Celebrating CUNY Month

CUNY Chancellor Matthew Goldstein & Mayor Michael Bloomberg

11th Anniversary Issue
To the editor:

Thank you for the wonderful article on Dr. Mayme A. Clayton who is a board member of the Fort Smith Black Historical League. She died October 13, 2006. She guided our organization with grace and style. Her family history and land marks are still standing in northwest Arkansas.

Todd Perry, President

Ft. Smith Historical League
Ft. Smith, AR

To the Editor:

Now dear Dr. Mayme Clayton can truly rest for many years and continues in that position.

Thomas Doyle
Philadelphia, PA

RE: Prison College Programs Unlock the Keys to Human Potential

To the Editor:

Very informative. I support these programs 110 percent. I think they are very necessary and this article helps to prove that point. When a person is brought up in a world of hopelessness they are almost guaranteed to fail; and if we can give them that glimpse of hope that they have never seen or felt, chances are that they will run with it and allow it to take them out of that darkness that they have called life for so long.

Tameka Wilder, Las Vegas, NV

RE: Education Update: A Realistic Agenda For Revising NCLB

To the Editor:

Comprehensive Educational Equity: A Realistic Agenda For Revising NCLB

By Michael A. Rebell

Our nation’s stated educational policy under the federal No Child Left Behind Act is to ensure that all of America’s students are provided “a fair, equal and significant opportunity to obtain a high-quality education” and to close the achievement gap between minority and non-minority students, and between disadvantaged students and their more advantaged peers.” Many states, in implementing the act and adopting rigorous state academic standards have proclaimed that virtually all children can learn at high levels, if provided the proper resources and supports. What is the proper level of resources and supports? This is the key question that Congress should address in its deliberations on re-authorization of NCLB in 2007.

A potentially fatal flaw of NCLB is its failure to address the severe resource deficiencies that are the root cause of the failure of many schools and school districts to provide all of their students a high-quality education. The extensive evidence compiled during the trial of the CFE litigation in New York and in over two dozen other education adequacy adequacy litigations nationwide has made clear that by and large the explanation for poor academic performance, especially in urban and rural schools, is the severe resource deficiencies that plague most of these school systems. The research community overwhelmingly agrees that money, if well spent, will make an enormous positive difference in educational opportunity. All children require essential educational resources. In addition, educationally disadvantaged students require supports that address the range of social, economic, political, and psychological factors that indisputably affect children’s readiness and ability to learn.

In addition, NCLB must ensure rigorous standards. Although NCLB requires each state to adopt “challenging academic content standards,” in the U.S., the Department of Education has not defined “rigorous” in any substantive way, and, as a result, state standards vary considerably in vigor and may be too low on average to prepare U.S. students for the global competition they will enter after graduation. A similar problem exists with teacher qualification standards under the Act. While “highly qualified” teachers under NCLB must be state certified, the law allows states to set their own certification standards and to create their own assessments of teacher competence. Certification criteria in many states are inadequate for ensuring that teachers are high quality, and few state teacher-licensing examinations are linked to specific areas of knowledge that students are required to know under state learning standards.

Finally, NCLB Must Focus on Capacity Building for School Improvement. NCLB’s current “accountability” system is rudimentary: it relies on student test scores in a very limited number of subjects, and it imposes sanctions on schools and districts whose students do not meet state-set test score targets. Courts in adequacy cases take a better approach to accountability and school improvement: they are increasingly including provisions for capacity-building reforms as part of their remedies. From the adequacy perspective, it is not enough to establish test score targets and identify low-performing schools; states and districts must ensure the resources and assistance that schools require to build capacity, that is, the capabilities needed to overcome the deficiencies and sustain improvement.

Michael A. Rebell is the Executive Director of the Campaign for Educational Equity, Teachers College, Columbia University, and Professor of Law and Educational Practice.

Seminars are tuition-free. Participants receive a stipend ($400 domestic or $500 international), books, and room and board. Educators at every level and National Park Service rangers are eligible. Seminars limited to thirty participants by competitive application. Preference given to new applicants.

DEADLINE FOR APPLICATION: Applications must be postmarked or submitted electronically by February 15, 2007.

APPLICATION PROCEDURE: Seminars are highly competitive. Candidates should submit a complete well-written application. For more information, to download an application, or to apply online, visit www.gilderlehrman.org or call us at (646) 366-9666.

JUNE

The Great Depression, World War II, and the American West
(For high school teachers only)
Stanford University, June 24-30
DAVID KENNEDY and RICHARD WHITE

The Colonial Era: Structure and Texture
Yale University, June 24-30
JOHN DEMOS

NEW | 6-DAY SEMINAR
The Civil War in Global Context
(For community college faculty only)
New York University, June 24-30
THOMAS BENDER

The American Revolution
(For 4th and 6th grade teachers only)
New York University, July 1-7
ANDREW ROBERTSON

The Age of Lincoln
Oxford University, U.K., July 8-14
RICHARD CARBARDINE

Visions of the American Environment
University of Colorado, Boulder, July 8-14
PACIFIC PERLMAN

The Great Plains: America’s Crossroads
University of Colorado, Boulder, July 8-14
ELLIOTT WEST

America Between the Wars
Columbia University, July 8-14
ALAN BRINKLEY and MICHAEL FLANN

The Era of George Washington
Brown University, July 8-14
GORDON WOOD

New York in the Gilded Age
Columbia University, July 15-21
KATHRYN T. JACKSON and KAREN MARKOE

Passages to Freedom: Abolition and the Underground Railroad
Yale University, July 15-21
DAVID BRIGHT and JAMES O. and LOIS E. HORTON

Lincoln
Gettysburg College, July 1-7
GABRIEL S. BURRIT

South American Slavery in Comparative Perspective
University of Maryland, July 15-31
IRA BIRKEN

Reconstruction
Columbia University, July 22-28
ERIC Foner

The Worlds of Thomas Jefferson
Monticello and the University of Virginia, July 22-28
DOUGLAS L. WILSON

Interpreting the Constitution
(For 10th and 12th grade teachers only)
Stanford University, July 22-28
JACK RAKOFF and LARRY D. KRAMER

THE COLD WAR

Cambridge University, U.K., July 23-28
ODD ARNE WETTAD

NEW 6-DAY SEMINAR
In the Cause of Liberty: The Legacy of the American Civil War
The American Civil War Center at Historic Tredegar, Richmond, VA, July 24-27
EDWARD L. AYERS

The Civil Rights Movement
Cambridge University, U.K., July 29-August 4
ANTHONY BADGER

AUGUST

NEW 6-DAY SEMINAR
The International Impact of the Declaration of Independence
University of Virginia and Monticello, August 1-4
DAVID ARNITAGE

Stump Speaking: Hand-coloring maps, 1851
The Gilder Lehrman Collection (CLG04959)
GILDER LEHRMAN AMERICAN HISTORY INSTITUTE CELEBRATES 10TH ANNIVERSARY AT QUEENS HS

By JOAN BAUM, Ph.D.

And you thought that October 12 was just Columbus Day! According to a proclamation issued by Mayor Bloomberg last month, October 12 is now officially also to be known as Gilder Lehrman Institute of American History Day, and nowhere could that announcement have been greeted with more heartfelt enthusiasm than at The Academy of American Studies, located in the Newcomers High School Building in Long Island City. Students cheered at the news, balloons tightly clutching, as beaming teachers, staff, parents and various education administrators and political leaders joined in the wild applause and cheers. A program booklet, listing the afternoon’s activities, included greetings from, among others, Senator Hillary Rodham Clinton, who praised the Academy and its sponsoring Institute for being a “model” nation wide. Of course, no one could have been prouder of the Academy than those involved in its new Gilder Lehrman Research Center, especially its six young interns, all from Long Island City High School, Frank Sinatra High School of the Arts, and Newcomers High School. In the words of Professor James G. Basker, the Ann Whitney Olin Professor of English at Barnard College, Columbia University, a literary historian with special interests in The Civil War and Reconstruction periods, who is President of The Gilder Lehrman Institute of American History, “of no school could we be prouder than this one,” remarks that, once again, brought students and faculty to the edge of their seats whooping. In just ten brief years, as the school’s principal Ellen Sherman pointed out in her welcoming speech, the Academy went from 125 students and 7 faculty to 620 students and 51 faculty and staff. The data are impressive—100 percent of graduates accepted to higher education, 3,000 applications for 150 open seats.

The joyous celebrations began with a ribbon-cutting ceremony—at which a red, white, and blue band was snipped in several places (with red and blue scissors) by a group of broad-smiling dignitaries who joined Principal Sherman, including Superintendent of NYC DOE’s region four, Reyes IzARRANT; top executives from Gilder Lehrman, including Lesley Herrmann and Michael Serber, founding principal of the Academy; Professor Basker, Michael Harkins, a significant funding supporter; and Robert Wohner, representing the students. In casual conversation with Education Update, the students noted various career goals, among them broadcast journalism and medical school and the not-unwelcome favorite, undecided. All were excited about working with original documents—the advantage of getting a “closer look at American history” (Paula), working peer-to-peer, students with students (Hager), and mentoring in the form of “putting” callers (as distinct from “leading” them) on the right path, assisting them in refining research topics and advising on available and appropriate materials in print and online (all). The Gilder Lehrman network, as of 2006-7, boasts 43 history high schools and programs (schools within schools) across the country, many concentrated in the Metropolitan area, and 20 Saturday Academies. Dedicated to promoting the study and love of American history by way of lectures, conferences, exhibitions, scholarly research and—a first for students, to begin next summer—a competition that will send the lucky winner to Oxford or Cambridge. The Institute also runs summer seminars for teachers, publishes research resources (primary and secondary) in various media, and offers an annual prize for the best book on Lincoln and his time. Its advisory board constitutes a veritable who’s who in American history and letters.

The Institute is named for its two founders. Richard Gilder heads the brokerage firm Gilder, Gagnon, Howe & Co. He serves on the Executive Board of the Omohundro Institute of Early American History and Culture and is a trustee of the New York Historical Society, the Morgan Library, the American Museum of Natural History, the Central Park Conservancy, and the Thomas Jefferson Foundation. Speakers at the ceremony noted that he spent two years teaching a course at the Academy. Lewis E. Lehrman is a partner in L.E. Lehrman & Co. A former candidate for governor of New York, he is trustee of the New York Historical Society, and former trustee of the American Enterprise Institute, the Morgan Library, and the Heritage Foundation. He is former Chairman of the Committee on Humanities of the Yale University Council and served as Visiting Lecturer in American History at Gettysburg College. For information, readers should go to: www.gild勒hrman.org.

PROFESSIONAL DEVELOPMENT ONLINE GRADUATE CREDITS ONLINE

MEETS BA&MA+15/+30/+45/+60 by Knowledge Delivery Systems (SIIA CODIE-Finalist Best PD)

SALARY UPGRADE OPPORTUNITY

• Graduate Credits
• In-Service Credits
• Professional Development

• CPDUs/Lane Credits
• NYC P-Credits
• (Contact your district for prior approval)

$190 per Grad Credit
$25 for 2-hr Continuing Education Courses

WORKSHOPS INCLUDE

• Video-Based Lectures
• Printable Study Guides
• Searchable Transcripts

DYNAMIC VIDEO-BASED LECTURES

Topics Include:
• Classroom Management
• Differentiated Instruction
• Educational Leadership
• Literacy & Curriculum
• Discovery-Based Math
• High-Stakes Testing
• Technology Integration

Speakers Include:
• Carol Ann Tomlinson
• Susan Winebrenner
• Debbie Silver
• Jay McGhie
• Clifton Taulbert
• Lee Jenkins
• Paul Lawrence

Contact KDS at 1.800.728.0032 or info@kdsi.org to inquire today!

Register at: www.kdsi.org/eschool

Instituto Cervantes de Nueva York

The Spanish Cultural Center of New York Presents its

Teache Development Program

Workshops for Spanish Language Teachers

October 2006 – May 2007

This series of workshops, led in Spanish, offers teachers practical and theoretical strategies on how to teach Spanish as a foreign language.

