is no tofu here. Step away from the scale and read on.

Toni Lynn Dickinson, Pastry Chef-Instructor at FCI and former dancer with the Alvin Ailey American Dance Theatre, says "Being a chef is an artistic outlet. The world of food is an art form, it's one you can eat, but it's still an art form. Just as dance requires discipline, study, and technique, so does working with food. Just as in dance there are hours of rehearsal for a 7 minute performance, in cooking you have to make things over and over and over again in order to be able to make them without hesitation.

In donut chain restaurants, everything is pre-made or pre-packaged. At most, somebody mixes in a few ingredients. Pastry chefs learn, for example, that there are three different kinds of custard (stirred, starch-bound, and baked), and what each is appropriate for. You learn to see halfway into whipping your whites whether you added your sugar too early and you're not going to have full volume. You learn at what temperatures proteins begin to cook and that gluten is elastic because it stretches and plastic because when it's baked it holds its form. You learn to balance between sweet and salty, grainy and fine textures. It's very intricate to create these fabulous, deliciously delicate delights. I tell my students that anyone can follow a recipe and get a great result. And then the second and third time they don't get a great result, and then the fourth time they do – and they don't know why. It takes practice and repetition to make a beautiful soufflé every single time. As a student, I burned 200 tuiles; I had to do them all over, and I was forlorn. My teacher said "When you make as many mistakes as I have, you'll be as good as I am."

The program at FCI is intense. On day one in Pastry 1, students bake an apple tart. They move on to cream puffs, petits fours, mousses, frostings, icings, and glazes.

Pastry 2 includes melting, tempering, and



molding chocolate; making chocolate candies, ice creams, and a three-tiered wedding cake.

At \$32,750 for 9 months, paying tuition is no piece of cake. There are Federal and alternative financial aid programs. The Women Chefs & Restaurateurs organization (womenchefs.org) offers some scholarships because "Although the majority of those who work in the food service industry are women, very few ever reach the upper echelons of management."

That fact adds to an image problem—many people think anyone in an apron is a "chef".

Hence, Chef Dickinson says "Being a chef is viewed by many black women as a step backwards. From being slaves in the kitchen, to mammies, to 'my girl', to nannies, black women have always cooked. When I told my mother I was going to study to be a chef, she thought I had lost my mind. She said 'I sent you to Dalton and Smith and you're going to be a chef?!' But, there are many lucrative careers. You can specialize in sugar work, cake decoration, catering, become a chocolatier, do food styling for cookbooks and magazines; you can be a writer, a critic, an instructor, or open your own pastry shop."

Culinary arts are not pie in the sky—students serve lunch and dinner in the school restaurant. Visit frenchculinary.com for reservations.#

## MOVIE REVIEW:

## The Curious Case of Benjamin Button: Multi-Layered Story of Love and Loss



"Queenie" (Taraji P. Henson) holding Benjamin Button

By JAN AARON

In celebrating Black History Month and Valentine's Day, let's include "The Curious Case of Benjamin Button," a luminous fable of a man born at the end of World War I who ages backwards. The Oscar nominated movie's inspiration is a short story by F. Scott Fitzgerald. Educators might ask students to read the Fitzgerald story for classroom discussion tying it to the film.

Benjamin is born an old man and while others wither and wrinkle, his path runs counterclockwise, facing death years later in unblemished infancy. Director David Fincher and screenwriters Eric Roth and Robin Swicord have expanded the Fitzgerald story (necessary to make a full-length feature) and set it in New Orleans, spanning the years from World War I all the way through hurricane Katrina.

Brad Pitt plays Benjamin. Abandoned at birth because of his grotesque appearance, he is taken in by a tender New Orleans nursing home attendant, played by the radiant Taraji P. Henson, who loves him as a son. "You're ugly as an old post. But you're still a child of God," she tells him. As his body grows up, he begins to look younger; in his early days at the nursing home, he looks 70 and seems right at home with the elderly residents. During his unusual but happy childhood there he meets his life-long love, Daisy (her name harking back to Fitzgerald's "Gatsby"), a young girl who someday will be older than he. Daisy is played, while grown-up, by the beautiful Cate Blanchett.

But before they meet as adults, Benjamin heads off on a tugboat adventure with a tattooed captain, played by the irascible but likeable Jared Harris, and ends up fighting in World War II. Daisy, meanwhile, heads off to Europe to study dancing. When, after much time has passed, they finally meet up again, they realize their connection has remained. But their story does not end here: it only just begins.

