

EDUCATION UPDATE

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Volume XV, No. 2 • New York City • NOV/DEC 2009
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**CUNY CHANCELLOR MATTHEW GOLDSTEIN
& CUNY CHAIR BENNO C. SCHMIDT, JR.**

GUEST EDITORIAL

University Research: America's Best StimulusBy CUNY CHANCELLOR
MATTHEW GOLDSTEIN

Seatbelts. Global Positioning Systems. Laser cataract surgery. Doppler radar. Cable TV.

Just a few familiar inventions — and just a few of the many discoveries that resulted from research conducted at universities.

Health care, communication, transportation, agriculture, manufacturing, energy, the environment: none would be the same without academic research. Consider the polio vaccine (thanks to City College alumnus Jonas Salk), insulin, the electron microscope, ultrasound, pacemakers, MRIs, computers, the Internet, search engines, traffic management, dog vaccines, rocket fuel, and cancer therapy, to name a few.

Academic research depends on highly educated faculty with the facilities, support, and time to pursue ideas, skilled students and postdoctoral researchers, government support for such inquiry and its translation to commercialization, and businesses and investors willing to take a risk to bring new ideas to market.

Government support is critical. In 1862, in the midst of the Civil War, President Lincoln signed the Morrill Act, enabling the development of public universities, and Congress chartered the National Academy of Sciences. During World War II, government-funded university research developed radar, medical drugs, and atomic weapons. Post-Sputnik, Washington pumped money into research. In the 1980s, the Bayh-Dole



Act allowed federal grant recipients to benefit by commercializing the products of their research.

That federal investment has paid off handsomely. Research universities are engines of prosperity, generating economic growth, jobs, and the services and tools that companies need. Public institutions educate almost 80 percent of U.S. students, at a time when college enrollment is at an all-time high.

Yet between 1987 and 2006, the average share of public universities' operating revenues from

state sources dropped from 57 percent to less than 41 percent. Meanwhile, other countries are eagerly investing in higher education, particularly in sciences, technology, engineering and math. Take engineering — the choice of 20 percent of students in Asia, 13 percent in Europe, but just 4 percent in the United States, according to the Chronicle of Higher Education. From 1995 to 2005, published articles in science and engineering grew by over 16 percent in China — and by just 0.6 percent in the United States.

When research productivity slows, when science and engineering graduation rates lag, our country's innovation slumps, too. The scientific leadership that has for so long fueled the nation's growth is at risk.

President Lincoln recognized that the future depends on an educated citizenry. Yet today, 200 years after his birth, the United States is the only one of the 30 countries in the Organization for Economic Cooperation and Development whose 25- to 34-year-olds are less educated than its 55- to 64-year-olds.

Today, more than ever, our country must encourage advanced learning and advanced research. Robust government support of public universities like CUNY is critical to maintaining a partnership that has fostered the nation's innovation and improved its quality of life. It is truly an investment in our future. #

Matthew Goldstein is chancellor of The City University of New York.

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: 212-410-0591

PUBLISHERS:
Pola Rosen, Ed.D., Adam Sugerman

ADVISORY COUNCIL:
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POSTMASTER: Send address changes to:
Education Update
695 Park Avenue, Ste. E1509
New York, NY 10065-5024.
Subscription: Annual \$30.

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EDUCATION UPDATE
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LETTERS TO THE EDITOR

KENTUCKY

A Glimpse into the Imprisonment of Jean Harris To the Editor:

It was true when Ms. Harris was in prison, and it's even more obvious — and perhaps ominous — today, that you can learn an incredible amount about a society by inspecting its prisons.

Dave Luckens

FOREST HILLS, NEW YORK

Gilder Lehrman Student Symposium: A Debate on Lincoln's Greatness

To the Editor:

I was one of the high school students who par-

ticipated in the Lincoln-Obama panel, and I would just like to say that you did your research on us very well. It was a great opportunity for us to connect with peers from other schools with whom we would not necessarily have a debate on a normal day. We truly cannot wait for next year's event.

Casey W.

MONTPELIER, VERMONT

Martha Abbott: Doyenne of Global Languages To the Editor:

Marty Abbott is a rock star! She always was — even in the 80s, teaching me Latin. I am so glad to see she is making policy and steering the conver-

sation about education and language. We should all be listening — she knows her stuff.

Sarah Andrews Squier

EL PASO, TEXAS

The Stephen Gaynor School: Providing Education to Children with Special Needs To the Editor:

This article really excites since it strongly emphasizes the abilities and strengths of students with varying talents. In addition it stresses that students need to know and understand the significance of their learning processing.

Bridget Parisi

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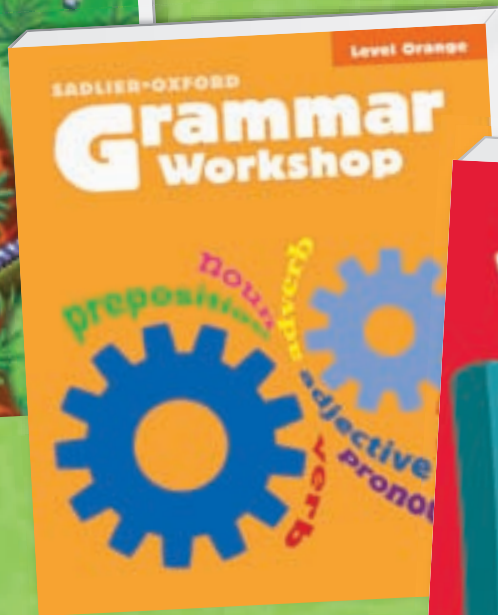
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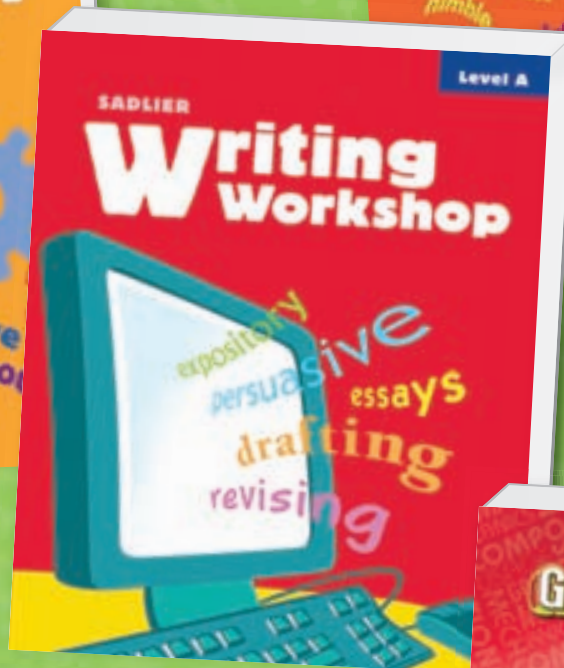
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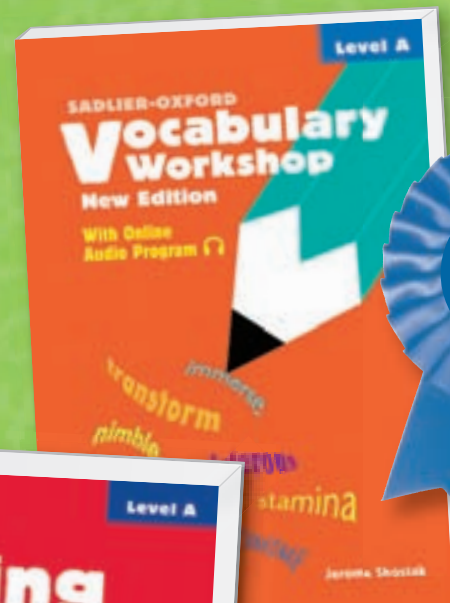
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Grades 3-5



Grades 6-12



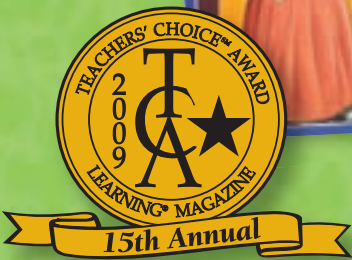
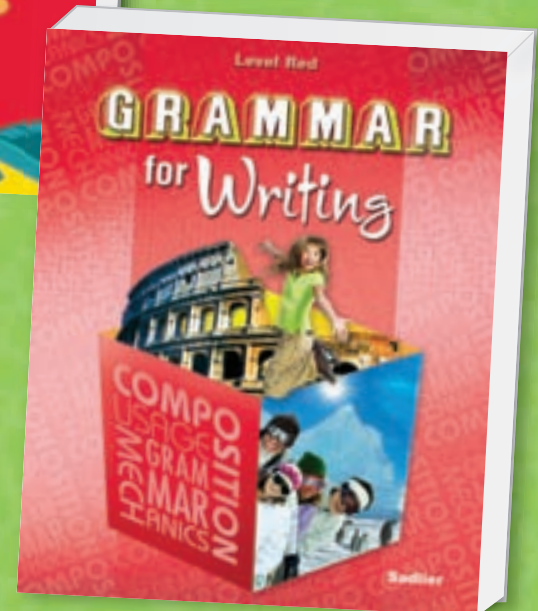
Grades 2-12



Grades 2-3



Grades 6-12



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CLASSICS ARE COOL

By SANDRA PRIEST ROSE

Third-graders in a public school in New York City's largely Hispanic Washington Heights area declared that their favorite part of the year was stories from *The Odyssey* in a children's version. Students of all elementary grades respond to stories of Robin Hood, King Arthur, knights in armor, all of which can serve as a springboard for studying the Middle Ages. The whole class can research the architecture of churches and castles, examine reproductions of illuminated manuscripts and make their own, and learn about the code of chivalry and the contrast of the lives of serfs and court life.

My eighth-graders in a public school in the South Bronx — this was back when the Bronx was being burned down) — were deeply moved when we read together Elizabeth Barrett Browning's sonnet, whose opening line is, "How do I love thee?" I didn't have to ruin the poem with tiresome explanations. They understood immediately. It spoke to their own awakening feelings. They could experience its moving expression of profound love. Would the students have found these on their own? Maybe, maybe not. Why not let them hear and read marvel-

ous tales that should be part of a common body of familiar stories that are a piece of the vocabulary of our background.

So many classroom libraries that I see, particularly in the early grades, consist of overly-illustrated, overly cute, oftentimes dull little tales that do not speak to the adventurous in all of us or to the yearnings for knowledge of other worlds and other fields such as history, science, music and art. It was a wonderful English teacher who introduced me to Chaucer. When I would show fourth- to eighth-graders in my slow-reading class the prologue to "*Canterbury Tales*" in the Middle



English side-by-side with contemporary English, they would delight in picking out the recognizable old words like "Aprille" for April and

"shoures" for showers. Although it was a great way to introduce the origins of words, always it was the rollicking stories that captivated.

Students can have a chance to pick books on their own for recreational reading. My voracious reading of the Nancy Drew series improved my speed and my ability to comprehend rapidly. There are some fine books like the Percy Jackson series. This series would fit so well into a Greek myths whole class project. We don't just want students to select books below their capacity to understand. They need to read books that are a little bit hard for them as something to challenge them and stretch their minds. There is also an important component of a whole class engaged in an exciting study together, be it Greek myths, knights in armor, tales of adventure or studies of ancient civilizations. When the teacher introduces the topics, students can then go off and read supplementary information on their level.

Students always taught me that they recognized when they were being talked down to. They would work hard when the books were worthy of their effort. They instinctively knew when the story was not well told. They proved that classics are cool! #

Sandra Priest Rose is a reading consultant and chairman of Reading Reform Foundation of New York.

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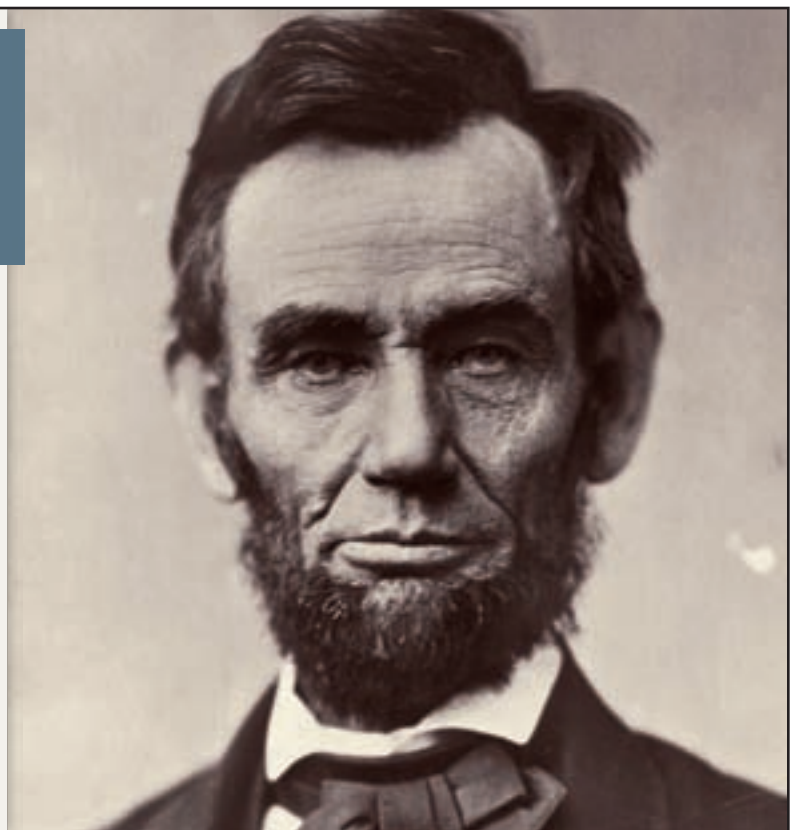
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The CUNY **SUCCESS EXPRESS**

November is CUNY Month!

CUNY Month is a celebration of the people and programs that enrich every part of the University — and this year, we have much to celebrate. Our enrollment is at its highest level in CUNY history. The number of high-achieving students coming to the University is surging. Our students and faculty are winning the most prestigious awards and fellowships in the nation. Our partnerships with the philanthropic community are providing new opportunities for students at every CUNY college. So join our celebration — get on board the CUNY “Success Express” and visit the CUNY campus of your choice this November during CUNY Month.