First seminar: Friday, October 20, 2006 5:30 – 8:30pm

“Qué español enseñar: Norma y variación lingüísticas aplicadas a la enseñanza del español como lengua extranjera”

• Develop practical & theoretical teaching techniques
• Learn to use Spanish culture in the classroom
• Enjoy interactive activities in Spanish
• Share experiences with other teachers
• All levels of teaching experience welcome
• Q & A to follow all seminars

For more detailed information on all seminars, regular language courses, and cultural events please visit our website: www.cervantes.org

Upcoming seminars: November 3 & 17, December 1, January 15, February 2 & 9, March 2, 16, 30, April 3 & 27, May 4 & 18, Individual seminars: $15 $10 for Instituto Cervantes Members

You may register in advance by telephone

Instituto Cervantes at AmstervYard
211 East 49th Street New York, NY 10017
Tel: 212-308-7720 Fax: 212-308-7721
classprogram@cervantes.org
Brilliant Alums Honored at CCNY 126th Awards Ceremony

By LIZA YOUNG

Presiding over 500 guests in the Marriot ballroom recently, Joe Fleischer, President of the CCNY Alumni Association and CEO of Polasky Partnership as well as Don Jordan Executive VP of the Alumni Association called on a brilliant array of talent to receive the prestigious Townsend Harris medals— including Education Update’s Advisory council member, Dr. Alfred Posamentier, Dean of CCNY’s School of Education. The outstanding achievements ranged from mathematics, science, medicine and television, to radio.

The history of the CCNY Alumni Association which dates back 153 years to its creation by sixteen members of the first graduating class of CCNY back in 1853, began the Townsend Harris medal to CCNY alumni initiated in 1933. Some illustrious past recipients of the Townsend medal are: Ed Koch, Dr. Jonas Salk, Eli Wallach, Colin Powell, and CUNY Chancellor Matthew Goldstein.

In receiving this year’s Townsend medal Dr. Alfred Posamentier was described at the ceremony as a renowned mathematics educator on national and international scales, “having received accolades from far and wide for innovative and effective methods of passing mathematics knowledge to teachers and students.”

In accepting the award, Posamentier’s affinity for mathematics and education were clear as he pointed out the numbers entering different professions from CCNY’s first graduating class, with 52 having entered the teaching profession, fast forwarding to this past year with 692 graduates of the School of Education who are currently teachers in NYC schools.

Other recipients of the Townsend Harris medal were Dr. Eva J. Pell, class of 1968, currently Senior Vice President for Research and Dean of the Graduate School of Pennsylvania State University, and considered an internationally renowned leader in the fields of agriculture and life science, and Dr. Walter A. Orenstein, also a 1968 graduate, known for his innovative efforts to control vaccine preventable diseases. Orenstein quoted Horace Mann’s cautionary words: “Be afraid to live until you have struck a blow for humanity.”

Current CCNY President Dr. Gregory H. Williams, in addressing the audience at the award ceremony, summarized some of the CCNY’s recent achievements, such as the events at the Colin Powell Center, with Mr. Powell himself often seen walking around the campus, and the opening of the Fall Towers, a monumental occurrence at CCNY as the first residence hall of the college.

President Williams received the prestigious John H. Finley Award—named in honor of CCNY’s third president. Among additional recipients were Emmy award-winning playwright Terrence McNally and Dr. Muriel Petioni, 92-year old physician, practicing for over 50 years as clinician, community activist, and educator, who founded “The Friends of Harlem Hospital Center” in 1987 which was instrumental in preventing the closing of the hospital.

Attention: Principals/Teachers

DAILY NEWS Newspaper in Education

2007-2008 SPONSORED PROGRAMS

This guide provides standards-based activities and lesson plans that help promote multicultural awareness in an integrated curriculum. Available year-round. (30 weeks)

ScienceFUNomena


Ready for Regents

Designed to assist high schools in preparing for exams in American History, government, global history and government. This program will include a full page of standards-based questions and activities in paper Sundays, delivered Mondays, starting February 2007. Spring’s availability. (15 weeks)

How Do The Programs Work?

Thanks to the generous support of loyal subscribers and corporate sponsors, the Daily News is delivered at no cost to your school. Some programs feature full-page in-paper activities, providing hands-on learning for your students. Activities also incorporate other features of the newspaper. Supplemental material is provided to participating teachers. Staff development is provided as available.

AVAILABLE PROGRAMS:

- Master Math (In-paper Wednesdays)
- Science FUNomena (In-paper Thursdays)
- Ready for Regents (In-paper Sundays, delivered Mondays)
- Big Town, Big Dreams (In-paper 2 days + guide)
- Sunday Edition (Delivered Mondays)
- Civic Education with the Daily News (Tuesdays)
- Mini Page (In-paper Fridays)
- Writers to Readers (Fridays)
- All Together Now (Monday through Friday)
- Celebrating a Year of Diversity (In-paper + guide)
  - Black History Month, Hispanic Heritage, etc.

Please choose one of the following two delivery options:

☐ Five weekday papers (Monday, Tuesday, Wednesday, Thursday & Friday)
☐ Sunday (delivered Monday) plus Tuesday, Wednesday, Thursday & Friday

School Name

Teacher’s Name

School Address

City

Borough

State

Zip

Day Phone

Evening Phone

Fax Number

E-Mail

Grades & Subjects Taught

No. of Papers Requested (35 minimum):

I authorize the Daily News to use no announcements, including taxes, of future NIE opportunities. Authorized Signature

Fax coupon to: (212) 681-3398

or mail coupon to: Daily News - NIE Dept.
125 Theodore Conrad Drive
Jersey City, NJ 07305

*Applications accepted on a first-come, first-served basis. Availability of programs contingent on sponsorship and subject to change or cancellation without notice. Students are selected and accepted through participation in required for enrollment in sponsored NIE programs. You will be notified of the duration of the program. Delivery will otherwise continue until cancelled unless we are requested to cease, or if the hours results in discontinuation of the subscription. Forms may be photocopied for other teachers (30-week programs. Spring and Fall semesters.)
Pre-K Math with Disadvantaged Young Children

By DOUGLAS H. CLEMENTS & JULIE SARAMA

Children who live in poverty and who are members of linguistic and ethnic minority groups demonstrate significantly lower levels of achievement. The achievement gaps have origins in the earliest years, with low-income children possessing less extensive mathematics knowledge than middle-income children of Pre-K and Kindergarten age.

Gaps in mathematical knowledge are evident in numerical, arithmetic, spatial/geometric, patterning, and measurement knowledge. The reason for this gap appears to be that children from low-income families receive less support for mathematics development in their home and school environments. Finally, knowledge of mathematics in preschool predicts later school success.

Building Blocks significantly and substantially increases the mathematics knowledge of low-SES preschool children. Formative, qualitative research indicated that the curriculum raised achievement in a variety of mathematical topics. Summative, quantitative research confirmed these findings.

In a larger study involving random assignment of 36 classrooms, the Building Blocks curriculum increased the quantity and quality of the mathematics environment and teaching, and substantially increased scores on a mathematics achievement test (Clements & Sarama, 2006).

Building Blocks achieves such successes because it includes a comprehensive set of ideas and skills in number, geometry, measurement, and patterning. Activities are based on developmentally sequenced activities, and professional development helps teachers become aware of, assess, and remediate based on those sequences. Teaching approaches include combinations of whole group, small group, everyday, and computer activities following learning trajectories.

This research supports the optimistic position that, given experience in a high-quality mathematics program, all young children can learn more and better mathematics.

Douglas H. Clements, Ph.D., and Julie Sarama, Ph.D., are professors of mathematics education at the University at Buffalo, State University of New York and conduct extensive research on early mathematics education.

FACTOIDs

Giraffes have no vocal chords. • A Kangaroo can jump 30 feet.

THE DEAN’S COLUMN

Alphametics Can Provide A Deeper Understanding Of Our Number System

By ALFRED POSAMENTER, Ph.D.

One of the great strides made by western civilization (and learned from the Arabic civilization) was the use of a place value system for our arithmetic. Working with Roman numerals was not only cumbersome but made many algorithms impossible. The first appearance in Western civilization of the Hindu Arabic numerals was in Fibonacci’s book, Liber abaci, in 1202. Beyond its usefulness, the place value system can also provide us with some recreational mathematics that can stretch our understanding and facility with the place value system.

Applying reasoning skills to analyzing an addition algorithm situation can be very important in training mathematical thinking. Be forewarned that some students may struggle with this for a while, but all will “get it” if the teacher is sensitive to the limited knowledge that many students have when it comes to analyzing algorithms. Begin by considering the following problem.

The following letters represent the digits of a simple addition:

<table>
<thead>
<tr>
<th>S</th>
<th>E</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>O</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>M</td>
<td>O</td>
<td>N</td>
<td>E</td>
</tr>
</tbody>
</table>

Find the digits that represent the letters to make this addition correct.

Then your students show that the solution is unique, that is, that there is only one possible solution.

Most important in this activity is the analysis, and particular attention should be given to the reasoning used. We will do it step by step (in small increments) so that we can model a way it can be shown to students.

The sum of the three digit numbers cannot yield a number greater than 9,999. Therefore $M = 1$.

We then have MORE < 2,000 and SEND < 10,000. It follows that MONEY < 12,000. Thus $O$ can be either 0 or 1. But the 1 is already used; therefore, $O = 0$.

We now have:

<table>
<thead>
<tr>
<th>S</th>
<th>E</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>O</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>M</td>
<td>O</td>
<td>N</td>
<td>E</td>
</tr>
</tbody>
</table>

Now MORE < 1,100. If SEND were less than 9,000, then MONEY < 10,100, which would imply that $N = 0$. But this cannot be since 0 was already used; therefore SEND > 9,000, so that $S = 9$.

We now have:

<table>
<thead>
<tr>
<th>S</th>
<th>E</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>O</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>M</td>
<td>O</td>
<td>N</td>
<td>E</td>
</tr>
</tbody>
</table>

The remaining digits from which we may complete the problem are {2,3,4,5,6,7,8}.

Let us examine the units digits. The greatest addition sum is $7 + 8 = 15$ and the least addition sum is $2 + 3 = 5$. If $D + E < 10$, then $D + E = Y$ with no carry over into the tens column. Otherwise $D + E = Y + 10$, with a 1 carried over to the tens column.

Taking this argument one step further to the tens column, we get $N + R = E$, with no carry.

continued on page 7
CAREERS

The Road to Becoming a Piano Tuner

By DAVID ELINSON

It was August 1972. I was 20 years old. I had recently dropped out of college after realizing that, aside from gym, recess and lunch, I had never liked school. Like a number of us growing up in the sixties, starting a rock band seemed the quickest path to success. With my older brother on electric guitar, me on drums, and two other nihilistic friends, we started a band. We rented a small, run down infested house in Venice Beach, California, not far from where most of the Hell’s Angels lived. We named our band The Bazzards. The only thing that stood between us and a million dollar recording contract...was a million dollar recording contract.

One day, I decided that what the band needed was a piano. With what little money we had (I was living off my Bar Mitzvah savings) we bought an old reconditioned Clarendon Upright piano, circa 1935, for $135. After it was delivered (by Samson & Delilah Piano Movers), no one tuner came to tune it. He was a big, sloppy man with silver hair. I remember he told me that he “cried like a baby” when George Gershwin died. (Many, many years later, I would have the good fortune to tune George Gershwin’s sister’s Steinway in Manhattan’s upper east side, where I got her to talk at length about her brilliant brother). While he tuned the piano, I sat and watched. And while I watched, a seed was planted in my brain, to quote Paul Simon. If I learned how to do this, I thought, I could save money by tuning pianos myself. I actually didn’t know that one could earn a living tuning pianos.

If my high school guidance counselor, Mr. Mackey, a matchstick of a man, had been a little more intuitive, he might have said, “Go to college!” But he told me that he had been a little more intuitive, the one and only meeting I had with him, he looked over my straight C average grade reports, gazed at me indifferently and said, “Have you taken auto shop?”

When the piano tuner finished the tuning, I asked him where one could learn how to tune pianos. He told me there was a piano tuning course in the extension programs at U.C.L.A. I enrolled. I didn’t know it then, but this class would save my life. Two things stood out about this ten-week class that met one night a week for 3 hours. One, the instructor was more “human” than any teacher I’d ever had, and two, I enjoyed every minute of it.

Needless to say, The Bazzards never got that million dollar recording contract. The following summer I enrolled at Berkeley College of music in Boston. I was still intent on a career as a drummer. But then everything changed once I got to Berkeley. I tracked down the piano tuner for the school, and badgered him until he agreed to help me with my tuning. Shortly thereafter, I was hired at the student worker to tune the practice room pianos. I realized at this point that I could become a piano tuner if I couldn’t make it as a drummer. Then I met someone who runs a piano shop in Cambridge. I asked him for a job and he hired me on the spot. I dropped out of Berkeley. For the next two years I worked in the shop tuning and reconditioning pianos. Two years later I landed a job as the head Piano Technician at Boston University’s School of Music. I was responsible for maintaining one hundred pianos, most of them Steinways. After four years in this position, I was asked to send to Steinway & Sons in Astoria for training. After the week at Steinway I realized I wanted to come work for them in the capacity of service tuner in Manhattan. That was 1982. I have held this position ever since.