This film is an elaborate, multi-layered fantasy. Throughout the story, Benjamin is a bystander. In a world in which people are constantly aware of their ever-diminishing youth, Benjamin faces a future equally devastating. In a final sad scene between Daisy and Benjamin, the film illustrates its theme of love and loss.#

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## Can We Test Our Way to Academic Success for All Kids?

By DEAN S. G. GRANT

How do we improve schooling for all children? Some observers suggest change depends on new subject matter standards proposed by professional organizations, such as the National Council of Teachers of Mathematics, or by state education departments, such as the New York State Department of Education's Learning Standards for Social Studies. Others believe organizational restructuring through smaller classes and block scheduling is key. Still others assert that real change requires high-stakes assessments of the kind championed under the federal No Child Left Behind legislation. The assumption here is that testing drives much of what teachers do, and so real classroom change will occur if and when tests command everyone's attention.

If true, this last idea is attractive: Change the test and one changes education. But is it really that simple: Can we really test our way into academic success for all students?

Let's look at three assumptions that policymakers hold and at the consequences of those assumptions. One assumption is that the new standards and tests are more demanding. The second is that tests drive teaching. And the third is that high-stakes testing help all children achieve powerful learning.

Standards and tests are more demanding. A key assumption behind much of the rhetoric around testing is that new state standards and tests are more rigorous and demanding, and that these policies will ratchet up the teaching and learning that occurs in classrooms.

Some of the intended consequences are surfacing. Many teachers buy the argument that the standards are more rigorous and endorse some elements of the new state-level tests. For example, New York social studies teachers generally applaud the movement toward document-based questions. Moreover, depending where and how one looks, student gains on reading and mathematics exams are appearing.

But the issue of whether the tests represent powerful learning nags. Case in point, when the new and presumably more ambitious Texas social studies test was administered, 98% of the students passed. One might attribute this terrific achievement to the high quality of Texas teachers. But as researchers in other school subjects are finding, another reason might be low quality of the test itself.

Now many Texas teachers, like their colleagues around the country, teach well beyond the state test. But what about their peers who don't bring such ambitions to class? Presumably, they are the ones that policymakers most want to influence. Yet if those teachers interpret the tests as their more ambitious colleagues do, then the leverage the state hopes to apply crumbles. Rather than an inducement or support for powerful teaching and learning then, the tests may be viewed as more of the same.

Tests drive teaching. Tests drive teaching, or so we often hear. This second assumption is tantalizingly simple: Create a new test that children must pass in order to graduate and one realizes two immediate benefits: Teachers will teach the material on the test, and students will be motivated to study and to pass the tests.

And at least one of those consequences is occurring: Teachers are studying the exams, talking about them with some of their colleagues, and preparing classroom activities that replicate testing parameters.

But a raft of unintended consequences is also developing. First, while some teachers continue to be adventurous, many report pressure to do more traditional teaching. Teachers are being told, "just lecture" and "just use the textbook." Second, the curriculum taught in some teachers' classrooms is being dampened down. Many teachers note the constant press of through the content that typically shows up on exams and to ignore ideas that do not show up on the state exams. Finally, some teachers are reducing both



their instruction and the curriculum to test-related activities. Teaching and learning in those classes is less about embracing rich, complex ideas than it is about practicing for the test.

All children can learn. The authors of No Child Left Behind can rightly say that they brought the embarrassment of differential student outcomes into public consciousness. But how will we provide all children with powerful learning experiences? Will continuous, high-stakes testing be the vehicle through which every student has access to a rich education?

Testing advocates are right on one count: Virtually all teachers and school children are attentive to the new tests. Fourth graders may not know why they are taking battery after battery of state exams, but they know from the pep rallies and daily encouragements and worried looks on their teachers' faces that these tests are important to someone.

But garnering teachers' and students' attention is not the same thing as kindling the caring, commitment, and motivation necessary for kids and their teachers to wrestle with important ideas. In fact, one trend teachers report is a continuum of negative student responses—from fear to ennui. A fourth grade teacher quoted a boy who, having finished the English-Language Arts test, told her he was glad it was over. Saying that she was too, the boy added, "Now I can worry about the math test!" High school students presumably have much more at stake, yet teachers report flagging interest in reviewing for the tests and for the myriad extra-help sessions schools and districts provide.

