CONDOLEEZZA RICE: NEW COLLEGE INITIATIVES
Vartan Gregorian Carries on the Heritage of the Carnegie Corporation

By JOAN BAUM, Ph.D.

Assuming the presidency of the Carnegie Corporation eight years ago seems to have been inevitable for this much-celebrated scholar and chief administrator who had already made his mark in the education and corporate worlds. Like Andrew Carnegie, who immigrated to the U.S. and, from humble beginnings, made his way, finally dedicating his wealth to philanthropy, the Iranian-born Dr. Vartan Gregorian, who holds a doctorate in history and humanities from Stanford University and went on to become president of The New York Public Library and then Brown University, has used his wealth—of experience—to advance Carnegie’s philanthropic mission: promoting the “advancement and diffusion of knowledge and understanding,” with the goal of doing “real and permanent good in this world.” President Gregorian’s passion and dedication are a matter of record, his honors innumerable, his reputation as a man who speaks his mind still unassailable. He wants to effect major improvements globally by way of broad structural change that deals with causes and that promotes self help. Not for him narrow, competitive, self-interested, materialistic modus operandi. His looks to a legacy of encouraging cooperation, collegiality, common cause. As he puts it on the Carnegie website, the challenge in the 21st century is “how to support the development of a global community in an age when both isolationism and nationalism seem to be fostering a fractured view of the world” and learning how in an age of information overload to use knowledge “to build a sense of community.”

To that end, Dr. Gregorian, a philosophical heir of Alexis de Tocqueville, is building coalitions on Carnegie, getting foundations to work together and getting them to work harmoniously with private and public institutions, including members of Congress. Once in the business of raising money, Vartan Gregorian now gives it out, selectively, to further Carnegie goals: supporting U.S.-Russian relationships, higher education in Africa, high school reform in America, nuclear nonproliferation initiatives, state and local community efforts to address growing immigrant populations, campaign finance reform, civic education, a reduction in ethnic conflict, this last to include a greater appreciation of Muslims in America. This country, he notes, has become “a land of diasporas,” and a place where the American Dream is interpreted more as making a financial killing than realizing individual dignity and upholding values such as the rule of law. He would change that.

Because Carnegie is an “incubator” of ideas, rather than an “oxygen tent,” its work often proceeds by way of informal, media-free conferences, at which representatives from major institutions, including congressional representatives, come together with their wives for theme-oriented work sessions. “Building coalitions” is the name of the game. “No single institution can achieve a single goal or agree on a common tactic,” so it makes sense to pool resources, form alliances. A strategy that Vartan Gregorian instituted when he was at the University of Pennsylvania, where he was founding dean of the Faculty of Arts and Sciences and later provost, and brought about a ground-breaking association of universities celebrating America’s bicentennial. When he was under consideration at Carnegie, he recalls, he found himself addressing a “skeptical” board about such cooperative ventures, but now he is happy to report full support for his efforts. Indeed, he points with pride to six major foundations whose presidents are hard at work on multi-million-dollar higher education initiatives in Africa, educational partnerships he has helped bring about with the assistance from the Annenberg and Gates foundations, among others, to work on school reform, and cooperative ventures with ten universities, some well known, others not, private and public, to strengthen curricula particularly in teacher training and journalism. Teachers are at the center of Vartan Gregorian’s concerns, and it should be noted that, for all the high offices he has held in academe, he has never relinquished the opportunity to teach. He is bothered that well educated teachers do not command better respect or salaries, and that adult illiteracy has not been adequately acknowledged or addressed in this country. It would seem that President Gregorian takes his role not as a job but as a mission. And that he is determined to succeed.

Kurt Landgraf, ETS Pres. & CEO Refocuses Premier Testing Organization

By JOAN BAUM, Ph.D.

It seems to be not just his job but his “profession,” in a manner of speaking, and that he is determined to succeed. Kurt M. Landgraf, the president and CEO of the Educational Testing Service (ETS), the world’s largest private testing and research organization, is talking about the ETS mission to advance “quality and equity in education.” Indeed, Landgraf’s measured tone and reflective manner suggest a deeply held commitment to improving education not just in the U.S. but abroad, particularly the Middle East and Southeast Asia, where ETS is finding new partner-clients in the global village. But it is Landgraf’s dedication to strengthening achievement in this country, particularly for grades K-12 that seems to have claimed his heart. Having worked abroad for years, he appreciates America’s unique position as the only country in the world where public education is considered a basic right. Nonetheless, he says, it must change.

Though Landgraf has been at the ETS helm for five years, he was actually coming back in 2000 to an institution he had served 30 years earlier as associate director of marketing. In the years in between, he headed DuPont Pharmaceuticals Company and, before that, held various executive positions in the health care industry, concentrating on sales and marketing. He sees similarities between the pharmaceutical industry and education. Both deal in intellectual property, both invest in research for present and projected market needs. His career could easily serve as an instructive model. A graduate of Wagner College on Staten Island where he earned a bachelor’s degree in economics and business administration (“I was there on an athletic scholarship”), he was fortunate in falling under the influence of a wonderful teacher. Though he says he wasn’t the very best student, he did go on to get three master’s degrees and to be graduated from the Harvard Business School Advanced Management Program. His move from pharmaceuticals to education was prompted, he says, by a desire “to make a difference” where it counted the most. And that was in education. In particular, he is excited about “closing the achievement gap” between rich and poor, white and nonwhite, which data suggest should be the number-one priority of the nation. How does ETS assist?

Though students, teachers, school administrators and government officials associate ETS primarily with the SAT, GRE, GMAT, and TOEFL [Test of English as a Foreign Language], the 59-year-old nonprofit organization has become a major player in several states over the last few years in also providing diagnostic tools, assessment data, research models, products and consulting services for K-12. Respectfully acknowledging similar businesses, for-profit companies that may offer lower-bids and textbook affiliations, Landgraf notes that ETS is a truly “independent” enterprise, not to mention innovative. Constantly reviewing new tests with leading academic and psychometric professionals, taking, sometimes, up to 18 months to satisfy criteria for fairness and validity, ETS has been moving not only to design tests in accord with state curricula but to have an effect on curricula by way of publicizing test results and, through ETS-sponsored conferences and intervention and information workshops, providing advice on how best to initiate and legislate for reform.

Landgraf speaks respectfully but critically of national needs and inadequate resources. No Child Left Behind must be forcefully implemented and the quality of teacher training dramatically improved—he sees some merit in differential pay for those who would teach science and math, for example, and who would willingly serve in the most challenging schools and participate in rigorous mentoring programs. But the biggest problem in education, he observes, has to do with funding: real estate-based determinations clearly disadvantage lower socio-economic populations. Though he is doubtful that the United States will ever go the route of some European countries that have national curricula, he does think that states might be prompted to change, prodded by national benchmark standards, by NAEP reports that show disparities between local and national measurements in reading and math, and by data gleaned from ETS’s new management system. Meanwhile, at the graduate level and in the international arena, ETS is on the move, incorporating more higher order cognitive skills into the GRE, making TOEFL better reflect classroom content, and effectively diminishing computer security problems by relying on continuously changing exams on the Internet. All this, and President Landgraf still finds time to post messages: www. ets.org. #

JANUARY 2006

EDUCATION UPDATE

SPOTLIGHT ON SCHOOLS

PROFILES IN EDUCATION

EDUCATION UPDATE
The Struggle For Smaller Classes in Urban Districts

By NOREEN CONNELL

The evidence of a relationship between class sizes in the early grades and student achievement, especially for boys from low-income, urban families, is so strong you would think that urban school systems would have adopted this strategy long ago. The research on the benefits of smaller class sizes is solid—children can gain six months to a year's worth of progress in learning. Noted economists and statisticians have described the design and methodology of the assessment of Tennessee's STAR experiment as approaching near perfect. But, it's not. The School Improvement Act, sponsored by the Bush administration and endorsed by President Clinton, is one of the few attempts to bring this issue back to policymakers' thinking. This is an effort to give school districts the option of using class size reduction as a strategy to improve student achievement. Opponents of this strategy make the following points: 1) Why does class size reduction pose such a threat to policymakers? First of all, it is a challenge to the concept of "efficiency." Lots of government initiatives get funded on the premise that the initiative will save money in the long run. "Saving money" usually means fewer staff members. Class size reduction, on the other hand, means that the school system has to hire more personnel, not less.

Second, it challenges the cost-benefit argument for "specialization." Education policy making since the beginning of the 1920's has been heavily influenced by a model—borrowed from the medical profession—of developing specialists for learning problems. The assumption is that most children will succeed in large general education classes, and those who do not can always be referred for specialized services. The additional assumption is that these specialized services are effective. The third source of opposition is the strangest. Somehow, the logic goes, the reduction in class sizes in urban schools so that they are closer to the standard sizes in more affluent school districts will somehow affect teacher quality. Opponents of smaller class size, and this includes state education officials, ask parents and advocates this hypothetical question all the time: "What would you rather have, a well prepared teacher or a small class size?" It's a strange question, really. Why is there a need to choose between the two? The assumption is that the expansion of instructional personnel will lower standards. The reality is that urban schools have a very high quit rate. In New York City, after five years, almost half of new teachers leave the system. While some go to suburban school systems with smaller classes and higher salaries, the majority leave the profession entirely because they have been unsatisfied with their experience or their own performance. There are two distressing aspects of this quit rate: 1) The best prepared teachers, those with better grades from better colleges, tend to be the ones who quit. 2) Children in the lowest-income neighborhoods are the students who are more likely to be continuously subjected to the least prepared teachers—the new teacher. Surveys of teachers consistently find that smaller class size ranks close to compensation as an inducement to remain in the teaching profession. But retention strategies rank low in urban school systems. The fourth problem is the most difficult to talk about. Some of the opposition to smaller class sizes—and it gets expressed in budget terms as well—is simply hypocrisy; class and racial hypocrisy. If it makes people feel more comfortable, it could be called "Lack of Consensus on Education for Poor Children." America pioneered universal, public education. Yet there was more than a century of exclusion of African-American children from education. Then there was almost
THE DEAN'S COLUMN

A Juicy Math Problem

By ALFRED POSAMENTIER, Ph.D.

When students are challenged by a problem, they often set it aside if it involves too much reading, for fear that the concentration required would be too exhausting to make the problem pleasurable. Although this problem does require a bit of reading, it is rather easy to explain to a class, and could even be dramatized. Once past the statement of the problem, it is very easy to understand, but quite difficult to solve by conventional means.

This is where the beauty of the problem comes in. The solution—as unexpected as it is—almost makes the problem trivial. That is, the problem and its conventional solution will not get much of an enthusiastic reaction from students, but after having struggled with a solution attempt, the novel approach we will present here will gain you much favor with the class.

So let’s state the problem:

We have two one-gallon bottles. One contains a quart of grape juice and the other, a quart of apple juice. We take a tablespoonful of grape juice and pour it into the apple juice. Then we take a tablespoonful of this new mixture (apple juice and grape juice) and pour it into the bottle of grape juice. Is there more grape juice in the apple juice bottle, or more apple juice in the grape juice bottle?

To solve the problem, we can figure this out in any of the usual ways—often referred to as “mixture problems”—or we can use some clever reasoning in everyday life when we resort to the table-spoonful quantity to be a bit larger. Clearly the outcome of this problem is independent of the large quantity. We’ll let this quantity actually be the entire one quart. That is, following the instructions given the problem statement, we will take the entire amount (one quart of grape juice), and pour it into the apple juice bottle. This mixture is now 50% apple juice and 50% grape juice. We then pour one quart of this mixture back into the grape juice bottle... The mixture is now the same in both bottles. Therefore, there is as much apple juice in the grape juice bottle as there is grape juice in the apple juice bottle!

We can consider another form of an extreme case, where the spoon doing the juice transporting has a zero quantity. In this case the conclusion follows immediately: There is as much grape juice in the grape juice bottle, that is, zero!

Carefully presented, this solution can be very significant in the way students approach future mathematics problems and even how they may analyze everyday decision-making.

Frank Comerford, President and General Manager, WNBC, explained that the grants are in line with the mission to help educate the youth of New York, and these organizations were chosen because “they are doing mentoring and training and helping these kids get ahead.”

ASPIRA focuses on improving the high school graduation rate among urban Latino students through programs geared towards building self-esteem, critical thinking skills, and presenting positive role models and new opportunities; Asian Professional Extension, Inc. (APEX), provides Asian-American youth with educational programs and career guidance as well as positive role models; NAACP NYC ACT-SO, focuses on promotion of achievement among African American youth through individualized mentorship and support programs; Learning Leaders provides academic services such as college planning, guidance and literacy programs to underrepresented youth; Abyssinian Development Corporation assists underserved youth in Harlem prepare for transition to middle and high school; and ThinkQuest, Inc. increases the technical and multimedia skills and knowledge of youth using project-based learning and technology.

According to Manuel Martinez, Vice President and General Manager of WNJU, the six organizations were narrowed down from a list of hundreds of organizations, each of which were carefully examined before the final decision of grant application was made.

Martinez, with warmth in his voice, noted that he couldn’t be prouder to be part of this effort as years ago, when he was applying to college, one of the winning organizations of a grant, ASPIRA, helped him with the college application fee: “It’s an amazing moment to be part of giving back to an organization which helped me out in my career.”

The allocation of grants is part of a 1 million dollar community outreach initiative to support public secondary education in New York, as well as Miami, Los Angeles, and Washington D.C.

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Grand Reopening of Map Division at NY Public Library

By LIZA YOUNG

In an ideal coming together of architectural beauty of days of yore and the wondrous state of the art technology of today, the New York Public Library recently opened its map room, newly renamed the Lionel Pincus and Princess Firyal Map Division in recognition of the generous support of these individuals as lead donors to the project.

Under reconstruction for nine months, the architects of David Brody Bond, as described by Ernesto Bachiller, Project Manager, worked to maintain the venue’s access to the original room, which dates back to 1911, while embracing the technology of the 21st century. Bachiller pointed out that the ceiling was originally a uniform color, but through running a series of tests they determined that the ceiling was not wood but in fact plaster and worked to restore it to its original state. He noted the French term referring to the combination of ancient Greek and Roman forms within the framework of the Renaissance ideas. The beauty of the room now jumps from the ceiling in its glory of colors—gold, green and red—and richly detailed carvings such as a lion with cornucopias of fruits extending from the sides of its mouth.

Avid map readers will be able to make full use of the treasures of maps, a collection which is composed of over 400,000 maps and 20,000 atlases—including historical maps such as that of London indicating growth following the 1777 fire—through the elaborate efforts to improve lighting and spatial arrangement. Table lamps, a hindrance to large map viewing, were removed while recessed ceiling lights were installed.

Matthew A. Knutzen, Assistant Chief of the Lionel Pincus and Princess Firyal Map Division, highlighted technological innovations such as the addition of six 20 inch monitors for optimal viewing of maps, and wireless internet access. Knutzen demonstrated features such as the ability to access detailed viewings of buildings dating back to 1860, where it’s possible to look at the same area and document change over time. The detailed information is based on the attempt to prevent fire insurance fraud following a huge fire in 1835. The maps have a color index with pink, for example, representing brick areas and green representing fire hazardous areas such as fuel companies.