The best thing about piano tuning, aside from the luxury of riding my bike to work everyday (and never ever having to wear a tie!), is meeting all the interesting people I’ve come in contact with.

The one person who stands out is Carolyn Goodman. When I saw her name, and the West side address on my Steinway service ticket, I thought, “This has got to be her.” Why I was so anxious and excited to meet her I can’t really say. A maid let me into Ms. Goodman’s apartment. A moment later an old, but very tall, gray haired woman appeared and greeted warmly. “You’re the famous Mrs. Goodman, aren’t you?” I don’t know why I used the word “famous.”

She didn’t know quite what to say to this. I was only guessing it was her. But then out of the corner of my eye I saw the framed photograph on the wall—her son, Andrew Goodman, the slain civil rights worker. My eye I saw the framed photograph on the wall—her son, Andrew Goodman, the slain civil rights worker. I said, “I’ve always wanted to meet you.” I asked her questions I probably had no business asking. Yet, she answered them all as if we were old, close friends.

As a father of two children myself, I could not begin to imagine what it was like for her to lose a son so young and in this manner, how it literally changed the course of life forever. I felt enriched to meet and talk with her.

Being a piano tuner is a unique and unusual profession. People whom I’ve met once practically tell me their life stories. Maybe they think because I use my ears, that I’m a good listener. I don’t know. All I know is, I wouldn’t trade my job for any other.

David Elinson is a piano tuner for Steinway Pianos in NY.

FOSS® (Full Option Science System®), the most popular research-based science program in the nation, springs from research conducted at the Lawrence Hall of Science. This research has guided the development of successful active-learning science curricula for more than 25 years. Studies show students using FOSS outperform students who don’t.

Don’t just open books

OPEN MINDS

Alphametics continued from page 6

ryover, or $N + R = E + 10$, with a carryover of 1 to the hundreds column. However, if there is no carryover to the hundreds column, then $E = N$, which implies that $E = N$. This is not permissible. Therefore, there must be a carryover to the hundreds column. So $N + R = E + 10$, and $E + 1 = N$, or $E + 1 = N$.

Substituting this value for $N$ into the previous equation we get: $(E + 1) + R = E + 10$, which implies that $R = 9$. But this has already been used for the value of $S$. We must try a different approach.

We shall assume, therefore, that $D + E = Y + 10$, since we apparently need a carryover into the tens column, where we just reached a dead end.

Now the sum in the tens column is $1 + 2 + 3 < 1 + N + R < 1 + 7 + 8$. If, however, $1 + N + R < 10$, there will be no carryover to the hundreds column, leaving the previous dilemma of $E = N$, which is not allowed. We then have $1 + N + R = E + 10$, which insures the needed carryover to the hundreds column.

Therefore $D = E = Y + 10$, which gives us $D + E = E + 10$, or $E = R = 8$. We now have:

\[ \begin{align*}
D &= E = Y + 10 \\
N &= 8 \\
E &= 8
\end{align*} \]

From the remaining list of available digits, we find that $D = E < 14$.

So from the equation $D + E = Y + 10$, $Y$ is either 2 or 3. If $Y = 3$, then $D + E = 13$, implying that the digits $D$ and $E$ can take on only 6 or 7. If $D = 6$ and $E = 7$, then from the previous equation $E + 1 = N$, we would have $N = 8$, which is unacceptable since $R = 8$.

If $D = 7$ and $E = 8$, then from the previous equation $E + 1 = N$, we would have $N = 9$, which is unacceptable since $S = 9$. Therefore, $Y = 2$.

We now have:

\[ \begin{align*}
9 + E &= 10 \\
E &= 10 \\
N &= 8 \\
D &= 7
\end{align*} \]

Thus $D + E = 12$. The only way to get this sum is with 5 and 7.

If $E = 7$, then once again get from $E + 1 = N$, the contradictory $N = 8$, which is not acceptable.

Therefore, $D = 7$ and $E = 5$. We can now again use the equation $E + 1 = N$ to get $N = 6$.

Finally we get the solution:

\[ \begin{align*}
9 + E &= 10 \\
E &= 10 \\
N &= 8 \\
D &= 7
\end{align*} \]

This rather strenuous activity should provide some important training and insights for your students.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math.

Delta Education

Because children learn by doing

When you contact them Lawrence Hall of Science and receive a free FOSSwords CD-ROM!

LHS*

Lawrence Hall of Science
University of California, Berkeley, California 94720
Reading Reform Foundation Goes Silver at Its 25th Annual Conference

By JUDITH AQUINO

Although it was an early Sunday morning, by 8:30 am Reading Reform Foundation of New York’s 25th Annual Conference: Effective Techniques for Teaching Reading, Writing, & Spelling, was in full swing at the New York Hilton and Towers hotel on October 22, 2006. Currently serving 95 classrooms in New York City and the surrounding areas, Reading Reform Foundation is a not-for-profit organization dedicated to providing teachers with the tools and training to successfully help students gain the skills to read, write, and spell accurately.

By offering a systematic, multisensory approach, emphasizing the use of sight, sound, speech, and writing, Reading Reform Foundation gives teachers a method of teaching that effectively facilitates a student’s learning process. The response of students and teachers alike has been greatly enthusiastic. As Sandra Priest Rose, Chairman and Treasurer of Reading Reform Foundation explained, “one has to visit our classrooms to see the participation and enthusiasm of the students and their teachers.”

Celebrating its 25th year of successfully helping educators and students, today’s conference consisted of 25 workshops and 24 publishers’ exhibits, provided over 450 teachers, administrators, and parents with a rich supply of valuable teaching methods, networking opportunities, and up-to-date educational information. Aileen Lewisohn Goldick, Vice President of Reading Reform Foundation, received a round of applause as she began the opening session by asserting that the secret of good education is good teachers. Godrick described today’s workshops as an opportunity for teachers to further improve their instructional skills and share ideas with fellow educators. Rose illustrated the success of the Foundation’s conferences and teaching methods by sharing a letter from Cynthia Mullins-Simmons, Principal of P.S. 36, who described the annual conference as a “wonderful experience” and was greatly pleased with the achievements of her students with the help of Reading Reform Foundation’s method of encouraging students take an active role in learning how to read.

The keynote speaker, Bob Kerry, President of The New School and a former U.S. Senator, expressed his admiration of teachers and their passion for education, and thanked them for not giving up on difficult students like him. In his address, “True Equity: An Intellectual Education for All Children” Kerry discussed the importance of helping students develop strong literacy skills in order for them to become “better citizens and better parents.” Drawing upon his experience as a former governor and senator, Kerry also advised teachers to use diversity as a resource for educating their students. “Diversity is not always popular, but it can be a strength,” advised Kerry.

Following Kerry’s address, Louise L. Arias, President of Reading Reform Foundation, praised Kerry for his commitment to education and thanked attendees for their continued support. At the sound of a school bell indicating the completion of the opening session, teachers, administrators, and parents set off on a full day of learning.

Reading Reform Foundation Offers Innovative Literacy Techniques for the Older Learner

By JUDITH AQUINO

The image of a student learning how to read is usually a five or six-year-old child just entering the educational system. Often overlooked are the older learners – students who have attended school for several years, but have not acquired the necessary literacy skills to progress to the next level of education. For various reasons, these students have fallen behind their peers and are oftentimes too embarrassed or discouraged to seek help. Barbara A. Wilson, Director of Wilson Language Training and cofounder of the Wilson Learning Center in Millbury, Massachusetts, addressed this issue in a two-part workshop, “The Older Learner: Closing the Reading Gap”, in Reading Reform Foundation’s 25th Annual Conference on Sunday, October 22, 2006.

Seats in a conference room in the New York Hilton and Towers hotel were quickly filled by teachers and administrators, many of whom were already fans of the Wilson Training Center and looked forward to collecting more useful teaching techniques. “Older learning is one of the best in Reading Reform Foundation’s 25th annual conference: Reading comprehension and reading influences; “the older Learner: Closing the Reading gap”, seeking help. Barbara a. Wilson, director of Wilson these students have fallen behind their peers and next level of education. For various reasons, school for several years, but have not acquired the educational system. often overlooked are usually a five or six-year-old child just entering the reform foundation offers innovative literacy techniques to help older learners.

By CHRISS ROWAN

Question: What was Frank McWorter associated with? Where was it located and why was it significant?

Answer: New Philadelphia, in Pike County, western Illinois. It was the first city in the U.S. founded by an African American – Frank McWorter.

Background: McWorter was born a slave in South Carolina in 1777. When his owner allowed him to “hire his time”—work for his own wages, he eventually earned enough to purchase his freedom in 1819. He moved his family to Illinois, still considered the western frontier, purchased some land from the federal government and chartered the city of New Philadelphia around 1836. The town was located on at an agricultural crossroad—with the Illinois River valley to the east and the Mississippi River only 20 miles to the west, and was unusual among frontier communities—it had racially integrated schools over a century before many mid-western cities had them. Frank McWorter prospered from farming and land sales, and was able to purchase the freedom of 16 family members before his death in 1854. But the community he created was also mortal: in 1869, railroad lines were built through the state, bypassing the town, its economy suffered, people left, and its legal status was dissolved in 1885. The area is now largely covered by farmland.

Philosophy Day School is a unique and innovative school providing students with a rich classical education and emphasizing a love for the pursuit of wisdom and the development of exceptional character.

Join us for an Open House and experience the joy and vibrancy of a Philosophy Day School education. Meet with our headmaster, speak with current parents and visit our classes.

Open Houses
2007 - 2008 school year:

2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
2007 - 2008 school year:
Seymour Fliegel: President, CEI-PEA

By LISA K. WINKLER

Seymour Fliegel believes in public education. A native New Yorker and graduate of New York City schools, Fliegel spent his career advocating for public education. President of the non-profit Center for Educational Innovation—Public Education Association, Fliegel maintains that “poorest of children deserve a meaningful, quality education.” CEI-PEA works directly with schools to improve education. Services range from small-scale professional development workshops to wide range innovations—restructuring schools into smaller schools. Fliegel shared his insights about education and described the history and mission of CEI-PEA with Education Update.

“...We listen. We ask what they need and we deliver,” said Fliegel. For example, the staff, composed of former educators and administrators, serves as consultants to schools, providing advice on budgeting, scheduling, discipline, grouping and more.

The merger of the two groups in 2000 combined talents to better serve New York communities and school districts. PEA, first established in 1895, pioneered the first school in New York City jails, campaigned for the first school hot lunch program, enlisted community volunteers to assist in schools, and in 1956, addressed the issue of parochial schooling and segregation of minority children. PEA conducted studies about the advantages of small schools, sponsored conferences on restructuring existing schools, and published an annual parent guide to middle and high schools to assist parents in selecting schools.

As one of the early founders of CEI, Fliegel advocated for the city’s first school choice program. After receiving national recognition at the White House, the group partnered with the Manhattan Institute for Policy Research, held conferences about school reform abroad, and created small schools and charter schools throughout the city. In 1997, CEI founded the School Leadership Academy to develop and train in-service principals and in 1998, CEI developed the city’s first charter resource school in New York State.

Fliegel grew up in the Bronx, attended City College, served in the Korean War (in Europe), earned a Master’s degree in Education, and completed the course work for a doctorate before beginning his teaching career as a fifth and sixth grade teacher at City College Demonstration School. From there, he rose to superintendent, spending years in some of the city’s worst schools in East Harlem. “The advantage to being at the bottom was, there was no place to go but up. We could afford to be risk takers,” he said.

CEI started with three schools in East Harlem. They accepted the worst students—those in trouble, those failing, those needing a change—and made sure they graduated high school. “These were the kids most high schools were throwing out. We turned them around,” said Fliegel. By 1982, CEI had created 42 small schools in 20 buildings and East Harlem ranked 15th in the city.

While Fliegel hesitated to attribute CEI’s success in the inner city to any particular formula, saying it makes schools too passive in the reform process, he enumerated what CEI-PEA’s believes works. He emphasized the importance of recognizing different learning styles, that there’s neither a “best” school nor the best way to learn. “Good schools,” he said, “have good leadership” and a clearly defined vision of where it wants to be. Schools need to be accountable and have ownership of policies, including staff selection.

Expectations must be high and all people must be treated professionally. Finally, small school size is the key to success, he said. “Smaller schools are better for students and teachers. Why? The small school creates a sense of community.”

In addition to developing charter schools, refiguring existing schools, mentoring principals and providing professional development, CEI-PEA has launched Project Boost, (Building Options and Opportunities for Students) to provide enrichment activities to increase admission to the select high schools and has partnered with the American Museum of Natural History to introduce students to astrophysics. Funded through foundation and corporate grants, CEI-PEA also sponsors forums about public education, maintains a parent hotline and website, and publishes a quarterly newsletter, CEI-PEA Alert.