— **Matthew Goldstein, Chancellor, The City University of New York**



SUN	MON	TUES	WED	THU	FRI	SAT
<p>Queens College 1 Kabuki Drakula 3 p.m. \$14, \$12 QCID, seniors CUNY Arts Fest runs through November! cuny.edu/cunystages</p>	<p>NYC College of Technology 2 Black Church, Politics, African American Community 10 a.m.-1 p.m., free City College Book Talk: Oscar Hijuelos 6-8 p.m., free</p>	<p>Graduate Center 3 Feminist Writings on Technologies 4-6 p.m. Free </p>	<p>Hunter College 4 Course of the Starving Class 8 p.m., Nov. 4-7 & Nov. 9-13 \$5-\$12, free w/HCID Kingsborough CC The Imagined Worlds of Alex Niño M-F 10 a.m.-3 p.m., through 11/30, free</p>	<p>College of Staten Island 5 Unconstitutional: The War on Our Civil Liberties 1:15-3:30 p.m. Free Brooklyn College Conservatory Orchestra 7 p.m., \$5</p>	<p>BMCC 6 Abakua Afro-Latin Dance Company 7 p.m., through 11/7, \$35-\$45 City College CUNYAC Women's Volleyball Championship 8 p.m., free</p>	<p> 7 Kingsborough CC Family Arts: "Seussical" 2-3:15 p.m., \$12 Lehman College George Clinton & the P-Funk All Stars 8 p.m., \$45-\$60</p>
<p>Brooklyn College 8 Virsky Ukrainian Dance 2-4 p.m., \$25-\$35 Lehman College Woodwind Quintet 2-3:30 p.m., Free College of Staten Island Shangri-la Acrobats 3 p.m., \$10-\$15</p>	<p>Baruch College 9 "Sholom Aleichem: Laughter Through Tears featuring Theodore Bikel." Through 11/29 \$45-\$55; check for times, discounts </p>	<p>Queens College 10 Nobel Laureate Orhan Pamuk, hosted by Leonard Lopate 7:30-9:30 p.m., \$20, free w/CUNY ID John Jay College CUNY Grad School Fair 3-7 p.m. Free</p>	<p>Graduate Center 11 Ursula Oppens and Contemporary Composers 7-9 p.m. \$25, \$10, GC student ID </p>	<p>John Jay College 12 "DE NOVO" Part 1 - "Li'l Silent" 7 p.m., through 11/14 \$15, free w/CUNY ID </p>	<p>York College 13 Burnt Sugar Arkestra 8-10 p.m. \$10-\$20 College of Staten Island The Lovin' Spoonful 8 p.m., \$35-\$40</p>	<p>John Jay College 14 Hidden Voices 2 p.m. \$15, free w/CUNY ID Medgar Evers College Mo Beasley 5 p.m., free LaGuardia CC Dina Denis Dance 8 p.m., \$10-\$20</p>
<p>CUNY College 15 Fair 350 Grand St., NYC 11 a.m.-3 p.m. Free Kingsborough CC Romance de Tango 2-3:30 p.m. \$12-\$15 </p>	<p>City College 16 Excellence in Black Theatre Awards 7 p.m., \$40 Graduate Center Bill Kelly in Conversation with Patti Smith 7-8:15 p.m., free</p>	<p>Bronx CC 17 Citizenship Application & Assistance Noon-6 p.m., free Graduate Center Mannahatta: A Natural History of New York City 6:30 p.m., free</p>	<p>Queensborough CC 18 Kenneth Whalum Quintet 1 p.m., free College of Staten Island My Journey to Japan 12:15 p.m. Free </p>	<p>Graduate Center 19 Music in Midtown 1-2 p.m., free NYC College of Technology Local Apple Festival/ Diabetes Education Day 12:45-2:15 p.m. Free</p>	<p>Baruch College 20 Recasting Your Career: Generations X, Y and Baby Boomers 5:15-8 p.m. Free BMCC Writers in Performance 8 p.m., through 11/21 \$10</p>	<p>Queensborough CC 21 David Cassidy Concert 8 p.m. \$40-\$50 Hostos CC Los Pleneros de la 21 7:30 p.m. \$15, \$20 </p>
<p>Lehman College 22 Lehman Big Band 2-3:30 p.m., Free Brooklyn College "Of Mice and Men" 3-5 p.m. \$25 </p>	<p>Graduate Center 23 New Voices from Iran: Amir Koohestani 6:30 p.m., Free BMCC CUNY Veterans College Fair 3-7 p.m. Free</p>	<p>Lehman College 24 From Synge to McDonagh: A Century of Violence, Language and Love 12:30-1:30 p.m. Free</p>	<p>Hunter College 25 Know Your Rights Training 1-3 p.m., free Queens College HIV Screening 11:30 a.m.-3 p.m. Free</p>	<p>THANKSGIVING 26</p>	<p>27</p>	<p>28 </p>
<p>Lehman College 29 "The Nutcracker" Moscow Classical Ballet 4 p.m. \$10-\$45 </p>	<p>City College 30 Book Talk: Lecture Series 6-8 p.m. Free Lehman College Writers of the Aran Islands 7-9 p.m., free</p>	<p>CUNY MONTH NOV09</p>		<p>For a complete listing of Open Houses at all CUNY colleges and details on hundreds of other CUNY Month events, visit www.cuny.edu/cunymonth</p>		<p>CUNY The City University of New York</p>

DETAILS OF CALENDAR EVENTS CAN CHANGE WITHOUT NOTICE, SO ALWAYS CALL IN ADVANCE.



INSURANCE COVERAGE STATUS AFFECTS MORTALITY RATE IN PEDIATRIC TRAUMA PATIENTS

Differences between private insurance, public insurance, and no insurance may determine quality of treatment

Boston, Mass. — A study led by Heather Rosen, MD, MPH, research fellow in the Department of Plastic Surgery at Children's Hospital Boston and Harvard Medical School, found that uninsured children were over three times more likely to die from their trauma-related injuries than children who were commercially insured, after adjustment for other factors such as age, gender, race, injury severity and injury type in an analysis of data from the National Trauma Data Bank. Moreover, publicly-insured children were 1.19 times more likely to die from trauma when compared with commercially-insured children.

According to the federal Emergency Medical Treatment and Active Labor Act (EMTALA), all hospitals are required to treat patients until they are medically stable, regardless of insurance status. "We have this idea that everyone is treated equally, yet the mortality rate after trauma among uninsured children is much higher when compared to children with commercial insurance," says Rosen.

The study, involving researchers from Children's, Harvard Medical School, and Brigham and Women's Hospital, collected and analyzed data from the National Trauma Data Bank, a consortium of more than 900 trauma centers across the country.

The researchers examined data from 174,921 trauma patients aged 17 years and younger. Patients were divided into three groups: uninsured, publicly insured, and commercially insured.

After adjusting for factors such as race, age, gender, injury type and injury severity, results showed that uninsured trauma patients were over three times more likely to die after trauma than patients who were commercially insured by plans such as Blue Cross/Blue Shield and worker's compensation. Furthermore, patients with pub-

lic insurance, including Medicaid and the State Children's Health Insurance Program (CHIP), were 1.19 times more likely to die than commercially insured patients.

Because the study was retrospective, the researchers cannot say definitively why insurance status may affect mortality rate in spite of EMTALA. "This paper provokes more questions than it answers," says Rosen, who is currently doing her residency in general surgery at the University of Southern California's Keck School of Medicine. "Should we be more vigilant about investigating whether EMTALA laws are being violated? Is this happening more often than we care to admit?"

The researchers speculate about several possible explanations for their findings. One is that trauma patients with public insurance or no insurance may be transferred from one hospital to another, causing a delay in definitive treatment. Uninsured patients may also undergo fewer medical tests, leading to inadequate diagnoses or missed injuries. In addition, if uninsured patients do not speak English as their first language or are less educated overall, they may be less able to communicate with medical providers about their medical history and quality of care after sustaining an injury.

"This study suggests that there may be a direct effect of possessing insurance. We need to work harder to get to the point where every person has access to health care in this country," Rosen says.

Because emergency trauma treatment should theoretically begin before providers know a patient's insurance status, researchers insist that further investigation is needed to determine why these health disparities exist. For the future, Rosen would like to conduct a prospective study of the processes involved in pediatric trauma care according to insurance status, looking at differences in quality of care in real time.

"*Lack of Insurance Negatively Affects Trauma Mortality in U.S. Children*," is published in the October issue of the *Journal of Pediatric Surgery*.

Can a Vaccine Prevent Brain Cancer Recurrence?

Eligible patients with newly diagnosed glioblastoma multiforme, the most common and aggressive form of brain cancer, are enrolling in the ACT III clinical trial of a vaccine called CDX-110, which may prevent recurrence and extend survival. Physician-scientists at NewYork-Presbyterian Hospital, together with Weill Cornell Medical College and Columbia University Medical Center, are helping to lead the Phase II multicenter trial of the vaccine, which is thought to work by "training" the immune system to target and kill cancer cells.

"Even after surgery, radiation and chemotherapy, this deadly brain cancer has a high likelihood of recurrence. This experimental vaccine is designed to harness the body's immune system to keep the cancer at bay," says Dr. Theodore Schwartz, site principal investigator and neurosurgeon at NewYork-Presbyterian Hospital/Weill Cornell Medical Center, and associate professor of neurological surgery at Weill Cornell Medical College.

"Results from earlier trials are promising, and suggest that the vaccine may be able to improve both time to disease progression and length of survival," says Dr. Rose Lai, site principal investigator and neuro-oncologist at NewYork-Presbyterian Hospital/Columbia University Medical Center, and assistant professor of neurology in the division of neuro-oncology at Columbia University College of Physicians and Surgeons.

Glioblastoma multiforme commonly causes memory, personality, and neurological deficits, but may also produce seizures, nausea and vomiting, headache, and weakness on one side of the body. The location of the tumor plays a role in what types of symptoms a patient may suffer. Until it is large enough, the tumor may not cause any symptoms. About 10,000 people are diagnosed with the disease each year.

"If this approach is validated, vaccine therapy could be added on to the existing regimen of combined chemo-radiation," says Schwartz. #

African-Americans At Greater Risk of Hypertension & Kidney Disease

Physician-scientists from NewYork-Presbyterian Hospital/Weill Cornell Medical Center believe that a heightened level of a certain growth factor in the blood may explain why African-Americans have a greater prevalence of hypertension and kidney disease compared to whites. Results from a new study are the first to show that an elevated level of a protein, called transforming growth factor b1, or TGF-b1, raises the risk of hypertension and renal disease in humans.

African-Americans constitute about 32 percent of all patients treated for kidney failure in the U.S. and are four times more likely to develop renal disease than whites, according to the National Institutes of Health's U.S. Renal Data System. The researchers' findings, published in this month's issue of the journal "Kidney International," may someday lead to the development of a new class of anti-hypertensive and kidney disease drugs that target the TGF-b1 protein.

"I believe we may now understand a great puzzle: why the black population has a greater prevalence of hypertension and kidney disease," says Dr. Manikkam Suthanthiran, first author of the study and attending physician at NewYork-Presbyterian/Weill Cornell, Stanton Griffis Distinguished Professor of Medicine, professor of biochemistry and professor of medicine in surgery at Weill Cornell Medical College.

Results from the study revealed that the TGF-b1 protein was significantly higher in 186 black study participants compared with 147 white participants.

After controlling for race, sex and age, TGF-b1 protein levels were highest in hypertensive blacks (46 ng/ml). Non-hypertensive blacks also

had higher levels (42 ng/ml) compared to hypertensive whites (40 ng/ml) and non-hypertensive whites (39 ng/ml), demonstrating that even healthy black patients may be at higher risk for future hypertension and renal disease compared to healthy and hypertensive whites.

"Many black patients may have a disadvantage from the start having a higher baseline level of TGF-b1," says Dr. Phyllis August, senior author and attending physician in the division of hypertension at NewYork-Presbyterian Hospital/Weill Cornell Medical Center, Ralph A. Baer Professor of Medical Research and professor of medicine at Weill Cornell Medical College.

While the exact mechanisms of TGF-b1 require further study, the authors believe that in black patients, higher levels of the growth factor are correlated with lower renin activity. Renin is an enzyme that constricts blood vessels and raises blood pressure. High blood pressure is the leading risk factor for end-stage kidney disease.

The authors believe it may be possible that higher levels of TGF-b1 boost retention of sodium salt within the kidneys, leading to higher blood pressure in the kidney and also lower levels of renin.

Greater levels of TGF-b1 in blacks were also positively associated with body mass index — an indicator of body fatness relative to height — and metabolic syndrome — a group of abnormalities that is associated with atherosclerotic vascular disease and diabetes.

"Future clinical studies must be done so we may fully understand the specific role of TGF-b1 in how the kidney handles sodium, blood pressure and kidney disease," says August. #

LASKER FOUNDATION LAUREATES WIN NOBEL PRIZE IN MEDICINE

The Albert and Mary Lasker Foundation, which for 64 years has championed the greatest breakthroughs in medical research, congratulates three of its Lasker laureates for winning the 2009 Nobel Prize for Medicine.

Elizabeth H. Blackburn, Carol W. Greider and Jack W. Szostak, winners of the 2006 Albert Lasker Award for Basic Medical Research, were recently honored by the Nobel Prize committee for discoveries tied to the genetic operations of cells and the enzyme telomerase.

The three scientists were honored by the Lasker Foundation for predicting and discovering telomerase, an enzyme that replenishes the ends of chromosomes; they unearthed a biochemical reaction that guards cells against chromosome loss and identified the molecular machinery that performs this feat. The work resolved perplexing observations about chromosome termini and

explained how cells copy their DNA extremities.

The Lasker Awards are among the most respected science prizes in the world. Since 1945, the awards program has recognized the contributions of scientists, physicians and public servants who have made major advances in the understanding, diagnosis, treatment, cure, and prevention of human disease. Today's announcement brings the number to 79 Lasker laureates who have received the Nobel Prize, including 30 in the past two decades.

"All of us at the Lasker Foundation were thrilled to learn that three of our laureates were honored with the Nobel Prize for medicine," said Maria C. Freire, Ph.D., president of the Lasker Foundation. "Their work highlights the critical importance of funding basic research that could lead to successful therapies for cancer and other diseases." #

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HAROLD MCGRAW III & MCGRAW-HILL INCREASE FINANCIAL LITERACY FOR TEACHERS & STUDENTS

The McGraw-Hill Companies recently hosted nearly 200 schoolteachers from all five boroughs of New York City, and across the country, for a professional development session designed to help them educate their students about important personal finance topics so they can make sensible money decisions as adults. McGraw-Hill also announced it is spearheading an ambitious new campaign with several nonprofit partners to help New Yorkers better manage their personal finances. With a major emphasis on supporting educators, the campaign expects to provide in-class training to 800 teachers, and by extension benefit up to 80,000 students this year alone.

Organized by Working in Support of Education, the "MoneyPOWER" conference was held at the McGraw-Hill building. The teachers in attendance heard from experts such as Sam Stovall, chief investment strategist for Standard & Poor's Equity Research, and Jean Chatzky, award-winning financial journalist and author, and financial editor at NBC's Today Show. Among the topics covered were varying methods of investing, insurance, and the most effective strategies for teaching personal finance to young people.

Harold McGraw III, chairman, president and CEO of The McGraw-Hill Companies, kicked off the event by welcoming the teachers, noting that the need for enhancing economic education has never been greater.

"Few things are as important to America's economic competitiveness as our ability to provide a high-quality education to all of our citizens, and achieving financial literacy is a critical component of the 21st century skills needed to be successful today," said McGraw. "That's why today's event is so important and why I am excit-

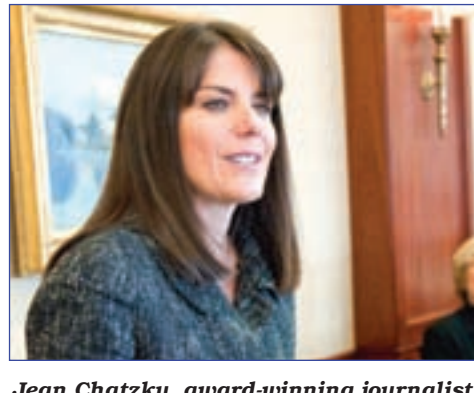


Harold McGraw III, chairman, president and CEO of The McGraw-Hill Companies, delivers opening remarks

ed about the work we will be doing with our outstanding partners to help all New Yorkers achieve the promise of financial security and prosperity."