New Geographic Information Systems (GIS) software has been installed on computers, which, Knutzen indicated, enables users to “integrate data from different sources in a common special grid.” It’s possible to manipulate data and create customized maps to generate geographic, economic, and social information, enabling the viewing of interrelationships among such variables.

Antiquarians and avid map collectors now have access to a map price guide through the installation of a database of over 200,000 dealers and auctions. To accommodate users of the room—which numbers close to 1,500 per year—the seating capacity of the reading room was increased by 50 percent.

In an effort to ideally use space the balcony above the map room was re-supported so that what was before column space supporting the balcony is a compact shelving system with vast storage space. In line with the attempt to be functional and live up to aesthetic standards, architects worked to retain quality and grace of the original Carreire and Hastings design of the balcony.

Treasured Maps are now on exhibit at the New York Public Library where it’s possible to further explore geographic evolution on a local and international scale, and the wonderment of the history and skill of map making.

For more information visit nypl.org
Comptroller William Thompson Highlights Jewish Heritage

By LIZA YOUNG

Scores of people recently gathered at City Chambers for a spiritually rich evening—sponsored by NYC Comptroller William C. Thompson as well as the Jewish Community Relations Council of New York and the Metropolitan Council on Jewish Poverty—celebrating Jewish Heritage and honoring the contributions of leaders in the world of education, theatre, journalism and publishing.

Comptroller Thompson described the evening as taking place to "celebrate the Jewish heritage and the rich and tremendous vitality of the Jewish Community of New York."

Gayle Horwitz, Deputy Comptroller/Chief of Staff, underscored the significance of celebrating Jewish Heritage during the Chanukah season as the holiday, with the special lighting of the Menorah, presents a "time to reflect on our inner flame...A time to divest ourselves of everything...And each of the honorees has taken time to reflect on these very questions."

In presenting the Lifetime Achievement Award to Gerald Schoenfeld, Chairman of the Board of Schubert organization, Inc. the Comptroller described Schoenfeld as "throughout his career bringing vision, dedication and expertise to the world of New York theatre and world of New York City."

Comptroller further praised him as a "man for all seasons. Schoenfeld, in receiving the award, paid tribute to those who selflessly stand for worthy missions, such as Thompson’s efforts to counter selling of counterfeit products: “It’s not often that someone who is in the public sector takes a position with respect to causes that are not popular.”

Jerry Greenwald, General Manager and Managing Editor of the Jewish Press—earned a master’s degree in electrical engineering from Touro College, was praised by the Comptroller for his outstanding commitment to providing much needed service to the community.

Dr. Charlotte Frank described the theme of Tikun Olam (Jewish law) accompanying the Menorah, presents a "time to reflect on our inner flame...A time to divest ourselves of everything...And each of the honorees has taken time to reflect on these very questions."

In presenting the Lifetime Achievement Award to Jerry Greenwald, General Manager and Managing Editor of the Jewish Press—earned a master’s degree in electrical engineering from Touro College, and worked with the Israeli Air Force on F-15 fighter ground support in the late 1970s. He plays an active role in Jewish community activities.

Introducing the next honoree, Dr. Charlotte K. Frank, Sr. VP, McGraw-Hill and Regent Emeritus, Thompson recalled how while he was a member and President of NYC Board of Education, “No one fought harder for New York City school children and if you wanted to find out how things were going to affect more than 1 million children in public schools Charlotte was the person to go to.”

Dr. Frank described the theme of Tikun Olam, that Jews are here to mend the world and that no matter where Jews exist, in the public schools, or in the private sector, the people around her all wanted to make a difference.

Honoree Dr. Bernard Lander, President of Touro College, was praised by the Comptroller as “working to improve higher education in New York City and around the world.” Opening the first campus in 1971, there are now international campuses—in Moscow, Israel and Berlin, as well as in underprivileged areas.

Dr. Lander served as the first Commissioner of Human Rights for the city of New York and as consultant to three presidents. He continued Dr. Frank’s message of Tikun Olam: “we share the belief that the world is committed to help all that need help,” in contrast to previous societies, even educated societies, such as Athens during Plato’s time, where the poor were excluded.

David Mandel, Chief Executive Officer of OHEL Children’s Home and Family Services—an organization which has been serving the Jewish Community and Metropolitan area of NY since 1969, providing services to children and adults with mental illness or disabilities and to families in crisis—was presented by Comptroller Thompson with an award “in recognition of his outstanding commitment to providing much needed service to the community.”

The evening was further enhanced with a rich a cappella performance of the Yeshiva of Flatbush, in Moscow, Israel and Berlin, as well as in underprivileged areas.

Dr. Bernard Lander & Comptroller Thompson

Dr. Charlotte Frank

SPOTLIGHT ON SCHOOLS

A Senior Guards Helps Make Francis Lewis HS a Winner

By RICHARD KAGAN

A basketball team is not just one star player. It is a collection of players who come together for a common purpose. The girls varsity basketball team of Francis Lewis High School in Fresh Meadows, Queens has been very successful in recent years. The last three seasons, the Patriots have produced an impressive 84-9 record and have appeared in the title game of the Public School Athletic League the last two years.

A big reason for the Patriots’ success is the all around play of senior guard Diatema Hill. Hill, who will attend the University of Massachusetts next fall on a basketball scholarship, gets joy out of passing to an open player for a layup instead of scoring 30 points a game. Perhaps then, it is no accident that she is second in school history in assists, steals, and three-point field goals, according to her coach Mike Eisenberg.

Sometime this season, Hill will score her 1000th career point, a milestone for any player.

“That’s kind of a lot,” said Hill. “Not everyone gets 1,000.”

Eisenberg is impressed with Hill’s versatility. She can play the point guard and power forward positions. She leads the team in assists. She can step up and take a big shot.

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Preparing Young Leaders for the Global Economy

By MICHAEL LEVINE

Our nation’s future competitiveness depends on preparing young people to be engaged citizens in an era where knowledge of the world’s interconnections is becoming a new basic skill. Unfortunately, with a few notable exceptions, our public schools are doing a woeful job of teaching students about other world regions, languages and cultures. Surveys conducted by the Asia Society and the National Geographic Society show a huge gap in most students’ knowledge about the growing importance of Asia and other world regions to our nation’s economic prosperity and national security.

Fully 25 percent of our college-bound high school students could not name the ocean between California and Asia. Eighty percent did not know that India is the world’s largest democracy. Young Americans were next to last in their knowledge of geography and current affairs compared with young adults in 8 other industrial countries.

Meanwhile, K-12 language instruction does not reflect today’s realities: Only about half of today’s high school students study a foreign language, the vast majority at the introductory level. Moreover, a million U.S. students study French, a language spoken by 80 million people worldwide, while fewer than 40,000 study Chinese, a language spoken by 1.3 billion people.

These trends have serious consequences. Although our children’s preparation for new jobs and informed citizenship matter more than ever, the United States is in danger of handicapping itself in the increasingly interconnected global economy. In the 21st century, young people who understand the dynamics of global economic and inter-cultural relations will have a distinct advantage in securing good jobs. Those with knowledge of world history, languages, global health, and international affairs will be able to make informed decisions as voters about domestic issues influenced by global circumstances.

While most schools are behind the curve on their international content, some pioneering work is already underway. For example, the Asia Society and the Goldman Sachs Foundation have introduced The Goldman Sachs Foundation Prizes for Excellence in International Education. The purpose of the awards is to provide national recognition to the best of the growing number of innovative examples of international education for K-12 students and teachers and those who are working to scale these models up. The identified programs will quickly become widely known, and provide important momentum to the growing field of international education in the schools. Over 400 public, private, and public charter schools and organizations in rural, suburban, and urban locales in almost every state have applied for $125,000 in prize money.

To help replicate and expand these innovative international learning programs in other school districts and states nationwide, an emerging knowledge base of “best practices” is documented in Asia Society/The Goldman Sachs Foundation forthcoming report, States Prepare for The Global Economy. In the United States today learning more about China, India and other parts of our “flat world” is no longer a luxury reserved for diplomats and business leaders. It is a necessity for all Americans.

Michael Levine is Executive Director, Education at Asia Society in New York City. More information on the Goldman Sachs Prizes and the Society’s research on international research can be found at www.internationaled.org

New York Academy of Science Features Environmental Exhibit

By FRED MORENO

“Ecology” can be defined, in a general sense, as the science that focuses on the interaction of all living things with their environment. Ecology’s evolution from the early “nature study movement;” then, as damage to the environment was made apparent from logging, mining, and industrialization in the late 19th century, interest in conservation grew. But it took a persistent young biologist and a book to fundamentally change the way many people around the world looked at how we live on this planet. The biologist was Rachel Carson and the book was Silent Spring, often cited as one of the two most influential books in American history—the other being Uncle Tom’s Cabin. Most believe that the modern environmental movement, which emphasizes pollution and other damage to life on earth, began with Silent Spring.

Alerting the public to the dangers of DDT and promoting initiatives to correct the problems it created, the book outlined how chlorinated hydrocarbons and organic phosphorus insecticides changed the cellular processes of animals, plants, and perhaps even humans. Although she recognized some of DDT’s benefits, she questioned the wisdom of allowing toxic chemicals to be used in the environment before the impact of their long-term consequences was known.

Born in 1907, Rachel Carson was fascinated by the natural world. She graduated with honors in biology from the Pennsylvania College for Women and earned a master’s in zoology from Johns Hopkins. Her second book, The Sea Around Us, won the National Book Award. It took her four years to research and write Silent Spring and it first saw print as a series in the New Yorker in June, 1962.

Over 100,000 copies of Silent Spring sold in six months, and within 10 years, it had been translated into 16 languages. The book has been continuously in print. Despite the book’s resonance with the public and most scientists, Carson was attacked by elements of the chemical industry and its supporters in government and the media. She was accused of being a communist and a crank, and her credentials were questioned. Carson was criticized because she was an “outsider” who had not been part of the scientific establishment, and because she was a woman whose chosen field, biology, was held in low esteem in the nuclear age.

Finally, a report by President Kennedy’s Science Advisory Committee vindicated the book and quieted the critics. Important environmental legislation followed: establishment of the Environmental Protection Agency in 1969 and the banning of DDT in 1972. Other acts set standards for clean air and clean water, to protect workers from toxins in the workplace, and to safeguard processed foods from carcinogens.

Tragically, Carson learned she had breast cancer in 1960 and despite treatment, she died on April 14, 1964, not quite two years after her groundbreaking book was published; she was only 56. In 1980, she was posthumously awarded the nation’s highest civilian honor, the Presidential Medal of Freedom.

In tribute to Rachel Carson and the power of her book, the Gallery of Arts & Science at the New York Academy of Sciences, features work by contemporary artists inspired by Carson at 2 E. 63rd Street, Manhattan.

Fred Moreno is Director of the Gallery of Arts & Sciences at the NY Academy of Sciences.

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Schwab Launches Online Resource For Spanish-Speaking Parents of LD Students

Schwab Learning, a nonprofit program of the Charles and Helen Schwab Foundation dedicated to helping families of children with learning and attention problems, announced recently the launch of a Spanish version of the SchwabLearning.org website (http://schwablearning.org/espanol/), a free online guide for Spanish-speaking parents to aid children with learning difficulties.

According to IDEadata.org, 20 percent of school-age children in the U.S. who receive special education as a result of a learning disability (LD) are of Hispanic origin. Further research from IDEadata.org shows that while the incidence rate of newly-identified children with LD is down for almost all ethnic minorities in the 5-17 age group, Hispanic children in this group are being identified with LD more frequently—up 7 percent over the past fifteen years. By launching a Spanish version of their existing site, SchwabLearning.org aims to provide research-based information and guidance on the academic, emotional and social needs of children with learning and attention problems to this growing sub-set of students. The website offers practical strategies parents can use to help their child, work effectively with schools and teachers, and maximize their ability to successfully guide children who struggle with learning.

“SchwabLearning.org is a valuable resource for parents of children with learning problems,” said Jodell Seagrave, managing director of the Charles and Helen Schwab Foundation. “By launching a ‘sister’ site in Spanish, we can provide much needed services to a population of Americans who may already be hindered by a language barrier.”

According to the 2002 data from the Special Education Elementary Longitudinal Study (SEELS), 44 percent of Hispanic students receiving special education spoke Spanish at home most of the time. SchwabLearning.org/espanol/ contains more than 40 articles written by experts that can help Spanish-speaking parents demystify learning disabilities (LD) and Attention-Deficit/Hyperactivity Disorder (AD/HD), understand the learning process and work with schools to achieve the best outcomes for their child, and prepare their child for a successful transition to adulthood. This Spanish site also features links to other Spanish-language LD and AD/HD resources for parents.

Special Camp Fair 2006: Presented by Resources for Children with Special Needs

Saturday, January 28, 2006 11AM-3PM

Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 21st annual free Special Camp Fair on Saturday, January 28, 2006 from 11 AM to 3 PM at the Church of St. Paul the Apostle, 405 W. 59th Street NYC (Entrance to Fair on Columbus Ave. near W. 60th St.). The Fair is presented by Resources for Children with Special Needs, Inc., (212) 677-4650.

Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature information on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.

Visitors to the Fair will receive a free copy of the Camps 2006 Guide. The Camps 2006 Guide (publication date January 2006) is also available by sending a check for $25 plus $8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.


Resources for Parents & Teachers of Hearing Impaired Students

United Parent Association - www.upa.org
National PTA - www.pta.org
New York Urban League - www.nyul.org
National Parent Involvement Network - www.npin.org
National Education Association - www.nea.org
Family Friendly School - www.familyfriendly-schools.org
First Day Foundation - www.firstday.org
National Coalition for Parent Involvement in Education - www.ncpic.org
Family and Advocates Partnership for Education - www.fape.org
Center on School, Family, Community Partnerships - www.csoa_jhla.edu/p2000/center.htm
EPIC Every Person Influences Children - www.epicforchildren.org
Advocates for Children - www.advocatesforchildren.org
The Child Development Institute - www.childdevelopmentinfo.com
Inside School - www.insideschools.org
Public Agenda Online - www.publicagenda.org
The NYC Department of Youth and Community Development - www.nyc.gov/dyycd
New York Society for the Deaf - www.nysd.org
Aspira Association Inc. - www.inacorp.com/aspira/
National Center for Family Literacy - www.famlit.org
Hispanic Policy Development Project - jlgar@erols.com
Dr. Martin Florsheim: Visionary in Educating Deaf & Hearing Children

By LIZA YOUNG

Great strides are being made in the field of special and general education, at School “47,” American Sign Language and English School.

The needs of hearing and non-hearing children are equally addressed. As a dual language program, hearing children can learn American Sign Language (ASL) as a second language; non-hearing children can learn English as a second language while communicating by signing with their teachers. Undergoing the learning environment is the humanistic element of immersion of hearing and non-hearing children, fostering a true understanding of each other’s cultures, and paving the way for a more inclusive society. This powerful vision is the brainchild of Dr. Martin Florsheim.

Dr. Florsheim has been principal of “47” for ten years. Its history dates back to the early 1900’s—a richly ornamented lobby grandfather clock dedicated in 1908 to the first principal, Margaret Regan attests to this; it has been on East 23rd Street in Manhattan since its inception. Under the tutelage of Dr. Florsheim, the school has a new dynamic. Originally a school exclusively for deaf students, five years ago a pilot program for a dual language program was implemented, allowing hearing kids to attend, which included children of deaf adults and children with deaf siblings. Results were highly positive, with a large jump in student population. The successful program soon gave way to the school being transferred from District 75 to Region 9 to accommodate its new role as a community school.