Fliegel posted this quote outside his office when he was a superintendent: “I taught that but the children didn’t learn it.” His response: “Nothing is taught unless something is learned. Teaching and learning can’t be separated.”

Despite the success of CEI-PEA, Fliegel worries about public education not just in New York City but also in the nation. “We must continually ask, how do we really close the gap between children of the poor and the rest of society, and between minority and non-minority populations? Given the right opportunity, minority kids can do well. We can educate the children of the poor. That’s what we’re all about.”
CAE 10th Anniversary: Reflection and Renewal

By LAURIE M. TISCH

It seems not that long ago my dear friend and colleague Schuyler Chapin, then New York City’s Commissioner of Cultural Affairs, asked me to head a new organization focused on restoring arts education in public schools. What seemed like such a basic part of learning had been missing from most classrooms for nearly 20 years. As a former teacher, I felt getting arts back into the schools was more than just a request for assistance: it was a rallying cry.

In the years since, CAE has become an important part of my life, and, I’m proud to say, changed the lives of more than 400,000 students in our public school system.

Yet, as we celebrate our achievements, CAE recognizes that there is much more work to be done. Arts education has improved, but has not yet been restored. Our mission for the next decade is to continue towards ensuring that every student has access to quality arts education.

Art Educator, Linda Sirow, Exhibits in Hamptons

By JOAN BAUM, Ph.D.

Linda Sirow Koplewicz, an artist who teaches at the Dalton School and who has a house and studio in Easthampton, couldn’t ask for a more appropriate venue for her lovely new abstracts—the Silas Marder Gallery in Bridgehampton, off Snake Hollow Road, arguably one of the most beautiful and imaginative exhibition spaces on the East End. Actually, Sirow has been given two exhibition areas: five of her oils on board are mounted on a wall of the gallery’s huge barn main room, and four, on canvas, hang in one of the wooden sheds Silas Marder has set up on his nursery grounds for additional show-casing. Though Sirow’s work, part of a group show, will not have an official opening until Thanksgiving, her paintings are already on view, along with work by other artists, semi-abstract and edgy, many of whom have exhibited at Marder’s before. Sirow can lay claim to distinct-ive subject matter and style: muted, pastel-colored, subtle, small sunburst designs, numerous small circles gently brushed out against a delicate backdrop of complementary color, compositions that convey a sense of wispy fluidity and grace.

Ironically, to judge from passing comments on the day Education Update came by, visitors were speculating on the kinds of flowers Sirow might have had in mind. “Flowers?” she laughs, “when I look out my window and all I see is green—the deer took care of the rest.”

Ms. Sirow, who has a BFA in a joint program run by Tufts University and The Boston Museum School, also has a Masters in Art Therapy and Creativity Development. She speaks of her paint-ings as prompting an “understanding” of herself. Creativity Development. She speaks of her paint-ings as prompting an “understanding” of herself.

I hope you will join us as we continue to move forward. Our ultimate goal is to make New York City not only the Arts capital of the world, but the Arts Education Capital. Our children, and our city, deserve it!#

Laurie M. Tisch is the Chairman of the Center for Arts Education.

Kew-Forest is a private, co-ed, college preparatory school offering:

✓ Small Classes
✓ Personal Attention
✓ High Standards and a Solid Core Curriculum
✓ Outstanding Record with College Placements
✓ Before-School Care Beginning at 7:30 AM
✓ After-School Care and Extracurricular Activities
✓ Experienced Teachers and a Warm, Caring Staff

The Sterling School

We take our commitment seriously

✓ Orton Gillingham trained staff
✓ Small classes with individualized attention
✓ Art, Music, Culinary Arts and Computers for a rich education

Now accepting admissions

Call for Mini Open House Dates

The Kew-Forest School

119-17 Union Turnpike, Forest Hills, NY 11375
(718) 268-4667 www.kewforest.org

NYSAIS Accredited by NYSAIS (The N.Y. State Association of Independent Schools), the Middle States Association of Colleges and Schools, and The NY Dept. of Edu.
The True Nature of Power & Empowerment

By JILL LEVY

Empower: authorize, allow, sanction to give power or authority to, to enable to permit to commit powers and functions to another as an agent or deputy. Empowerment is a noun, not an adjective. I have avoided writing an article about power and empowerment because it is a dicey subject these days. However, two experiences led me to think about the difference between real power and delegated power.

When I teach my leadership course, we spend a great deal of time exploring the meaning, utilization and delegation of power. One kind of power is derived from one’s position—positional power as it is known. How one uses such power determines the quality of one’s leadership. Positional power without the knowledge and skills to properly use it will ultimately lead to an unstable and dysfunctional organization. Positional power can be dangerous, but when used wisely it can strengthen the organization and bring great rewards such as loyalty, energy and enrichment.

During my classes, we discuss the “art of delegation” as a means to empower others and free ourselves to do the many things we need to do. However, delegating authority can be deleterious to the organization back to the real authority. We empower others, we are lending our own authority and power. We have the right to take it back. How others view the “empowered” person is in the hands of those who have the real authority.

So, to make it relatively simple, if you empower me, delegate some of your powers to me, you have the right to take those powers back whenever you wish. I am simply using your power.

The relationship of my colleagues to me is now shaped by your power. My relationship to you is shaped by the loan of power and the nature of your leadership.

However, if you give me the authority, but do not provide me with the appropriate knowledge, skill acquisition and resources, what good is the power? Maybe it makes me feel powerful with my colleagues and cozy with you, but I live in fear that I will lose that power.

I teach my students to become empowered through the intense study and practice of their craft. We talk about the disaster of feeling powerless and the concomitant fear of authority. Those Principals, Assistant Principals, supervisors and administrators who become the masters at budget, instruction, programming, using data, interpersonal relationships, communicating effectively, and developing an intimate knowledge and respect for legal and contractual matters have real power. They do not need to borrow power—they own it by virtue of their leadership, not only their positions. When the motor doesn’t work, true leaders find a way to make it fix.

Jill Levy is the President of the Council of Supervisors and Administrators.

ZAMBIAN VILLAGES WELCOME VISITORS

By JAN AARON

My recent visit to Zambia coincided with the first day of classes after the fall break at Kawaza School near South Luangwa National Park. I was there enjoying a Robin Pope Safari (RPS) when I learned the school welcomed visitors. It is across the road from the village where many children live in traditional huts with their families. Small children were on line waiting to register and, others, like children everywhere, were goofing around in the courtyard and greeting their friends on the way to classes.

Grades 1-7 are free. For grades 8-9, there is a fee in kwacha equivalent to US $5 for books, sports and animal husbandry equipment. Teacher Maburto Ngoma led me to a small room papered with colorful charts. “We have 621 students, ages 7-16,” he said, pointing to the enrollment chart. That nearly half were girls and some expected to pass into 7th grade was great news. Girls used to be taken out of school early to work in the fields.

In the 5A-5B Social Development Class, the teacher said: “I am Mrs. Zulu Liah,” as she wrote her name on the blackboard. Students were considering what they might say to new-words. “I wish you success you in your marriage,” Mrs. Liah suggested. “What else?” she urged. The class was silent. Thinking I might be inhibiting them, I went to another classroom. “Ninth grade,” said Ngoma. Here the youngsters stood and welcomed me in perfect English. Asked what they wanted to be when they grew up, they replied: “Doctor,” “Teacher,” “Pilot.” But most often they said “Safari Guide.”

Indeed, since government funds are inadequate, RPS, a leader in South Luangwa tourism, supports this school from guest donations, paying for 7 of the teachers to supplement the 12 state-funded teachers and sponsoring 51 of the most vulnerable children through school—often those orphaned because of AIDS. They have also built new classrooms, enabled girls to be educated, taken out of school early to work in the fields.

Near famous Victoria Falls, I popped in unannounced at Mukuni Village School where a harried teacher introduced herself as “Nasinda” and welcomed me. She was in charge of 80 children since the other teacher had not arrived due to transportation difficulties. The students were split into two groups of 40 in different rooms. In Nasinda’s room, they read her printing on the blackboard: “Today there is no school. It is a very important day for Tena. He is moving into a new house and he must help his parents move.” Across the courtyard 40 youngsters, hands folded, waited to learn.

Polytechnic University Offers Graduate Tuition Scholarship for Education Professionals to Enhance Math & Science Training in Schools

In his bestselling book, The World is Flat, Tom Friedman writes, “By any measure, our students are falling behind the rest of the world, especially in math and science.” This quote underscores the decline in U.S. education in the arenas of math and science and exposes a critical need for the system’s improvement. It is in this spirit that Polytechnic University provides the educational community with a special graduate scholarship designed with this urgency and the needs of educators in mind.

In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of current educational fields, particularly in the arenas of Math and Science, Polytechnic University is pleased to announce the Scholarship for Teachers and Education Professionals. This scholarship entitles teaching and educational professionals working in grammar schools, middle and junior highs schools, high schools and college a 50% tuition scholarship on graduate education at Polytechnic University. This is a tremendous opportunity for teachers and for other educational professionals who are seeking an advanced degree.

The NYS Dept. of Education now requires all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the branch of science in which they are teaching. For example, high school Chemistry teachers who do not have a MS in Chemistry will be required to take 12 graduate credits in Chemistry. Teachers and other educational professionals at all levels are invited to take advantage of this career-building opportunity. Interested persons can apply to Polytechnic University at www.poly.edu/graduate or graduate. Once admitted, applicants will need to submit proof of employment in the form of a letter from the school district in which they work. To learn more about this scholarship and the Power of PolyThinking, visit www.poly.edu/graduate/scholarship.
By JOAN BAUM, Ph.D.

David Sard, Gifted Playwright, Interweaves Sophocles, Freud & Life on the Street

Eddie, Joe, Larry, Sophocles, Freud? It’s not necessary to recognize that they might come together in “The Ballad of Eddie and Joe” but seeing how the Greek myth has been turned - and movingly - riffing on the story of Oedipus, their capacity and their need for love. Eddie (Oedipus), abandoned by his teenage mother Jo (Jocasta) inadvertently (invariably, to Freud) kills his arrogant father Larry (Laius) and winds up marrying the widow, an older woman to whom he is mysteriously attracted (as she is to him). As his forebear in the Greek play who desperately wants to consummate the marriage for seven years is locked in “The Ballad of Eddie and Joe” their understanding, it is cut short by the revolution.

Blowing the dust off history, the movie seeks to consummate the marriage for seven years is the subject of court gossip mostly directed at the innocent Dauphin. Marie radiates innocence even as she gains awareness, and she transfers her passions to pets, fashions, elaborate hair-dos and bon-bons. When children do arrive, she is a warm and attentive mother. However, she holds fast to her willful-ness and individuality though these traits create tensions at Versailles.

COMMUNITY EDUCATION AT GODDARD COLLEGE

BY PETER BURNS

Goddard’s Community Education (CE) concentration within the Education program is designed for working adults engaged in community education, out-of-school time, youth work and other related fields. The program is modeled to localize the skills and knowledge students acquire through working in the field. Goddard recognizes that students bring with them a vast amount of educational experience from previous formal studies in higher education, from work related trainings, from practice in the field, and from personal research and study in individual areas of interest. The program of CE study begins with an overview of Community Education as a program, process and philosophy based on an understanding of the field from personal, community and political perspectives. The first area of study will be a self-assessment through which each student reports on her or his areas of experience, accomplishments and personal interests, and identifies new areas yet to be explored and defined by her or his educational goals. Through this personal assessment process, the student’s individualized educational philosophy will emerge and the plan of study will begin to take shape.

Areas of Study in Community Education

PhD in Professional and Community Education: Mapping of Educational Journey. A study of the foundational works of progressive and community educators; The Community Education Process: Community and Family Involvement, Partnerships and Collaboration, Building and Supporting Sustainable Partnerships; Community Education in a Political Context; School, Community and Family Connection, Community Action, Advocacy, Social Justice-Strengthening Diverse Communities; Program and Curriculum Development in a Community Context: Out of school time programming, Place-based education and Service Learning, Expanded Learning Opportunities During and After School.