The newly established campaign, "Financial Literacy Now: New York," is a joint effort of The McGraw-Hill Companies, the Council for Economic Education, Literacy Partners Inc., the New York Public Library, Talking Fin Lit, and WISE. The campaign will leverage the expertise of McGraw-Hill and its non-profit partners to help New Yorkers learn more about basic economic principles, including savings and interest, as well as more complex concepts like mortgage terms and conditions and diversification in investing.

"Unfortunately, for many years our nation has treated financial literacy as an educational afterthought. With the potential pitfalls of today's increasingly complex financial offerings and decisions facing consumers, it is more important than



Jean Chatzky, award-winning journalist, best-selling author and financial editor of NBC's Today Show, delivers the keynote address

ever to reverse that trend," said McGraw. "We must do a better job teaching basic economic principles to our children starting in the earliest grades."

The campaign's key professional development offerings for teachers include in-class training sessions led by business and economic experts, podcasts that offer information, resources and insights about incorporating personal finance into a variety of studies and that are expected to reach tens of thousands of educators, and a powerful suite of other online resources and tools.

Free workshops on personal finance matters are also planned through the New York Public Library that will be available to all New Yorkers.

Increasing financial literacy and economic empowerment have been long-standing initiatives of The McGraw-Hill Companies. Since 1997, the company has leveraged its mission to help people achieve their potential by supporting



Harold McGraw III and Jean Chatzky congratulate WISE's Blue Star school honorees

programs and partnering with non-profit organizations that help individuals gain the knowledge necessary to make wise savings, credit and spending decisions. The corporation has provided grants to and supported programs of the Council for Economic Education, the National Academy Foundation, JumpStart Coalition for Personal Financial Literacy, and the Securities Industry Association/Foundation for Investor Education, among many others. For instance, The McGraw-Hill Companies is the sole corporate supporter of the Securities Industry Association's curriculum guide, "Math Behind the Market," which is geared to help teachers provide real-world applications of math concepts using examples from The Stock Market Game. More than 4,000 teachers trained in workshops on Math Behind the Market are impacting an estimated 168,000 students nationwide. #

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The Harold W. McGraw, Jr. Prize in Education: Three Outstanding Educators Honored

By EMILY SHERWOOD, Ph.D.

Three outstanding educators who have dedicated their careers to improving education in this country — Ms. Sarita Brown, Dr. Joseph Renzulli, and Dr. Linda Darling-Hammond — were honored recently at the Harold W. McGraw, Jr. Prize in Education ceremony at the New York Public Library. The prestigious awards ceremony, initiated in 1988 and now attended by 250 leaders in education and business, has formerly honored such educational luminaries as former U.S. Secretary of Education Richard Riley and Barbara Bush, founder of the Barbara Bush Foundation for Family Literacy. Each winner receives a gift of \$25,000 and a bronze sculpture.

Acting as master of ceremonies for the event, Harold McGraw III — chairman, president and CEO of global publishing giant The McGraw-Hill Companies — kicked off the evening by asserting that “nothing is more important than educating our young people and helping them to achieve their highest potential.” The three honorees for 2009, selected by a 14-member board of judges, brilliantly demonstrated this year’s theme of innovation, “a willingness to experiment and push back frontiers,” according to McGraw.

Accepting her award first, Sarita Brown — who in 2004 founded the national nonprofit Excelencia in Education, where she now serves as its president — has worked to identify effective ways to increase the flow of Latinos into higher education by linking research, policy and practice. Brown began her career at the University of Texas by building a national model for minority success in graduate education; in 2003, she

was appointed executive director of the White House Initiative for Educational Excellence for Hispanic Americans under President Bill Clinton. Recognizing that Latinos will comprise one-quarter of the U.S. college-age population by the year 2025, Brown noted that her work is built on three assumptions: the strength of the Latino community (“it is hard-working, family-oriented ... and fiercely devoted to the future of this country”); education is the pathway to success; and differences exist between people but they do not need to divide them. She became emotional when she stated about her 5-year-old organization, “We’re just getting started ... to have the recognition such as this ... is jet propulsion!”

Dr. Joseph Renzulli, next on the podium, has achieved widespread recognition for his contributions to identifying and developing giftedness in young people. Renzulli’s expanded definition of the term “gifted and talented” — which includes such factors as creativity and commitment to task, in addition to above-average ability — has “encouraged educators to think outside the black boxes of IQ measurement and standardized tests,” according to McGraw. A professor of educational psychology at the University of Connecticut’s Neag School of Education, Renzulli has developed a school-wide enrichment model “to help schools extend strategies normally reserved for a limited number of gifted children to a wide range of students in regular classrooms.” Used in 2,500 schools nationwide, the “Renzulli model” has dramatically transformed the attitudes of educators and parents toward gifted education, according to McGraw. Accepting his award with humor



Prize winners Dr. Joseph S. Renzulli, Sarita E. Brown, and Dr. Linda Darling-Hammond, with Harold W. McGraw Jr. (center) and Harold McGraw III (right)

and a flair for the anecdote, Renzulli modestly described his work as “basically just good common sense before we got buried in things like standards ... and endless testing.”

The evening’s final awardee, Dr. Linda Darling-Hammond, currently the Charles E. Ducommun Professor of Education at Stanford University, has authored and edited more than a dozen books and hundreds of articles on education policy and practice. Darling-Hammond has tirelessly advocated “to enhance the status of the classroom teacher as a profession ... and to place the quality of teacher education at the center of the national debate on school reform,” according to McGraw. Having begun her career as a high school English teacher, Darling-Hammond went

on to co-found a day care center, a preschool, and a charter public high school that serves low-income students of color in East Palo Alto, Calif., forging partnerships between schools and teacher training institutions while seeking to make innovation and high quality research the basis for informed policy. In her speech, Darling-Hammond eloquently urged our nation “to build systems in which excellent education is routine for all kids — no exceptions, no excuses.” Noting that Singapore, Korea and Finland turned their erstwhile “low-achieving and inequitable” school systems into ones that are now “high-achieving and equitable,” she added, “We need to figure out how to scale up and institutionalize innovation.” #

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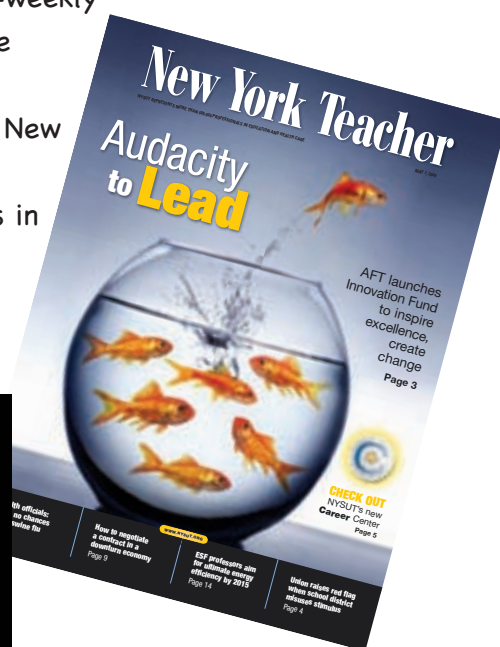
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December 3rd: Administrators, joined by teachers, meet with Dr. Marc Brackett and fellow participants to discuss the role and importance of developing emotional literacy in teachers and students. Practical tools will be introduced for teachers to try in their classrooms.



IMAGINE ACADEMY COMMITS TO FUTURE OF AUTISM



Executive Director Mindy Jerome with Principal Elisa Chrem



A class at Imagine Academy

By MCCARTON ACKERMAN

At a time when the demand for autism education is at a record high, one Brooklyn school is not only striving to meet those needs, but preparing to face an even greater demand in the future.

The Imagine Academy was created in 2004 to help children and their families who have Autism Spectrum Disorder, Pervasive Developmental Disorder, and Asperger's syndrome. The academy was put together by parents of affected children who were frustrated by the limited resources and opportunities available for special-needs children. The school is currently at full capacity with 15 students and 30 staff members and offers a full day of integrated therapies.

"Over the last five years, we've worked hard to create a structure that builds well with the philosophy of the school so it breeds a culture of advancement," said Mindy Jerome, executive director of Imagine Academy.

Each child at the school has his or her own customized program that includes a variety of proven methodologies, including applied behavior analysis, DIR-Floortime, occupational therapy, and physical therapy. Students also participate in group sessions so that they have the chance to interact with their peers.

Elisa Chrem, principal of Imagine Academy, said that the interdisciplinary approach that the school has adopted is what makes it stand out amongst other special-needs programs. All staff members are given training in ABA and DIR methodologies as part of their commitment to fostering the school's philosophy.

"You can't focus on only one area and be effective," said Chrem. "There have historically been separate schools for these two programs, so it's remarkable that the clinicians who worked with us on creating these programs were able to mesh. It makes sense to everyone now that we're living with it and seeing the improvements our students have made."

Imagine Academy also has encouraged the recruitment of trained autism professionals and community involvement. Tuesday after-

noons are spent talking with professionals in the area about the projects that the school is currently working on. Several New York City students are also taking semester- or year-long internships at the school for college credit. The school also has a mentorship program in which a group of boys similar in age will visit the school every other week and participate in activities with the students.

This has resulted in every child at Imagine making marked progress. Some children are able to spend part of their educational experience in a traditional school setting with the aid of a supervisor. Another child is now beginning to use words for the first time at the age of 8.

"It's important for us to spread the gospel of this," said Jerome. "We have evolved so much as a school and program, and our vision has grown based upon the needs of the families."

Over the last five years, the school has adopted an extended day program so that students have structured activities for a longer period of time. Local organizations, such as the Sephardic Community Center, are supporting the program by offering the use of their facilities.

"When our son was 5, a full day of school was sufficient," said Heather Deutsch, a parent and board member. Now, at the age of 10, there is still a full day in front of us. He needs more structure because he isn't able to do the same things that his sisters are able to."

Jerome said the academy will be moving to a new and larger facility next year in a nearby area. A 24-hour residency will be created in one wing of the school within two years, while an autism resource center will be created in the other wing within three to four years. Most importantly, the school is committed to the education of their students for life.

"When this population moves to residency, there tends to be a regression in skills," said Jerome. "They've gone from getting help five days a week to almost nothing, which is something we intend to change. Our residency program will still involve the continuing of their education." #

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Sterling School Fights To Help Overcome Dyslexia



Ruth Arberman, Director, Sterling School

By MCCARTON ACKERMAN

Although the New York State Education Department recognizes many forms of learning disabilities, one school in Brooklyn was created in response to a disability that isn't. The Sterling School, located in the Cobble Hill area, was founded in 1999 to meet the needs of children with dyslexia and language-based learning disabilities. The school has taken in 24 kids between 2nd and 6th grade and runs a full day curriculum specialized for each child, in addition to an optional speech and language program after school.

"We're a significantly committed solution," said Ruth Arberman, founder and director of the Sterling School and also a parent of a dyslexic son (now a sophomore in college). "Kids from all five boroughs come to our school, and parents find a way to get them here, even if we might not be in their neighborhood."

To combat many of their students issues with reading, all children receive one-on-one or one-on-two instruction, four times a week for 45 minutes. Arberman said that students achieve about 1.5 years of progression in their reading development during their initial year at the Sterling School, and about two years of growth



after that. "What's important to realize is that you're not competing against a target that is standing still," said Arberman. "Even if I learn a year's worth of material for every year, I'm still just as far behind. They have to learn more just to catch up." The Sterling School also takes a more creative approach to facilitate learning. Children participate in activities, including art projects and cooking classes, and will also watch movies related to what they are studying.

Arberman said that parent education is also a key component to the curriculum at the Sterling School. "One of the biggest mistakes that some parents make is doing their homework for their child," said Arberman. "We tell them to just check to make sure that it's done. To help facilitate that, we don't give out homework in advance and students receive it nightly. I think we should all be held accountable for our results at school."

The cost of tuition at the Sterling School, roughly \$35,000 per year, makes it difficult for many families to attend, but Arberman said she has personally financed many of the cases that have led to some of her students receiving the necessary state funding. The New York State Education Department does not recognize



dyslexia as a learning disability. "I can't feel good turning parents away for money," said Arberman. "Half of our students are below the federal poverty line, yet they are just as entitled to an education as anybody else."

Many of the graduates of the Sterling School have been extremely successful in their transition to more mainstream schools. One student is now a senior at Brooklyn Tech, while six of the students from the first two graduating classes are now in college. Arberman said much of this has to do with the confidence they received during their time at the school. "A lot of our kids have poor self-esteem," said Arberman. "We need to rebuild the ability to take a risk; otherwise you can't ever learn and go forward. And a lot of the risks they've taken have blown up in their face, so why take one? It's easier to act out and get thrown out of the classroom than it is to look at the spelling test."

Arberman said she plans to continue running the school as long as the state's current stance on dyslexia remains the same. "If there were appropriate public programs put in place, I would be happy to walk away from this and go do something else," said Arberman. "Until that happens, there are kids who need our help." #

PERSPECTIVES ON BULLYING

By RAUL SILVA, M.D.
With DR. MELISSA VACCARI

This month we will be sharing with you perspectives from Melissa Vaccari, Ph.D., a licensed clinical neuropsychologist and cognitive behavioral specialist at New York University's Child Study Center.

The topic of discussion for Dr. Vaccari was how to handle bullying when your child informs you that it is occurring in school settings. Dr. Vaccari explained that some parents have considered keeping the child home to avoid the bullying. Though one should always make sure the child's situation is safe at school, in most cases parents should not stop them from attending school, especially without addressing the problem of how to handle the bullying. Keeping the child home sends the wrong message. I posed the question of how to deal with children if they refuse to return to school or if they tantrum when made to return to school, in these cases. Dr. Vaccari explained that the child's refusal or tantrum may in part be maintained because the child remains under tremendous distress, and children don't always know how to make things better. Parents should remember that their child is bringing up the issue of bullying because he or she wants their help.

In discussing the potential steps that can be taken, Dr. Vaccari explained that first parents should try to focus on their child's concerns and be supportive. They should ask about the bullying and try to obtain as much information as possible, including where the bullying occurs, who instigates it, and when it happens. Listen carefully and don't assume your child did something to provoke the bullying. Next, try and determine how the bullying has been handled up to that point. Parents should ask questions that help them understand their child's

continued on page 11



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The study is taking place at the Child Study Center's offices in Manhattan and in Lake Success in Long Island. Children receive a comprehensive evaluation to determine eligibility for the study.

For additional information, please contact Robyn Stotter (robyn.stotter@nyumc.org) at (212) 263-2734 or Christina Grice (christina.grice@nyumc.org) at (212) 263-2738.



Perspectives on Bullying

continued from page 10



Raul Silva, M.D.