Implications. Three implications seem clear. First, new curriculum standards and new state-level tests seem like fairly stale means of leveraging and supporting powerful teaching and learning. The carrot that testing programs offer—graduating from high school—may not be enough to outweigh the effects of a stick that is boring at best.

Second, we must ask what kind of change the new tests support. There simply is no consistent empirical evidence demonstrating a positive correlation between tests and good teaching. So as change without improvement increasingly becomes a possibility, we get closer to social critic Rene Dubos' adage that, "sometimes the more measurable drives out the more important."

Finally, neither teachers nor students are pawns. Although policymakers may think that they can corral them, teachers and students still exercise a "pocket veto" on new policies.

Substantive change is always unsettling. So, to reform a social institution as complex as schooling is bound to generate some frustration, anxiety, and uncertainty. But a one-size-fits-all action like testing seems ill suited to achieve the stated goal. #

*S.G. Grant is dean of the School of Education at Binghamton University, State University of New York.*

## FROM THE SUPERINTENDENT'S DESK

### Preparing Your Children for Success

By DR. CAROLE HANKIN

For children who are growing into adults, having a well-developed sense of self-worth and confidence in their abilities can be more advantageous than a high IQ or a diploma from an Ivy League school. High self-esteem and a positive outlook can carry young people through life's challenges and help them use their talents and abilities to their fullest potential. Showing appreciation for your children's strengths and encouraging them when they need an extra measure of support will go a long way toward helping them achieve lifelong success.

The degree to which children are nurtured and encouraged by caring adults is directly related to their success in school and beyond. A healthy sense of self-esteem can be your child's fuel for learning and achievement, as well as an armor of sorts when faced with a difficult situation. In contrast, a lack of self-esteem can be a constant source of anxiety and frustration, and a hindrance to dealing effectively with difficult situations and finding solutions for life's problems. As parents and educators, we must always strive to nurture self-esteem in our children.

Our lives are filled with successes and accomplishments, some big and some small; for children, each of these experiences is vitally important, and collectively they form the basis for a positive or negative outlook. From learning to swim or ride a bike, to mastering the multiplication tables and long division, to earning a spot on a sports team or doing well on a tough exam, children are challenged every day—and every effort they make deserves some measure of appreciation and approval.

Whenever your children succeed, be sure to tell them how proud you are. You can help your children turn each achievement into a springboard to reach their next goal. Likewise, when children aren't as successful as they'd hoped to be, they need your support and encouragement, as well as your guidance. Just as we learn from our successes, there are important lessons to be learned in every defeat as well. You can help your chil-



dren make new discoveries from their missteps so they can change their game plan and adjust to the next challenge.

Every success in our children's lives helps them in acquiring a unique set of skills. Furthermore, as children experience both successes and failures, with the guidance and nurture of adult role models they develop an increasingly clearer understanding of their own strengths and weaknesses—a tremendous advantage when it comes time for choosing a college major or career path. Be aware of the kinds of activities your children tend to enjoy and excel at, and encourage them to pursue those activities. When children excel at something they truly enjoy, all sorts of doors are opened for them to experience lifelong success, even when they don't accomplish every goal they set out to achieve. #

*Carole Hankin is the Superintendent of Syosset Schools in Long Island, NY.*



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TUESDAY, JANUARY 13TH, 2009

#### WHAT'S NEW: UPDATE FROM THE SAN ANTONIO BREAST CANCER SYMPOSIUM

Location: NYU Langone Medical Center  
550 First Avenue (at 31st Street)  
Smilow 1st Floor Seminar Room

This symposium aims to achieve a balance of clinical, translational, and basic research, providing a forum for interaction, communication, and education for a broad spectrum of researchers, health professionals, and those with a special interest in breast cancer. Join us for a discussion of the latest findings from this symposium.

Presenter: Amber Guth, MD  
Associate Professor, Department of Surgery  
Time: 6:00 PM - 7:00 PM

#### THURSDAY, JANUARY 29, 2009 PUTTING YOUR AFFAIRS IN ORDER

Location: NYU Clinical Cancer Center  
160 East 34th Street (between Lexington and Third Avenues)  
Room 1121

Join us for a discussion on workplace rights including job accommodations under the Americans With Disabilities Act, medical leave requirements, discrimination, income, insurance continuation, including short and long term disability, and COBRA. Learn about the basics of putting your affairs in order including estate planning options, how you can plan when you are well and what happens when you get sick.