At School 47 there is a low student-teacher ratio, a regents track—with ASL now recognized as a language by the board of regents—as well as college preparatory classes. After-school tutoring is available in addition to support services in speech, physical and occupational therapy. School clubs include weight lifting, a talent club, and students can participate in sports games through the Public Schools Athletic League (PSAL).

There is a school-to-work program for high school aged children who are educationally deprived or language delayed; they are given a special curriculum to prepare them for the world of work. Students have an opportunity to work in the maintenance sector and develop a sense of abilities in joining the workforce with jobs at venues like the Long Island Railroad. Florsheim thinks in terms of the long-term success of his students: “Students need to experience the world. It’s important for them to go out and see what’s out there. It broadens their horizons.”

Of this year’s first graduating class, nine will be heading out to the workforce, and six are going to college—four deaf students will be attending Gallaudet University and two hearing students will attend CUNY.

Florsheim believes that deaf students can do all that hearing students can. In fact, in the classroom at School 47, non-hearing students have been known to outperform the hearing students. Florsheim’s philosophy regarding education and life stems from his upbringing; the son of two deaf parents, he was witness to their successful navigation through life. They imparted an important philosophy: “It doesn’t matter that you are deaf, don’t be afraid, just move on.”

His first school experience was at the Lexington School for the Deaf—which was located at the site of the present day Hunter College. During his teen years he decided that “the school wasn’t challenging enough” and went on to attend William Cullen Bryant High School in Queens, the “same school that Chancellor Klein went to,” Florsheim warmly recalls.

After three years there, the adventurous Florsheim decided to move to California. It was “Go west young man,” Florsheim recounted with a twinkle in his eyes. Earning his bachelor’s degree from Cal State University with a degree in political science, Florsheim moved to a teaching position at the North Carolina School for the Deaf shortly followed by a master’s degree in education from New York University. He then moved to Buffalo, NY where he was hired as a supervising teacher—a position tantamount to assistant principal—at St. Mary’s School for the Deaf. Relentless in his own pursuit of education, Florsheim went to SUNY Buffalo for his doctoral degree.

Asked about his vision for the future, he hopes to expand programs for greater numbers of deaf students. Currently there are two hearing students for every deaf student. In his unending dedication to education and humanistic vision in life, Dr. Florsheim is an inspirational leader and role model for all students and educators.

The world is full of suffering; it is also full of overcoming it.
—Helen Keller
**Award Winning African Artist Releases New Children’s Dance Package**

Interactive Cultural Media, Inc. has announced its first release of its African dance kit for children. The kit includes a 33 minute DVD titled African Dance 4 Children, a make-up kit, an authentic African grass skirt, and a beautifully illustrated children’s book titled Drumbeat in Our Feet that will immerse children into reading about the vibrant world of African music and dance, appropriate for children ages 3-12 years of age.

The DVD, led by instructor Júlio T. Leitão, a celebrated African director, choreographer and educator also features the charismatic pint-sized Batoto Yetu dancers moving their bodies and singing traditional African music. The DVD also includes a bonus five-minute introduction to drumming by Roderick Jackson and interviews with the dancers. The dance steps and songs are broken down in an easy to learn and dynamic format, making them fun to learn.

The book was co-written by Júlio T. Leitão and Patricia Keeler with illustrations by Keeler. The body paint is hypoallergenic and water soluble, making it enjoyable to use and easy to remove. The grass skirt is made of imported raffia; you can hear it shake and watch it move as your child dances along with the DVD. The package retails for $39.95 and is available by phone at 1-877-215.Shake or online at sales@12africandance.com.

Júlio has led an extraordinary life, with a special passion to teach children of all economic levels their ethnic heritage and culture. He was born in Luena, Angola in Africa. When civil war erupted in 1975, he was forced to flee. As a refugee in Zambia and later in the African communities of Portugal, dance became an integral part of his everyday life. Júlio came to New York to train in classical ballet at Dance Theatre of Harlem and has taught African dance in New York City and around the world for nearly twenty years. While teaching African dance to adults, Júlio noticed that children would routinely watch from the sidelines. It was then that Júlio realized that the allure of African dance and the rhythm of the drums had a magnetic force on children. He decided to use dance as a way to share his childhood stories with youth, wherever he encountered them. Júlio currently serves as an advisor to Sesame Street and is a 2001 recipient of a “Sun Days” award from that program. In 1990, Júlio founded the Batoto Yetu Dance Company, whom have appeared on stage with such stars as Harry Belafonte, Whitney Houston, Usher, Maya, Isabella Rossellini and Danny Glover. Batoto Yetu’s outstanding accomplishments and alliances with sister programs in Brazil and Portugal have enriched thousands of children’s lives across three continents both at national and international venues. Mr. Leitão’s numerous awards and accolades include the United Nations peace medal for his commitment to children.

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**Wolf Trap Institute Teaches through Playacting**

By EMILY SHERWOOD, Ph.D.

If you pass by a public school classroom and hear young children eagerly engaged in a plot to escape an evil wizard and fix the alphabet, chances are you’ve stumbled onto a Wolf Trap program that is teaching basic academic, literacy and life skills to students using interactive drama strategies. The Virginia-based Wolf Trap, renowned for its summer opera company and a world class training program that has graduated such luminaries as Denyce Graves, Nathan Gunn, and Dawn Upshaw, has taken its expertise on the road by working in classrooms across the country to spread the joy of drama, music and movement as keys to effective learning.

By far the largest of Wolf Trap’s educational programs is geared to the preschool population. Initiated in 1981 with start-up funding from the Head Start program, the Wolf Trap Institute for Early Learning Through the Arts now operates in about 1000 preschool, kindergarten and first grade classrooms across the country. By integrating drama, movement, puppetry, storytelling and music into the children’s everyday curriculum, “we hope to have a major impact on how children learn,” says Lynda Zimmerman, Executive Director of Wolf Trap’s New York City program, the Creative Arts Team (CAT), which partners with the City University of New York (CUNY). Through interactive drama strategies, CAT’s professional actor/teachers engage the students in resolving dilemmas so that ultimately they learn that they have to positively affect themselves and those around them, while learning valuable curriculum concepts.

The classroom teacher also plays a key role in the classroom dramas that unfold. “Our goal is to train the teacher to carry on once we’re no longer in the classroom,” explains Zimmerman. In fact, through a new technology program called the mobileArts Network, Wolf Trap is now creating a model for sustained professional development through distance learning so that teachers can stay connected with their techniques long after their initial work in the classroom with a teaching artist. Wolf Trap artists have also participated in a cultural exchange with kindergarten teachers in Greece as part of its distance learning outreach.

In addition to their work in preschools, CAT offers elementary residencies, junior high and high school literary and violence prevention residencies, high school health and wellness programs, and Shakespeare in the Classroom for Grades 4-12. There’s even a program that teaches conflict resolution strategies to women inmates at Riker’s Island.

Wolf Trap is thinking big as they move into the next decade. In addition to expanding their programming and distance learning, “we’re developing a graduate certification program that will give artists the certification needed to get jobs as an artist-in-residence,” says Zimmerman. With their national reputation and strong track record, there’s no doubt they’ll accomplish that goal too.

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**The Salvation Therapeutic Foster Boarding Home Program**

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An Exclusive Interview with Sir James Galway: Flutist Divine

By JOAN BAUM, Ph.D.
Special to Education Update from Switzerland

Of course he’s the greatest flute player in the world (some wag having remarked that Jean Pierre Rampal, who died in 2000, now rules Flute Heaven), but Sir James Galway could also easily make it as a stand up comic. His sharp wit and irreverent charm accompany him along with his golden flute when he performs and conducts. At 66 he’s at the top of his form—and rising—taking on new endeavors. He’s particularly excited about a new feature on his website—www.thegalwaynetwork.com (up only since October 31 and with 9,000 hits so far)—where, as part of Flute Chat, a site for Q & A about flute-related experiences, he’ll be playing duets with those who dial in. He’s also no doubt getting ready for more accolades when “Ich War Ein Berliner” is released this February, a Deutsche Grammophon CD that will coincide with Sir James’ upcoming 22-city U.S. tour as performer and conductor with the Polish Chamber Orchestra, which Yehudi Menuhin called “the best in the world.” Mozart will be front and center. But Mozart wasn’t wild about the flute. “Well,” Sir James is quick to reply, “no one on his street is wild about the flute, either.”

The new CD pays homage to the Berlin Philharmonic, where Sir James was principal flute from 1969-1975 under the direction of Herbert von Karajan and where, as Sir James has often said, he had “the best time of my life.” He grows a bit wistful, recalling days with the “fantastic” orchestra where every concert was a “dig in,” get the tone, not take their instruments, the music, the conductor for granted. Von Karajan was a man of electrifying, consummate expertise and great charm, committed everything to memory. When the Maestro conducted the “Blue Danube,” for example, “you believed you could dance better than anyone else.” Governments then supported the arts more than they do now, Sir James notes. And what’s gained by the funding cuts? The money couldn’t even build “a submarine!” The phrase “old-fashioned” comes up often. The Berlin Philharmonic and the Polish Chamber Orchestra both play in the “old-fashioned style”—meaning not slick. They know how to “dig in,” get the tone, not take their instruments, the music, the conductor for granted. Von Karajan was a man of the old school, highly disciplined, expecting his players to sit on the edge of their seats and deliver. Today? “Players sit with their legs crossed!”

He also speaks out against pushy parents and teachers who force youngsters to practice and perform too early and on too difficult pieces. How did he himself start? His mother played the piano, his father the flute, piano and accordion and though there were other instruments around—a violin with a severe case of wordworm and a piano last tuned when Beethoven sat on it—his nine-year old sensibilities directed him to the flute (the penny whistle) which was sized appropriately for a child, and he didn’t have to strain. Kids today would be better off practicing scales and perfecting simple music. Are women attracted to the flute more than men? Probably, because they look more “elegant” with a flute than with a tuba. And when and why did he take up conducting—he is Principal Guest Conductor of the London Mozart Players. Thirty years ago when he got fed up with conductors who knew nothing about the flute and who couldn’t ‘get [the speed] right.’ How would he describe his playing today? “Better!” Just recently, he was in Italy, doing a “flute recital,” and there were nine professional flutists in the audience who came up to him later and said, “How do you do it, Jimmy?” He was thrilled.

He and his wife, Lady Jeanne Galway, herself a renowned flutist, who is also vice president of Flutewise, a volunteer nonprofit educational organization that puts on concerts and helps defray expenses for instruments, have been particularly busy lately with Flutewise concerts that, while originally focusing on youngsters, now include older folk as well—to Sir James’ delight. A recent Flutewise featured the Belfast Youth Orchestra, with 85 flute players and 150 kids, some as young as six, in a chorus. They were wonderful, but so were the 72 and 78-year old who sat in, the latter who had taken up the flute in his sixties and then disappeared for a few years. Sir James was delighted to see him back. Where had he been? “Having a heart attack.” No doubt he was up to Sir James and Lady Jeanne’s additional Flutewise activities—Irish folk group weekends, full of music and dancing. Meanwhile, stateside fans should mark their calendars for a fabulous all-Mozart program on March 12 at the New Jersey Performing Arts Center and then on March 15 at Avery Fisher Hall in New York.

DISNEY’S THE LION KING SETS NEW AMSTERDAM BOX OFFICE RECORD

Disney’s THE LION KING set the box office record at the New Amsterdam Theatre for the second week in a row. For the week of December 26-January 1, THE LION KING grossed $1,455,498.31 (besting last week’s record of $1,425,782). Since opening on Broadway in 1997, THE LION KING is the winner of over 70 major awards worldwide and has become a global phenomenon seen by more than 33 million people and a total of eight productions currently running worldwide: New York, London, Tokyo, Melbourne, Hamburg, Scheveningen (The Netherlands), and two U.S. national tours. THE LION KING began performances at the New Amsterdam Theatre on October 15, 1997 and opened on Thursday, November 13, 1997. Disney’s THE LION KING will move in its entirety including all 52 cast members and the entire 24-member orchestra, from the New Amsterdam Theatre on June 4, 2006 and begin performances nine days later at its new home—the Minskoff Theatre (Broadway at West 45th Street) on June 13, 2006. The move will follow the completion of custom renovations to accommodate the Tony Award-winning production. Tickets for The LION KING are available at the New Amsterdam Theatre Box Office, all Ticketmaster outlets or by Calling Ticketmaster at (212) 307-4747. Prices range from $40-$110. For group sales information please call (800) 439-9000.
This is a horrible addiction. Help them understand that quitting 100 percent all at once is unrealistic, and they can support you by encouraging small steps. Share your quit plan with them so they can help you reduce and by when. They should also know that it’s a lifelong process and there will always be times when you want a cigarette. It’s not surprising if you do slip up at some point, but they can help you get back to your plan by understanding what you are going through,” Macy said.

Macy can be reached at 812-856-0840 and jmacy@iu.edu. For more information on smoking cessation, visit the American Cancer Society online at http://www.cancer.org.

**Resolve to Finish School:** If going back to school tops your list of resolutions for 2006, “You are in very good company,” said Judith Wertheim, interim dean of the Indiana University School of Continuing Studies. College enrollment by students aged 25 to 34 is projected to increase steadily over the next 10 years. Many returning students, however, struggle with doubts about whether they can balance school with work, family and other commitments. Wertheim said returning students are often stymied by personal barriers to pursuing continuing education.

“I don’t have time.” “Technology, and the increasing options it provides students who may not be able to attend on-campus courses, making a huge difference in continuing education, providing returning students with unprecedented flexibility and convenience,” Wertheim said. Nationwide, more than 2.6 million students were studying online in December 2004. “Most colleges or universities offer at least one of many distance education options: correspondence courses, online courses, video courses, interactive video courses, streaming audio or video courses, courses on CD, pod-cast lectures—and the options keep growing.”

“I can’t afford it.” Many scholarship and financial aid opportunities are available for returning students. “Check with your employer to see if they can offer tuition assistance. Talk with the financial aid office at your school about any federal, state, or private scholarships or loans. Individual departments may offer a variety of scholarships. The Web, too, can be an invaluable resource,” Wertheim said. Observe scholarships that you find appealing, and let your University through a shared partnership. Only by making public education a public funding priority will we be able to meet the challenges of a technologically advanced future. It is also the reason I support smoke-free ordinances. “Tobacco-use reduction is meeting the need for K-12 teachers in these fields who can engage students consistently from elementary to middle schools to high school. To address the need for qualified K-12 teachers for all students, CUNY, in partnership with the New York Department of Education and New York University, has developed a new program to re-envision and re-invent teacher education in science and mathematics. The CUNY Teacher Academy will educate students at the baccalaureate level by incorporating Internships in School-Based Science (PISA), assessing math literacy and other skills of students at age 15, showed that the United States ranked 24th of 29 OECD [Organization for Economic Cooperation and Development] countries in mathematics literacy. Only Portugal, Italy, Greece, Turkey, and Mexico ranked lower. In 1999, when the program analysed science literacy, the United States ranked 14th of 32 participating nations.