Dr. Melissa Vaccari

such reactions. If possible, help your child reach out to other children, even just one other classmate, as this friendship will help him or her feel supported and less alone. In addition, identify a "safe person" at the school to whom he or she can go when feeling threatened, such as a teacher, school psychologist, guidance counselor or nurse. Meeting with the guidance counselor or psychologist on a weekly basis may be helpful. It will also be important to locate activities or clubs where your child can meet

dilemma. For example, has your child told someone about the bullying? Are there any students who come to his or her defense? Can your child identify other children or adults who have witnessed the bullying? What could make your child feel safer? Then set up a meeting with your child's teacher and principal to share your concerns. Provide as much factual information as possible while keeping your emotions in check. Remember, safety is critical for learning and bullying threatens one's sense of safety. Keep in close contact with school staff to find out what plans have been developed to address the bullying and whether the bullying has decreased or stopped. If it persists, contact the school again, and stay on top of it.

In the meantime, talk to your children about how to handle bullying. Encourage them to tell you or a trusted adult at the school when they are being bullied, and not to wait or stay silent. Advise them to avoid situations at school where the bullying is likely to occur. Encourage them not to show anger or fear, as bullies aim for

other kids outside of school. This should help them keep engaged in pleasant and meaningful extracurricular activities. These activities should help build self-esteem. Sometimes, self-expression through music or other art forms can be beneficial; other times, physical activities may be constructive. Most importantly, follow up with your child: if the initial efforts are not successful he or she may feel too embarrassed, ashamed or hopeless in bringing it back up to you. In these cases set up another meeting with the school; it is important to assert your concern and expect modifications in the original plan to insure the bullying does not continue.

For more information on these and other topics, readers are encouraged to visit the NYU Child Study Center Web site: <http://www.AboutOurKids.org>. #

Dr. Raul Silva is vice chair and associate professor at the Department of Child and Adolescent Psychiatry at NYU Child Study Center and executive director of Rockland Children's Psychiatric Center.



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EDUCATION UPDATE LAUNCHES INNOVATIVE MIDDLE SCHOOL JOURNALISM INITIATIVE

By ADAM SUGERMAN

In September, the staff of Education Update launched the Middle School Journalism Initiative with students from two inner-city public schools: The Young Women's Leadership School in Harlem and Public School 169, a school for special-needs children, on the Upper East Side.

Our goal is to enable middle schoolers to sharpen their literary skills and take ownership of their own school newspapers, in the process, learning to interview, report,

research, write, photograph, edit, proofread and design. An integral part of their work will be embracing the lifelong skills of analysis, critical thinking and giving as well as receiving constructive criticism.

We will also teach students the financial side of publishing, including advertising, selecting paper, developing a business plan, and distribution.

An important component of the initiative is to organize field visits to a variety of educational venues (behind the scenes

at The New York Times, behind the scenes at Rockefeller University, a visit to an animal hospital) as well as to invite professionals in the industry to our students' "newsrooms." The New York Times is excited about our project, as is the New York Press Club. Both organizations will be providing their reporters to work with our students.

We are proud to publish our first group of students' interviews of school staff including teachers, assistant principals, crisis intervention counselors, and the school nurse. #

YOUNG WOMEN'S LEADERSHIP ACADEMY (YWLS) PRINCIPAL: DR. ALTHEA TYSON TEACHER: COURTNEY FENNER

Inspired Nurse Changes Her Life Plans for Others



By AALIYAH J. FRENCH

She admits it. Not at all did she know or even have plans for becoming a nurse. Arlene Provder, a nurse at The Young Women's Leadership School, found herself loving to care for other people a lot more than she expected. If you're wondering how this extremely successful nurse came to be, get ready to read an article that will hopefully change and inspire young adults all over the globe.

Arlene's niece Alice was loved greatly by her family and friends. Alice was diagnosed with a fatal disease and died at the age of 6. This tragedy crushed Arlene's world. She loved Alice very much and sometimes gets teary when she talks about it. One day, Arlene decided that she wanted to learn more about being a nurse or doctor and helping people who are sick. Because of Arlene's heart-breaking situation, she was inspired to become a nurse, took nursing sessions and went to nursing school.

Arlene continued her life full of inspiration. After finishing nursing school, confident she'd learned to the fullest, she decided she was going to work at St. Luke's Hospital. Soon Arlene made a decision that she wanted go for the gold so she went back to school to get her R.N. and became interested in medicine. At this point, Arlene was eager to become a nurse and wouldn't stop working until she did. One day, all that hard work paid off. Arlene became the school nurse at TYWLS.

Arlene has many good memories of when she was becoming a nurse before she attended TYWLS. She practiced injecting needles into oranges and was terrified when she had to give an injection to a 10-year-old boy. An important man in her life was Hubert Nathaniel, who worked with her at Cornell University. She also had volunteered for Meals on Wheels. Arlene had H1N1 last year, but that didn't stop her from achieving her goals.

Lastly, I believe that Arlene worked hard to obtain her role as a school nurse. She went to school, graduated, and has had many opportunities working at fabulous facilities and hospitals with amazing doctors and nurses. Arlene still thinks to this day that school nurses don't have it easy. The job is tough: healing cuts and scrapes, checking temperatures, her room flooded with injured children. It's not necessarily an "easy,

quick, done-deal" job and everyone should recognize that.

Working as a nurse has pleased Provder, and she looks forward to helping children more and more, one step at a time.



Teacher
Courtney Fenner

TYWLS Teacher On the Rise: Her Story



By CORRINE CIVIL

Courtney Elisabeth Fenner, English, creative writing and humanities teacher at The Young Woman's Leadership School, is a lot more than what you would expect a typical teacher to be. Some would say she "keeps it real." Others would say she's a phenomenal teacher. But what do these words really mean?

Fenner, before her career as an educator, was a writer of nonfiction essays and a student in graduate school. She attended Virginia Commonwealth University.

Fenner currently is working on a novel about three diverse women and how the aspects of their lives collide. She also writes about the loved ones in her life and is carrying forward her art of constructing nonfiction essays.

As previously mentioned, Fenner is teaching at the well-known Young Women Leadership School of East Harlem. She has been there for two years since leaving her previous job in Brooklyn. Fenner mentions how exceptional TYWLS was when she visited compared to her job in Brooklyn, which she disliked because of rebellious students.

The high point of teaching for Fenner is when students actually quote words from lessons she previously taught when a certain topic is touched upon in class discussions. It is satisfying for her to know that her powerful words are being remembered and sticking with her students. Although she is very good at what she does, there is always a challenge. Fenner's challenge is letting her students know the purpose of her teachings and why it is important for them to know the curriculum.

Fenner is not only a teacher of youth. She teaches an adult writing class at a church in the borough of Manhattan. The class is currently writing nonfiction pieces about themselves.

Outside of work, Fenner enjoys sightseeing

ROBERT KENNEDY SCHOOL. P.S. 169 PRINCIPAL: SUSAN FINN TEACHER: SIOBHAN MCNULTY

When We Need Help, We Call Claire Merkur



By CATIA ALVAREZ

I interviewed Claire Merkur because she is an interesting person. Claire Merkur is a crisis intervention teacher. Although she deals with a lot of crisis, she still loves working in P.S. 169. She helps students get on track and she is nice, helpful and caring. She loves children and has no problem working with them. She also has a daughter named Mackenzie Hope, who is still a baby. Claire Merkur is of Jewish descent. Her favorite color is red. Hot wings are her favorite food. She is a very good and loving person.

Interview with Siobhan McNulty



By FELIPE PAU

Siobhan McNulty was born in 1977. She went to P.S. 99 in Queens. Then she moved to Westchester. In college, she majored in psychology. She is a New York City teaching fellow. Her favorite book is "A Tree Grows in Brooklyn." She loves

in Inwood and being with friends. As far as her love of literature, her favorite authors are Alice Walker, Carol Shields, Toni Morrison and Toni Cade Bambara. She met Toni Morrison in a Borders bookstore and it was complete honor for Fenner. Toni Cade Bambara wrote the book "Unless," which highly intrigued Fenner. It is about a fortunate girl who goes missing and becomes a street beggar. Her telling of this book was not to educate children to do better in life, although Fenner is a strong believer in this. She believes that an education can do a large amount of things for you.

Fenner remembers her job in Brooklyn, where kids were absent for long periods of time. There was one honorable student she remembers. This student was very devoted until she became pregnant. Eventually her education was cut off and Fenner never saw her again until years later. This student was doing exceptionally well. This inspired Fenner to continue what she was doing in life so that she can make a difference in the lives of kids.

Fenner lived in the South before moving to New York, and both places are known for being

to read when she wants to relax. Her daughter's name is Aine, which is Gaelic, like Siobhan. She is 32 years old. Her favorite color is blue, like her book bag. Before she was a teacher, she was a construction worker. She has a house and a car, which is a grey Toyota Corolla. She has traveled to Ireland to meet her family. She is now a teacher at P.S. 169. She teaches on the third floor in classroom 309.

Dr. Fred Peck: A First Rate Assistant Principal



By BRANDON DEJESUS

I interviewed Dr. Fred Peck. He is the assistant principal at P.S. 169. Dr. Peck feels happy working so much that for 18 years he's liked waking up to come here. Dr. Peck was working at C.S. 66 in the Bronx before joining P.S. 169. His favorite food is steamed lobster with butter. His favorite color of the rainbow is green. He has a wife and three kids; they are 29, 26, and 22 years old. Dr. Peck was born in Brooklyn, in Crown Heights Hospital. He likes the book "Arrowsmith," by Sinclair Lewis. His best memory in P.S. 169 is when one of his students came back to see him. Dr. Peck stressed, "You can accomplish anything in life!"

diverse. Fenner notes that there is racial tension in both areas, but there is a difference. In the South the prejudice is more out in the open, while in New York the judgments are hidden, but still present. She also states that the South is cleaner, quieter, and warmer.

Courtney Fenner is still continuing her successes today. Her goals are to attend a trapeze school and to travel to Europe and Hawaii. Her self-esteem is standing strong, especially with her "I love my body" pin on her at all times. Even as an accomplished woman, Fenner is still learning. "Like a science project — what doesn't work, try it again."

A Nurse's Life

By NAOMI WHITE

Arlene Provder, R.N., is the school nurse at the Young Women's Leadership School. She granted us an interview, and this is what she had to tell. This is Arlene's third year at the School. But she

continued on page 18

CUNY HONORS NEW PRESIDENTS

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A CELEBRATION OF CUNY MONTH AT TWENTY-THREE CAMPUSES

Recently, the entire staff of CUNY, under the leadership of Chancellor Matthew Goldstein and Chairman of the Board of Trustees Benno Schmidt, gathered at the Museum of the City of New York, to celebrate the addition of three new college presidents: Dr. Karen Gould, Brooklyn College, Dr. Felix Matos Rodriguez, Hostos Community College and Dr. William Pollard, Medgar Evers College.
"CUNY Month is a celebration of the people and programs that enrich every part of the University," said Chancellor Matthew Goldstein.

And what an amazing array of offerings, careers, doctoral programs, and brilliant opportunities to shape and enrich one's life! There are seventeen campuses throughout New York City offering a variety of coursework and careers ranging from law to journalism, from business to social work, from medicine to teaching.
It's a great time to visit the CUNY campus of your choice this November during CUNY Month.#



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COLLEGE PRESIDENTS' SERIES

New President Karen Gould Brings Experience and Foresight to Brooklyn College

By JOAN BAUM, Ph.D.

It says a lot about Brooklyn College's new president, its ninth and its first woman, that Dr. Karen L. Gould, only in her ninth week in office when Education Update caught up with her, talks with great confidence and enthusiasm about her plans for the college, most already under way. An internationally revered scholar with a specialty in French-Canadian literature, an author and co-editor of six books and more than 50 articles and essays mainly focused on contemporary women writers in Quebec, President Gould is particularly delighted to transfer her expertise as provost and senior vice president for academic affairs at California State Long Beach to Brooklyn College, pointing out that both large public institutions serve a multi diverse student population. Of course, the president is well aware that her new position puts her at the helm of one of CUNY's premier senior colleges and one located in arguably the city's fastest growing borough and largest employer in the health care and medical industry.

Indeed, one of several strategic initiatives President Gould has identified as part of the college's five-year plan, to be launched in the spring, is public health. A new CUNY graduate program in this area, to be housed at Hunter College, will draw faculty from other campuses. The program should prove particularly attractive, the president points out, because its curricula, extending beyond the obvious in science and technology, will embrace accounting, business management, and the humanities, especially communications. Another strategic area for development is sustainability. A task force already at work in conjunction with a new master plan is investigating ways in which the plan can



President Karen Gould, Brooklyn College

involve more than space and fuel management considerations and attract students majoring in psychology, the arts, and literature.

Yes, some of the initiatives can be costly, especially those designed to encourage the college's hopes for being a "global learning environment." But much can be done on a short-term basis, the president says, in a semester or during the summer. She also remarks that it is not infrequently the case that, in tough economic times, people tend to give more. Renewed efforts in publicizing Brooklyn's successes should go far to help realize goals. The college's MFA program in creative writing, for example, was just cited as

15th in the country in a recent ranking by Poets & Writers Magazine, beating out Columbia's program. No other public institution even made it into the top 20, she points out. A new graduate program in film studies is also in the works and will include film production, a growing source of jobs in the city.

No doubt the president's interest in multi-disciplinary studies reflects in part her own career path, which began as a high school exchange student in France with thoughts of becoming an international foreign correspondent. She "got hooked on French literature," and, later on, a friend handed her a list of great restaurants and

authors in Montreal and suggested she go. She did, and her "love affair with Quebec" began. She started reading novels, particularly those by Francophone women writers. Though she knew little about the culture, she did know how to learn, and it is this broad sense of academic achievement as well as instituting ways to provide professional opportunity that she would also promote at the college.

As a young scholar in Quebec she learned about professional opportunities, so well in fact that she was honored with government medals and awards, not to mention numerous grants and fellowships for research. She served as the president of the American Association for Canadian Studies in the United States. Her Ph.D., from the University of Oregon, is in romance languages and she holds a diploma from the Sorbonne. Among the various mentors she credits for her professional directions, she singles out her father ("education is key"); her dissertation advisor, Randi Brox; Andrew Kerrek, a linguist and also dean of arts and sciences at Bowling Green State University; and F. King Alexander, the president of California State University at Long Beach, all of whom gave generously of their time.

She's pleased, of course, to be the first woman president of Brooklyn College, but she laughingly remarks that she's always been the first woman administrator in the various positions she held before coming to CUNY. If her presence alone does not implicitly invite role modeling, surely the college's White House Project Initiative will, she trusts. A new partnership just unveiled, it is "dedicated to advancing women into leadership positions in various communities and sectors — right up to the presidency of the United States." #

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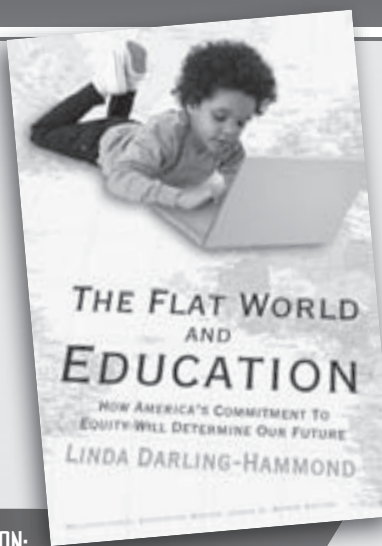
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SECRETARY OF EDUCATION ARNE DUNCAN SPEAKS AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

By EMILY SHERWOOD, Ph.D.