Presenters: • Debra Wolf, LegalHealth, a division of the New York Legal Assistance Group  
• Gail M. Boggio, Partner, McCarthy Finger LLP  
Time: 6:00 PM - 7:00 PM

#### THURSDAY, FEBRUARY 26, 2009 HEAD AND NECK SCREENING

Where: NYU Clinical Cancer Center  
160 East 34th Street (between Lexington and Third Avenues)  
9th Floor

Join us for this screening for cancers of the head and neck (mouth, throat, larynx) at no cost to you. Presented in collaboration with the NYU's Division of Head and Neck Surgery/Department of Otolaryngology. Anyone over age 18 is welcome to attend. No appointment is necessary. Please arrive no earlier than 4:30 PM and no later than 6:30 PM to ensure that you are seen.

Time: 5:00 PM - 7:00 PM

#### WEDNESDAY, MARCH 11, 2009 ANNUAL COLORECTAL CANCER AWARENESS PROGRAM

Where: NYU Langone Medical Center  
550 First Avenue (at 31st Street)  
Farkas Auditorium  
Join NYU Cancer Institute's top healthcare professionals for a discussion focusing on the early detection, diagnosis and treatment of colorectal cancer. The importance of a healthy diet and exercise in regards to colon cancer will be discussed. A colorectal cancer survivor will also share a story.

Presenters: • Howard Hochster, MD, Professor, Departments of Medicine (Oncology) and Clinical Pharmacology  
• Michael Macari, MD, Associate Professor, Department of Radiology  
• Carmen Morales, LCSW, Supportive Services Program, NYU Clinical Cancer Center  
• Roshini Rajapaksa, MD, Associate Professor, Department of Medicine (Gastroenterology)  
• Jennifer Crum, MS, RD, Supportive Services Program, NYU Clinical Cancer Program  
Time: 6:00 PM - 8:00 PM

#### TUESDAY, MARCH 24, 2009 STAY HEALTHY ON THE INSIDE BY CHOOSING WISELY OUTSIDE

Where: NYU Langone Medical Center  
550 First Avenue (at 31st Street)  
Alumni Hall A

What do you eat in today's confusing market? Farm raised versus wild? Organic or non organic? Learn the benefits of yoga and new exercise techniques. In recognition of National Nutrition Month join us for a discussion on staying healthy and living well.

Presenters: • Jennifer Crum, MS, RD, Supportive Services Program, NYU Clinical Cancer Center  
• Laurelle Kilmartin, DPT, CLT-LANA, CSCS, Senior Physical Therapist, Women's Health Outpatient Department, Rusk Institute of Rehabilitation Medicine  
Time: 6:00 PM - 7:30 PM

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## GARDENS AS EDUCATORS: FROM PRESCHOOL TO GRAD SCHOOL BY LAUREN SHAPIRO

## The Everett Children's Garden

Outside the Herbarium room in the New York Botanical Garden's Everett Children's Adventure Garden, is a gingerbread house worthy of Hansel and Gretel. Inside, it smelled like a winter storybook kitchen. Classes from White Plains Post Road School seated on bright red counter stools followed instructions to "Stick your fingers in the wheat flour. It doesn't smell, does it? Now, take a tiny pinch of ginger and then smell your fingers." The goal of the gingerbread-making lesson was learning about all the plant ingredients. The instructor on the fountain side of the candy-store style counter continued delivering spices saying, "Now, another important ingredient is cinnamon. Cinnamon grows on a tree, and it's the outside of a tree. Smell that!"

Under the watchful eye of a painted gingerbread man, children, touched, smelled, and used a mortar and pestle to grind wheat, ginger, cloves, cinnamon and sugar cane.

In the adjacent Kids Lab room, children observed the different colors, hairs, and ridges of plant parts under microscopes and took notes in an origami "field notebook." They sprinkled on some of the ground spices on glue circles in their notebooks and labeled them.

In the vestibule leading out to the Dodge Activity Center and tent, the ultimate gingerbread possibilities results were on display. A gingerbread town with gingerbread jazz band and ice skaters; a gingerbread farmhouse, farmers and animals; a gingerbread firehouse, firemen, fire trucks and hoses. These edible artworks were donated by Brooklyn bakers The Cake Studio and Mark Joseph Cakes, Ardsley baker Riviera Bakehouse and Manhattan bakers LovinSullivan Cakes and Soho's Balthazar Restaurant.

Children decorated their field books with gingerbread ingredients. They then listened to a story (I'll let you guess the title) read by a volunteer in the explainer program. Explainers attend training sessions, learn about plants, receive

personal mentoring, and earn a certificate from the NYBG and a letter of recommendation for college and job applications.