In New York City, reports at the end of 2005 of 23 high schools in some of the nation’s top science, technology, and engineering fields: first, advancing science at the highest levels; second, training generations of math and science teachers who qualify for enrollment in college credit programs throughout the University.##

CUNY’s extensive and growing College Now program helps students meet high school graduation requirements and be prepared for success in college. The program is offered in most New York City public high schools, with more than 30,000 students registered in more than 50,000 courses. The CUNY College Now Program helps returning students apply before high school graduation. Students interested in participating may apply for enrollment in college credit programs in the fall or spring by completing an application. For more information, call the CUNY College Now Program at 718-786-3299. For details, contact 888.529.1823 or onlinecampus.uwf.edu

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- Middle Level Education, M.Ed.
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- Comprehensive Master's in Education, M.Ed.

**For details, contact 888.529.1823 or onlinecampus.uwf.edu**
By MARYLENA MANTAS

Four years ago when Judson Shaver assumed the presidency of Marymount Manhattan College (MMC) he was eager to learn what it would be like to be responsible for an entire institution. Today he reports that the process has been “challenging, intriguing and very rewarding” and that “with each step up in a career you discover how much of the success of an institution depends on other people.”

The realization prompted Shaver to uphold teamwork as he sought to raise expectations of administrators, students, faculty and staff during this first four years in office. His efforts have produced positive results for MMC, a liberal arts college of an undergraduate student body of a little over 2,000, which Shaver calls “a little jewel box” on Manhattan’s Upper East Side.

Over the course of the past four years, the six-year graduation rate has increased from 34 percent to 45.5 percent and the first to second year retention rate from 62.2 percent to 72.2 percent.

“I am thrilled to see this College building on its past,” said Shaver.

Gift giving has also increased substantially in recent years. During the current academic year, MMC has received over six million dollars, five of which came from a donation made this past December by the Carson Family Charitable Trust, at the initiative of MMC alumna and trustee Judy Carson. The donation, which Shaver calls a “huge gift” constitutes the largest ever received by MMC and will be used to enhance resources and opportunities for faculty and students.

“The pool of people who will donate money to keep an institution going when it has a lot of needs is a dedicated hearty band of few people. [They] are the pool who want to support something that is making giant strides,” said Shaver.

Among other things, donations have been used for infrastructure improvements such as the refurbishing of classrooms and the dance performance space, as well as a new entryway.

Changes have also been instituted in the curriculum, as the College has enhanced its focus on incoming students. First-year students now benefit from an intensive writing course, as well as a peer-mentoring program.

Shaver has also sought to increase the number of full-time faculty. Seven new tenure track positions will become available this academic year and ten more will be added over the next ten years. According to Shaver, MMC has been able to raise faculty salaries and, thus, has managed to retain and attract permanent faculty members.

“One every front there has been significant improvements,” says Shaver. Driving MMC’s success have been the initiative of Shaver, as well as the recommendations of a Strategic Environmental Assessment conducted during his first year in office, which allowed the College to create a comprehensive plan whose vision, according to Shaver, was to make MMC a “value-added College.”

“We went down the path in spades and found that we had outstanding students, faculty and programs, but a lot of upside potential for improvement,” said Shaver. “The College, a little jewel box on the Upper East Side that has struggled for a decade, was a community aspiring to academic excellence; so we set out to become a first rate academic college.”

The vision of this comprehensive plan complemented that of Shaver’s personal ideology.

“I found, as a professor and an administrator, a calling and a personal mission...I grew up believing that fulfillment in life would depend on the extent that you could use your time and energy for the benefit of others,” said Shaver. “I internalized the notion that joy and fulfillment in life are based on how you could help others.”

His ideology assisted him in overcoming the three primary challenges he has faced during his time as president, including arriving at MMC immediately after 9/11, finding a way to go from open admissions to admitting students who best fit MMC, and finding the financial resources to compensate staff and faculty. Shaver appears to welcome challenges and claims that the “bigger the challenge the better the reward.”

“I am energized by this sort of College,” he says. “We don’t serve a population that takes education and employment for granted.” He contends that in terms of professions that provide individuals with the opportunity to something meaningful “nothing surpasses higher education.”

To retain a connection to MMC students Shaver last year taught a course entitled “Bible as Literature” and has lunch with student groups about once a month. He also likes to include students in most MMC committees. Not surprisingly, therefore, he identified commencement ceremonies as some of the most gratifying moments during this time at MMC.

According to Shaver, future plans include additional faculty improvements, such as the possible construction of a 4,000 square foot roof over MMC’s theater, which would serve according to Shaver as the “urban equivalent of a quad.” In addition, he plans to focus on further improvement of graduation rates and on a fundraising campaign.

“Beyond our vision we have a sense that we are very distinctive,” he says. “We are a small College in a big city...and we like to learn how to do that really well.”

By POLA ROSEN, E.D.D.

Lin Wong has been living in New York City since 1977. On January 28 and 29th she and her husband will be celebrating the 4703rd year of Chinese culture joining hundreds of people in the Buddhist temple in Chinatown at 11 pm and continuing through the night and the next day to read and chant from prayer books. Outside the church, there are 24 traditional food offerings to Buddha including rice cakes, oranges and noodles. Inside, everyone who prays gets a little red envelope with a $1 dollar bill for good luck. Some visitors give the priest $20 for special prayers said on their behalf.

According to tradition, the first visit on New Year’s Day is to one’s parents to give them respect and money for good luck. Parents give money to unmarried children while married children are obliged to give money to parents. Lin will visit her father and prepare a feast for about 50 relatives in Queens whom she brought to the United States. Her children, born here, attended public schools in Queens: Olivia went to Bayside High School and SUNY Stony Brook. She is a computer systems analyst for IBM. Lin’s son James went to the Bronx High School of Science, SUNY Buffalo and is now a chiropractic surgeon.

Education Update wishes the Wong family and all its Chinese readers good luck for the Year of the Dog, 4703 and 2006.
FORD FOUNDATION AWARDS $100,000 TO LAGUARDIA CC & QUEENS FOR RELIGIOUS TOLERANCE PROJECTS

Two Queens Institutions Among Only 26 Chosen Nationwide

LaGuardia Community College and Queens College of the City University of New York have each received a $100,000 grant from the Ford Foundation to implement programs that will engage members of the college and surrounding ethnic communities in a dialogue on religious issues. Other awardees among the group of 26 were Barnard College, Yale University, University of Michigan, and University of Wisconsin.

The new LaGuardia program is entitled Let Everyone Remain Free. This project will prepare LaGuardia faculty and staff to better address the issues of religious pluralism in the contemporary world and on our campus, “says President Gail O. Mellow. “And it will allow our college and the religious community the chance to discuss these sensitive topics in a thoughtful and constructive way.”

The Queens College project, The Middle East and America: Clash of Civilizations or Meeting of the Minds, builds upon Professor Mark Rosenblum’s nationally acclaimed pilot project to promote understanding and informed discussion about the Middle East conflict on campus, in high schools, and in the larger community. Says President James Muyssens: “Colleges and universities have a moral, social, and educational imperative to probe difficult issues and find solutions to seemingly intractable problems. Professor Rosenblum’s project is doing just that by stimulating dialogue and creating an extracurricular learning community. It is deeply gratifying to find solutions to seemingly intractable problems.

The fourth and culminating project is a campus-wide event that will bring together students, faculty, and community members who have participated in the New York City pilot. During this all-day event, students will share their digital stories, faculty will showcase their newly developed teaching approaches, and members of the study circles will describe their work and plans for future activities. The Queens College Project, The Middle East and America: Clash of Civilizations or Meeting of the Minds, began in fall 2004, initially brought together 15 Queens College undergraduates—Jews, Muslims, and Christians—for research and discussion of the Arab-Israeli conflict. They were joined by an assistant principal and seven history and world studies teachers from five Queens high schools. Keenly aware that the Middle East conflict is a volatile topic, the teachers used their experience in the course to create their own curriculum. Students in the class also participated in this unique multi-ethnic, multi-religious, and multi-generational course. The curriculum included films, readings, and lectures by guest speakers representing different viewpoints. Among the nationally prominent guests were Omar Dajani, former senior legal adviser and member of the Palestinian delegation at Camp David in 2000 and 2001, and Janine Zacharia, Washington bureau chief for the English-language Israeli daily The Jerusalem Post.

Ford Foundation awards 2006-07

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Boston University Launches Distance Ed Programs for Music Educators Around the World

Boston University’s School of Music in the College of Fine Arts announced the launch of two new distance education programs: The Master of Music in Music Education and the Doctor of Musical Arts in Music Education. These online degree programs are designed to meet the needs of working music educators around the world. "This is an exciting time at Boston University’s time-honored music education curriculum to music educators worldwide," said Professor Andre de Quadros, Ph.D., director of the Boston University School of Music. “We believe that this will be a revolutionary experience in music education, allowing students, even from a distance, to immerse themselves in the rich intellectual life of Boston University. We are excited to involve students from a wide range of musical influences to interact in an environment of learning and advancement.

Graduate degrees in music education provide a wide variety of career advancement opportunities for music educators. A master’s degree can increase the number of music educators and may provide opportunities for gaining further credentials. Earning a doctorate is frequently required for music educators interested in teaching at institutions of higher education.

Both the master’s and the doctoral programs are designed to be completed efficiently so that working professionals can continue achieving their personal and career goals. Students in the Master’s in Music Education program can complete coursework in 16 months, while Doctoral students can finish coursework in just 24 months.

Doctoral students will be required to meet with their instructors once during the program. This represents not only a culminating academic experience, but also an opportunity for students to experience the tradition and culture of the Boston University College of Fine Arts and School of Music firsthand and to meet their faculty and peers in person.

Boston University’s world-renowned School of Music is the oldest degree-granting music education institution in the United States. Founded in 1872, BU’s graduate and doctoral programs prepare students for career advancement opportunities in music education. In 1967, the School of Music co-sponsored the Tanglewood Symposium, which was influential in transforming American music education. For more information about the Master’s or Doctorate in Music Education distance education programs, contact a Boston University Enrollment Advisor at 1-866-347-6876 or visit the program web site, http://www.musiceducation.bu.edu.¥
No generation better reflects the American Dream than ours.

Generation Baruch.
We may not look like we’re part of the same generation, but while we grew up at different times, we come from the same place. We attended a college whose campus was New York. And we got there via the IRT, not the LIE, which was good, because it’s easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like from college, and pulled ourselves up by our own strap than a steering wheel. We all worked hard,
easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like from college, and pulled ourselves up by our own

Bank Street School for Children to Co-Host National Conference in March

Bank Street and The School at Columbia University will co-host The National Association of Laboratory Schools (NALS) annual national conference in March. NALS is “committed to leadership in the improvement of education through the development of innovative ideas in research, curriculum development, clinical experiences, and in-service training in an experimental environment.” Currently there is much discussion in the NALS community about fostering more collaborations between children’s schools and the universities/colleges, and the School for Children is excited about the opportunity to think more strategically and globally about its work in this context.

The theme of the conference, which will take place at Bank Street and at Columbia on March 29th, 30th and 31st, 2006, is “Global Thinking: Tools for Learning.” Featured speakers are Jeffrey Sachs (The End of Poverty), Howard Gardner (Frames of Mind: The theory of multiple intelligences), and Judith Heumann (Assistant Secretary for Special Education and Rehabilitative Services, former teacher in NYC schools, and pioneer in a range of efforts to guarantee equality of access and opportunity to persons with disabilities). The thematic framework of the conference will include these topics: Developing the Global Citizen, Equity and Justice, Personal and Professional Development, Integrated Learning and Teaching, Individualization and Differentiation, Assessment, Curriculum Development, Families as Partners, Technology, Leadership and Supervision, Research in the School Setting, and a range of topics related to laboratory schools.

The National Association of Laboratory Schools supports the relationships between universities and their P-12 partners—laboratory schools, charter schools, professional development schools, academies, home schools and campus schools—in the United States, Canada, Puerto Rico, Russia, Hong Kong, China, Costa Rica, Singapore and Japan. At the NYC conference, the membership will vote on a new name to reflect the dynamic changes the organization is making as it enters into its 50th year of serving university-affiliated schools.

For more information, contact Alexandra Weisman, at Bank Street (email: aweisman@bankstreet.edu).

IN MEMORIAM

A TRIBUTE TO JOAN CONSTANCE CROFT

By MR. RODNEY CROFT
Joan Constance Croft was born February 25, 1921 and died December 30, 2005. She was a great lover of the English language and particularly the way in which it could be used to convey to the reader or listener not just a verbal message but especially a message affording an added instant visual impact particularly when concerning a humanitarian matter. She used this technique in all her poems particularly “No need for Tears” inspired by the grief she experienced when she lost her Mother at the age of thirteen when her Mother was 38 years old; she wished to protect us from the grief she experienced then, hence the allegorical use of the shell on the beach in the first line of “Mourn not the Shell;” clearly hence the allegorical use of the shell on the beach in the first line of “Mourn not the Shell;” clearly

Dancing with my shadow, feeling kind of blue, dancing with my shadow and making believe it’s you
In my dreams it seems you are my own again, then I wake and find that I’m alone again
Dancing with my shadow feeling kind of blue, dancing with my shadow and making believe it’s you.

A truly graceful English lady who had a rare and enviable poetic command of the English language which she used to convey her experiences and observations of life, shared by so many others who were grateful for her poetic interpretations of the emotions they too had experienced. Mr. Rodney Croft is a vascular surgeon in London and has been a contributor to Education Update.

DIANA’S MESSAGE

By JOAN CONSTANCE CROFT

Now the muffled bell is still
Red tunics put away,
All the flowers have waited
Not so my memories of that day.

I heard your cheers and felt your tears
Only now I could not say
How my heart was gladened
By your show of love that day.

But I would have you dry your tears,
Your vision be not blurred
To causes needing all your love
And suffering that stirred my heart
to seek the means
By which to serve them best.

Reach out your arms, give support,
Don’t fail this crucial test.

To tend the sick and feed the poor,
Ban wicked landmines evermore,
Oust the paparazzi pack,
See decency and dignity come back.

If these achievements you can gain,
My dying will not have been in vain.

This poem was sent to Earl Spencer, Diana’s brother, who responded with a lovely letter of thanks and appreciation from Althorpe to Mr. Rodney Croft.

For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf/.
Higher education has always been special in my family. And in fact, we all have our heroes. My particular hero, or one of my particular heroes, is my paternal grandfather and he is my hero because he was actually the one who decided, as a sharecropper’s son, in Eutaw, Alabama, that he was going to get book-learning. And so somewhere around 1916 or 1917, he asked people coming through where a colored man could get a college education. And they told him about little Stillman College, which was some 60 miles away from where he lived. They said, “You know, if you can go to Stillman, you can get an education.” And so he saved up his cotton, he went off to Stillman College and he went through his first year. And then in the second year, they said, “Okay, how do you plan to pay for college now?” And he said, “But I’m out of cotton.” They said, “Then you’re out of luck.” He said, “Well, how are those boys going to college?” And they said, “Well, you see, they have what’s called a scholarship and if you wanted to be a Presbyterian minister, then you could have a scholarship, too.” And my grandfather said, “You know, it’s exactly what I had in mind.” And my family has been Presbyterian and college-educated ever since.