"America's university-based teacher preparation programs need revolutionary change," said Secretary of Education Arne Duncan addressing a packed audience at Columbia University's Teachers College last month.

Duncan's remarks focused on two key problems faced by education schools around the country: They don't provide enough hands-on training in classroom management, especially for high-needs students, and they don't adequately teach their students how to use data to improve instruction and boost student learning. "Many, if not most, of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom," he announced to a hushed audience.

Even more damning, according to Duncan, is the inability of states and districts to ascertain which teacher-training programs are turning out the most effective teachers. Noting that "less than a handful" of states and districts can accurately identify which teacher preparation programs are producing effective teachers, he exhorted the audience, "We should be studying and copying the practices of effective teacher-training programs and encouraging the lowest performers to shape up or shut down."

Duncan's message was not uniformly bleak, however. Thanks to the federal government's \$4.3 billion Race to the Top Fund, 48 states have banded together to develop a common set of rigorous college- and career-ready standards for their high school students. Another \$350 million has been set aside to fund the competitive development of assessments for the standards. "A year ago, many education experts doubted states would ever agree on common college-ready standards," he added with a touch of irony.

And there are pockets of excellence throughout the country as well. The state of Louisiana is using longitudinal data systems to track the effectiveness of its teacher preparation programs; university-based teacher education programs are then using that data to revamp and strengthen their programs. "Every state in the nation ought to be able to do the same ... It's a simple but obvious idea — colleges of education and district officials ought to know which teacher preparation programs are effective and which need fixing. The power of competition and disclosure can be a powerful tonic for programs stuck in the past," he summed up.

Duncan was quick to laud teacher education programs at some universities, including the program at Teachers College, which turns out 700 teachers a year. Noting that TC "explicitly trains students to use data to continuously improve their own instruction and target student learning gaps," the secretary praised the fact that every student teacher at TC completes at least two semesters of student teaching, working under the careful supervision of a well-qualified mentor teacher. "But I want to be clear that it doesn't take an elite university and a big endowment to create a good teacher education program," he hastened to add, pointing to schools like Emporia State University in Emporia, Kan. and Alverno College in Milwaukee, Wis., both of which require student teachers to have rigorous field experience in the public schools while providing them with careful supervision by well-qualified mentors.

In the end, the formula for excellence in teacher preparation is neither mysterious nor complicated, according to Duncan: "Our best programs are coherent, up-to-date, research-based, and provide students with subject mastery. They have a strong and substantial field-based program in local public schools that drives much of the coursework in classroom management and student learning, and prepares students to teach diverse pupils in high-needs settings. And these programs have a shared vision of what constitutes good teaching and best practices — including a single-minded focus on improving student learning and using data to inform instruction."

Duncan left no doubt about the Obama administration's belief that education is "the civil rights issue of our generation" — that an investment in education is critical to reducing inequality and promoting opportunity for all Americans. In a new Department of Education initiative, \$10 billion in discretionary resources, "more than ever before," will be made available to states, cities and universities to close the achievement gap and to ensure that more students are prepared for post-secondary education. "We are taking it to an entirely different level," he concluded with conviction. #



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Dr. Scott Strobel: Bringing the Amazon to Yale University

By JOAN BAUM, Ph.D.

How to refer to Dr. Scott A. Strobel, whose credentials and annotated list of professional positions could constitute a major article! The Henry Ford II Professor of Molecular Biophysics and Biochemistry at Yale, and, until earlier this year, chair of the department, he is also professor of chemistry, Howard Hughes Medical Institute Professor, and a scholar and teacher whose scientific investigations and innovative educational programs have won and continue to win major awards for teaching excellence, especially for mentoring undergraduates. This fact, alone, separates him from the vast number of university research professors who typically have neither time nor inclination to attend to college freshmen and sophomores.

It was a student, in fact, Michael Vishnevetsky, now a senior at Yale, who called Dr. Strobel to the attention of *Education Update*. In a conversation with Dr. Pola Rosen about his winning entry in an essay contest on Nobelists sponsored by the New York Academy of Science, he had mentioned his “wonderful” professor at Yale and the excitement he felt when he went with Dr. Strobel and other students on a trip to the Amazon River Basin in Ecuador to look for microorganisms. He wasn’t the only one thrilled: Of all his stellar achievements, Dr. Strobel seems particularly proud of his pioneering rainforest field-trip program whose mission is to inspire undergraduates with the joys of doing science by “giving them control of their own research.” He obviously succeeded with Michael and with the overwhelming number of students who pursue their projects beyond class requirements when they return, and then go on to medical school or into Ph.D. programs. These include a film studies major who, as a result of the trip, converted to science. Approximately one-fourth of the participants in the program, now in its third year, are minorities and more than half are women. To Dr. Strobel’s delight, these students have been “hooked.” This past year there were 23 applicants for 16 slots, a winnowing process that included writing about

what they wanted out of the course and what they could contribute.

The trip, which takes place during spring break, is designed to provide “an engaging, hands-on learning experience that challenges students to think like working scientists by having a personal stake in the outcome of their projects.” What a thrill to discover and culture new microorganisms! Once back at Yale, the students continue their work, usually into the summer, studying the fungal and bacterial microorganisms (“endophytes”) they discovered living in the inner tissue of the plants. They sequence the DNA, screen for biological activity, and consider possible practical application. Of course, though the Amazon provides a great amount of biodiversity (“the closer to the equator, the greater the diversity”), bioprospecting has also proved promising in the American desert on Native American land — not to mention one’s own backyard, Dr. Strobel smiles.

In an interview in a Yale periodical not too long ago, Dr. Strobel noted that students could freely interpret the goal of seeking, gathering, purifying and analyzing microorganisms from the inner tissue of exotic plants — an invitation that one student chose to understand as having possible medicinal benefits for dysmenorrhea, and another as categorizing plants like those in Harry Potter novels. All of the students, however, devise assays intended to study the possibilities of their discoveries on the promotion or inhibition of certain biochemical processes.

How sad that kids who naturally love science lose interest by the fourth grade, and why not, if science in school still consists largely of memorizing “mountains of facts” and then being tested on them (“boring”). What happened to curiosity, getting children to “poke, probe, manipulate”? You don’t have to be a scientist to cut off a branch of a tree and put a sample in a petri dish. And you don’t have to be a brain surgeon to figure out that “ownership” of research can be a transformative experience for young adults.

Much of Dr. Strobel’s investigative research



Student Michael Vishnevetsky with Professor Scott Strobel

is funded by grants he writes when he’s not also engaged in other activities. These include woodworking, an example of which sits in his office — an elegantly simple, beautifully crafted cherry wood coffee table that holds some of the fossil specimens he and his wife have collected on trips in their home state of Montana. For all the intensity that must inform his busy life, however, Dr. Strobel seems remarkably relaxed and professionally open, a reflection, no doubt, of both nature and nurture. His mentors, including

his world-renowned microbiologist and botanist father, Dr. Gary Strobel, whom he calls “the hummingbird of science,” inspired him “to think broadly,” Scott Strobel says, to conceive of science in an interdisciplinary way (to see no boundaries between organic chemistry, biochemistry, molecular biology, for example); although, vis-à-vis his father, he tends to “dig down in one problem.” What they share is a continuing commitment to science informed by the pleasures of discovery. #

The Milton Hershey School: Saving the Lives of Children for 100 Years

By GILLIAN GRANOFF

What does Hershey’s chocolate have to do with the turbulent lives of three students in their first year at a special school as they weather transitions and overcome personal and academic obstacles?

David West, president and CEO of The Hershey Company, Dr. Anthony Colistra, president of the Milton Hershey School, LeRoy Zimmerman, chairman of The Hershey Trust Company, and James Nevels, chairman of the board, The Hershey Company, eloquently recounted the heart-warming stories of the children that were saved by the Milton Hershey School in Pennsylvania at a screening of the new film, “Living the Legacy: The Untold Story of the Milton Hershey School,” directed by academy-award-winner Cynthia Wade.

The film provides a moving depiction of the struggles and triumphs of three students, and the challenges they experienced adjusting to the structure and stability of their new environment. Many of the children come from homes absent routine and responsible and stable parents. As a result, the transition to their new home can often be a tough one.

When Milton Hershey and his wife, Catherine, bequeathed their entire fortune to create a school for underprivileged and neglected children, they left a legacy of leadership, hope and transformation that has empowered countless children to overcome enormous personal obstacles and give them access to educational opportunities. By giving children the chance to imagine a better future for themselves, the school lifts them from the ashes of broken homes and gives them a loving com-



Dr. Anthony Colistra, President of Milton Hershey School

munity instilling them with self-esteem.

The school, founded in 1909, serves the role of both parent and teacher for grades K–12. The goal is to provide an education, housing, food, medical and psychological health care, recreation, and clothing for children from socially and financially challenged backgrounds, free of charge. The school strives to remove these students from the unstable landscapes of foster care centers, broken homes, and impoverished communities and provide them with a consistent, structured, and supportive environment in which to thrive.

The Milton Hershey School is defined by routine and responsibility. Under the supervision of married couples, called house parents, the children receive mentoring, security and guidance from role models they never had.

By providing regular meals and homes, the school tries to create a surrogate parent for these children and recreate a predictable stable



James Nevels, Chairman, The Hershey Company, with LeRoy Zimmerman, Chairman, The Hershey Trust Company



Milton Hershey School students Rachael Knight, Arman Asemani, and Brittany Queen

family structure for them in addition to an education. In the words of one of the students, “the institution became the parent.”

Through limit-setting and character-building activities, teachers try to instill confidence and self-respect in students, empowering them to become responsible for themselves and take charge of their futures. Social workers and staff encourage students to keep journals in order to heal the emotional scars and wounds many have suffered at home.

One girl struggles to separate from the grip of her single mother, an addict continuously in and out of prison. As her mother violates her probation, we witness the girl act out against the rules and responsibilities of the school. She struggles with her conflicted feelings of shame and guilt as she tries to create a new life for herself removed from the volatile yet familiar triggers of her home. Once a top student, she begins to act out as she wrestles with sad-

ness, guilt, and the loss of separating from her mother and siblings. We watch with heartbreak as she spirals in and out of self-destructive behaviors and ultimately triumphs, with the support of the schools staff, by rejoining student government. We breathe a sigh of relief as she learns to successfully channel her rage with the support of the school’s psychologist.

Wade’s film creates an inspiring portrait of a school that gives underprivileged children the chance to re-imagine their futures. Those fortunate enough to see this film will gain inspiration and insight into the incredible courage and resilience of children.

Following the screening, actresses Phylcia Rashad and Paula Patton moderated an inspiring dialogue, demonstrating the dedication and passion of the school’s students and staff. “Living the Legacy” will air for two years on the Sundance/IFC channels beginning November 9, 2009 at 9:30 EST. #



Liz Smith Wows Them at Marymount

By DR. POLA ROSEN

Liz Smith, once the highest-paid columnist in the world, is still much beloved if one judges by the multitude of smiling faces who packed themselves into Marymount Manhattan College's Regina Peruggi Room recently for the Writing Center's popular Irish Voices series. Liz now writes for a syndicated Internet vehicle called wowOwow.com as well as for a number of other papers around the country.

By turns brilliant, witty and saucy, the lady from Texas then took the microphone and charmed the audience, recalling stories from her career that made the crowd laugh out loud. Sometimes they even applauded spontaneously. At the ripe old age of 86, Smith talked about her life in journalism and the Internet and new technology, and wondered aloud about young people watching films on hand-held electronic devices. "What will

they do when they want to watch 'Lawrence of Arabia'?" she asked. "Hold it in their palms for three or four hours?" Newspapers may fade, she said, but books and magazines will probably survive. People can get sound bites on Facebook or the Internet, but when they want in-depth analysis they will invariably turn to magazines or books.

Smith talked about the celebrity culture, about the old studio movie stars, who were bigger than life — Liz Taylor and Richard Burton, Clark Gable, Cary Grant, Humphrey Bogart — and remembers meeting one of the new idols, Perez Hilton, for the first time. "He took his name from two nobodies," she said. "He had bright purple hair, yet I liked him in spite of myself. But when I asked him what he was all about, he answered, 'I just want to get &%#@ tonight,' to which I replied, 'Don't we all?'"

She then went on to talk about gossip and



Karen Arifi

how people have always engaged in gossip. People used to gossip about George Washington's wooden teeth, she said and Benjamin Franklin's womanizing. It is our evil little pleasure.

She recalled Teddy Roosevelt's daughter, Alice Longworth Roosevelt, once saying at a party, "If you haven't got anything nice to say about anybody, come sit down next to me." America's favorite gossip columnist then confessed sadly to the Marymount crowd how she really missed her column in the New York Post — her New York presence — that she was bitter about her dismissal from the Post, but could still hold her head up high. "I ran into Rupert Murdoch the other day and we kissed hello like nothing ever happened, but..." She was obviously deeply hurt by her shabby treatment.

After her talk, Smith tirelessly fielded ques-

tions from the audience and signed books for devoted fans.

Tina Flaherty, who in her twenties sat on the boards of Colgate Palmolive, General Telephone and Electric (now Verizon) and Gray Advertising, and is now an author and philanthropist, introduced Smith and also reminded the audience of past Irish Voices lecturers, such as the three McCourt brothers, Mary Higgins Clark and her daughter Carol, Alice McDermott, Edna O'Brian, and the late sweet and wonderful Nuala O'Faolin.

The Writing Center's Irish Voices series recently featured Kerry Kennedy, who spoke about human rights. Flora Fraser, the biographer and stepdaughter of Nobelist Sir Harold Pinter, also recently spoke as part of the series, and Tina Flaherty, who underwrote the entire series, will be the final speaker on December 9th.

Liz Smith's talk was informative and inspiring. It was a great evening with a great lady. Bravo, Writing Center! #

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China & U.S. Celebrate 30 Years of Official Diplomatic Relations

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) recently hosted the U.S.-China 30/30 Program's New York City Conference and Closing Ceremony in New York City. Thirty Chinese undergraduate students, who had spent the previous three weeks learning about the culture and institutions of the United States, joined thirty American undergraduates, who returned the previous day from a similar three week experience in China, for final seminars, video presentations, a joint excursion to the Statue of Liberty and Ellis Island, and a formal closing ceremony.

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and China's Ministry of Education (MOE) jointly created and sponsored the 30/30 Program in celebration of the thirtieth anniversary of the formal establishment of diplomatic relations between the People's Republic of China and the United States.

This exchange project is intended to signify the important role that international educational exchange programs have played in fostering mutual understanding and furthering the Chinese-American relationship. Funding for the 30/30 Program was provided by each host government: China's MOE provided support for American guests in China and the U.S. Government funding of Chinese participants was coordinated by ECA.