HELP! CHEMISTRY, PHYSICS TESTS

OVER 100,000 BOOKS SOLD!
HIGH MARKS: REGENTS CHEMISTRY
MADE EASY - BY SHARON WELCHER $10.95
(College Teacher, Chairperson & Teacher of High School Review Courses)
Easy Review Book with hundreds of questions and solutions for new Regents

NEW BOOK
HIGH MARKS: REGENTS PHYSICS MADE EASY - BY SHARON WELCHER $12.95
Easy Review Book with hundreds of questions and solutions for new Regents Available at leading bookstores or call 1-877-271-7466 www.HighMarksInSchool.com

MARIE ANTOINETTE

By JAN AARON

n her modernist-revisionist approach, writer-director Sofia Coppola’s Marie Antoinette, starring Kirsten Dunst, imagines the oft-despised Queen of France during the French Revolution, as a real person with imperfections, passions, intelligence, and warm emotions. The film is by no means a substitute for a high school history class. But it might inspire more serious study of the period as well as reading Antonia Fraser’s Marie Antoinette: The Journey the inspiration for the film. Blowing the dust off history, the movie seeks to understand the feelings of the young 18th century Austrian princess who for political expediency is delivered into twisted French court intrigue and baroque personal relationships without any say in the matter. What history books tell us about her lavish lifestyle, with a retinue to ceremoniously dress her each morning, the movie sees as an indignity. What’s glamorous about getting dressed in front of strangers?

Marie radiates innocence even as she gains awareness, and she transfers her passions to pets, fashions, elaborate hair-dos and bon-bons. When children do arrive, she is a warm and attentive mother. However, she holds fast to her willful-ness and individuality though these traits create tensions at Versailles.

Schools & You

Consultations For Parents Making Choices PreK-8th Grade
Brooklyn & Manhattan Public & Independent Schools 718-230-8971 www.schoolsandyou.com

BY PETER BURNS

Goddard’s Community Education (CE) concentration within the Education program is designed for working adults engaged in community education, out-of-school time, youth work and other related fields. The program is modeled to localize the skills and knowledge students acquire through working in the field. Goddard recognizes that students bring with them a vast amount of educational experience from previous formal studies in higher education, from work related trainings, from practice in the field, and from personal research and study in individual areas of interest. The program of CE study begins with an overview of Community Education as a program, process and philosophy based on an understanding of the field from personal, community and political perspectives. The first area of study will be a self-assessment through which each student reports on her or his areas of experience, accomplishments and personal interests, and identifies new areas yet to be explored and defined by her or his educational goals. Through this personal assessment process, the student’s individualized educational philosophy will emerge and the plan of study will begin to take shape.
CELEBRATING CUNY MONTH

HOSTOS COMMUNITY COLLEGE

Eugenio María de Hostos Community College was created in 1968 to meet the needs of Spanish-dominant students in the South Bronx who needed transitional bilingual educational opportunities. Hostos now has an honors program and collaborative programs in the field of electrical and civil engineering with The City College of New York as well as an innovative relationship with Cheney University and Grambling University, which provides broader access to these prominent Historically Black Colleges. The Serrano Scholars Program, developed from a concept by Congressman José E. Serrano, prepares students from diverse ethnic backgrounds for careers in international affairs and national security. Serrano Scholars graduate from Hostos and can then apply to Columbia University for their undergraduate and master’s level studies in international affairs or public administration.

LEHMAN COLLEGE

The only CUNY senior college located in the Bronx, Lehman College offers a graduate program in public health, while its undergraduate program in multilingual journalism is the first of its kind in the country. A new science facility will break ground in 2007 and a new multimedia center scheduled to open in the Fall of 2008, will give students hands-on production experience with cutting-edge technology. A specialization in plant sciences is offered through the CUNY Ph.D. program in biology allowing doctoral students to research areas like biotechnology, biodiversity and medicinal plants through a collaboration between CUNY and the New York Botanical Garden. Lehman’s faculty includes Distinguished Professor of English Billy Collins, described as “the most popular poet in America,” and Distinguished Professor of Music John Corigliano who won the Academy Award in 2000 for his score to “The Red Violin.”

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

By BARRY ROSEN

The Borough of Manhattan Community College (BMCC) is the largest community college in CUNY and the only community college in Manhattan with a vital, engaged community of students representing more than 150 countries. BMCC awards associate degrees in Science, Arts and Applied Science in twenty-three areas. More than 40 percent of the Class of Spring 2006 graduated with honors. BMCC is especially known for its outstanding Nursing and Allied Health departments, with the first nationally certified EMT program in NYS. The school offers fully accredited Nursing and Health Information Management Technology programs that are offered both in day and evening classes as well as such innovative academic programs as Multimedia Programming and Design, which is funded by grants from Microsoft and the National Science Foundation.

I will bring technology and science to the next generation.

I am a PolyThinker.

Join us for our graduate career night. Tuesday, November 14th 6-8pm
Brooklyn Campus 6 MetroTech Center, Brooklyn, NY

Please RSVP
phone: 1-800-POLYTECH
e-mail: gradinfo@poly.edu
online: www.poly.edu/graduate

polytechnic UNIVERSITY
Discover the Power of PolyThinking™

HUNTER COLLEGE

Hunter is the largest of the CUNY schools, one of America’s oldest public colleges, and one of, if not the most diverse college in the nation. Founded in 1870, it was among the first schools to champion the concept that competitively qualified young women of all races and backgrounds deserve a first-class public higher education. Today, Hunter is a gateway to the American Dream for some 21,000 men and women who pursue undergraduate and graduate degrees in more than 170 programs of study. There are students from more than 80 nations, speaking some 40 different languages. Thanks to a world-renowned faculty, many of the College’s depart- ments are ranked among the best in the nation, including social work, education, health sciences and nursing. Hunter is unique among the CUNY campuses in having two women graduates who have won Nobel Prizes, both in Medicine.

BARUCH COLLEGE

Baruch College has a more-than-150-year history of excellence in public higher education with an emphasis on business. The College’s 15,500 students speak 110 languages and come from 120 countries. With nine applicants for every seat in the freshman class, Baruch is a top college choice whose “real-world classroom” and diverse student body ensure that graduates head into the professional world with a thorough understanding of business and globalization. A senior college in The City University of New York system, Baruch College offers undergradu- ate and graduate programs of study through its three schools: the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. The College also offers non-degree and certificate programs through its Division of Continuing and Professional Studies (CAPS).

QUEENS COLLEGE

Queens College enjoys a national reputation for its 115 undergraduate and graduate majors including recently added degree programs in Business Administration, Neurosciences, and Fine Arts and Graphic Design and, coming in fall 2000, an MFA in creative writing. Students from over 130 countries, speaking 66 different languages, attend class on a beautiful, 77-acre campus with a view of the Manhattan skyline, It is the only college in CUNY with a Division II athletics program, which boasts nationally ranked teams. Last spring, with a $10 million gift from graduate Max Kupferberg and his wife, the college established the Selma and Max Kupferberg Center for the Visual and Performing Arts which houses the former Colden Center, the Godwin-Ternbach Museum, Queens College Art Center, Department of Drama, Theatre and Dance, Department of Media Studies, Aaron Copland School of Music, and Louis Armstrong House Museum and Archives.

COLLEGE OF STATEN ISLAND

By LIA KUDLESS, Ph.D.

As Staten Island’s only public institution of higher education, CSI awards bachelor’s and masters degrees as well as associate’s degrees. This year, CSI added doctorates in physical therapy and nursing and a master’s degree in business management to its graduate offerings. New residence halls are coming to campus. International programming includes the Virtual Classroom and a new certificate program in Modern China Studies. The College also prepares high school students for careers in the global economy through the Gates Foundation-funded CSI High School for International Studies, in partnership with the Asia Society and the NYC Department of Education. CSI’s Discovery Institute helps to improve the quality of K-12 education by providing professional development for hundreds NYC teachers annually. The College also houses the only public Astrophysical Observatory in New York City and is recognized internationally for its world-class polymer chemistry research.

“...At The Caedmon School we passionately embrace our responsibility to help children develop into capable, confident, creative, and caring human beings...

Nursery - 5th Grade
THE CAEDMON SCHOOL
416 East 80th Street
New York City
www.caedmonschool.org
CUNY COLLEGES IN ALL FIVE BOROUGHS ARE HOSTING OPEN HOUSES and an exciting variety of educational and cultural events (many of them free) for prospective students, families, alumni and the public throughout November. Learn about meeting the costs of attending college and financial aid opportunities, the William E. Macaulay Honors College, our new On-line Baccalaureate degree, the Teacher Academy, Vallone Scholarships and many other academic programs. Take advantage of CUNY Month offerings on this page or for more events go to www.cuny.edu/cunymonth.

Visit the campus of your choice during CUNY Month!

Chancellor Matthew Goldstein

Visit www.CUNY.edu/cunymonth or call 1-800-CUNY-YES
By EMILY SHERWOOD, Ph.D.

Picture the city as one giant open campus for public high school students. A student from the Bronx can take a class online at Baruch or the City College of New York at the same time. That’s exactly the vision behind College Now, a CUNY program that began two decades ago at Kingsborough Community College in Brooklyn to attract and retain high school students. The program expanded to include 33,000 students from 80 percent of the city’s public high schools (all 17 undergraduate CUNY campuses participate in the program.) The idea was simple: to offer the full CUNY program for students who attend school in New York City, adds John Garvey, CUNY’s Associate Dean for Collaborative Programs. Designed to help New York City public school students enroll in and succeed in college, College Now provides two kinds of courses for two kinds of students: credit courses, which are college-level courses providing college credit; and foundation courses, a new generation of “pre-college” courses that are strongly linked to particular academic disciplines. “It’s our obligation to offer a particular student the right kind of opportunity at the right time,” explains Garvey. “For a student who is struggling with high school-level math, to enroll him in college-level math course is irresponsible. The onus, to enroll that student in something that is college-like. As a way of intruding him or her with the possibilities, makes all the sense in the world.”

A sampling of foundation courses available on the College Now website (college.cuny.edu) reveals an interesting assortment of non-college credit courses (some of which might lead to high school credit), including a summer marine biology institute, culinary arts, forensic science, ecology institute, and news writing.

For the student who is able to take courses for college credit, CUNY provides literally hundreds of offerings in business, the arts, communications, computer science and engineering, health, math, science, and social sciences. For these students, CUNY’s goal of bolstering student success in college is borne out by the research. A recent study by the U.S. Department of Education’s former Senior Research Analyst, Clifford Adelman, entitled “The Toolbox Revisited,” analyzed the College Now program at Hunter College and found that students who take pre-college courses when they’re in twelfth grade, an ‘a’ and ‘y,’ in a program of study at Hunter College are more likely to think about going to college than their peers. “If we can use the pre-college work as an occasion to give the kids a real head start, it makes more likely that they’re going to be successful.”

Garvey is the first to admit that there’s still work to be done to make College Now even better. He’d like to improve student performance in the College Now courses (currently 80 percent of the students get a ‘C’ or better; “we’d like it to be 90 percent.”) And he wants to improve student satisfaction “so that students turn to each other and their parents, and say, That was really great!” Of course, additional funding wouldn’t hurt, either. “There are lots of good things that we want to do,” Garvey says about this $11 million annual program. But in the face of national statistics—only 32 percent of all U.S. students leave high school qualified to succeed in four-year colleges—College Now is making big strides to close the achievement gap in New York City.

By JOAN BAUM, Ph.D.

“Honors” is a much-abused word in the academic world, often designating intent or longevity, but at The City University of New York’s five-year-old Honors College, director of CUNY SYSTEM—boasts a 40 percent increase in applications over last year, with an average GPA rate of 93.8; 1266 students (called “Honors students”) are expected to graduate.

Honors College focuses much of its curriculum on the city itself by way of courses and internships and a requirement that all students perform at least 30 hours of public service. Dean Kirschner, whose advocacy of technology is to be expected, nonetheless expresses a healthy critical regard of other disciplines. She values technology’s ability to “hurt, either: There are lots of good things that we want to do,” Garvey says about this $11 million annual program. But in the face of national statistics—only 32 percent of all U.S. students leave high school qualified to succeed in four-year colleges—College Now is making big strides to close the achievement gap in New York City.

By JOAN BAUM, Ph.D.

“Honors” is a much-abused word in the academic world, often designating intent or longevity, but at The City University of New York’s five-year-old Honors College, director of CUNY SYSTEM—boasts a 40 percent increase in applications over last year, with an average GPA rate of 93.8; 1266 students (called “Honors students”) are expected to graduate.

Honors College focuses much of its curriculum on the city itself by way of courses and internships and a requirement that all students perform at least 30 hours of public service. Dean Kirschner, whose advocacy of technology is to be expected, nonetheless expresses a healthy critical regard of other disciplines. She values technology’s ability to "hurt, either: There are lots of good things that we want to do," Garvey says about this $11 million annual program. But in the face of national statistics—only 32 percent of all U.S. students leave high school qualified to succeed in four-year colleges—College Now is making big strides to close the achievement gap in New York City.