Somehow, my grandfather knew that higher education would be transforming for him. And what he couldn’t have known is that the American higher educational system would not just be transforming for a young boy from Eutaw, Alabama but in fact for people around the world. This transformative capability of American higher education has been very clear to me in my work as a professor because I witnessed the life changing potential of international exchange among American students who studied abroad and among the diverse foreign students who studied at Stanford from every region of the world who regularly enriched my classrooms in ways that only they could do.

A few of these students are deeply ingrained in my memory. I remember teaching a young woman from Timisoara, Romania, who had been through as a 13-year-old, some of the worst violence in Romania during the December Revolution. And one day, we were talking and she wanted to know whether in segregated America, she could and I told her about my experience in losing a little classmate, Denise MacNair, in the church that was bombed at 16th Birmingham in 1963 during violence I had experienced something like she had where young children had been killed. And I told her about my experience in losing a little classmate, Denise MacNair, in the church that was bombed at 16th Street in September of 1963. And I suddenly realized that across this vast divide from Romania to Birmingham, Alabama, there was a common experience that brought us together. She’s still a young woman who now works in Paris. She stops by from time to time. She was here a month or so ago to see me. She’s a student I’ll always remember.

So for these students and many like them, the university and America itself was a sanctuary for open inquiry and self-improvement where, for the first time in their lives, they were safe and free to pursue the cause of knowledge in a condition of freedom.

As Secretary of State, I have a new appreciation for how education can bridge those national boundaries. I can’t tell you how many times I’ve met foreign leaders and heads of state who studied in America. I think you could tell today the President is passionate about this because he sits down across from these leaders and they’ve gone to all kinds of schools in the United States. They’ve gone to community colleges, they’ve gone to small colleges, they’ve gone to land-grant colleges, they’ve gone to research universities. They’ll all had the common experience of studying in America. And the experience then becomes one that binds them together and can never be broken.

On a recent trip to Saudi Arabia, I was meeting with the princes of the royal family and some members of the foreign ministry and we got into an conversation and one of them said proudly, “I’m a Trojan.” Another piped up that he, like me, was a “Pioneer” from the University of Denver. And I had that kind of interaction over and over again. But you know, in Saudi Arabia, it is true of my generation that these students studied in America. But with the next generation, they are not studying in America. They’re all had the common experience of studying in America. And the experience then becomes one that binds them together and can never be broken.

As Secretary, one of my highest priorities is to reinvigorate our efforts to connect America to the people of the world through education. In today’s international system, the distance between here and there is getting smaller. The time it takes people and ideas to traverse the globe is rapidly shrinking. And the thoughts and actions of individuals carry more impact than ever. And as a result, exchanges between peoples are as important as exchanges between diplomats.

Today, every American studying abroad is an ambassador for our nation, an individual who can help to open doors of opportunity to the new principles of freedom and democracy for which we stand. Similarly, every foreign student attending one of our universities represents an opportunity to enhance democracy in America and to strengthen the cause of freedom abroad. Our citizens learn from the different perspectives that foreign students bring to our classrooms. And when these students ultimately return to their home overseas, they have new friends that they have met and memories of America that they will never forget.

America’s mission in this new century must be to welcome more foreign students to our nation and send more of our citizens abroad to study. To be successful, our government and our universities must forge a new partnership for education exchange, a partnership that rests on new thinking and new action.

In the Summit that we are launching, we will come together to begin a discussion about how we can work together to achieve our common goals. We must work together to expand existing programs with proven records of success. One is the Fulbright Scholarship Program which, over the past six decades, has brought a quarter of a million students from 185 countries to study in America. Another newer program is the Gilman Scholarship which, in just the past five years, has enabled 2,200 American students to study abroad.

We must cultivate new relationships for education exchange with countries that are playing an increasingly important international role. As the global center of gravity shifts from West to East, and as regions like the Broader Middle East struggle to redefine their role in the global order, American students must be at the forefront of our engagement with countries like China and India, Iraq and Afghanistan. To prepare young Americans to understand the peoples who will help to define the 21st century, nothing is more important than our ability to converse in their native tongues. And that is why the new National Security Language Initiative that was launched today by President Bush is a critical goal and a critical initiative of this Administration.

At the same time, we must actively recruit students from these new strategic countries to live and study in America. And here we’re faced with massive untapped potential. There’s a multitude of eager young people out there just waiting to hear from us.

As an academic myself, I believe that educated people have a special responsibility to give back to the nation that has given them so much. Few Americans are in a position to use their great expertise to make a difference. Let me urge all of you to encourage your students to consider a life of service upon graduation, perhaps a life of service in the diplomatic corps of our nation through the Foreign Service, through our military forces, through our intelligence services or somehow in public service. Public service is a wonderful way to give back. We have to make certain that we’re reaching out to others and that they are reaching back to us. #
In the last 50 years, American ingenuity has put a man on the moon, a rover on Mars, and computers in our businesses, our homes, and even our pockets. The last half-century has reminded us how American innovation can spread democracy, freedom, and hope. Those who founded and those who have led our nation through the centuries understood that education is the essential foundation for a thriving, inventive democracy. Before founding the University of Virginia in 1819, Thomas Jefferson noted that “nothing [has advanced] the prosperity, the power, and the happiness of a nation” more than education, and he was right.

The Soviet Union launched Sputnik in 1957. In response, former Illinois senator and Dwight Eisenhower launched a historic national investment in math and science. He understood that education was the best weapon he had.

American universities reacted to Sputnik with an extraordinary display of ingenuity. Within a decade, our country tripled the number of science and engineering PhDs awarded every year. More importantly, we turned the threat of Soviet competition into proof of our ability to improve the quality of life for our citizens and countless others worldwide.

Today, we have no symbol as obvious as a Russian satellite streaking through the sky to remind us of our global competitors, but there are many smaller signs fast approaching on the horizon. The world is changing at a rapid pace, and many of our students lack the skills to succeed in the global knowledge economy.

We face a severe shortage of Americans who speak languages that are critical to our national security. While only 44 percent of our high school students are studying any foreign language, learning a second or even a third foreign language is compulsory for students in the global knowledge economy.

Under the proposal President Bush announced, the Department of Education would support more partnerships between universities and local school districts. We will help more K-12 schools adopt effective programs to teach Arabic, Chinese, Korean, Hindi, and other critical languages.

But languages are only one part of preparing students for our ever-changing world. Growing up in the shadow of Sputnik, who would have imagined that people in Bangalore would be tutoring our children online or solving our computer problems by phone? As Tom Friedman says in his bestseller The World Is Flat, U.S. high-tech companies are seeking employees abroad, not just because they can be paid less, but because they are often more skilled and more motivated. These companies are not just following the money. They’re also following the brains. Our students are facing an education and ambition gap, and they’re on the wrong side.

And as Norm Augustine, head of the National Academies Gathering Storm committee and former chairman of Lockheed Martin, recently told the Congress, “Americans find themselves in competition for their jobs not just with their neighbors but with individuals around the world.”

The committee’s number-one recommendation for improving the situation is to strengthen the K-12 pipeline, especially in math and science. Less than half of high school students graduate ready for college-level math and science. And a recent adult literacy study showed that 11 million Americans—that’s 5 percent of our adult population—are unable to read.

A college degree is more important than ever. And too few Americans have one. To start a national discussion on how we can meet rising enrollment numbers and new economic demands, in September I launched the Commission on the Future of Higher Education.

I’m pleased to be working with the Congress, the American Council on Education, and the Council of Chief State School Officers to improve our nation’s education system. I’ve asked the Congress to create a new national commission to study and recommend ways to improve the quality of our K-12 education system.

As a teacher, you help children achieve their dreams every day. So Bank of America would like to help you achieve yours. With our Teacher Flex mortgage program,* it’s easier to afford a home of your own. There’s little or no down payment required. No income restrictions. Flexible credit guidelines. And a mortgage specialist to guide you—every step of the way. It’s all part of how we bring Higher Standards to the people who serve the neighborhood.

As my husband and I travel the country, I see the results of our nation’s investment in education. You already do so much, from your student year abroad programs to foreign service opportunities that you offer your own American students. Many American students have the opportunity to travel and work in other countries. You welcome thousands of foreign students to your campuses.

In 2004, George and I hosted the G8 leaders in Sea Island, Georgia, and for the Spouses Program, I invited an Iraqi Fulbright Scholar, a young woman who was at Indiana University then, and now she’s at Duke working on her Master’s. So at a meeting, Dalia, this lovely Iraqi Fulbright Scholar, told us her story. Her family lived in a town on the border of Iraq. When she was a little girl during the Iraqi-Iranian war, her village was gassed. She was temporarily blinded because she was little, she was separated from her family, and drank water from the street. Now she is here studying on a Fulbright Scholarship. She told us how disturbed she was by the impressions Americans had of Iraq, and that when she told students in her university where she was that she was from Iraq, people gasped in horror because Americans’ impressions of Iraq are so bad.

And so not only in the United States here with her Fulbright Scholarship is she learning about the United States, but she’s also having the chance to instruct us about her country.

Another great program that’s run out of the University of Nebraska has been bringing female teachers from Afghanistan to the United States every semester for a very intensive teacher training program. The Afghan teachers then go home and train other teachers in an effort to get as many teachers into rural areas as possible. I’ve hosted each of these groups of Afghan teachers at the White House, usually on their way home back to Afghanistan with a real picture of what American life is like in the heartland of our country.

Later this month, I’m going to visit Ghana with six university presidents from the United States to unveil the Textbooks and Learning Materials Program. This program links minority-serving colleges in the U.S. with institutions in Africa to provide textbooks and school supplies for African students. I know that by working together, our government and our institutions of higher education can introduce people around the world to the America we know. Ours is a just and tolerant society, a home to people of many faiths and many backgrounds. So as we seek to understand and know other cultures, we also want people in other countries to better understand us.

*Including full-time educators or employees at the elementary, secondary, or college/university education level, including administrators, librarians, counselors, administrative support and custodial staff. Equitable housing lender. *Credit is subject to approval. Programs, rates, terms and conditions are subject to change without notice. The Teacher Flex mortgage program is available nationwide and in the District of Columbia for purchase or refinance transactions on conforming loan amounts (higher loan amounts in certain states) with minimum credit scores of 620. The Teacher Flex program may apply. Bank of America, N.A. Member FDIC Equal Housing Lender © 2004 Bank of America Corporation 36USC220506
STARTING COLLEGE IN 2006?
‘TIS THE SEASON TO BEGIN
FINANCIAL AID PROCESS

‘Tis the season for the aspiring college student to be thinking about college admissions. In addition to admissions applications, one of the most important of these is the Free Application for Federal Financial Aid (FAFSA).

“Anyone seeking assistance to fund their college education must file a FAFSA to be considered,” said Aguila W. Galgon, who is the director of the Camden County College Office of Financial Aid. “All colleges and universities will require the 2006-07 FAFSA as a minimum requirement to be considered for financial aid during the next academic year. Many merit-based grants and scholarships—including those available through the New Jersey Student Tuition Assistance Reward Scholarship or NJ STARS Program—also require the filing of a FAFSA for a student to qualify for those award monies.”

Tips for those seeking outside funding for their higher education:
1. In addition to speaking directly to financial aid personnel at the colleges where application is being made, attend any financial aid information sessions that are offered. Ask as many questions as you have. One good question is whether or not the college offers scholarships to new students and, if so, how to apply for them.
2. Research and apply for outside scholarships. Civic organizations, churches and the sessions that are offered. Ask as many questions as you have. One good question is whether or not the college offers scholarships to new students and, if so, how to apply for them.
3. Complete the FAFSA fully, accurately and as soon as possible. Use the free online version located at www.fafsa.ed.gov, which is the only legitimate government FAFSA Web site. Be aware that all other similar sites are not connected to the federal government and will charge fees to allow you to do what actually costs nothing. Never pay to file a FAFSA.
4. Complete the 2005 tax return early. The financial aid application process is much smoother for families if they can supply actual figures from the tax return rather than estimates. If early tax preparation is not possible, however, families may complete the FAFSA with estimated information.
5. Determine the financial aid deadlines at the colleges to which the student is applying. Missing these deadlines can cost a student hundreds or even thousands of dollars for which he or she might otherwise have been eligible. For many types of aid, the system works on a first-come, first-served basis.
6. Be aware that many colleges also require completion of their internal financial aid application to be considered for institutional grants and scholarships and that many—especially high-cost, private institutions—also require the filing of supplemental aid applications such as the PROFILE, which generally carry processing fees.

Remember that if you don’t apply for financial aid during the next academic year. Many merit-based grants and scholarships—including those available through the New Jersey Student Tuition Assistance Reward Scholarship or NJ STARS Program—also require the filing of a FAFSA for a student to qualify for those award monies.”

7. Make sure you follow up after completing each step in your application process. It’s never too soon to begin preparing for college education because you will be thinking about college admission tests, college requirements to be considered for financial aid during the next academic year. Many merit-based grants and scholarships—including those available through the New Jersey Student Tuition Assistance Reward Scholarship or NJ STARS Program—also require the filing of a FAFSA for a student to qualify for those award monies.”

NYC Educators’ Word Search
by PHYLLIS C. MURRAY

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College-bound Student? Survey Shows Finances Are Worry
Thomson Peterson’s, a leading education information provider and part of the Thomson Corporation (NYSE: TOC; TSX: TOC), today released poll results indicating that a significant number of college-bound students worry about financial aid, doing well on tests, and finding the right school. The surveyed respondents included more than 1,100 college-bound students, as well as a large population of prospective graduate school students and individuals interested in continuing education programs.

According to the recent poll on Petersons.com, 32 percent of college-bound students said that financing their education is what makes them most anxious about the college-planning process. About an equal number of students (28 percent) worry about doing well on admission tests and finding the right school. About 12 percent of respondents were most anxious about figuring out how to get started with the college-planning process. The following is the breakdown of the poll results:

What about college planning makes you the most anxious?

Finding the right school 27.94%
Finding my education 26.62%
Figuring out where to start 23.64%
Financial aid 23.67%
Doing well on admission tests 26.62%
Doing well in the college 27.22%
By KEITH BERMAN, M.Ed., M.S.Ed.

It is an alarming trend to see the phrases “marketing,” “branding,” and, even, “image is everything” becoming parts of the college counseling dialogue. These words imply that applying to college primarily requires fabricating a sales pitch, ignoring the fact that adolescents are at an important developmental crossroads as they apply to college. “What is at stake in providing college counseling materials is that students have internalized this as a part of himself despite not being recognized as ‘a musician,’ and this interest in learning what a musician does in college. In scenario one, Marc may be called ‘a musician’ in an essay, but he will not have internalized this as a part of himself despite listing it on a resume.”

An effective independent college counselor provides an edge because of the individual attention, insight, and skills that the counselor can add at every level of the process. But, the process should be one of counseling, which involves students understanding themselves at every stage, and exploring their interests. Simply being cognizant of the way the adolescent mind works can do wonders for a student’s sense of self, his interactions with his family, and his college application materials.