Jeff Downing, Vice President for Education, says the NYBG has "quite an array of education programs. School group programs take place throughout the garden. The Children's Adventure Garden offers guided programs for pre-K to grade 5 throughout the year. We also have programs for grades K-8 in a facility we call the Green School housed in our Victorian Conservatory; the difference being that the Green School programs are a little longer and take a two part format. The first part takes place in a classroom where they learn something about plants, plant science; then they go out into a guided exploration of either the conservatory or the gardens as seasonally appropriate. They get to stand in the shoes of a field botanist.

We have a very robust program of professional development for teachers. It's successful in part I think because many people find themselves teaching science in public schools, when science was not their focus originally. We give them a good grounding in how to teach science at different grade levels and it's all based on city, state and federal sequencing standards."

Teacher development takes place in the Dodge Activity Center, just left of a topiary caterpillar. "At this point, children and teachers come to us," said Mr. Downing. "We are trying to develop an outreach program and figure out how to extend beyond the garden's gate."

In mid-January the curriculum switched to George Washington Carver's work as a botanist. Children made products using peanuts and plant parts. In February, Chocolate and Vanilla Adventures, children learn about cacao seeds and vanilla seedpods. They will prepare and taste, compare Mayan to modern hot chocolate. It's one of life's sweeter lessons.#

## Weekend Family Art Projects At Wave Hill

What do Mark Twain, Theodore Roosevelt, William Henry Appleton and Arturo Toscanini have in common? Each of them lived at Wave Hill House. And, whether you're sipping tea and writing, walking through the woodland, or sitting on an Adirondack lawn chair thinking about the government, it's easy to imagine the Bronx estate is yours.

"There's an intimacy about Wave Hill; people feel like it's their discovery, a secret they know about," says Noah Baen, who leads the weekend Family Art Projects. "It's small, very focused and really put together so that it's like the public's estate garden. We're not here in the same way the New York Botanical Gardens is. They're a research facility about ten times our size; they will acquire a tree to complete a collection. Here, you never feel like you're in a huge crowd, and while it is certainly an educational facility, things are planted because they look or feel good together. People come here to have quiet and a more personal experience."

The weekend Family Art Project is just such an experience. "I don't know of any program quite like this one," says Mr. Baen. "We start out with an introduction to the project, which involves reading a story," says Mr. Baen, "then we go out for a nature experience. The rest of the time is art-making."

There are not any project directors quite like this one. Mr. Baen's work is in the Museum of Modern Art collection and the Smith College Museum of Art and the 59th Street subway concourse. He received the Mayor's Very Special Arts Award and the Hero Award for the Prevention of Cruelty to Children as a result of his art work with children.

For the "Shaping the Land," project, Mr. Baen, along with assistant leader, Martha Barrero, who is fluent in Spanish, led the children around



the grounds to consider, "geological forces that shaped the landscape like ice, wind, water; and manmade forces: roads, lawns, retaining walls alter the landscape." With pinecones, twigs, seed pods, etc. they returned to the Kerlin Learning Center art studio and created a landscape.

"At the end of February, we'll do Creature Comforts of Home," said Mr. Baen. We'll look around, see who's living here, see places where they can make a home. Then we'll make an animal - real or imaginary - out of clay and a house for it."

High school interns assist. They're also learning, "about art in nature education, how projects are structured, and how to communicate with children and adults (children must be accompanied by an adult)," says Mr. Baen. Teachers in groups of five or less may observe. Wave Hill

*continued on page 23*

## New York Botanical Gardens Partner with Fordham, Columbia & NYU

"It's kind of an Indiana Jones effort, tracking up the Amazon and in the mountains of Asia; it's really an explorer kind of a lifestyle. If someone had told me that scientists get to do these really cool things I would have taken more science classes." So muses Jeff Downing, Vice President for Education at The New York Botanical Garden.

He's speaking of students like Fordham University's Seth Ganzhorn who is working towards his doctorate in the Atlantic coastal forests of Brazil. He's supervised by the NYBG's Dr. Wayt Thomas who has worked in these forests for 18 years.

The NYBG is not a degree granting institution; it partners with a consortium of universities, including Columbia, Yale, CUNY, NYU, Cornell and most recently, Fordham University.

Nancy Busch, Dean of Fordham's Graduate School of Arts & Sciences, says, "the NYBG is a world class research institution. The scientists there are absolutely top notch; the fact that they now have adjunct appointments at Fordham allows us to collaborate more closely."