To provide an optimal learning environment, CUNY faculty will also work cooperatively with their host schools to co-teach the education courses. “We’re changing the idea that the college coursework exists in a vacuum apart from what goes on in the school,” adds Garvey.

CUNY is fully reimagining its Teacher Academy students for tuition, fees and summer/school year internships (which are highly encouraged), thanks to a $15 million grant from the Petrie Foundation. Understandably, acceptance into the program is selective; students must demonstrate a talent in science and mathematics as well as a sincere desire to teach. Likewise, their high school grades, particularly those in math and science, SAT scores, and Regents scores in math and science subjects must all be high. CUNY recommends that students take its pre-calculus course prior to enrollment; they also must demonstrate that their high schools (two-thirds of this year’s class took it last summer.)

CUNY’s job will not end once the Academy students graduate. Garvey says that the students will move on to become classroom teachers, CUNY is mindful of its continuing role in making the transition to real teaching as smooth as possible. They’re adopting a highly touted professional development model pioneered by Ellen Moir, Executive Director of the University of California at Santa Cruz (UCSC) New Teacher Center, which pairs novice teachers with veteran classroom teachers and provides support for the essential tasks involved in being a teacher. “The advice of the mentor is informed by a sophisticated understanding of the mentee’s role toward professional development,” Garvey explains.

While CUNY’s groundbreaking Teacher Academy will doubtless serve as a model for other educational institutions, it’s the first to admit that the challenges facing inner city schools are great. The most important thing is to encourage people to feel they are not alone in what it is they’re trying to do and in the difficulties they’re trying to surmount,” adds Garvey.
From the Top Brings Young Talent to Carnegie Hall & TV Series

By EMILY SHERWOOD, Ph.D.

On a crisp fall day in New York, Krista, Matthew and Jimmy—three high school students from Wisconsin—are practicing a Dvorak string quintet in Carnegie Hall with concert violinist Joshua Bell and classical pianist Christopher O’Riley. The lively strains of the “Schottische” movement spilt out into Zankel Hall. Bell, who himself debuts in Carnegie Hall at the age of 18, insists on sitting closer to his adolescent accompanists: “We’re a quintet, right?” he questions Director Don Mischer rhetorically.

These and other young amateur musicians, Bell and O’Riley are all part of an exciting new collaboration between WGBH Boston, widely acclaimed as America’s preeminent public broadcasting producer, and From the Top, a multi-media organization that encourages and celebrates the development of youth through music. Since 2000, From the Top has run a weekly youth music program that airs on 250 NPR-affiliated radio stations around the country and showcases America’s top young classical musicians, some of whom are not even out of elementary school.

From the Top’s Live from Carnegie Hall will premiere for the PBS television market in early 2007; thirteen half-hour shows are planned for Season One, with guest artists Dawn Upshaw and Bela Fleck joining Bell as guest artists on the shows.

The branchchild of executive producer Gerald Slavet, who became a music connoisseur when his own daughter toured with the New England Conservatory’s highly selective Youth Philharmonic Orchestra (NEC is a co-founder and educational partner of From the Top’s weekly radio program, which broadcasts out of Jordan Hall in Boston), From the Top seeks to help musically talented kids achieve the recognition they deserve. “These young musicians need to be elevated and respected the way we elevate and respect our athletes,” explains Slavet. “We make heroes of our athletes in this country. If you’re a star of your town soccer team at age 12, you’re already a superhero in your community. We should be doing the same thing for our artists.”

Young musicians across the country are encouraged to send audition tapes to From the Top, and those who make it through extensive interviews before ultimately appearing in front of live audiences during their taping for both radio and TV. Christopher O’Riley, host of From the Top since the radio show began in 2000, will host the TV series as well. Dressed in a snappy blue blazer and striped tie, O’Riley joins the students after they perform for a bit of lively banter about the craft of music, mentioning a kind of youthful banter and respect as counterpoint to the brilliant musical showmanship of the young performers.

Today, O’Riley teases thirteen-year-old Tim Callobre from Pasadena, California, who has just played the haunting classical guitar song, “Sevilla” by Isaac Albenv. “Show the audience your fingernails, Timothy,” O’Riley says ominously, with a look of mock terror on his face. “How are you ever going to get a date with those fingernails?” Timothy, noting that fingernails are very important for classical guitar, tells the audience that he applies fake fingernails to keep his guitar strumming at its peak. With quiet pride, he talks about his quirky hobby of collecting “odd things”—a rock that looks like an eyeball, a fly swatter that looks like a guitar, and bobble head dolls in the likenesses of Bach, Beethoven and even Joshua Bell. The dolls sit on the piano with a sense of wonderment, “But then I started collecting them,” he says.

Performers receive a $10,000 scholarship each time they appear on national radio or TV, much as they would be reimbursed. These and other young amateur musicians, these kids, we speak with them as kids…and we continue to encourage and celebrate the development of their talent.”

In addition to showcasing the prodigious talents of America’s top young musicians, From the Top—which is a 501c3 nonprofit organization—is committed to helping out those with financial needs. With funding from the Jack Kent Cooke Foundation, 25 qualified From the Top performers receive a $10,000 scholarship each year. Of these, five are nominated to be Jack Kent Cooke scholars, ensuring that all their educational expenses through graduate school are reimbursed.

In Zankel Hall, Joshua Bell is discussing summer music camps with O’Riley and his three young companions from Wisconsin. Jimmy, the cellist, talks about mandatory five-hour practices at his camp, but adds, “It went by really fast.” Bell tells the young musicians that his mentor and teacher, Josef Gingold, always encouraged him to lead a normal kid’s life: “I was a competitive tennis player at age 10, and I also played basketball,” he reflects. Then he adds, almost with a sense of wonderment, “But then I started touring at the age of 16 or 17, so I guess I wasn’t that normal!”

St Petersburg’s Mariinsky Opera on the Red Sea

The Sum Of Its Parts Is Greater Than The Whole

By IRVING SPITZ

This was not Moscow on the Hudson but St. Petersburg on the Red Sea. Valery Gergiev, the charismatic conductor and director of the Mariinsky Opera of St. Petersburg brought his orchestra, choir and top-notch soloists, over 300 artists in total, for a series of 3 concerts to Eilat for the Red Sea Classical Music Festival. Gergiev clearly loves the town, Israel’s gateway to the Red Sea and Eilat in turn reciprocates. To hold the large audience, drawn from Israel’s cultural and social elite, most of whom came from Tel Aviv and Jerusalem, the Festival committee refurbished a huge hanger at the Eilat seaport for the festivities.

The opening concert was Mahler’s second symphony, the Resurrection. The second night was devoted to Verdi’s Nabucco and the final night to his last opera, Falstaff. The first two performances should be considered as warm-ups. There were several reasons for this. The orchestra only arrived in Eilat four hours before the opening concert so there was no rehearsal time in a strange and unknown venue. The evening before they had given a performance on their home turf of Mussorgsky’s demanding opera, Khovanshchina, and they must have been exhausted. Difficulties with extraneous bothersome noise and the cold weather did not help matters.

Luckily everything came together with the final performance of Verdi’s last masterpiece Falstaff. Huge heaters had been brought in for the orchestra, singers and audience. This Falstaff was a very memorable and notable performance. Although given in concert form, one was totally engrossed in the vocal and orchestral splendor. The Mariinsky showed that they are one of the great operatic companies in the world. Particularly noteworthy was baritone Viktor Chernomoretsov in the title role. He brought out the required comic relief and humor as well as pathos and anger and final forgiveness required of the role. The aggrieved husband Ford, baritone Vassily Gerelov, was also impressive especially in his aria where he suspects his wife of infidelity and pours out his wrath. Accomplished singers also sang other roles. Of the four women in the cast, special mention must be made of light lyric soprano, Yulia Smorodina, who sang Nanetta. Her mother, Alice Ford was sung by Tatiana Pavlovskaya was also certainly up to the demands of the role. The final magnificent fugue was a fitting climax to a great performance.

During the days, small ensembles from the different sections of the orchestra showed off their prowess with chamber works given in halls in the large luxurious hotels in Eilat. Most memorable was a performance of Rachmaninoff’s All Night Vigil performed by the Mariinsky Opera chorus conducted by Andrei Petrenko. The magnificent Mariinsky Choir did full justice to this Orthodox continued to page 27

Schoen Trimming & Cord Co., Inc.

The leading manufacturer of trimming & cords to the education community

We offer a full line of Academic Memorabilia, such as:

- Deluxe Honor Cards-Solid or Intertwined
- Satin Stoles Plain, Embroidered, or Screen Printed
- Insignia Tassels…with or without charm
- Standard drop date in gold or silver
- Rhinestone studded drop date

151 West 25th Street • New York, NY 10001 • 212-255-3849
Fax: 212-924-4945 • www.cordsandtassels.com • email: Schoentrim@aol.com

Kid's Corner

Open Year Round
8 am - 6pm daily

Limited Spaces available for 2006/2007

Celebrating 13 years

OAEC ACCREDITED

247 West 24th Street, New York, NY 10011

Preschool
(212) 229-9340

On site private
and secure playground
Flexible hours and days

Ages 2 to 5 years

School Tours by appointment only
NY State licensed teachers
Licensed by NY City Department of Health

Kid's Corner
Landmark College Offers Hope for Learning Disabled Students

By SYBILL MAHIN

Set in Putney, Vermont amidst glorious colors in fall and Grandma Moses-like white winters, Landmark College, which opened in 1985, offers students with learning disabilities new hope for success in higher education by providing academic bolstered by cutting-edge learning tools and a well organized, very accessible support structure. Dedicated to “multi-model teaching,” Landmark instructors conduct classes in a variety of ways, offering effective strategies to different kinds of learners until they are able to say, “I get it.” An intense advising program is key. At weekly meetings, immediate, short, and long-term goals are established and reviewed and resources accessed. Lena Jahn, assistant director of advisement explains, “Self-esteem is a big issue for many of our students. A lot of what we do is helping students reframe who they are. Often students can list their weaknesses but don’t see strengths. Our goal is success because success brings previous self-conceptions into question.”

Landmark is success, because success brings importance of teamwork and attention to detail and commitment to the “whole person.” “If a student falls, there is someone to pick him up and out of that comes the ability to learn who he is as a person and to be a self-advocate.” She wants Landmark to be a place where “instead of stigma, it’s acceptable to learn differently.” Learning disabilities education is changing rapidly as understanding of ADA (Attention Deficit Disorder) and ADHD (Attention Deficit with Hyperactivity Disorder) grows and the effect on learning is increasingly recognized. Dedicated to developing and disseminating best practices, Landmark houses an impressive Institute for Research and Training in the field. (More on the Institute in a future issue.)

Stephen Gagnon came to Landmark after receiving a bachelor’s degree in electrical engineering because he “never learned how to live with his learning disabilities and wants to move on without riding the bomb (waiting for the next disaster).” He reports, “Everyone comes here for a solution. They find a level playing field. They’re not the odd man out.” He is learning strategies and life skills—how to have a conversation, how to organize thoughts. Ann Fein, an associate professor and Landmark parent, is struck by the “we” and “how” approach. Unconventional approaches to learning can be tried at the college. An Adventure Education program recognizes that skills and confidence gained outside the classroom can contribute to academic success as well as greater autonomy and sense of self. Steven Querry, a third semester student leader who came to Landmark directly from a public high school, explains that Adventure Education such as rock climbing, white water rafting, caving, and a ropes course helps build confidence and trust. The importance of teamwork and attention to detail is learned. Yet, Querry notes, “The hardest thing at Landmark is success, because success brings previous self-conceptions into question.”

Landmark’s focus is classroom learning. De-emphasizing remediation, it helps students understand how they learn and how to process, retain, and communicate information. It makes available the latest assisted technology (more in a future issue). The goal is independence as preparation for a four-year college and for life. The traditional range of college courses is offered, from political science to cultural anthropology to math to computer studies. The arts are well represented. Classes are small (10-12 students) and 50 percent more total classroom time than at other schools is allotted for the associate’s degree. A Landmark chapter of Phi Theta Kappa, the international honor society for two-year colleges has inducted 100 students, is the biggest feeder areas. To qualify for admission students must have average to exceptional intellectual potential and a diagnosis of a learning disability. More than 50 percent have duel diagnoses. Eight out of ten Landmark graduates go on to 4-year colleges. Dale Herold, vice president for enrollment, cautions against “getting hopes up too much. She explains, “For some, this is a last hope... It comes down to, Can you handle being in college?” Some students do drop out of Landmark. Dean of Students, Michael Luciani, says, “A student has to be ready to go to college. He needs to commit and engage. For some, this is hard to do.” Student Steven Querry suggests, “Those who make the most of it are those who want to be here, who want help. Some kids have had people yell at them their whole life so they block out support.” As Fein points out, “Even those who don’t graduate benefit because they have had the seeds planted.”