The program began with a meeting of the American and Chinese participants and a program orientation to discuss preconceptions and expectations about their upcoming participation. After the Beijing gathering, the Chinese students departed for the U.S. and were hosted in the Washington, DC area by George Mason University. The Chinese grantees participated in academic courses, study tours, lectures, and visits to museums and monuments in Washington, DC; Monticello and Charlottesville, VA; Philadelphia and Lancaster County, PA;

and New York, NY, and participated in meetings with high level officials from the U.S. Department of State and Chinese Embassy, as well as local elected officials, business leaders, and their American peers. The American students had similar opportunities and experiences in Beijing, Shanghai and Chengdu. They received instruction on history and culture, interacted with their peers abroad, attended meetings with officials from government, academia, and business, experienced local culture, customs, and cuisine, and improved their language skills. All participants had the opportunity to serve as representatives of their respective countries.#

HUNTER COLLEGE & UNION SETTLEMENT PARTNER FOR YOUTH EMPOWERMENT & RESEARCH PROGRAM

The Hunter College School of Social Work and the Union Settlement Association, a 114-year-old community-based organization serving the East Harlem neighborhood of New York City, recently announced that they have received a three-year, \$900,000 grant from the U.S. Department of Health and Human Services to launch the Bridges Youth Empowerment Program. The program, which will operate as a partnership with the Isaac Newton Middle School for Math and Science, will address serious health risks faced by youth in East Harlem using an approach based on comprehensive personal development and education.

Bridges is designed to improve health and educational outcomes by empowering students — many of whom have experienced personal traumas and face severe personal, economic and educational obstacles — to better meet life's challenges and guide their own futures. The program aims to help students develop self-confidence, new skills and experiences, and a greater awareness of their own potential, while educating them about personal health and safety issues, including unintended pregnancies, STDs including HIV and AIDS, diabetes, obesity and smoking.

"The program is designed to offer a trauma-informed and resilience-oriented form of intervention, based on the particular conditions and poverty of East Harlem — a community where 40 percent of households live below poverty level and 46 percent of adults did not graduate from a high school," said Dr. Robert Abramovitz, Moses Visiting Professor of Social Work at Hunter and the project's principal investigator. "In order to achieve the targeted health outcomes, our focus will be on supporting academic success, encouraging higher education as a goal, and fostering an interest in careers related to science, technology, engineering and math."

"We are tremendously excited by this opportunity to help the youth in our community to

overcome the obstacles of their environment, learn skills, make healthy choices, and gain experiences that contribute to more positive lifestyles," said David Nocenti, executive director of the Union Settlement Association. "This is an excellent opportunity to improve social services outcomes in a community that has historically been difficult to impact using traditional social services. We look forward to using Union Settlement's longstanding relationships in the community to leverage this program and affect positive outcomes for the long term."

The year-round Bridges program will include three components: (1) a comprehensive after-school program geared towards building academic skills and personal development, including wellness workshops and personal counseling; (2) a summer program focused on science, technology, engineering and math; and (3) a comprehensive plan for family engagement through regular staff-parent contacts and a series of planned activities. The program will work with 40 students from the beginning of eighth grade through the end of tenth grade.

The project will be overseen by faculty from the Hunter College School of Social Work, which is a national leader in social work education, and will be staffed by personnel from Union Settlement Association. Programming will predominantly take place at Isaac Newton Middle School, which serves more than 300 sixth- to eighth-graders, the majority of whom come from households in poverty. The project will include a rigorous program evaluation component, with performance tracked over a three-year period in comparison to a similar group of middle school students. The analysis will include evaluation of anticipated long-term outcomes of positive changes in reproductive health and health and wellness practices for the youth, as well as improved academic engagement and performance.#

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Journalism Initiative

continued from page 12

wasn't always a nurse. Actually, at first she never thought she'd be a nurse, but she was wrong. Wonder why?

Ms. Provder once worked at an office job. She didn't really like it, though, and wanted to try something new. And because of a teenager, she did. Arlene's daughter had a 16-year-old cousin who, sadly, was diagnosed with cancer. While the 16-year-old's mother went to work, Arlene stayed with her. After this encounter, Arlene's life changed.

She wasn't sure of the nursing type, but Arlene still went for it. She went to nursing school and got her L.N. She then worked at St. Luke's Hospital. After a while, she decided to go back to school to get her R.N.

Arlene once had a son named David, but he died of a brain tumor. Though she'd stared death in the face many times before, she learned that people need her to be strong, so she was. She also discovered that the emotional attachment to a patient is not the same as to a relative.

Arlene then became a school nurse around 24 or 25 years old. That is because she wanted to work with kids. There are some negatives to the job, though. For example, parents may not have the same quality of education due to the fact that schools in the past may not have been as strong as they are today. So, some parents may not fully understand the importance of proper hygiene or sanitation, for example, which can be dangerous for kids, especially with H1N1 going around.

Another thing that is negative is when she has to manage many sick students at once. On a normal day, Arlene sees about 15 or 20 kids



from across the school. But during times when viruses tend to spread more, she sees about 20 or 30 kids. This is a big increase, and she becomes very concerned, often as concerned as parents get, about the health of the kids. Also, due to H1N1, this has been one of the first times in her career that nurses have been in the limelight. Apparently, teachers and nurses aren't as respected as they ought to be.

In addition to working as a nurse, Arlene has also volunteered for Meals on Wheels. She has a 28-year-old daughter named Rebecca who is an attorney.

Arlene is a good nurse and loves her job. "A school nurse is an integral part of the school. It lets me work closely with the teachers, students, and staff."

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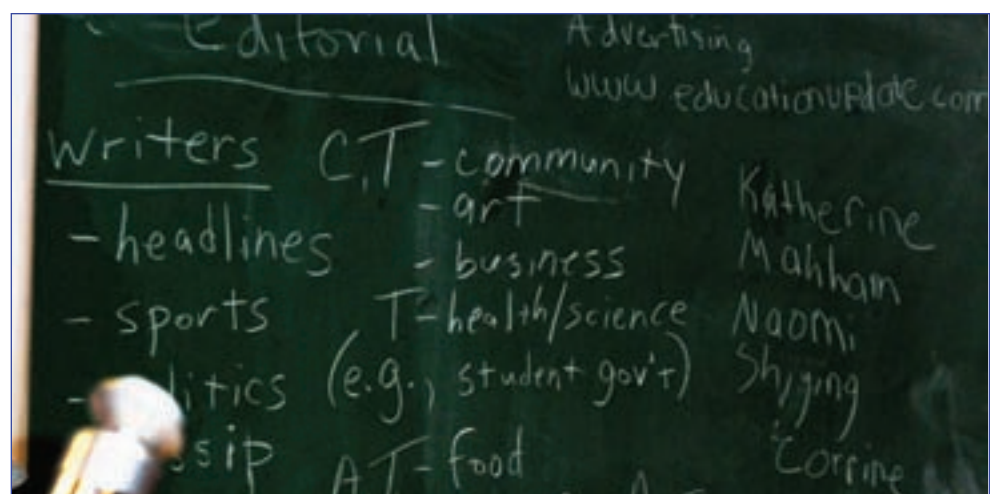
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Publisher Adam Sugerman discusses journalism techniques with students at TYWLS.



Journalism terminology discussed with students



CAREERS: PSYCHOLOGIST

A Professional Story-Listener

By CAMILLA MAGER, Psy.D.

I've always loved stories: tales of heroes and villains, lovers and fighters, parents and children. But unlike some others who use their love of story to pursue writing or teaching, my passion for stories — and the language used to convey them — led me to become a professional story-listener: a psychologist. I sit, I listen, I learn about the protagonist, the other characters, the setting and the scenes. I comment on the disparate elements of the story and how it is told until I, too, enter in and become part of the narrative. As a character unlike any other, I am a quasi-narrator, a commentator and a vessel. I am also the mirror — the reflection of all that has yet been left unsaid, unformulated, unacknowledged. I am ultimately the container for the mystified and the rejected. And, eventually, I am the vehicle through which the protagonist finds his or her way home.

I can imagine that most people would look at the above paragraph and question why anyone would choose to fill such roles. Let me try to explain how I got here. I attended one of New York City's elite private schools and, from there, an Ivy League college where I majored in religious studies. I took only one undergraduate psychology class, "Psych 101," which I found to be exceedingly boring. The focus on experimental psychology in most undergraduate classes never grabbed my attention; rather, I was drawn to the philosophy, the theory, and the practice. Intriguingly, the study of religion offered more focus on these areas than did a major in psychology. Religious studies involved an examination of the human condition, the search for meaning, and an exploration of the means by which people tolerate their own suffering and express joy. In short, religious studies considered those elements that most fascinated me.

Upon graduating from college, however, religious studies did not leave me with a clear career path. I was left to draw together what truly motivated me and to find a way to channel it into my professional development. There were three facets of my own personality that I wanted to nourish and integrate: the intellectual, the spiritual, and the physical. And it was the combination of these interests that led to my work with, and study of, the mind-body connection. Along the way I taught kindergarten, spinning classes, and even worked for *Education Update*. Ultimately, I decided to pursue a Psy.D. (a doctorate in clinical psychology), which differs from a Ph.D. (a doctorate of philosophy in clinical psychology) in that it follows a scholar-practitioner model rather than a researcher-practitioner model. A Psy.D. curriculum focuses more on clinical training, whereas a Ph.D. program focuses more on research. Given my passion for theory and philosophy, as well as my desire to pursue a career devoted to clinical work rather than research, the Psy.D. held the greater appeal.

Then, I heard about the California Institute for Integral Studies, a San Francisco-based school that facilitates learning from a body-mind-spirit perspective by encouraging students to value the emotional, spiritual, intellectual, creative, somatic, and social dimensions of human potentiality. Students are encouraged to take an interdisciplinary approach to their studies, which, in turn, leads to a broader look at how personality is understood. Because of this approach, I learned about Carl Jung, the integration of meditation and Buddhist philosophy into the practice of psychology, and the use of yoga to explore the psyche. I had the opportunity to study with outstanding psychologists, such as practitioner and author Tanya



Wilkinson, Ph.D., as well as some of the renowned philosophers of our time, such as Richard Tarnas, Ph.D..

As I evolved as a student and then as a practitioner, my focus expanded to integrate Jungian and interpersonal theory, and I developed a deeper expertise in the particular developmental concerns, processes, and difficulties that girls and women face today — including the

problem of eating disorders. While completing my dissertation, I participated in a year-long program at the William Alanson White Institute, which focused on interpersonal theory and its approach to treatment. The following two years I worked at Sarah Lawrence College's Mental Health Services, where my knowledge of the psychology of women was further honed through intense practice. I also spent a year working as a psychotherapist at the Columbus Park Collaborative, a private treatment program for individuals from around the globe with severe and unrelenting problems in their relationship with food. Currently, I work in my full-time private practice on the Upper East Side treating both adolescents and adults.

Each of these experiences exposed me to different modalities of treatment. The result is that, while I am familiar with many current treatment protocols, I have chosen to practice three in particular that resonate for my patients and complement my own philosophy as a psychologist. Individual therapy offers many patients the chance to bring daily interpersonal patterns into the relationship with the therapist. Group therapy offers a similar opportunity, but with more varied opportunities to watch one's projections, patterns and fantasies come into play. Lastly, meal support therapy is a kind of exposure therapy during which those who struggle with their relationship

with food can sit with a therapist and share a meal, exploring the feelings and working through the food-related struggles in real time.

It is my belief that we read and tell stories not just for the ways that they can transport us into experiences we may never have in our daily lives, or fantasies of which we could have barely conceived; we also love tales, epics, narratives,

someone needed to come out, another player was always there to fill in. That is when Santoro knew that things were coming together.

Santoro, an Ozone Park native, played sports her entire life, mostly basketball, softball and soccer. She said she hopes the girls will look at her as an example of someone who practiced hard, played sports, and went on to do something she loves.

She graduated from Queens College, where she played soccer and softball. Santoro said she got her inspiration from the senior athletes. They carried themselves well on the field. She also lauds her former CYO coach, Angela Wickes, for giving her confidence, helping her believe in herself, encouraging her to do well in school, and letting her know that she could "achieve anything."

Santoro stresses being a student first at Cardozo, and requires that her players make academics a priority. Upper-class girls have a two-hour break before the start of practice when they are encouraged to do their homework.

The girls are psyched about the team's success. Creshana Jones is the team's leading scorer and one of the top players in the city. She will return for another season. Ebelyse Guaranda, a threat on offense, returns for one more year.

Katlyn Merino, a solid hard-nosed player, is a sophomore. Ariel Levy, this season's playmaker who often set up Jones near the opponent's goal, also returns. Senior Amanda Cole has stood out as starting goalie. #

Coach Stephanie Santoro: Better Play Through Better Communication

By RICHARD KAGAN

It'd been six long years since Benjamin Cardozo High School's girls soccer team last won a division crown. That is, until the Lady Judges, led by first-year coach Stephanie Santoro, ended the drought this year by finishing the season with a 6-0-1 run and a key victory over Francis Lewis High School in the final regular season game. The Lady Judges beat rival Francis Lewis in a ruggedly played 3-0 game to cap off a great regular season in which the team went 10-1-1 to win the Queens A, IV title.

Coach Santoro has preached communication to her players all season. "Individually we're doing fine," said Santoro, but when players started communicating on the field, "they really came together." Cardozo beat rival Bayside High School 2-0 on October 1, and has been hot ever since. The Lady Judges played their first playoff game in years, demolishing Bryant High School 9-1. Santoro gave reserves a lot of playing time in the second half. Creshana Jones and Ebelyse Guaranda each scored 2 goals to lead Cardozo to the win.

Santoro came into this season with energy, enthusiasm and ideas as she assembled a team of 20 players with club experience and molded them into a unit. "When we play as a team we are unstoppable," said Santoro.

Against Francis Lewis, Cardozo's archrival, players were communicating well, calling numbers out on defense. "I'll take 10, you take 4." If

novels, legends and fairy-tales for the subtle ways in which they seem to reflect upon our own lives. Inevitably the stories of the patient intersect with those of the psychologist, so when a session is over, it is not just the patient, but also the psychologist who leaves with a slightly new perspective, a challenge, or a deeper sense of what is true. #



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THE DEAN'S COLUMN

The Unusual Number Nine

By ALFRED S. POSAMENTIER, Ph.D.

In the second week of September the media seemed to be fascinated with the number 9, especially on September 9, 2009, when the date could be written as 09-09-09. Many historical events have also occurred on the 9th of November — some good, some bad. Last year, largely because of the Chinese fascination with the number 8, which in that culture is a lucky number, the Beijing Olympics were scheduled to begin at 8:08:08 on August 8, 2008, since that could be symbolically written as 08:08:08, 08-08-08. So now what can we briefly say about the number 9? Read on!

For starters, a peculiarity of the number 9 is that its product and sum result in two numbers with digit reversal: $9 \times 9 = 81$ and $9 + 9 = 18$. Students might be asked to find other number pairs where this relationship holds true.

Students will be fascinated to learn that the first occurrence in Western Europe of the Hindu-Arabic numerals we use today was in 1202 in the book, "Liber abaci," by Leonardo of Pisa (otherwise known as Fibonacci). This merchant traveled extensively throughout the Middle East, and in the first chapter states:

"these are the nine figures of the Indians: 9, 8, 7, 6, 5, 4, 3, 2, 1. With these nine figures, and with the symbol, 0, which in Arabic is called zephirum, any number can be written, as will be demonstrated below."