Keith Berman, M.Ed., M.S.Ed., is the President of Options for College (www.optionsforcollege.com), an independent college counseling service, and a doctoral candidate at Harvard Graduate School of Education, having received the Roy E. Larsen award. Mr. Berman worked for Yale University as a Senior Interviewer, and a member of the Undergraduate Recruitment Office. He was also an Interviewer for Harvard Admissions. Mr. Berman is a doctoral student member of NACAC and NEACAC. He is an associate member of the Independent Educational Consultants Association (IECA), and is a member and resource listed in Attention Deficit Disorder Resources. His other professional experience includes being a researcher at the American Institutes for Research, and receiving a New York City Teaching Fellow and two Americorps grants. Mr. Berman is an alumnus of Yale, Harvard, and Bank Street.

Attention College Guidance Counselors: Putting the “Counseling” Back

High school teachers in Missouri can count on the University of Missouri-St. Louis to prepare them for a new state teaching requirement, a standard that all Missouri high school students receive a one-semester course in personal finance. The requirement will apply to incoming freshmen (class of 2010), and it’s designed to impart knowledge, understand a loan agreement, research mutual funds and interpret credit card finance charges.

Counselor 1: What is the class about?
Counselor 2: That is really great that you enjoy being in the band. I know how important playing music can be when you have a lot of tough classes during the day. How do you make music?
Counselor 3: You can hear it!
Counselor 4: Really... sure, fine. I wrote a series of ten pieces. This one’s called Sine Wave Blues.
Counselor 2: That is really great, Marc. A lot of college people are looking for things like that when they choose their college. I think you’ll do fine writing TV; this is unique, and you should be proud of it. It really sets you apart! You ought to make a CD for me.

Student: OK... thanks.

Counselor expresses a common interest, music. Counselor 1 responds by making a routinized task the focus of the answer, creating the resume. But Counselor 2 gets information that would make much better fodder for the resume (Marc is in fact a composer, and organizes his own group), and identifies the place in which Marc exposes his interest in music, doing a wonderful job of validating and exploring Marc’s interest. Marc leaves Counselor 2 learning more about how he feels about music, and feeling that is perfectly OK to talk about this with adults (e.g. in an interview).

The conversation might continue in the second scenario such that, Marc is referred to as “a musician,” and has an interest in learning what a musician does in college. In scenario one, Marc may be called “a musician” in an essay, but he will not have internalized this as a part of himself despite listing it on a resume.

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HOME FOR MID-WINTER BREAK: BACK TO LIVING WITH PARENTS

When college students return home for the holiday break, many often clash with their parents over their social schedule—specifically, the habit of going out late at night, and returning home around dawn. Living the College Life by Kenneth Pulaski, M.Ed., M.S.Ed., is the President of Options for College (www.optionsforcollege.com), an independent college counseling service, and a doctoral candidate at Harvard Graduate School of Education, having received the Roy E. Larsen award. Mr. Berman worked for Yale University as a Senior Interviewer, and a member of the Undergraduate Recruitment Office. He was also an Interviewer for Harvard Admissions. Mr. Berman is a doctoral student member of NACAC and NEACAC. He is an associate member of the Independent Educational Consultants Association (IECA), and is a member and resource listed in Attention Deficit Disorder Resources. His other professional experience includes being a researcher at the American Institutes for Research, and receiving a New York City Teaching Fellow and two Americorps grants. Mr. Berman is an alumnus of Yale, Harvard, and Bank Street.

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An effective independent college counselor provides an edge because of the individual attention, insight, and skills that the counselor can add at every level of the process. But, the process should be one of counseling, which involves students understanding themselves at every stage, and exploring their interests. Simply being cognizant of the way the adolescent mind works can do wonders for a student’s sense of self, his interactions with his family, and his college application materials.

Keith Berman, M.Ed., M.S.Ed., is the President of Options for College (www.optionsforcollege.com), an independent college counseling service, and a doctoral candidate at Harvard Graduate School of Education, having received the Roy E. Larsen award. Mr. Berman worked for Yale University as a Senior Interviewer, and a member of the Undergraduate Recruitment Office. He was also an Interviewer for Harvard Admissions. Mr. Berman is a doctoral student member of NACAC and NEACAC. He is an associate member of the Independent Educational Consultants Association (IECA), and is a member and resource listed in Attention Deficit Disorder Resources. His other professional experience includes being a researcher at the American Institutes for Research, and receiving a New York City Teaching Fellow and two Americorps grants. Mr. Berman is an alumnus of Yale, Harvard, and Bank Street.

High school teachers in Missouri can count on the University of Missouri-St. Louis to prepare them for a new state teaching requirement, a standard that all Missouri high school students receive a one-semester course in personal finance. The requirement will apply to incoming freshmen (class of 2010), and it’s designed to impart knowledge, such as how to balance a checkbook, understand a loan agreement, research mutual funds and interpret credit card finance charges. In response to the new requirement, the Center for Entrepreneurship and Economic Education at University of Missouri-St. Louis (UMSL) is offering Economics 5055: Personal Finance Economics.

“Our course will prepare teachers to teach the high school class,” said Mary Suiter, director of the UMSL center. “The class is aligned with state standards, and we will offer content instruction, along with strategies, methods and lessons for teaching the content in the high school classroom.”

Economics 5055 is a graduate-level, three-credit-hour class open to anyone certified to teach high school in Missouri. The class will alternate between St. Louis County branches of Royal Banks of Missouri and Pulaski Bank. “Missouri banks are strong supporters of the high school requirement,” Suiter said. “They are committed to improving personal financial literacy, and bankers will assist the teachers who take our course.” Visit http://www.umsl.edu/~ecoecon/ for more information on the Center for Entrepreneurship and Economic Education at UMSL.

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Howard University Approaches $250 M Goal

Howard University President Dr. Patrick Swygert recently announced that “the Campaign for Howard,” a five-year, fund-raising endeavor initiated in March 2002 to raise $250 million, is close to achieving its goal. To date, the University has generated $204 million in cash and pledges, 82 percent of the targeted goal. This amount does not include the very generous $76.0 million in-kind gift of equipment and services contributed through the General Motors PACE Program,” said Swygert. “We are very heartened by the fact that this percentage is 14 percent more than what we expected to raise by the end of 2007’s deadline.”

Over the past two years, receptions have been held in major cities across the country: Miami, New York, Philadelphia, Chicago, Atlanta, and Los Angeles to provide forums for alumni and friends to keep abreast of University happenings, network and fellowship with classmates and business colleagues, and recruit prospective students for matriculation. Future receptions will be held throughout the country in conjunction with academic programs, new facilities for learning and research, and help us to guarantee our legacy of “Leadership for America and the Global Society.” Howard University is one of 48 U.S. private, Doctoral/Research-Extensive universities and considers itself 1,000 schools and colleges. Students pursue studies in more than 120 areas. Visit the University’s Web site at www.howard.edu.

The Association of Independent Colleges and Universities in Massachusetts (AICUM) has honored The Sallie Mae Fund for its dedication to the Massachusetts Kids2College program. Kids2College is a college awareness program that helps students in low-income and underrepresented communities understand that higher education is within their reach. By exposing kids to college experiences during the school years, the program fosters aspirations for college early on. The Fund is committed to supporting the program for the past 13 years and also sponsors Kids2College programs in Boston, Washington, D.C., North Carolina and Massachusetts. Pilot

MASSACHUSETTS

Kids2College

The Association of Independent Colleges and Universities in Massachusetts (AICUM) has honored The Sallie Mae Fund for its dedication to the Massachusetts Kids2College program. Kids2College is a college awareness program that helps students in low-income and underrepresented communities understand that higher education is within their reach. By exposing kids to college experiences during the school years, the program fosters aspirations for college early on. The Fund is committed to supporting the program for the past 13 years and also sponsors Kids2College programs in Boston, Washington, D.C., North Carolina and Massachusetts. Pilot

WESTERN HEMISPHERE

Together with his wife, Karen, Davidson College President Paul Franklin has expanded the Wexner Graduate Fellowship Program, whose mission is to recruit and train Jewish professional and lay leaders through qualifying graduate school programs. Beginning next year, ten students will be selected annually as Davidson Scholars within the Wexner Graduate Fellowship Program. Daily.

Jewish education is the number one priority in the Jewish community today, especially as Jews disperse to regions over ever further from major Jewish population centers. The Davidson gift is greater and is at the heart of Jewish identification and commitment. Non-Jewish Americans are savvy consumers; they seek quality and expect long lasting value. To meet this expectation, the demand for career-minded Jewish educators with advanced degrees in appropriate fields is growing rapidly across the denominational spectrum. The Davidson School is one of the very few places with programs broad and content-rich enough to meet today’s complex needs. Gifts that support the Davidson School and other Jewish education programs represent a commitment to the continued vitality of the American Jewish community.

Further opportunities at JTS are available by contacting Rabbi David-Seth Kirshner at (212) 678-8049 or davidseth@jtsa.edu. Visit the JTS website at www.jtsa.edu
Worrying About Your Freshman Year in College?

Incoming freshmen are adults with high expectations and tough adult decisions to make. Yet, they often don’t know what to expect when they first arrive on campus, and they are full of questions: What should I pack? Do I need a car? What classes should I take? What if I’m assigned a difficult roommate?

After all, making friends and getting good grades are two measures of a happy and successful college experience, but ultimate happiness depends on something more—making the right choices, over and over again.

Living the College Life: Real Students. Real Experiences. Real Advice by Kenneth Paulson, puts all the right answers at students’—and parents’—fingertips. The comprehensive how-to guide contains all the nuts-and-bolts (and pitfalls) of the first year of college.

Paulson, a resource manager for the Newsweek Education program and an adjunct professor of journalism at New York University, first lays out common questions and common-sense answers.

Beginning with a chapter on The First Few Days Paulsen then proceeds with such relevant topics as Early Discontent, Academics, Rape, Money, and Special Concerns for Student Athletes. Included is a handy chart detailing pros and cons of joining fraternities or sororities, discussions on whether pulling “all-nighters” is a good strategy; and tips on avoiding recreational drug use and the “freshman 15” weight gain.

Living the College Life is written in a conversational tone that is bolstered by dozens of frank, first-hand knowledge and advice, from working with smaller classes to more affluent, suburban parents get offered as the primary advantage. And it’s rejected as a strategy to improve student achievement despite the research findings. This is just what any freshman needs to succeed through that tricky first year. It is just what any freshman needs to succeed through that tricky first year. It needs to protect its environment, he added. The research center would be modeled after successful environmental research centers at The City College such as the International Center for Environmental Research and Technology (ICERT) and the Cooperative Remote Sensing Science and Technology Center (CREST).

In addition, it is participating in the Bologna Process, a system of accreditation that facilitates acceptance of credit for completed coursework among European colleges and universities.

“Establishing the environmental science and technology program will be vital to Macedonia’s economic future,” said Dr. Reza Khanbilvardi, CCNY Professor of Civil Engineering, who will work with SUT officials to design their program. The country, which was a republic of the former Yugoslavia, must meet European Union (EU) environmental standards to gain admittance to that body and attract foreign investment, he explained.

Of particular concern are the environmental conditions of Ohrid and Prespa Lakes, which straddle the borders of Macedonia, Albania, and Greece. Ohrid Lake was declared a UNESCO World Cultural and Natural Heritage Site in 1980.

When Macedonia was part of Yugoslavia, untreated wastewater from surrounding villages was allowed to flow into the lakes, noted Professor Khanbilvardi, who, along with CCNY colleagues, worked with the Macedonians for three years to develop treatment facilities.

The environmental science and technology center at SUT, which would include an environmental research center on Ohrid Lake, would enable Macedonia to develop the expertise it needs to protect its environment, he added. The research center would be modeled after successful environmental research centers at The City College such as the International Center for Environmental Resources and Development (ICERD) and the Cooperative Remote Sensing Science and Technology Center (CREST).

CCNY Helps Macedonia’s State U Create Environmental Programs

The City College of New York (CCNY) has announced that it has entered into an agreement with the State University of Tetovo (SUT) in Macedonia to help create an environmental science and technology program at SUT and to facilitate student exchanges and other collaborative projects.

The Memorandum of Understanding between the two schools, signed by Dr. Gregory H. Williams, President of The City College, and Dr. Neshbedin Beadini, Rector of the State University of Tetovo, calls for:

• Formation of a joint scientific committee to develop a strategy and plan of action to create an environmental science and technology program at SUT that would grant degrees and house an ecological research institute.

• The two schools to implement student exchanges at the undergraduate, graduate and post-graduate levels.

• Scientists from both schools to work collaboratively on environmental science and technology problems of mutual interest.

• Both schools to invite members of each other’s faculty and student body to participate in relevant conferences, symposia, meetings and other events.

““This partnership provides an incredible opportunity for The City College of New York,” said President Williams. “We admire what the State University of Tetovo has accomplished in a relatively short period of time and we are pleased to be able to partner with them.”

SUT, which is the second largest higher education institution in Macedonia, was established in 1994. It has grown to 13,000 students and 250 employees organized in six faculties, the equivalent of schools at American institutions.

In addition, system will simply have to roll up their sleeves and work to make smaller class sizes a reality in urban school districts.

Noreen Connell is the President of the Education Priorities Panel in NYC, a coalition of twenty-five civic groups.

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New Surveys Show Improved Job Market, Increased Income for Physical Therapists

Physical therapists are experiencing virtually unemployable rates and increased salaries, according to a series of surveys recently conducted and released by the American Physical Therapy Association (APTA).

The job market for physical therapists has continued to improve since APTA’s last study in fall 2001. The current 0.2 percent unemployment rate has decreased from the 1.1 percent of physical therapists unemployed in the spring of 2001. APTA President Ben F Massey, Jr., PT, MA, said, “It’s very encouraging to see our profession persevere and thrive through the Balanced Budget Act (BBA) of 1997 [which drastically cut reimbursement for physical therapy services, particularly in the long-term care sector], an economic recession, and the financial fallout of September 11.

APTA’s Physical Therapist Employment Survey was designed to assess trends in employment patterns, and the most recent version shows the lowest unemployment rate since data were first collected in 1999. The survey results, non-members of APTA were two and one-half times more likely to experience employment turbulence than were their physical therapist counterparts who are members of APTA and the Association. “Turbulence” was operationally defined as being currently unemployed or being currently employed but having lost a job within the past six months.

APTA’s 2005 Median Income of Physical Therapists Summary Report, a separate survey conducted among members, reviews data collected in years 1999, 2000, 2002, and 2004. The median income of physical therapists has increased 34 percent between 1999 and 2004, from $55,000 to $68,000 annually, while the adjusted income (adjusted for inflation) increased 32 percent from $33,103 to $35,998. This increase indicates a substantial improvement in the physical therapy profession.

“These surveys indicate that the physical therapy profession is strong, and physical therapists have a bright future,” Massey said. “We’re also encouraged to see the clear relationship between APTA membership and the likelihood of employment. It is likely that the commitment that motivates an individual to join APTA also makes him or her a more valuable employee—a therapist whose skills remain on the cutting edge and more committed to the profession is more likely to be employed in trying economic times as well as when the job outlook is bright.”

APTA also conducted a membership-based profile survey to examine the demographic description of its physical therapist members. Most signification is that 9 percent of the respondents have their doctorate of physical therapy or other doctorate degree, up from 3.7 percent in 1999. The survey also showed that male physical therapist respondents have risen from 29.9 percent in 1999 to 32.2 percent in 2004.