New Yorker Letitia Davis, who struggled at Bronx Community College before being diagnosed as dyslexic, has completed 2 semesters at Landmark. She explains, “Landmark has changed my life. It was not until Vermont that people took time out to finally listen to me. I couldn’t write a sentence and barely communicated but now all that has changed.” A Landmark success, she advises young people having difficulty in school and in life, “Don’t give up on yourself.”

---

By STEVE GRAY

The Rebecca School offers a model program promoting the education and development of children ages 4 – 18 with neurodevelopmental disorders including PDD and Autism. Curriculum based on educational and developmental model of Drs. Stanley Greenspan and Serena Wieder.

- Therapeutic program in “real school” environment
- Art, music, science gym and technology in small, flexible classes
- OT, PT, speech and counseling provided

Call 212-810-4120 for weekly open house schedule.

Still accepting applications for 2006 contact Tina McCourt, Director tmcourt@rebeccaschool.org
40 East 30th Street New York, NY 10016

---

Learn More at Our Fall Open Houses
Registration: 8:30 a.m. • Program: 9 a.m – 2 p.m.
Saturday, November 18, 2006
Friday, December 1, 2006
For more information and to register, contact us at
PHONE 802-387-6718 E-MAIL admissions@landmark.edu
High School Friends Follow Their Hearts in Brooklyn

By RICHARD KAGAN

It has been said that on a clear day you can see forever. Well, the air was crystal clear and the sky was blue in Coney Island, Brooklyn, where the Brooklyn Cyclones played the Batavia Muckdogs in a New York – Penn League baseball game on a beautiful Sunday late summer afternoon. The seagulls were scurrying above the ocean waves and sailboats glided through the surf. It’s a great way to see a baseball game and get some fresh air.

The Cyclones, the New York Mets’ short-season “A” farm team, has been a hit with the fans, since baseball came back to Brooklyn in 2001. The Cyclones nearly sell-out every home game, and baseball fans have a chance to see young players who could be some of the future stars of tomorrow. Angel Pagan, who started for the Chicago Cubs this past season, got his cleats dirty with the Cyclones in their debut campaign in 2001. Mike Jacobs also played for the Cyclones, rose up in the minor league system and played well with the Mets, before being traded to the Florida Marlins. And, Scott Kazmir, played for the Cyclones in 2002 and now pitches for the Tampa Bay Devil Rays.

Joe Holden, a return starter from the 2005 Cyclones roamed centerfield once again. Education Update featured Holden in an article on the Cyclones that appeared in the September 2005 issue. Holden played his high school and college baseball on Long Island, was named the Most Valuable Player in 2005 and also went to the league’s first annual All-Star game. He finished third in the league in stolen bases and warranted another look from the Mets organization. This past summer, Josh Appell, a lefty pitcher, was also on the team. Appell grew up in Woodmere, New York, not far from Holden, and they competed against each other in baseball and football for their respective high school teams. Appell, a graduate of the University of Pennsylvania, has been in the Mets’ organization for a year, and is learning his craft along side of his high school friend. Appell, who majored in Sociology, is happy playing a game he loves. “It’s been a good experience,” said Appell. “I live at home… it’s nice to come out in this atmosphere, to be here and have all these fans. It’s good for guys like us.” Appell is realistic and knows that if and when he hangs up his cleats, he’ll have a great education in his pocket. “No matter where this leads me I’ll always have an Ivy League education to fall back on.”

The Cyclones’ players signed autographs for season-ticket holders after a 6-1 loss to Batavia. But that didn’t stop Appell and Holden from ribbing each other about who beat whom in their high school playing days. Holden, 21, lives at home and commutes to KeySpan Park, which sits adjacent to the boardwalk on Coney Island and has a wonderful view of the ocean and the amusement park. This season, Holden has been struggling at the plate and has been working with the team’s hitting coach to improve his batting average. But Holden is thrilled to play “Off Broadway.” “It’s exciting obviously playing in this atmosphere, to be here and have all these fans. It’s good for guys like us.” Appell is realistic and knows that if and when he hangs up his cleats, he’ll have a great education in his pocket. “No matter where this leads me I’ll always have an Ivy League education to fall back on.”

The Cyclones’ players signed autographs for season-ticket holders after a 6-1 loss to Batavia. But that didn’t stop Appell and Holden from ribbing each other about who beat whom in their high school playing days. Holden, 21, lives at home and commutes to KeySpan Park, which sits adjacent to the boardwalk on Coney Island and has a wonderful view of the ocean and the amusement park. This season, Holden has been struggling at the plate and has been working with the team’s hitting coach to improve his batting average. But Holden is thrilled to play “Off Broadway.” “It’s exciting obviously playing in front of 8,000 fans a night,” Holden said. “You go home and wake up a little sore.” But Holden says he fights through it and gets ready to play the next day.

The Cyclones got hot and ran off a 12 game win streak during the scorching heat wave that hit the city this summer. The team was fighting for first place in their division and gearing up for the “stretch drive” to get a playoff berth. Holden cited that the team had recently won 21 of 29 games. “We’re starting to jell, that’s the most important thing,” Holden said. “Hopefully we’ll just carry on for the next month.”

No matter what happens this season, Holden and Appell are having fun and their friendship is growing. “I’m sure that from here on out, we’ll be good friends,” Holden said. Postscript. The Cyclones’ 12 game win streak did make the playoffs as a Wild Card but lost to their rival, Staten Island Yankees, in the first round.

Never in my Wildest Dreams…

“When I first came to Crotched Mountain, activities that were second nature prior to the automobile accident became challenging tasks. Today I am a college graduate and also have my driver’s license. Never in my wildest dreams would I have been able to succeed without the encouragement that I received at Crotched Mountain! Thank you for helping me get my life back!”

— Brent Ragan

Crotched Mountain School

Crotched Mountain School
School for Children with Tourette Syndrome

The Department of Education has announced the final regulations enforcing Part B of the Individuals with Disabilities Education Act (IDEA), which was authorized by Congress. Tourette Syndrome (TS) is now listed as a disability under the category of Other Health Impaired (OHI). This new categorization is the result of over two decades of vigorous advocating for this classification by the national Tourette Syndrome Association (TSA). The announcement was made by the U.S. Secretary of Education, Margaret Spellings, in Washington, D.C. at an invitation-only public announcement meeting.

“This is a tremendous victory for children with TS,” said Monte Redman, TSA’s Chairman of the Board, “allowing them to become socially and academically successful, ensuring that they reach their full potential.”

Additionally, TSA members—parents, children and teens with TS—participated in the Department of Education’s public hearings, making personal, heartfelt statements demonstrating how the OHI designation would improve the education of these children.

Travis Stecher, 18, recipient of The TSA 2005 Outstanding Youth Achievement Award, spoke so passionately before the Department of Education during a California hearing in July 2005 that they interrupted the hearing to specially acknowledge his testimony.

In her overview of the new regulations, Secretary Spellings specifically acknowledged Tourette Syndrome as an example of one of the changes that were made, pointing out that TS is a neurological disorder, not a behavioral issue.

Judit Ungar, TSA President along with TSA Board Member, Nancy Baker, and her 11-year-old daughter, Jackie, attended the private meeting to report back to TSA members about the new classification, the direct result of their unwavering support and campaigning for this regulatory change.

“For many students this classification under OHI will result in appropriate services making it possible for children with TS to remain in a general education setting,” said Judit Ungar. “For some students with significant symptoms, this classification may eliminate the necessity for costly residential placements.”

Marked by involuntary twitching and vocal tics, TS is an inherited condition frequently misunderstood and misdiagnosed, affecting more than 200,000 Americans. Founded in 1972, the TSA has a three-pronged mission of education, research and service and directs a network of 31 chapters and more than 150 support groups across the country. For more information about TS and information about educating children with the disorder, call 1-888-4-TOURET#.
How Can I Help a Grieving Child?

By GLENN S. HIRSCH, MD

Dealing with bereavement are topics that are often difficult to talk about and comprehend, for adults and children alike. New York Psychologists, it is estimated that one in every seven children will experience the death of a loved one by the age of 10, and that one in every 20 children will experience the death of a parent before they turn 18. By understanding how children cope with loss, trusted adults will be better able to help them through one of life’s more difficult experiences.

There are a variety of factors that influence how children experience the death of loved one, including age and level of cognitive development. Preschoolers do not understand the finality of death, and they are likely to react most to the way in which the loss impacts their daily life. They may continue to ask where the deceased is, expecting the person to return. For this reason, it is overly important to maintain routines and structure for young children, and to let them know who will be taking care of their daily needs. School-age children are more likely to understand that death is final, but they will continue to have questions about what happens to people when they die. Providing honest and concrete answers and helping children know what to expect can be most helpful to children at this age. Pre-teens and adolescents are likely to have an understanding of death that is similar to that of adults, and they tend to think about how the loss of significant people may impact their futures. It is important that teens have trusted people, including friends, family, or teachers, with whom they can talk about their thoughts and feelings.

Perhaps the most important thing to keep in mind is that there is no right or wrong way to grieve. In other words, there is no set “timetable” or series of “stages” that grieving children must follow. There are certain responses that are common among bereaved children, however. For example, bereaved children often feel isolated and different from their peers, and they may feel that others are treated differently at school or in social settings. Children may also experience feelings of confusion, sadness, anger, and worry. These feelings typically lessen over time, particularly when children have the support of trusted adults and peers with whom they can talk. Other children seem to have a more difficult time, experiencing these emotional and behavioral reactions for several months. The most common disturbances among bereaved children are depressed mood, anxiety, sleep disturbances, and significant worry about the health and safety of family members. There may also be a decline in school performance related to problems with attention and concentration.

Teachers and other school officials may help bereaved children and those around them by creating an environment in which children are able to express their feelings and ask questions. It is beneficial for teachers to listen calmly and attentively, answer questions in a direct manner, and reassure children that their feelings are normal. In addition, teachers should watch for emotional and behavioral reactions that signal the need to make a referral to a mental health professional, such as continued decrease in ability to concentrate, persistent emotional distress, or expressed thoughts of suicide or aggression. It may also be helpful for educators to talk to the bereaved child’s caregivers about how classmates and teachers might best support the child and his or her family.

For information about services available for children and families, contact Dr. Michelle Pearlman, Director of Clinical Services of the Families Forward Program, Institute for Trauma and Stress at the NYU Child Study Center, at 212-263-2776.

The Brain Clinic

NEUROPSYCHOLOGICAL, LEARNING DISABILITY AND ATTENTION DEFICIT DISORDER EVALUATIONS AND TREATMENT

Extended time evaluations, Cognitive Remediation, Neurofeedback, Tutoring, Psychotherapy

Children, Adolescents, Adults
J. Lawrence Thomas, Ph.D. Director
Faculty, NYU Medical Center
International Dyslexia Association, Board of Directors

Order Now!
$75.00 plus P&H $8.00 per copy. 8 1/2 x 11, 1500 pages. ISBN 0-9755116-3-7

From Resources for Children with Special Needs, Inc.

The Comprehensive Directory □ All New 2nd Edition
Completely updated, 1,500 pages. Includes more than 2,500 organizations and 20,000 services and programs for children birth to 26 with disabilities and special needs and their families and caregivers.

Order Now!
$125.00 plus P&H $10.00 per copy. 8 1/2 x 11, 1500 pages. ISBN 1-889700-09-0

For more information or to order call (212) 677-4650 or fax (212) 254-4070

For Families with Children with Special Needs and for the Professionals who Work with Them
Nominate An Outstanding Professor

Lehman College: Professor Louis Flam of the Anthropology faculty has an outstanding collection of materials from Afghanistan and Pakistan. He specializes in South Asian and Near Eastern archaeology and has worked at excavation sites in Pakistan for over two decades, as well as conducted fieldwork in Afghanistan. He is knowledgeable about the history and culture of both countries and can provide background on the evolution of religious and social customs, political institutions, art and folk traditions, and other aspects of contemporary life. His published works include “The Sindh Archaeological Project: Fieldwork at the Edge” in Back to Earth. An Introduction to Archaeology edited by John P. Staeck.

A Great Course at Lehman: ANT 271: Excavation of the Lehman College Site. 5 hours (3 lecture, 2 lab), 4 credits. Introduction to archaeological field methods through the creation and excavation of a site on the campus of the College. Excavation and recording techniques as well as data processing and analysis will be discussed in the classroom followed by the scientific excavation of a created site. NOTE: This site will be created by the purposeful burial of artifacts, contexts, and features in the form of a small, low mound.