Larry Kelly, Director of the NYBG Graduate Studies program says, "One of our great strengths is the diversity of the consortium. Our students can take classes at any university in our consortium. The NYBG's founder was a professor, so his first idea was for it to be an academic and research institution similar to Kew Gardens in England. As soon as it started, there was a training program."

In the case of the Fordham partnership, it means that any student in the consortium can do graduate studies at the Calder Biological Research Station. Ms. Busch states "It's 112 acres in Armonk, with a lake, old growth forest, new growth edge for-



est. We have a pollen monitoring station; media outlets use our pollen index. Our Vector Ecology Lab is doing research on Lyme disease; we've created a tick index."

Mr. Kelly says "A lot of our students come from tropical countries, they develop their research projects, do their field research in tropical countries, and many return after graduation. They work for conservation organizations, universities, collections, government agencies, addressing issues, like we know we want to protect some parcels of land, how do we decide which are the best? How do we best extract resources from the land; how best to balance conservation with land use? That requires understanding biodiversity, plants, and animals. It takes experts."

In addition to the expertise of its staff, the NYBG offers "the living collection, the herbarium with about 7 million plant specimens collected over the last couple of hundred years, from all over the world. There are always visitor

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## School of Horticulture & Landscape Design

Taking time to stop and smell the flowers, a dozen students followed their noses to "Flower Identification from A to Z," a basic Floral Design class at the New York Botanical Garden's School of Horticulture and Landscape Design. Florists, garden-variety would-be florists, a housewife, and the perennial teachers sat at lab tables listening to instructor Ken Norman discuss color, fragrance and botanical names.

"People relate to color more than to flowers," he said, pulling a very dark red rose from a vase. "You can see this black magic rose, the black baccara rose, is very dramatic. You pair it with a bright color," he says, picking out a pink flower, "and see how pretty that is. You can sell a party by talking about the color scheme you want to use. Certain colors are better different times of year. The milva rose and the mango calla lily are really pretty copper colors; they look especially pretty in autumn. The Amaryllis is nice in November. In January, we like the Dianthus. Dianthus is a very underrated flower. It has great fragrance; it's one of the few flowers that have great fragrance."

Mr. Norman AIFD (American Institute of Floral Designers) and FTD (Florists' Transworld Delivery) Master Designer, handed out books "Flowers from Holland, Naturally," published for the Flower Council of Holland. "Here's a popular winter flower called the paper white. You're not going to find it under paper white," said Mr. Norman "you'll find it under narcissus."

While it's charming to say it with flowers with



names like confetti rose, abracadabra, hocus pocus, moon shadow and moon shade, "we have to know their botanical names, not just the lazy American names." Mr. Norman points out that wholesalers reference Zantedeschia, not mango Calla Lilies. He adds wryly, there's the added benefit of telling difficult customers, who say things like "I don't like Calla Lilies" that you have lovely Zantedeschia.

Mr. Norman goes to Holland every autumn for the Horti Fair. "Vendors from around the world show their best product; so there are a lot of bouquets getting wrapped on conveyor belts, little

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## Review of *ADHD Comorbidities: Handbook for ADHD Complications in Children and Adults*

### **ADHD COMORBIDITIES: Handbook for ADHD Complications in Children and Adults**

Edited by Thomas E. Brown, Ph.D.  
Published by American Psychiatric Publishing, Inc, 2009,  
Arlington, VA: 458 pp.

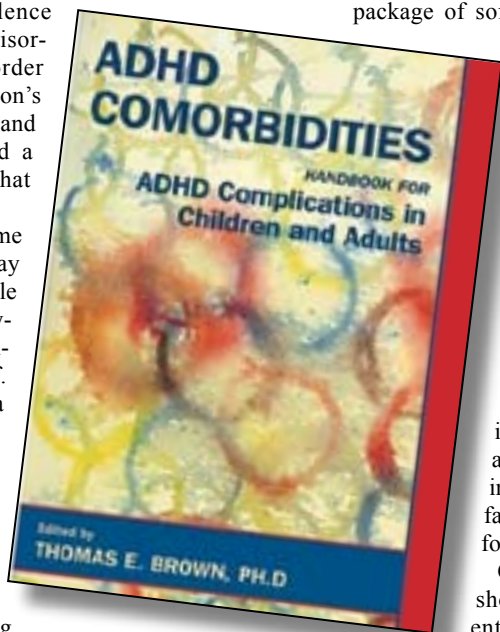
Reviewed By **MERRI ROSENBERG**

Given the prevalence of attention deficit disorder/hyperactivity disorder (ADHD) among the nation's school age population, and beyond, it's hard to find a classroom or family that hasn't been affected.