The American Physical Therapy Association is a national professional organization representing more than 68,000 physical therapists, physical therapist assistants, and students of physical therapy. Its goal is to foster advancements in physical therapy education, practice, and research.

Online Learning vs. The Classroom: Which Works Better For You?

By LAURA JEANNE HAMMOND

Today, over 75 percent of traditional colleges and universities offer virtual courses, with more than 4 million students involved in “distance” or online coursework. But before you join the ranks, it’s a good idea to do your homework and determine which mode of instruction should first be addressed to help you decide if online learning is the right choice.

• Check requirements for your major. Some classes may have mandatory on-campus time outside of the classroom. For example, music majors may have required practice sessions, and science majors may be required to do experiments in a lab. Make sure to research course requirements before signing up.

• Consider your own options. If you are considering an online class simply to gather college credit, consider other ways to earn credit, such as studying a self-paced study package, or taking a CLEP exam and accelerated courses offered during semester breaks.

• Investigate the cost. Online courses at most colleges and universities cost just as much as if you were taking the class in person. Don’t count on computer-based classes to lessen your overall cost.

• Check the professor’s online availability. Ask the professor for his/her e-mail address, phone number and availability. Don’t ignore a professor’s office hours or willingness to interact with students just because you don’t see him/her every day. Clarify how quickly you can expect to receive a reply if you’re not a professor if you’ve e-mailed a question.

• Confirm the proper technology. Make sure your hardware, software and Internet connection is up to handling the requirements.

Laura Jeanne Hammond is editor in chief of The Next Step Magazine (nextSTEPmag.com), which publishes guides for students pursuing higher education.
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HELPING WITH HOMESICKNESS

What is it?
Homesickness is the natural result of separating from home and loved ones. In a recent study, nearly 96 percent of all boys and girls who were spending two weeks or more at overnight camp reported some homesickness on at least one day. Almost all children (and grown-ups!) feel homesick when they’re away from home. People’s feelings simply vary in intensity.

What causes it?
There are several factors that put children at greater risk for becoming homesick. For example, children with little previous experience away from home, children who have low expectations of camp, children who feel forced to go to camp, children who are unsure whether adults will help them if they need help, children who have little practice coping with negative emotions, and children whose parents express a lot of anxiety are most likely to feel homesick.

Some factors have nothing to do with the intensity of homesickness. These include geographic distance between home and camp and the presence of a friend from home at camp.

When is it a problem?
Most feelings of homesickness are not problematic. In fact, missing home isn’t a problem until it becomes a preoccupation. When the feelings of sadness and anxiety associated with missing home become so strong that making friends, having fun, sleeping, eating, and participating in activities is difficult, something must be done.

What can be done?

- Discuss what camp will be like well before your child leaves, acknowledging feelings; consider role-playing anticipated camp situations such as using a flashlight to find the bathroom
- Allow your child to pack a favorite stuffed animal and/or picture so that your child will have a reminder of home
- Talk candidly with the camp director to obtain his/her perception of your child’s adjustment
- Acknowledge your child’s feelings and communicate your love. You might say, “If you still feel this way in two days, we’ll discuss what we can do.”
- Remind him/her, if necessary, that he/she has made a commitment

Trust your instincts: The occasional child who is truly not enjoying anything, having a miserable time and not adjusting to camp life at all should be allowed to return home after a reasonable amount of time and effort.

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Special Theater Discount for RFK for Educators and Readers of Education Update

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A Letter from Producer Winship Cook

Dear Education Update:

I loved the article on Robert F. Kennedy in your most recent issue and would very much like to offer your teachers and principals a special rate to come see our play now through January 29th for only $36. Performance times are Tue, Wed, Thu, Fri, Sat @ 8pm and Wed, Sat, Sun @ 3pm. For tickets* go online to www.ticketmaster.com and mention code JNYRFK. Or call ticketmaster at 212-307-4100 and mention code JNYRFK. Or go to the box office at 45 Bleecker Theater and present a printout of this e-mail or ad. Go to www.cultureproject.org for box office hours. Please mention to the box office, when you attend the performance, the name of your school as we are keeping a list and have study guides available for those principals and teachers who want to bring groups of students to see the play. To make a reservation for a group of 10 or more, please call the box office directly at 212-253-9983.

A Letter from Jeff Kaufman, Principal

Warner Avenue Elementary School

LOS ANGELES, CALIFORNIA

While in New York City over Winter Break, I saw the play RFK written and performed by Jack Holmes. Mr. Holmes presents a brilliant, mesmerizing portrayal of Attorney General Robert F. Kennedy from 1964 until his assassination in 1968. Captivated, I sat riveted on the edge of my seat, thoroughly engrossed in the historical content and dialog, wanting to raise my hand and ask questions.

As an educator, I know every student should see this play. It allows us to relive a fascinating, important period of American History. Its content is relevant to the history being created today. It opens the opportunity for numerous hours of discussion.

For 90 minutes, RFK gave me the opportunity to be in the presence of a great American politician. Indeed, it was an exceptional and memorable experience.

*All tickets Subject to availability and prior sale. Offer valid for all performances through 1/29/06. All prices include a $1 theater facility fee. Limit 6 tickets per order. Normal service charges apply to phone and online orders. Offer may be revoked at any time.

5th Annual East Harlem AIDS Walk Brings Community Together

By MITCHELL LEVINE

The Fifth Annual East Harlem AIDS Walk and Health Fair roused community spirit and activism as residents filled the streets to help raise awareness and educate individuals about the benefits of getting tested. Held on Saturday, September 10, the event was led by Iris House, Inc., the nation’s first community-based organization founded by and for women and families infected and affected by the HIV/AIDS virus, in close collaboration with the East Harlem HIV Care Network and its 31 other member agencies. In a community-wide effort to draw attention to these dire conditions and to focus on prevention and testing, hundreds of East Harlemites gathered on East 115th Street where the walk kicked off with a performance by the Phoenix House Choir. Participants walked together through the neighborhood, waving banners and distributing flyers. Accompanied by live music from the Phoenix House Choir and the El Faro Live Salsa Band, community residents visited booths to collect information concerning testing and prevention services and access to care. The fair also included free HIV testing and glucose, cholesterol and hepatitis screenings. “In 1994, people were storming out to the streets all over the city to fight for those dying,” said Network Coordinator Jose Martin Garcia Orduna. “In 2005, too many are forgetting the thousands who have died and who still die in East Harlem.” We have to make a statement that can be seen and heard in every corner of our community: only we can stop AIDS.” Since 1991, the East Harlem HIV Care Network has worked to improve the availability, accessibility, quality and coordination of services for people living with or affected by HIV and AIDS. Union Settlement serves as the Network’s lead agency. More information is available for readers at 212.828.6141.

INAGURAL SERIES OF MAPLEWOOD KIDS CONCERTS

SPONSORED BY EDUCATION UPDATE

Dan Zanes and Friends:

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Arturo O’Farrill and his Latin Jazz Quintet:

Sunday, April 2, 2006 at 2pm

Rebecca Frezza and Big Truck:

Sunday, May 7, 2006 at 2pm

Wooden You Know, 1881 Springfield Ave., Maplewood, NJ 07040

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Rebecca Frezza and Big Truck, $11/kids ages 12 and under, $15/adults

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Tickets available at: http://www.maplewoodkidsconcerts.com or in-person, cash only, at Wooden You Know, 1881 Springfield Ave, Maplewood, NJ 973.761.1717

Maplewood Kids Concerts is the brainchild of Amy Paternite, an independent publicist in the music and arts industry as well as a Maplewood parent. “Maplewood is an artsy town, yet when it comes to music and the performing arts, there are few local family-oriented programs featuring nationally established kid-friendly artists. Instead of going to New York City, I think parents will welcome the opportunity to spend Sundays in our hometown, without the stress of city traffic and added expenses, to see the same quality programs.” Major sponsors for the series include Maplewood toy store Wooden You Know and The Bank of New York in Millburn.

About the artists:
The New York Times hailed, “Zanes is on a mission to make kids’ music cool!” Former Del Fuegos frontman Dan Zanes is the Bruce Springsteen of the kid-set. An all-ages musician with the magnetic charm and wild hair of a rock star, Zanes plays songs clever and catchy enough to rope in not only the kids and kid sympathizers but any teens who happen by. The Los Angeles Times proclaimed, “Dan Zanes is enriching the field with his dance-party, hootenanny for the 21st-century-style live performances...combining uncompromising vocal and instrumental artistry that harks back to the days when sing-alongs in the parlor brought families and friends together”

Arturo O’Farrill and his Latin Jazz Quintet shake it up in a performance entitled “Arroz con Bebop.” The program is designed to introduce Latin Jazz to young people through participation, demonstration, and performance. O’Farrill, who leads the Lincoln Center Afro-Cuban Orchestra, toured New York City public schools with this show as part of Jazz at Lincoln Center’s Jazz in the Schools program. The Atlanta Journal-Constitution hailed, “Just try staying in your seat... the propulsive rhythms and grooves pull you up and make you dance in the aisles,” while The Los Angeles Times added, “rhythmic energy... bursting in all directions.”

First 100 kids at the door receive free percussion toys courtesy of First Act.

Former Montclair Music Together teacher Rebecca Frezza has enjoyed national attention with two critically acclaimed CDs regularly played on XM Satellite Radio and her music videos that have become a staple on Noggin’s Jack’s Big Music Show. Barnesandnoble.com hailed, “Fair-haired singer-songwriter Rebecca Frezza creates feel-good songs for kids and their parents with inspired fervor and groovin’ rhymes on her debut, Music in My Heart, and her second kids’ album, Road Trip, is a free-spirited blend of pop, rock, jazz, and more.” Parents Choice added, “Frezza’s songs cover an appealing range of child-savvy subjects, from friends and dream-time to babysitters, a wacky “Space Dog” and a “bee bopping boogie.”

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MOVIES

Giant Treat – King Kong; Suspense Scenario: Munich

The Color Purple Brightens Broadway

By JAN AARON
The Color Purple is good family entertainment while not fully accomplishing the daunting task of putting the huge novel on the stage. Subtleties of the novel are sacrificed for trying to get every detail into the show. Yet playwright Marsha Norman does good job of condensing the novel’s intricate plot that extends over several decades. The audience pleasing show, with Oprah Winfrey as one of the producers, is reaching out to educators. (Under development is www.colorpurple.com, which will detail initiatives for educators. Study guides with history and other background materials are available by emailing Marcie@campbroadway.com).

The show boosts a terrifically talented cast, a score including blues, gospel and pop. It depicts the endless trials of the saintly Celie (LaChanze), including being raped by her stepfather, having her two babies taken from her, being forced to marry abusive Mister (Kingsley Legs) and being separated from her beloved sister Nettie (Renee Elise Goldsberry). The story tells how she eventually finds love and self-respect, mainly provided by her loving relationship with the sultry singer Shug Avery (Elisabeth Withers-Mendes). LaChanze provides the proceedings with an emotional center while the Goldsberry and Withers-Mendes are standouts as characters in the large cast.

The storyline includes moments of humor, too, in three church-lady gossips. The show-stopping sly duet “Any Little Thing” sung by Harpo (Brandon Victor Dixon) and Sofia (Felicia P. Fields), Oprah Winfrey’s part in the Steven Spielberg film, also elicits laughter. The Lion King style number, “African Homeland,” goes on too long.

Director Gary Griffin keeps the pace sprightly, and does a good job of balancing the plot, including somewhat too detailed second act. The score by Brenda Russell, Allee Willis and Stephen Bray skillfully juggles several styles. Outstanding contributions are provided by John Lee Beatty’s versatile sets, Paul Tazewell’s gorgeous costumes, Brian MacDevitt’s beautiful lighting and Donald Byrd’s high energy choreography. (Broadway Theatre, 53rd & Broadway; 212-239-5300, $26.25-$101.25).

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When you let your students discover the wonder and joy of Disney on Broadway, we’ll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney’s educational program, which provides schools with special rates for groups of 15 or more for Beauty and the Beast, The Lion King, and Tarzan.

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers to pay in full 2–3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group’s experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway’s theaters. After a two-year renovation process that led to the theater’s re-opening in 1997, the theater now hosts Disney’s Tony Award winning musical, The Lion King. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

We will help teachers arrive to the theater prepared. For every show, Disney has developed study guides that help teachers develop projects, discussions and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for good savings at the theater. Teachers can also arrange special lunch savings at McDonald’s Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.

For more info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BVTGroupX@disney.com. Or visit www.disneyonbroadway.com.
**Combating Poverty in NY State**

By LIZ KRUEGER, NYS SENATOR

In order to address growing income inequality in New York City, state and city leaders must develop and implement policies that will provide opportunities for all New Yorkers to succeed and enter the middle class. Such action is particularly needed to reverse the trend of growing poverty in New York City. After dropping some of the country’s highest poverty rates during the 1990s, New York City’s poverty has been rising since 2000. In 2004, 21.8 percent of New Yorkers lived in poverty. This is an increase of 11 percent from 2000 to 2004. One major contributing factor to this increase in poverty has been a drop in real wages for the lowest third of wage earners increased by 1.2 percent. Thus the recession and recovery of the last few years have left low income New Yorkers farther behind other city residents, and created greater economic inequality in our city. The problems New York City is facing are hardly unique to our country, as a whole has risen from 11.3 percent in 2000 to 2004. Given this reality, it would make sense to address this problem at the federal level, but given the current political realities of Washington, there is little reason to expect federal leadership in addressing poverty. In fact, we can expect Washington to make it harder for states and localities to meet the basic needs of poor people, as evidenced by the budget reconciliation bill that recently passed the House of Representatives. If this legislation is not modified by the Senate or Congressional conference committees, it will result in a major erosion of the safety net for low-income New Yorkers. The impacts would be the loss of child care subsidies for 330,000 children in low-income families, loss of food stamps for 255,000 people, most of them low-income workers or family members and increased out of pocket health care expenses for those least able to afford it. In addition, the cuts imposed at the bottom of the economic spectrum, the House and Senate are considering $70 billion dollars in cuts that would hit the low-wage, high-income people. If these program and tax cuts go through, they will only exacerbate the growth of income disparities throughout the country. It is critical that we in New York fight these federal proposals, and it is also clear that we must expect our state and local policymakers to aggressively pursue innovative policies to address poverty and earning capacity.

One key move policymakers can take to address the problem of poverty is to ensure adequate wages for low-wage workers. A new federal minimum wage law took a big step in the right direction in 2004 when we approved an increase in the minimum wage, which was increased from $5.15 to $6.00 an hour as of January 2005, and will increase again in 2006 to $6.75 and in 2007 to $7.15. By increasing the annual income of a full-time minimum wage worker from $10,712 in 2004 to $14,872 by 2007, the new minimum wage law will go a long way toward making it possible for low-income New Yorkers to move beyond pov-

New Yorkers! We never stop reaching, striving, and working. We know there is more we can do, and more we must do. We know there can be no turning back. And there will be no holding back. United, we will stand together against all odds— with the passion and dedication that New York demands of us. United, we will succeed.
PRODUCT REVIEW:

Westjam’s Curriculum Mapper

By MITCHELL LEVINE

Scheduling curricula in a large school is a major strategically undertaking – with several classes running parallel and standards to be met, balancing classroom focus and a timetable requires extensive juggling. But a key characteristic of the technology the procurement revolution has equipped schools in our system with is its value in logistical support. Westjam’s flagship software package Curriculum Mapper was designed to exploit that advantage, and do so in a stellar fashion. At the hear of the product is the concept of a “curriculum map,” a visual representation of the elements of a school’s curricular programs—content and objectives for a specific class or system. Having such a diagram available is a useful aid in defining connects and boundaries, and managing learning outcomes, as the majority of districts that mandate them have discovered. Administering them for large student bodies can be such a strenuous task that it threatens to absorb any benefit the maps may offer.