With this book, the use of these numerals was first publicized in Europe. Before that Roman numerals were used. They were, certainly, much more cumbersome. Take a moment to have students ponder how they would do their calculations if all they had at their disposal were the Roman numerals.

Fibonacci, fascinated by the arithmetic calculations used in the Islamic world, first introduced the system of "casting out nines" as a check for arithmetic in this book. "Casting out nines" means taking bundles of nine away from the sum, or subtracting a specific number of nines from this sum. Even today it still comes in useful. However, the nice thing about it is that it again demonstrates a hidden magic in ordinary arithmetic.

Before we discuss this arithmetic-checking procedure, we will consider how the remainder of a division by 9 compares to removing nines from the digit sum of the number. Let us find the remainder when 8,768 is divided by 9. The quotient is 974 with a remainder of 2.

This remainder can also be obtained by casting out nines from the digit sum of the number 8,768: $8+7+6+8 = 29$, again casting out nines: $2+9 = 11$, and again: $1+1 = 2$, which was the remainder from before.

Consider the product $734 \cdot 879 = 645,186$. We can check this by division, but that would



be somewhat lengthy. We can see if this could be correct by casting out nines. Take each factor and the product and add the digits, and then add the digits if the sum is not already a single digit number. Continue this until a single digit number is reached:

For 734: $7+3+4 = 14$; then $1+4 = 5$

For 879: $8+7+9 = 24$; then $2+4 = 6$

For 645,186: $6+4+5+1+8+6 = 30$

Since $5 \cdot 6 = 30$, which yields 3 (casting out nines: $3+0 = 3$), is the same as for the product, the answer could be correct.

For practice have students do another casting out nines "check" for the following multiplication: (SEE CHART I BELOW)

To check for possibly having the correct product: $6 \cdot 5 = 30$ or $3+0 = 3$, which matches the 3 resulting from the product digits.

The same scheme can be used to check the likelihood of a correct sum or quotient, simply by taking the sum (or quotient) and casting out nines, taking the sum (or quotient) of these "remainders" and comparing it with the remainder of the sum (or quotient). They should be equal if the answer is to be correct.

The number nine has another unusual feature, which enables us to use a surprising multiplication algorithm. Although it is somewhat complicated, it is nevertheless fascinating to see it work and perhaps try to determine why this happens. This procedure is intended for multiplying a number of two digits or more by 9.

It is best to discuss the procedure with your students in context: Have them consider multiplying 76,354 by 9:

(SEE CHART II ON THE RIGHT)

Although it is a bit cumbersome, especially when compared to the calculator, this algorithm provides some insights into number theory. But above all it's cute! #

Dr. Alfred Posamentier is dean of the school of education at City College of New York, 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 New York State Mathematics Standards Committee.

CHART I

For 56,589:	$5+6+5+8+9 = 33$;	$3+3 = 6$
For 983,678:	$9+8+3+6+7+8 = 41$;	$4+1 = 5$
For 55,665,354,342:	$5+5+6+6+5+3+5+4+3+4+2 = 48$;	$4+8 = 12$; $1+2 = 3$

CHART II

Step 1	Subtract the units digit of the multiplicand from 10	$10 - 4 = 6$
Step 2	Subtract each of the remaining digits (beginning with the tens digit) from 9 and add this result to the previous digit in the multiplicand (For any two digit sums carry the tens digit to the next sum.)	$9 - 5 = 4$, $4 + 4 = 8$ $9 - 3 = 6$, $6 + 5 = 11$, 1 $9 - 6 = 3$, $3 + 3 = 6$, $6 + 1 = 7$ $9 - 7 = 2$, $2 + 6 = 8$
Step 3	Subtract 1 from the left-most digit of the multiplicand	$7 - 1 = 6$
Step 4	List the results in reverse order to get the desired product.	687,186



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PASSING THOUGHTS

By David J. Kahn (Kibbe3@aol.com)

David J. Kahn has been dazzling crossword puzzle fans with his creations for many years. Almost 150 of his puzzles have appeared in the *New York Times*, with many others in the *Los Angeles Times*, the *New York Sun* and other newspapers and magazines. His books include *Baseball Crosswords*, *Sit & Solve Hard Crosswords* and *Sit & Solve Movie Crosswords*.

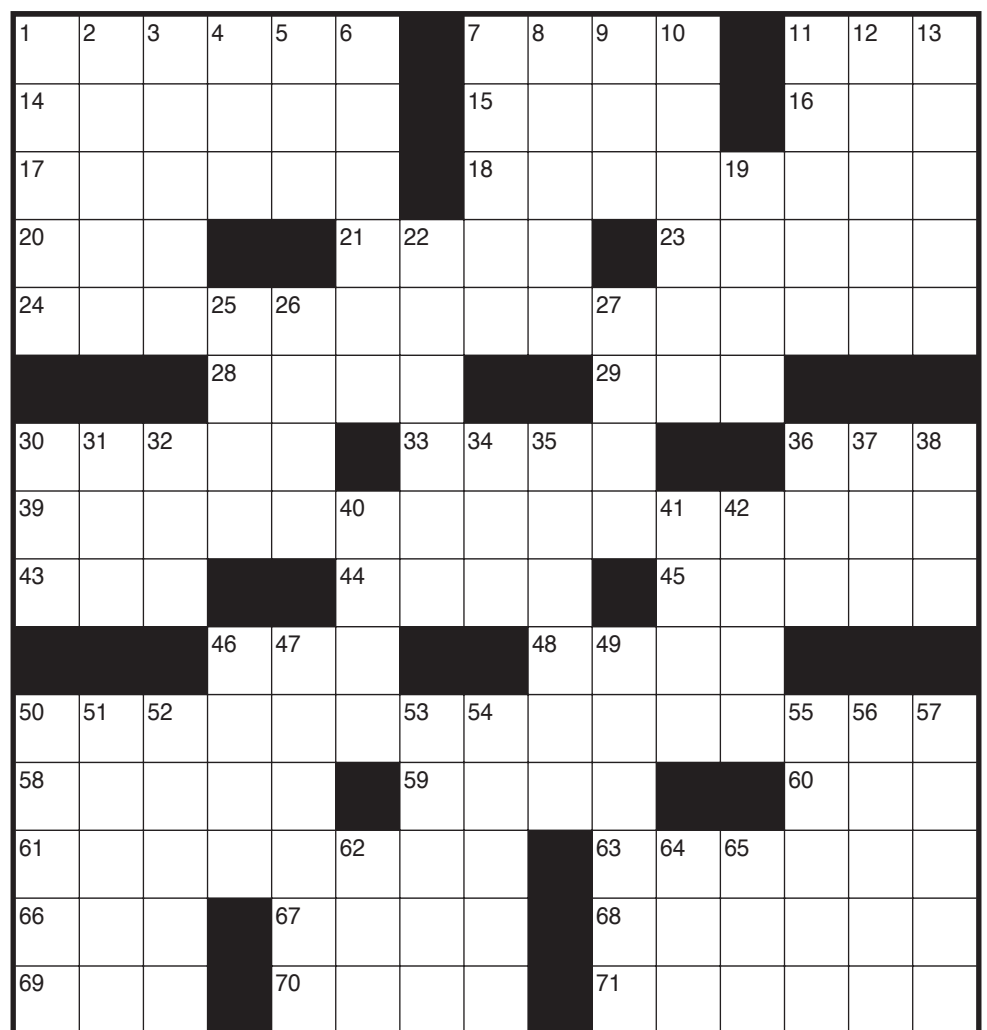
ACROSS

- 1 Much of Niger
7 Totally botch
11 Big cheer
14 Small-time
15 Spa attire
16 Legal org.
17 Hardest to find
18 Start of a quip about Thanksgiving
20 Doofus
21 Summer coolers
23 Unoriginal
24 Part 2 of the quip
28 Morales of "NYPD Blue"
29 Lennon's love
30 It's a plus
33 ___ of Sandwich
36 "Bingo!"
39 Part 3 of the quip
43 Ask too many questions
44 "Up and ___!"
45 "I didn't do it!"
46 Not just tear up
48 Sandwich bread
50 Part 4 of the quip
58 Desiccates, with "up"
59 Get carried away?
60 Misery

- 61 End of the quip
63 They're worn by a 46-Down
66 Big cheer
67 Fall setting?
68 Eye holder
69 He's no gentleman
70 Little League coaches, often
71 Like beer

DOWN

- 1 Last thing?
2 Up to one's ears
3 Secretariat, for one
4 Bearded prez
5 Sue Grafton's "___ for Ricochet"
6 Fifth-century scourge
7 Like a synopsis
8 "___ luck!"
9 Sash with a bow
10 Upscale hotel chain
11 Spokes, basically
12 Let up
13 Garfield's predecessor
19 Folkie Guthrie
22 Grisham novel, with "The"
25 Poverty
26 On the subject of
27 Chocolatier's shaper
30 Slithery biter



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- 31 Title for Michael Caine
32 Wallowing place
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38 "___ you sure?"
40 Methods
41 Having as a hobby
42 Linguist Chomsky
46 Ray or Flay
47 Took a breather
49 "Doesn't matter to me"
50 Like some committees
51 Song syllables
52 Laid, as a floor
53 Dangerous partner?
54 Appearances
55 "Star Wars" characters
56 Three trios
57 Snappish
62 The Gem State: Abbr.
64 Rue Morgue's creator
65 Zenith rival

USC's Online Teaching Master's Program Opens Virtual Doors To Its Inaugural Class

The University of Southern California's prestigious Rossier School of Education recently announced it has launched MAT@USC, the country's first Master of Arts in Teaching degree delivered online from a major research university. The announcement was made at Rossier's 100th Anniversary event. The curriculum, which will be taught by Rossier's esteemed professors, was created to provide a convenient and accessible means for current and prospective teachers to receive a quality education, enabling them to be better equipped for today's K-12 classrooms. With the current shortage of teachers and the falling success rates of schools all over the country, Rossier has focused attention on creating this new inventive approach to teacher training.

Students enrolled in the inaugural cohort, who began classes this month, experience a highly involved and innovative learning platform that will introduce contemporary teaching philosophies and tactics through streaming lectures, unique online learning portfolios and interactive group work. To ensure students are able to translate their classroom experience to real-world teaching, they will be placed in local schools for field-based work and will be paired with a mentor who will provide ongoing guidance and assistance. The MAT@USC curriculum will also require students to upload videos of themselves teaching, allowing professors and peers alike the opportunity to critique and learn.

"We are honored to welcome students to our highly anticipated MAT@USC program and look forward to watching them thrive in this unprec-

edented online environment," said Dr. Karen Symms Gallagher, Dean of the Rossier School of Education. "We designed MAT@USC from the ground up to provide current and future teachers with the tools they need to be successful in any classroom. We are confident that our curriculum, our virtual classrooms, and the hands-on experience our students will get in their own community schools will provide them with exceptional preparation to become teachers."

In December 2008, MAT@USC began accepting applicants, upholding the same high standards as the campus program. The inaugural class is comprised of 144 students from a wide variety of backgrounds, ethnicities and states. Nearly 85 percent of the students are new to the teaching profession, with 35 percent of those students specializing in math or science—an encouraging sign considering the extreme teacher shortage in those fields.

The program is a minimum of 30 units, which students can complete in one year on a full-time basis or over two to three years on a part-time basis. Upon successful completion of MAT@USC coursework, with academic standards met and graduation requirements fulfilled, students will receive a Master of Arts in Teaching Degree from the USC Rossier School of Education. MAT@USC will provide job placement assistance and significant tuition reimbursement opportunities for its graduates, in addition to helping aspiring teachers obtain a California teaching credential or assisting candidates in transferring to a local certification. #

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The end of year holidays are approaching quickly and there is much to find at Logos appropriate for those holidays. Stocking stuffers for Christmas include colorful little animal finger puppets for \$3, green bookworm fabric bookmarks and varied animal fabric bookmarks for \$5, for all ages compact reading glasses enclosed in nice small cases for \$16 and humorous little blank books with Shakespeare and Einstein covers for \$4.95-\$5.95 range among many possibilities for the Christmas stocking. For those who observe the Advent season there are Advent calendars for purchase. Also, it is time to think about 2010, so why not pick up some 2010 calendars and engagement books for oneself and for gifts.

Logos has a wide range of music CDs and cassettes not only holiday specific music but also much Brazilian, Latin American, French, African and other World music as well as intriguing classical music topical anthologies and jazz. Greeting cards for all occasions including Thanksgiving, Christmas, New Year's and Hanukkah are sold. Also for purchase are distinctive blank notebooks as well as the well-known Moleskin diaries and blank books as well as Thanksgiving, Christmas and Hanukkah related books.

When we are celebrating Thanksgiving, a purely American/New World Holiday, it is a good time to think of the first Americans, the Indians.

The Song of Hiawatha

By Henry Wadsworth Longfellow,
illustrated by Frederick Remington
(David R. Godine, \$14.95)

A wonderful book of literature to read and add to one's library is the David R. Godine edition of *The Song of Hiawatha*, the narrative poem by Henry Wadsworth Longfellow with illustrations by the well-known painter/illustrator, Frederick Remington. This poem is a composite of legends, folklore, myth and characters that presents the life-story of a real Indian who provides the narrative focus for this epic drama of adventure, tragedy and conflict.

Princess Tea: Parties And Treats For Little Girls

By Janeen A. Sarlin with Noelle Shipley
Photographs by Sheri Giblin
(Chronicle Books, \$19.95)

The week starting Sunday, November 15 is Independent Booksellers Week. Here at Logos, we will be having a book signing party for *Princess Tea: Parties and Treats For Little Girls* by Janeen A. Sarlin, chef/cooking teacher/food writer/owner of Cooking With Class located in New York City and Catskill, New York. The author will be present to sign copies of her book, talk about it and host a Princess tea with

some treats from her book, 3-4 p.m., Sunday, November 15, 2009. The book itself is attractively photographed by Sheri Giblin with a helpful index and a source list for food, party supplies, tea, music and reference books related to this book. The author introduces each different kind of Princess Tea Party with a section for setup and recommended food, drinks, dress, décor and activity and provides recipes that range from fishy tuna tea sandwiches, buttered seashells with goldfish to melon sailboats, cinnamon coins, mini malva puddings with coconut sauce and angel wing turkey croissants among many creative selections. For more information and to register call (212) 517-8514. Free Admission.

On Monday, November 16, 6:30-8:30 p.m., there will be a book signing, discussion and reception for *Seat Of Power* by Gerald Fitzgerald. Come learn about this religious-political thriller about the Vatican and politics, a new Da Vinci Code! Admission is \$30, includes the reception and a copy of the book. This event is open to all. To register call the Office Of Alumni Affairs, Hamilton College (866) 729-0314 (Toll-free) or email regional@hamilton.edu.

A book signing and discussion for *An Atheist Defends Religion* with Author Bruce Sheiman will take place Friday, November 20 at 7 p.m. Free Admission. Come join the fun here at Logos!

UPCOMING EVENTS AT LOGOS

Independent Booksellers Week November 15-21, 2009 Events

• **Sunday, November 15, 2009**, 3-4 p.m. Book Signing Party for *Princess Tea* with author Janeen A. Sarlin. To register and for more information call (212) 517-8514. Free Admission

• **Monday, November 16, 2009**, 6:30-8:30 p.m. Book Signing, Reception for *Seat Of Power* by Gerald Fitzgerald. Open to all, Admission \$30 includes reception and copy of the book. To register call The Office Of Alumni Affairs, Hamilton College (866) 729-0314 (Toll-free), or email regional@hamilton.edu

• **Friday, November 20**, 7 p.m. Book signing and discussion for *An Atheist Defends Religion* by Bruce Sheiman.