And while this volume isn't designed for the lay reader, it's an invaluable addition to the school psychologist's or special education team's bookshelf. It probably wouldn't be a bad idea for pediatricians and adolescent medicine specialists to have a copy, too. Since the previous edition appeared nine years ago, advances in the field make this update a compelling resource.

As the editor writes, "ADHD is no longer understood as a simple disorder of disruptive behavior characterized simply by impaired inhibitory control. It is now recognized as a complex disorder of the brain's executive functions...it is quite clear that, for most affected individuals, ADHD is complicated not only in itself. More often than not, ADHD is further complicated by comorbidity with one or more additional psychiatric disorders."

Further, he explains, "I propose that the high rate of comorbidity between ADD or ADHD and other psychiatric disorders occurs because this syndrome of impairments in executive



functions is not just one among many other psychiatric disorders but is a foundational disorder that tends to expose affected individuals to impairments that may at some point constitute additional disorders of learning, emotion, and/or behavior. From that perspective, ADD is not so much like a defective software program that interferes with running tasks in just one limited package of software. It is more like

impairment in a computer's operating system that can affect a wide variety of functions."

Particularly significant is the recognition that not everyone suffering from ADHD exhibits behavioral problems—and that "the most significant impairments of this syndrome often occur in adolescence and adulthood, those times in life when individuals face increased demands for self-management."

Chapters not only show how ADHD presents itself in children, adolescents and adults,

but also identify and discuss what ADHD looks like when it is associated with such conditions as anxiety disorders, obsessive-compulsive disorders, autism spectrum disorders, and substance abuses.

It is a comprehensive and exhaustive volume, with ample references, suggestions for further readings, and even useful web sites. While the information can be overwhelming, the variety of therapeutic responses to the syndrome—from cognitive and behavioral therapy to appropriate medication—offer a glimmer of hope for concerned teachers and beleaguered family members.#

before chestnut blight."

He adds, "I think we have the best botanical library in the Americas, because of the historical collection; the number of books, journals and magazines from ancient herbals from the 1500's, to scientific texts from the time of [Carl] Linnaeus."

And, there are surprises. "We have a very strong medieval program," Ms. Busch said. "Who would have thought that the NYBG library would have beautiful hand drawn medieval plates, with the kind of depth of offering that are of historical interest to our medieval program as well as scientifically interesting." #

Anything that doesn't sell, we'll let die back. There are all those nutrients in the bulb. I stick them in the ground, let them winter over a couple of months, bring them in and force them, and see what happens. I grow my own unique varieties of bulb flowers."

He makes his point that "It takes a year to learn flowers because they change by season. To learn the different varieties of roses [thousands] is a challenge in itself."

Other areas of study are Botanical Art and Illustration, Garden Writing and Photography, Botanical Crafts, Botany, Gardening, Horticulture, Landscape Design and Horticultural Therapy. There is a Certificate track; there are satellite classrooms in Connecticut, Westchester, Manhattan and New Jersey. Visit [www.nybg.org/edu](http://www.nybg.org/edu) for the full information bouquet.#

## Botanical Gardens

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researchers here. Specimens are referenced by where and when they were collected, what kind of plant community they were growing in, what the uses were as recorded from talking to people. Some specimens are referenced by soil types and pollinators. The herbarium allows you to look at distributions over time. The geographical spread of purple loosestrife was reconstructed by using specimens; you can look at the collections of chestnuts and see how widespread they were

## Horticulture

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shears to prune topiaries - it looked like Edward Scissorhands! We re-designed one of our shops with inspiration from this fair."

The word "Holland" leads down the garden path to tulips, and Mr. Norman advised "It's best to get bulb plants earlier in the week and cut them so they're open for a weekend event. But if the flowers are not coming in until Friday, "cut them; put them in some really warm water, in a warm office. The warm temperature will help advance them to bloom faster." Answering a question, he opined "All flowers perform better in water than in floral foam."

"Easter plants, hyacinths and tulips, don't last that long, they're a thing of beauty for a moment.