Curriculum Mapper plays a decisive role in this process by providing an integrated resource for management and analysis of a school or district’s curricular goals. By first creating a template, then connecting to a national database of curriculum maps, teachers can easily produce maps of their classes, then analyze their outcomes, then compare them to schools around the nation. With product’s search engine, teachers can uncover gaps in their lesson plans and instantly address them by finding suitable materials field-tested by educators elsewhere in their districts or in other states. Furthermore, they can ensure that their classes are in sync with the remainder of their unit’s teachers.

Similar advantages are offered to administrators, who can utilize functions built into the program assessing state standards and providing statistical analysis on a number of criteria. Maps can easily be copied from year to year, and a broad scheme of password protection with administrative access comes as a standard option. They act as the admins of the system, able to quickly change passwords, levels of access, content in individual maps, etc.

I installed the program on a two-year-old G4 Mac and was able to rapidly configure it for use, although the package is entirely cross-platform accessible and can be used on either Macs or PCs. With exactly zero experience, I was able to construct a curriculum map for an imaginary trigonometry class and with a few minutes of online research, create a complete fictitious year of study for my students, complete for two semesters. Furthermore, I aligned the class to New York State math standards and pinpointed the topics as well. Despite my utter lack of experience, I was able to map out curriculum for a typical class, so I can say with total impunity that a working teacher should have no problems in doing so. Even better, I was able to print out directly from my browser without having to access the software. For any school system, district or school struggling to manage their map resources, I recommend with-out reservation logging on to www.curriculum-mapper.com for more information.

Cisco Launches Wireless ‘Mesh’ Solution

In an era of booming, city-wide wireless fidelity (Wi-Fi) deployments, Cisco Systems® recently announced the unveiling of a Cisco first—an intelligent wireless “mesh” solution that leverages Cisco’s advanced technology leadership in Wi-Fi technologies to enable municipalities to provide high-speed wireless network and Internet connectivity services.

“The market drivers that propelled widespread wireless adoption in the home and enterprise are now spurring a new demand to provide outdoor ubiquitous connectivity by wireless mesh technologies,” said Alan S. Cohen, senior director, wireless networking business unit at Cisco Systems. “With Cisco’s Wi-Fi mesh solution, cities and local service providers will be able to implement a secure and self-healing outdoor wireless network that not only gives the public access to the Internet, but allows cities to roll-out new and advanced services that build upon their existing indoor networks and applications.”

“Mesh networking is emerging as a high-growth market area, and Hewlett-Packard is well positioned to provide the integration services required by municipalities and enterprise customers,” said Mike Rigodanzo, vice president of Technology Services, HP. “Building on our companies’ relationship around indoor wireless, HP plans to work with Cisco in the mesh space to offer customers an outdoor wireless solution that combines Cisco’s wireless technology with our integration services to accelerate deployments worldwide.”

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**POETRY: AGES 5 THRU 8**

Schoolyard Rhymes: Kid’s On Rhymes for Rope Skipping, Hand Clapping, Ball Bouncing and Just Plain Fun by Judy Sierra. Illustrated by Melissa Sweet. (Knopf, 32 pp., $15.95).

Tarzan, Tarzan, through the air/ Tarzan lost his home/ He’s a weaver, a yellow and most memorable school yard rhymes to compell bouncy youngsters towards memorization. Ancient and college illustrations accompany these irresistible zany verses.

**Review of Atlas of the World**

By JOY BAUM, Ph.D.


It’s handsome, heavy, and, to infer from continuing National Assessment of Educational Progress and recent NAEP test results reflect a woeful lack of knowledge about geography on the part of American school children, despite some modest gains in the 4th and 8th grade. As for college freshmen, data show that high school seniors are graduated so ignorant of geography as to mention their own country, that many cannot easily pick out Iran, Iraq and Afghanistan on a world map. The irony is that with so much geographical information available by way of the Internet, videos, travel books and magazines, and movies and TV dramas situated in or simulating foreign locales, neither schools nor parents seem able to exploit such resources to educational advantage, despite growing concerns about America’s preparedness for globalization. Once upon a time roll-down maps were central in every public school classroom, and memorization of capitols, cities, states, countries, rivers, oceans, and countries’ major exports was an essential part of curricula, no matter how dull and dreary the pedagogy. Indeed, once upon a time—the before days of Social Studies, Civics, and Cultural Studies—Geography stood as a subject on its own.

No one need plead for the good old days, however, which were typically more boring than good, but, as many academics have observed, the desire to be contemporary and politically correct has sometimes meant concentrating on one immigrant culture, with the unfortunate effect of sidelining basic facts about others. Of course, in the history of mapmaking there have always been biases: Eurocentric discovery charts that divided the world into territories known (Europe dominated) and unknown (where monsters were said to lie: hic sunt dracones), and American maps for years always put the United States first. The New, Deluxe Edition of the Atlas of the World from Oxford more than meets the challenge to be timely, fair and PC. It first of many large world maps is certainly archaically correct by centering Africa, and place names are given in native language as in conventional English. The editors do follow tradition, however, in introducing the continents Europe first, and then moving through areas north to south.

Clearly, though, what distinguishes the deluxe Oxford Atlas of the World is immediately apparent: stunning illustrations, from dazzling color satellite photos of the earth to fascinating, detailed city grids. While emphasizing areas of densest population and growing political and economic influence, the new and deluxe Oxford Atlas admirably addresses important themes that alter geography and topography—showing, for instance, by way of highly readable comparative statistics the effects of global warming and the human and economic costs of war and natural catastrophes (military budgets, numbers of refugees). The editors have also not shied away from controversy such as noting the “militarized” success of meetings in Washington, D.C., and including maps of disputed areas, regardless of historical and legal claims.

In less competent hands such a mass of material could be intimidating, but the editors present facts intelligently and beautifully. The Oxford Atlas of the World, Deluxe Edition is clearly a student book to get lost in. Know which airport is the busiest in the world? [Atlanta] As much encyclopedia as atlas, providing, for example, brief explanations (not always totally comprehensible on a first reading) about latitude, longitude and methods of projecting curved space on a flat page, the Oxford Atlas, deluxe edition, integrates an extraordinary amount of information that might otherwise require other reference works or awkward googling.

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Merit aid, also called scholarship or grant money, is awarded to students based on their academic achievement and other factors and it does not have to be repaid. Also under the financial aid category are low-interest loans, which do have to be repaid, and work-study positions, in which a student is paid a job (often on campus) for which he or she is paid a salary that is expected to go toward school costs. Realize that loans offered by the school are not necessarily the least costly way to borrow money, and that accepting admission to the school does not obligate you to accept any aid.

The number of specialized scholarship programs and grants is tremendous. Your school should be providing you with a list of scholarships and websites you may consult to determine if your student is eligible for these. Our district’s financial aid brochure lists the following ways that your student may qualify to receive aid.

• You can demonstrate financial need.
• Your student has outstanding academic ability.
• Your student has unique talents in music, art, athletics.
• You are members of certain organizations, groups, unions, etc., that provide scholarships to eligible children of members.

The one thing you can fully count on in planning for financial aid is that you will probably be surprised by the actual financial aid packages you ultimately receive. If you are counting on merit aid, consider that your best chances for receiving this would be from a school to which your student comfortably meets or exceeds his student profile in terms of grades and test scores. Good luck!

**ADVENTUROUS WILDLIFE WORKSHOPS FOR A NEW YEAR!**

Go wild with learning at the Central Park Zoo. This winter, the Zoo offers fascinating hands-on education programs that give children an unforgettable opportunity to learn about animals and the environment. The following are just some of many exciting educational adventures that the Zoo offers for kids of all ages. Register for the following workshops by calling (212) 693-4050. Classes fill up quickly so call now to see what is available.

Animal Features Series: Ages: 2-3 with adult Touch and compare what animals wear! In this four class series, children will learn about different creature features including fur, feathers, scales and require you to look animals’ ears, tails and great children’s literature will make this class unforgettable! Come to one class or all four! $32 each class discounted if only one class is booked.

Animal Jamboree: Ages: 2-3
Can you talk like the animals? Walk like the animals? Enjoy a fun filled hour of moving and making sounds like your favorite animal. Discover why animals are the way they are. Try to be the fastest, fastest, slowest. Children participate in an animal chorus, create a musical craft and meet a live animal guest. $32

February, 22nd, 10:30am - 11:30am

Radical Rain Forest: Ages: 3-4 with adult Even wonder what it would be like to live in the rain forest? Go on a rain forest adventure at the Central Park Zoo and find out! Your child will participate in fun activities, interactive games, and hear stories about this magical habitat. The adventure also includes meeting real rain forest animals. $32

Thursday, February 22nd, 2:30pm & 3:30pm

Marvelous Mammals: Ages: 3-4 with adult Is a camel a mammal? Is a monkey a mammal? Are you a mammal? Explore the fascinating world of mammals through songs, interactive activities, and live animal guests. $32

Thursday, February 16th, 2:30pm & 3:30pm

Snooze at the Zoo: Ages: 6-10 with adult Rainforest Retreat: Embark on an exciting adventure about the rain forest, meet real tropical animals, and enjoy a special Wildlife Theater performance. Games and a nighttime exploration of our own tropical rain forest will be part of the fun! Tropical snacks and breakfast included. $165 $30 one additional child.

Session B: Friday – Saturday, February 10 & 11; 7pm to 9am

February 11th, C: Friday – Saturday, March 3 & 4; 7pm to 9am

Registration: Advanced registration is required for all classes. Call (212) 439-6583 to register. Discounts for WCS members available.

Central Park Zoo - $6.00 for adults, $1.25 for seniors 65 and older, $1.00 for kids 3-12, free for children under 3. Zoo hours are November - April 10am-4:30 pm, daily. The Central Park Zoo is located at 64th Street and Fifth Avenue. For further information, call 212-439-6500 or visit www.centralparkzoo.com.
Orthopaedic Surgeons Provide Tips to Prevent Winter Sports Injuries

For many, winter means snow, and with snow comes the variety of winter sports kids and adults of all ages enjoy. Whether on ice, hills, slopes or mountains, hours are spent participating in activities ranging from ice hockey and ice skating to sledding, snowboarding and snow skiing. According to the American Academy of Orthopaedic Surgeons (AAOS), if the proper precautions are not taken in these activities, injury, severe injuries can occur. While winter sports are a great form of exercise and fun, injuries from the sports, we are not to signify a significant amount of attention at hospital emergency rooms, doctors’ offices and clinics. In 2004, the U.S. Consumer Product Safety Commission (CPSC) reported 524 injuries from ice hockey, 49,652 from skiing, 74,000 injuries from sledding, snow tubing and tobogganning, 34,483 injuries from snowmobiling, 143,900 injuries from snow boarding; and 144,379 injuries from snow skiing. Injuries can include sprains and strains, dislocations, fractures and even death. “Playing sports in the cold and snow can take a toll on the body,” explained Matthew S. Shapiro, MD, orthopaedic surgeon and secretary of AAOS’ Board of Councilors. “Keeping in proper physical condition and wearing the appropriate clothing and protective gear are key ways to minimize winter sports-related injuries.” The Academy recommends adults and children follow these simple tips to help prevent winter sports injuries:

• Never ski, sled, ice skate or snowboard alone.
• Keep in shape and condition muscles before partaking in winter activities. Cold muscles, tendons and ligaments are vulnerable to injury, so it is important to warm up thoroughly before playing.
• Know and abide by all rules of the sport in which you are participating.
• Wear appropriate protective gear, including goggles, helmets, gloves and padding.

For Parents of a Child with Epilepsy

By JOSEPH M. VALENZANO, JR.

Did you know that more than 300,000 children in America have epilepsy? When most people think of epilepsy, the first thing they think of is seizures. But, epilepsy often causes changes in a child’s behavior. These cognitive changes can be more disruptive to a child’s life than the seizures themselves. We often forget to react to the fact that children with epilepsy get proper treatment to control seizures. What we sometimes fail to recognize are the more subtle effects of the disorder. Epilepsy can affect a child’s memory, mental speed, and language, as well as his or her behavior. Often, the changes are not even associated with epilepsy. And, often they are identified only after they have caused significant problems.

The most effective way to catch these problems early is with cognitive testing. With children with epilepsy receive cognitive testing, potential learning and behavior problems can be readily identified. Once your child’s learning difficulties are identified, resources can be mobilized to help your child develop new learning skills and strategies so they don’t fall behind. Many parents, however, are not aware that this testing is available, or find it too costly to afford. We would like to make parents aware of a national clinical trial of an anti-seizure drug called Keppra®. One of the goals of the trial is to help determine the effects of both epilepsy, and medication, on a child’s behavior and learning abilities. Cognitive testing, test results, and medication, are provided at no cost.

To help your child cope with the changes brought about by epilepsy, it is important to understand how their thinking is affected by the disorder. The cognitive testing provided by this trial, may provide answers that can help your child learn and thrive.

Talk with your physician to find out if your child might benefit from being part of this clinical trial. For more information on the trial, or to find out whether your child may qualify to participate, please call 877-547-8839.

Joseph M. Valenzano, Jr. is President, CEO & Publisher of Exceptional Parent Magazine.

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New Jersey News

Red Cross Offers Tips For Indoor Heating, Fireplace & Generator Safety This Winter

With this winter’s sharply rising heating costs driving homeowners and apartment dwellers to consider supplemental heating sources, the American Red Cross in Greater New York (ARC/GNY) offers valuable safety tips for the use of space heaters, fireplaces and generators. ARC/GNY advises caution when using any of these devices.

Space Heaters: According to the U.S. Consumer Product Safety Commission, in a recent year, there were about 10,900 residential fires and about 190 deaths associated with portable or fixed space heaters. Place space heaters at least three feet away from wallpaper, bedding, clothing, pets and people. Never leave space heaters operating when you leave the room or go to bed.

Fireplaces and wood stoves: Inspect fireplaces and wood stoves each heating season. Use a sturdily when burning fires. Burn only dry wood, and keep chimneys clean and flues inspected by a professional at the start of every heating season.

Generators: Never operate a portable generator inside your home, including the basement or garage. Do not hook up a generator directly to your home’s wiring. Never connect a generator to a power line on the permanent wiring system. Don’t overload electrical outlets.

• For more winter safety tips, along with additional health, safety and preparedness information log onto www.nyredcross.org.

GNY advises caution when using any of these space heaters, fireplaces and generators. ARC/GNY advises caution when using any of these devices.

New York City • JANUARY 2006

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The NYU Child Study Center, a comprehensive treatment and research center for children’s psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultation for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming, pilates, and more. Just sign up for the New York Fitness PassBook, all for the one-time sign-up fee of just $65, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.health-fitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry, they’re going fast.

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