• **Wednesday, December 2, 2009**, 7 p.m. KYTV Reading Group will discuss *Lush Life* by Richard Price.

• **Monday, December 14, 2009**, 7 p.m. The Sacred Texts Group led by literary agent Richard Curtis will discuss *The Gospel Of John*, Chapter 2 and *The Talmud* and celebrate the holidays.

Children's Story Time led by Lily is **every Monday** at 11 A.M.

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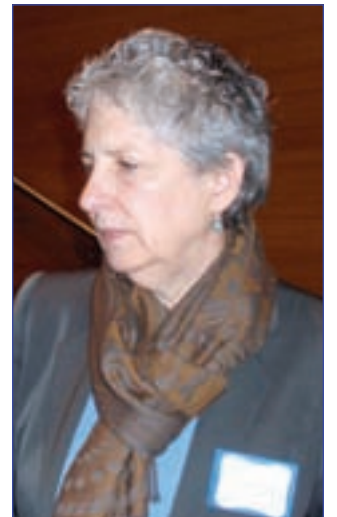
Bank Street College of Education Children's Book Committee Celebrates 100 Years



Candace Fleming, winner of Flora Stieglitz Strauss Award



Alice Belgray, co-chair of the Children's Book Committee



Dr. Elizabeth Dickey, President, Bank Street College

By JOAN BAUM, Ph.D.

What timing — the annual Bank Street College children's book awards for 2009 took place on the very day the Nobel Prize in literature was announced! Who's to say that among the young readers of the fiction, nonfiction and poetry award winners a literary novelist is not being nurtured? Setting its sights high, the 35-member committee of educators, librarians, authors, illustrators and parents takes as its mission not just the promotion of literacy among children, pre-K through teen, but the involvement of the whole family in encouraging, through reading, an appreciation of learning and reading at all levels. As award-winning children's book author Jon Scieszka remarks in his foreword to the Anniversary Edition of "The Best Children's Books of the Year," the collection is the "gold standard of quality literature for children."

The committee gives three awards each year: The Josette Frank Award for fiction, the Flora Stieglitz Straus Award for nonfiction, and the Claudia Lewis Award for poetry. The awardees this year can well lay claim to an impressive achievement, having won out over an original 6,000 book submissions in age-appropriate categories. Of these, 650 wind up as Best Books of the Year. How does 2009 differ from preceding years? Alice Belgray, co-chair of the Children's Book Committee, is delighted to tell us, noting that this year is the first time Teachers College has assumed the publication and distribution of the list. As in recent years, the books chosen include what in earlier times would have been considered "darker content": difficult subject matter that is nonetheless reflective of "serious problems in families today," among them violence, sexual abuse, poverty, illness, and death. Of course, the emphasis is on effectively meeting and overcoming those difficulties. Alice Belgray also notes that the proportion of nonfiction and fiction seems to have shifted slightly to the nonfiction side, a trend that may be discerned in the publishing industry's continuing attention to history and biography.

Indeed, Flora Stieglitz Straus winner Candace Fleming's "The Lincolns: A Scrapbook Look at Abraham and Mary" (Schwartz & Wade) not only fulfills the committee's requirement that a nonfiction winner serve as an "inspiration" to young readers, but it could also be said to educate older adults with its "small moment" anecdotes that breathe new life into a mythologized Lincoln and his often demonized wife, reinforcing the

sense of the president's quiet humor and Mary's shrewd counsel.

Although the Josette Frank Award for fiction went to Jacqueline Woodson for "After Tupac & D Foster" (G.P. Putnam's Sons), the narrative treads on real life by following the effect of the murder of Tupac in 1996 on three young girls who will grow emotionally and morally. In some ways, too, the Claudia Lewis Award for poetry also echoes real life, as "The Surrender Tree: Poems of Cuba's Struggle for Freedom" by Marguerite Engle (Henry Holt Books for Young Readers) concentrates on small acts of heroism in a country whose history is largely writ in war.

Lisa Von Drasek, children's librarian at Bank Street, is not so sure that the content of the winners this year is darker, but if it is, she says, it's because those books were clearly the best. Each year, the competition seems more selective. And how wonderful to be reminded, she bubbles, that "it's books, not tests, that motivate young readers," a remark that elicited spontaneous applause from the audience.

The theme of the awards ceremony could easily be said to be that learners should be lovers of literature, as Dr. Elizabeth Dickey remarked in her words of welcome. Having just completed her first year as president of Bank Street College, Dr. Dickey noted that she had had a wonderful time sitting in on some of the book committee deliberations. Also relatively new to Bank Street, Alexis Wright, dean of children's programs, remarked that, for him, one of the "perks" of the ceremony was getting to meet the authors or their editors and having some of those "honored guests" visit the children in their classrooms. He invited audience members to stop into the fifth-floor library with its over 60,000 circulating children's books. As a new parent of a 15-month-old, the dean may be thinking of having his daughter apply to Todd Jackson's Young Reviewers Program (of which she is co-director), now into its 19th great year with 28 reviewers from 10 states contributing their voices about what looks and sounds good.

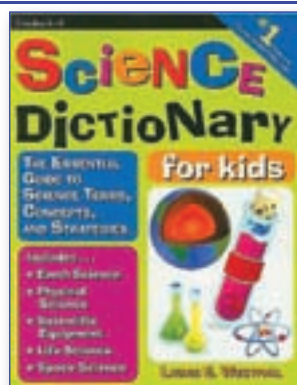
"The Best Children's Books of the Year," 100th Anniversary Edition (70 pp., \$8.95), is published and distributed by Columbia University's Teachers College Press. Scieszka is the recipient of a Library of Congress Medal for being the first "Ambassador for Young People's Literature." The annotated list also includes "Books To Read Aloud for Children of All Ages" and "Books for [mature] Teens." #

Science Dictionary for Kids

Science Dictionary for Kids provides hundreds of science terms with kid-friendly definitions and illustrations, perfect for any teacher of science or parent helping a child with science homework. From the basic science equipment, to the physical sciences, to the Earth sciences, kids can flip to one

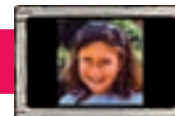
of eight science categories to find the definitions they need.

The perfect reference for kids and their parents and teachers, the easy-to-follow definitions in this guide will help with any science assignment, project, or experiment.



Most definitions include an illustrated version to increase comprehension. The book also includes a handy reference section, complete with commonly used formulas, measurement conversions, charts detailing household chemicals and acids

and bases, instructions for using science equipment safely, tips on following the scientific process, and information on graphing results and data. This book needs to be on every child's desk! #



FROM THE SUPERINTENDENTS' DESK

How We React When Our Children Have Independent Interests

By DR. CAROLE HANKIN



It is not uncommon for parents to find their children's interests somewhat different from their own. Clearly children are influenced in countless ways by what they learn from their parents — including important values such as religious, moral and political beliefs, as well as less serious issues like musical tastes, favorite TV shows, and what sports teams to root for. However, we do not expect kids to follow our lead in every instance, especially as they get older. As any parent can attest, children discover at a very young age what they like and dislike, and there are times when their choices can seem questionable.

We've all heard the stories about little boys who prefer playing with dolls rather than army men, or girls who would rather be running through a muddy football field than taking ballet lessons; these hobbies may not be the parents' preferred choices for extracurricular activities. But, kids sometimes make choices like these completely independently, sometimes spur-of-the-moment and seemingly without any thought behind them. As parents, we try to allow our children to make independent choices, and also to enjoy and appreciate the choices they make. We respect them for being able to make decisions on their own based on what they think is best for themselves — and know that sometimes they are fickle. They will go through phases, and interests will come and go, but as long as they are embracing a particular interest, we support them.

One of my grandsons loves gymnastics and dancing. His parents recognize that he truly enjoys them. He has no problem being the only boy in a production — reflecting the fact that these activities have helped him develop self-confidence. In fact, all nine of my grandchildren have very diverse interests, including dancing,

sports, and collecting baseball cards, among other hobbies. These activities make them happy, and a child's happiness is an important commodity that contributes to lifelong success and wellbeing.

As parents (and grandparents!) we need to distinguish between the important values we want to impart to our children and matters of personal preference. While we all want to instill our own values in our children, wise parents will carefully consider whether it's worth making it an issue — especially as we keep in mind how much a child is likely to change over time. With teens, in particular, parents' views are more likely to be heard when they listen.

Of course, as our children approach adulthood, we recognize that they may indeed make value choices we don't agree with; but we will have the greatest opportunity to influence them if we respect their differences as they explore the options available to them in all that life has to offer. #

Carole Hankin is the superintendent of Syosset Schools, Long Island, N.Y.

NEEF OFFERS AWARD TO OUTSTANDING HS TEACHERS

The National Environmental Education Foundation (NEEF) seeks outstanding high school teachers who have successfully integrated environmental education into their daily curriculum. The Richard C. Bartlett Environmental Education Award recognizes educators who serve as an inspiration for students and model for other teachers.

Winners receive a \$5,000 award to continue their work in environmental education. Additionally, as part of the award, the winner

travels to Washington, D.C., to meet with representatives from the environmental community to further his or her education network. The winner will also be honored during National Teacher Appreciation Week, May 3–7, 2010.

The deadline for applications is January 15, 2010. Apply online at <http://www.neefusa.org/bartlettaward>. Please contact Meghan Trossen, award coordinator, at (202) 261-6466 with any additional questions, or e-mail: bartlettaward@neefusa.org. #

WHAT GOATS DID FOR HUNDREDS OF YEARS

Maintaining the grassy slopes at Vanderbilt Mansion National Historic Site has never been easy. While the National Park Service uses mowing equipment where it is feasible, some areas are too steep for any mowing machines. While using staff to clear these slopes has been done in the past, it is time-consuming, difficult and dangerous work. One of the hardest aspects has been the introduction of Oriental bittersweet, an invasive vine that is very difficult to control.

Recently the National Park Service started to work in partnership with Cihanek Farms of Rhinebeck, N.Y. to bring a small herd of goats to the site to clear vegetation. The goats will spend most of the summer grazing in three adjacent areas between the mansion and pavilion.

The herd will be kept in place through an electrified fence. While the public is welcome to watch them at work, please don't touch or feed them. If they are too full to eat our weeds, they

could be out of a job!

Goats have been used for hundreds of years to clear vegetation. The original weed whacker, goats eat all types of vegetation including weeds, brush, vines and poison ivy (this is why some consider it bad luck to kiss a goat).

Cihanek Farms has brought its goats to other historic settings. At Fort Wadsworth (part of Gateway National Recreation Area in New York City) they have been used for the past two years clearing a Civil War gun battery.

At Wilderstein, a privately owned historic site in Rhinebeck, Cihanek Farms goats are being used to restore a view of the Hudson River.

If the initiative is successful, the National Park Service will look to make goats a regular part of the park's annual maintenance program. They are green, quiet, cost effective, and friendly: almost the ideal employees. As long as you don't try to kiss them. #

Teachers College Study Offers First Comprehensive Measure of School Readiness in Young Children

By JOE LEVINE



Prof. Madhabi Chatterji

New research from Teachers College, Columbia University, centering on a unique social experiment undertaken by an entire county in upstate New York, offers some of the strongest evidence to date that the "school readiness" of young children upon entering kindergarten can be dramatically improved by providing them with stronger non-academic social supports along with informal education at home.

Since the famous Coleman Report of the 1960s, one truth has been held self-evident about the achievement gap that separates poorer, typically minority students from their wealthier, mostly white counterparts: that children's family background, physical and psychological health, and other non-academic factors weigh as heavily on their chances for academic success as the quality of their schooling. More recently, that idea has been reinforced by research suggesting that the achievement gap gets locked in during the first three to five years of children's lives, a critical period for developing language and mathematical abilities, social skills, and much more.

The Teachers College study lends new weight to both hypotheses. The research focuses on the Chemung County School Readiness Project, a grassroots, communitywide collaboration that provides an array of child and family services to all residents in the region through a multi-agency partnership. The project's goal is to increase school readiness levels and overall wellbeing in children during the first five years of their lives. The study's authors are Madhabi Chatterji, associate professor of measurement-evaluation at Teachers College and director of the college's Assessment and Evaluation Research Initiative, and her graduate assistant, Radhika Iyengar.

It will take another 10 years — the period during which the current kindergarteners in Chemung County will complete elementary, middle and high school — and several more studies for the project's ultimate impact to be known. The current research by Chatterji and her team, which profiled the school readiness of 2007-08 entering kindergarteners, is a baseline study designed to provide points of comparison for a long-term evaluation of the project's effectiveness.

Nevertheless, a number of key findings emerged from the study, which includes data on 300 of the county's 934 kindergarten-enrolled children in 2007-08.

The children who were more school-ready, the researchers determined, tended to be female, have mothers who are at least college-educated, had been exposed to more informal educational experiences in the home, had received continuous and consistent parent care, and had received pre-school education at age 3.

The children found to be less school-ready tended

to have more sleeping abnormalities, had been exposed to more traumatic events, such as high levels of family mobility or exposure to assault or incarceration within the family, had a medical history of ill-health or had received professional services for diagnosed special needs, and had mothers who smoked during pregnancy.

"The notion of 'comprehensive education,'" a term that describes the kind of wraparound services being provided to

Chemung County residents, "has been in the early-childhood literature for some time, enacted in the past through legislation such as the Comprehensive Child Development Act of 1971," said Professor Chatterji. "Recent thinking is that children who are more school-ready will tend to come from families that can provide more all-around opportunities and supports, such as informal education at home and protection from adversities during childhood.

"Our study validates these ideas using a comprehensive measure of school readiness in kindergarten as the outcome. The data from Chemung County supports the project's theory that providing these community services will promote school readiness in a broad sense. The project staff could use the results to build awareness among parents about the need for comprehensive education and encourage them to make use of county services if they haven't already done so."

A key feature of the study by Chatterji and Iyengar is the development of CSR, the first comprehensive measure of school readiness. Typically, school readiness has been defined mainly in terms of children's literacy and facility with numbers and number concepts. However, the study measured readiness using both cognitive and noncognitive factors, including children's health and social and emotional adjustment (such as their capacity to pay attention and follow rules in school). The study's CSR is a composite indicator derived from eight such measurements.

To gather data for the study, Chatterji and Iyengar surveyed parents regarding the health history of their children, asking about the kinds of services they used from the county to support development. Each child also was observed by kindergarten teachers during the first semester of the school year. A vast majority of the children, 87 percent, were 5 years old during the period the study was conducted.

Chatterji and two other TC students, Jennifer Mata and A. Brooks Bowden, have also produced a case study looking at how the Chemung County School Readiness Project came together.

"Other similar efforts have often been initiated by the federal or state governments, but the Chemung project is purely grassroots," Chatterji says. "It's unusual for people in a community to band together on their own and attempt something so long-term and far-reaching, so we wanted to see what's needed to make that happen." #

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