## GROUP HEALING WORKSHOP AT LOGOS BOOKSTORE

Presented By **AMBUJAM HEALING**

### **AMBUJAM'S STORY:**

When Ambujam was 5 yrs. old, she began to see and hear the emotional and spiritual inner-worlds in adults. Ambujam saw the history of their life experiences, the spiritual reasons for their situations and relationships, and that which created their uniqueness and perceptions of life. She was specifically shown where the adult was on their path of self-realization and healing and the particular nuances the adult needed to know about themselves that would help them understand themselves without effort and heal more efficiently, gently, and easily.

In her early 20's, her gifts re-emerged and began unfolding at a rapid rate; leading Ambujam to begin a professional practice as a healer. For over 15 years Ambujam has helped hundreds of people profoundly heal and understand themselves on the utmost intimate and compassionate levels. Since 2003, Ambujam has combined her work with the ancient healing art of VortexHealing®.

On November 12, 2006 Ambujam experienced awakening. Since then, she has dedicated her life to the continual practice of surrender, silence, listening and embodying the awakening. The awakening organically moves through Ambujam's healing practice; continuously bringing her work to new levels.

Group Healing Process: Ambujam shares her healing gifts and the awakening process on group levels to bring healing support within community and to assist others in becoming aware of where they are **ALREADY** awake within themselves



**Ambujam**

and within their lives.

1. We open with a guided meditation to re-connect and abide in the already present awakened, peaceful, restful space within.

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3. Relax and heal with a 45 minute Group Healing to release old patterns and deepen & expand awakening in the mind/body/spirit levels.

Where: Logos Bookstore

When: Wednesday, Jan. 28th

1575 York Avenue, Between 83-84 St.

9:30a.m.-12:30p.m.

Cost: \$55 per person

\*To register, please call Logos Bookstore 212-517-7292. Payment by check or cash paid in full at Logos Bookstore due by Monday, January 26th.#

## Looking for Adventure? Explore the Great Unknown Thru Reading!

By **SELENE VASQUEZ**

PICTURE BOOK: AGES 4 THRU 8

POETRY: AGES 6 THRU 12

### **Lucy Goosey**

by Margaret Wild. Illustrated by Ann James.  
(CIP, unpagged, \$15.95)

### **Brothers and Sisters: Family Poems**

by Eloise Greenfield  
Illustrated by Jan Spivey Gilchrist  
(Harper Collins, 32 pps., \$17.99)

When it's time to migrate, Lucy Goosey doesn't want to leave the comforting familiar places around her home. "Don't care, Don't care, Don't care!" she quacks, despite her mother's admonitions that she'll be left behind. A simple and straightforward look at the issue of separation from a parent.

NONFICTION: AGES 6 THRU 10

Here's the love and admiration, the hurt and aggravation that captures siblings at various stages of their lives together. Realistic watercolors capture the range of emotions in the faces of the individual African Americans peopling the paintings.

POETRY: AGES 8 THRU 10

### **Celebrate Chinese New Year**

by Carolyn Otto  
(Holidays Around the World, National Geographic, 32 pps., \$15.95)

### **Food Hates You, Too and Other Poems**

by Robert Weinstock  
(Hyperion, 27 pps., \$15.99)

A full page, color-photographed tribute to the unique delicacies, illuminating fireworks, and vividly colored dragons of this most festive of holidays. A back section includes simple directions for making Chinese lanterns, a fortune cookie recipe, and information on the Chinese calendar with zodiac signs.

Collection of delightfully bizarre poems for young picky eaters that stretches the imagination and tickles the taste buds. "If cotton candy, apple pie, and French fries looked at you/ And said, "Gross! Bleecchh!/ Nope, I won't try./ I'll never like it. Ew!"

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

## Wave Hill

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offers a full complement of school partnerships and staff development programs.

April showers bring the signature Family Art Project—daffodil hats, officially titled, Daffy about Daffodils. Mr. Baen's been doing this project nearly 20 years. "The kids will go into the gardens and sketch all the varieties of daffodils, white, yellow, pink, orange, which should be in full bloom. They make hats out of construction

paper, mostly in daffodil colors, with the trumpet and six-petal ring. After we make the hats, we parade around the grounds to celebrate the spring blossoming and imaginatively becoming a part of nature. I like to go across the café's outdoor terrace where the people are sitting with tea and lunches. If it rains, we parade around the house; we give the people in the indoor café a show."

Adult visitors may enjoy workshops, lectures, concerts or arrange for conferences or weddings. Consider wearing a daffodil hat.

For more information visit [wavehill.org](http://wavehill.org) or





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