Make your voice heard. Nominate an outstanding professor and tell us why.

Name an outstanding course you’ve taken. State the name of the college, professor and name of the course. We will gladly share your views with all our readers and print your name as well. Email: ednewsl@aol.com

BANK STREET COLLEGE

Center for Early Care & Education

By ARLENE USS

The two programs offered by the Center for Early Care and Education (CECE), a department in Bank Street’s Division of Continuing Education (DCE), are not only about promoting quality in childcare services, but also about enhancing the lives of our students and helping them progress in their chosen professions. The first program is the Head Start Training Institute Child Development Associate Program, located in Bedford Stuyvesant, in Brooklyn. In 1995, Bank Street College/DCE entered into collaboration with the New York City Administration for Children’s Services Head Start to begin this effort. The aim was to help Head Start parents and assistant teachers get training that would enable them to obtain and/or maintain permanent employment in a Head Start center. The CDA program is a national initiative that provides childcare and early education professionals with performance based training, assessment, and credentials. It is directed at those who work with infants, toddlers, preschoolers, and their families. A Child Development Associate (CDA) is an individual who has successfully completed a CDA assessment and has been awarded the CDA credential. The Council for Professional Recognition, in Washington, DC, operates the CDA National Credentialing Program. A CDA candidate must complete 120 hours of professional development in early care and education. The second program CECE offers is the Bank Street College of Education Child Development Associate Credential (CDA), a yearlong, on-campus, Infant/Toddler and Pre-School Center-based program. It includes advisement, an internship, and coursework on subjects such as child development, curriculum, health, safety, learning environment, family relationships, and professionalism. The internship, usually done in the candidates’ own workplace, offers them an opportunity to view their practice in light of reflection and new knowledge. The program’s advisement aspect helps students to further integrate theory and practice. In response to students’ needs, a literacy course was developed to help them read and write more effectively. Most of these students have been away from school for a long time and are looking for professional development opportunities that will lead to an associate’s or a bachelor’s degree. Bank Street has an articulation agreement with LaGuardia Community College/CUNY, which offers our CDA graduates ten college credits if they enroll in LaGuardia’s Associate in Arts Degree in Human Services/Child Development. One of our graduates from this program, Sandra Alleyne-Lé Gendre, is currently enrolled at LaGuardia Community College as a full-time student. Sandra maintains an “A” grade average despite a grueling schedule that includes classes four night a week, a full-time job at the Bedford Stuyvesant Early Childhood Development Center, and taking care of her two children. She credits the CDA program at the Head Start Training Institute. Arlene Uss is the Director, Center for Early Care and Education, Bank Street College.

FOR ARTISTS WHO WANT TO BECOME TEACHERS

The School of Visual Arts offers a Master of Arts in Teaching Art Education. This 36 credit, three-semester program, leads to a New York State Initial Certification in Art. The MAT curriculum centers on a community-oriented approach to art education. The faculty of artists offers expertise in a range of areas, including arts-integrated curricula, technology and museum education.

For further information, please request a Graduate Programs catalog from the Office of Admissions, 212.592.2107; e-mail gradadmissions@sva.edu; or visit www.sva.edu.
NEW FEATURE IN 
EDUCATION UPDATE 
BY CHILDREN, FOR CHILDREN

We are starting a children's page by children, for children. Please submit your poems, short stories, book reviews and/or artwork. Don't forget to add your name, school and grade. Send your contribution by email or mail by November 25th, 2006. See you in Education Update next month.

Email: ednews1@aol.com
Mailing Address: Education Update Subscriptions 17 Lexington Avenue, #A1207 New York, NY 10010

Would you like EDUCATION UPDATE mailed or delivered to your school, college or apartment building? Just email us and let us know at ednews1@aol.com

We are now in over 1400 public schools in NYC, 170 schools in NJ, 207 public libraries, 150 private schools and 2000 apartment buildings as well as street corner boxes.

You can also read us online.

Graduate School Open House  
Thursday, November 16, 5:15PM

Bank Street College Graduate School of Education  
610 West 112th Street, New York, NY 10025-1898  
www.bankstreet.edu | 212.875.4698

I Am Interested In Applying  
❑ Freshman  ❑ Transfer  ❑ Day  ❑ Evening

As My Status  
❑ H.S. Student  ❑ College Student  ❑ Teacher

Please circle catalogs you wish to receive:  
1  2  3  4  5

Please mail to: College Directory - Education Update  
17 Lexington Ave., Box A1207  
New York, NY 10010

MAIL THIS COUPON

Name:______________________________________________
Address:_________________________________________________________________________
City: __________________________ State: __________ Zip: __________
Phone (incl. area code):__________________________________

NOVEMBER 2006

“I learned at Bank Street continues to inspire me in my own classroom.”

— A BANK STREET ALUMNA

Bank Street College  
INNOVATION IN TEACHING AND LEARNING

College & University Directory

GODDARD COLLEGE
Come to Goddard as you are. Leave the way you want to be.  
1-800-468-4888  
www.goddard.edu

SARAH LAWRENCE COLLEGE
For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way  
Bronxville, NY 10708-5999  
Tel: (914) 312-0700  
e-mail: sclawmail@SCLmail.edu
Who is Briton Hadden? The Man Time Forgot.

A book of the same title by Isaiah Wilner presents the touchstone.

Violin Dreams: A Memoir by Arnold Steinhardt

Even if you don’t recognize the name of the lead violinist and founding member of the world-renowned, 43-year-old Guarneri String Quartet, you’ll be absolutely delighted by this lively, down-to-earth autobiographical romp about how a kid from L.A., the son of Yiddish-speaking immigrants, who loved ball games, telling jokes and playing pranks, who disliked practicing and who would barge into his room with a body that he broke his fingers playing—his favorite violin could hardly afford), came to trust his ears and find out why that man should be trusted. The performances. #

This type of immersion is especially valuable to children who come from impoverished homes or immigrant families (21 percent of New York kindergartners, for example, are children of immigrants), where there are few opportunities to acquire literacy skills.

In the book, Steinhardt lovingly recreates the accented-speech advice of various great player-teachers of the past, such as legendary Eugene Sayre, virtually unknown master pedagogue J. Michael Reiff and the Seidel, who scowled at young Arnold, telling him he played like a “dead fish.”

And doing it right means focusing efforts on developing literacy in young children, in a developmentally appropriate environment that allows them to learn successfully, surrounded by stimulating materials and intriguing activities.

Jordan, Kostas and Sancha—who, no matter how extensively removed, seem never to have been beyond advancing their common love of fiddling.

Particularly memorable is Steinhardt’s account of why he decided to become a chamber music player rather than a soloist, concertmaster in a major orchestra or teacher. All the stories, how the performances. #

Citing abundant research indicating that children who are not capable readers by third grade are mired in a frustrating struggle to catch up during this period of their academic careers, Maeroff profiles various school districts across the country that have made pre-K through third grade a stand-alone school, or separate program within the elementary school.

But, above all, education in the earliest years should concern itself with preparing young children during the critical early years of education.

Although Maeroff discusses many issues in this thorough text, including social promotion and retention, special education, even financing of full-day kindergarten programs, the underlying theme remains the importance of designating the preschool through third grade years as dedicated to instilling literacy in every child.

This is an important and compelling book that elementary school principals, teachers, superintendents and school board members should read and debate as a call to action that shouldn’t be ignored.
always been a strong supporter of the school district, attended the presentation and consequently promised to provide the funding for the program. Syosset High School will be the first public school in the state outside of New York City to join the Health Corps. I am very excited about the opportunities that this program presents to our students.

SCHOEN TRIMMING & CORD CO., INC.
Supplier of Honor Cords, Insignia Tassels, and Satin Stoles

The year 2007 marks our 69th year in business. We know that this alone is an enormous accomplishment in today’s uncertain times and economy. We doubt that our founder, Jacob Schoen, envisioned what the world would be like on the eve of Schoen Trimming’s 69th Anniversary. Sitting at his desk in 1938, he could not have predicted that orders would be transmitted at incredible speed over an internet connection. Nor could he imagine that information would be e-mailed around the world in less time than it took to get a long distance operator to connect his calls. So much has changed since 1938, and yet the basic formula for our success has stayed the same. First and foremost, we always provide personalized attention to the needs of our clients, and that will never change.

We are the largest direct manufacturer of tassels and honor cords in the country. Due to the fact that we manufacture all of our products in our union shop, located in New York City, we are able to provide immediate delivery and with no minimum quantity at competitive prices, which foreign suppliers cannot do. We even provide the ability to hold your inventory for you, so that when you need the products we will send them to you and not burden you with storing them. You will not be billed until the order is shipped. We are very proud of our 69 year heritage and we will be more than glad to service any needs you may have.

We are able to offer matching colors of rayon and chainette tassels in over 600 colors, to coincide with whatever the various school colors may be. Our most popular item is our style number 123 Double Tassel Cord. The cord comes with two 4 inch–100 end chainette tassels and a 58 inch cord between them, allowing us to easily coordinate with custom specifications. Our insignia tassels are available in a solid or multi colored combination with silver or gold clasp and numeral. Starting this year, we are offering a silver clasp option for those fashion conscious schools. Our satin stoles are available in plain, screen printed, or embroidered. We recommend sending a digital graphic of the pattern you would like.

Please contact our National Sales Manager, Martin Silver for additional information. He can be reached at the following: 151 West 25th Street, New York, NY 10011.

Tel: 212-255-8849 Fax: 212-924-4945 Email: schoentrims@aol.com
Surviving College

By Rosette Allegretti

“I am officially a college student.” It can feel kind of intimidating, right? Don’t worry; it doesn’t have to become the ordeal many build it up to be. Most students’ anxieties about beginning their college careers can be put to rest simply by being prepared.

The college experience is very different from high school. Freshmen often seem overwhelmed at having classes in varying time frames at what they deem “unusual hours of the day.” It can be somewhat of an adjustment, but a positive one if they are open to the change. For example, an hour and twenty-five minutes for a class may sound intolerable for some, but think about it for a minute. Rather than having this class for a shorter amount of time every day, it is only held on two days a week, usually a Tuesday and Thursday. Other classes are only offered on Mondays, Wednesdays and Fridays. Having a day in between without that particular class can be very invigorating. It definitely makes the classes more manageable, especially if you know how to prioritize your time. To put it simply, develop effective time management skills.

Contrary to popular belief among first year students, it is possible to study and socialize at the same time. Forming study groups can be both more manageable, especially if you know how to manage the same time. Forming study groups can be both more manageable, especially if you know how to manage the group and allow everyone to take their turn. Having a day in between without that particular class can be very invigorating. It definitely makes the classes more manageable, especially if you know how to prioritize your time. To put it simply, develop effective time management skills.

The College of New Rochelle (CNR) celebrates 132 years as a Catholic Liberal Arts college that welcomes students of all religions and ethnic backgrounds. Among our four schools is the School of New Resources for adult learners, which offers its respected BA degree in Westchester County on the island campus and an Adjunct English Professor.

College life can become one of the greatest experiences in a person’s life. Everyone can be successful as long as they find the proper balance in their lives. Remember: work + play = success in college.

Rosette Allegretti is an administrator in the School of Education at St. John’s University, Staten Island Campus and an Adjunct English Professor.

WHAT TO CONSIDER WHEN YOU WANT TO GET EXTENDED TIME ON STANDARDIZED TESTS

Some parents have noticed that when their teenage child takes timed tests, many questions are never reached—the time has run out. Perhaps the child is a slow reader, and when those timed timed tests are important, the score is lower than it should be. My kid is smarter than that! What may be happening is that your child read much slower than the intelligence would predict. This is essentially the definition of a learning disability in reading. But can you get extra time on those standardized tests like the SAT and ACT?

It used to be possible for a doctor to write a note for extra time, and the accommodation would be granted. That is no longer the case these days. In fact, the process is somewhat arduous, so if you are planning to ask for extra time, well, tighten your seat belt. Part of the process involves getting a relatively thorough psychoeducational evaluation or a neuropsychological evaluation. Such evaluations cost about $800, and take about eight hours of testing, plus about seven more hours of professional time, at a minimum. One bright spot came out recently, however, and that is those evaluations are deductible, according to recent IRS ruling.

The requirements of applying for extended time on standardized tests are demanding, and vary from one testing organization to another. It is your responsibility to know these requirements and gather the proper materials within the given time constraints. Testing, which is the psychologist’s or neuropsychologist’s primary role, is central to obtaining extended time, but it is not enough. Historical documentation is also very important. Be advised that there is no guarantee that the testing results will result in a diagnosis of having a learning disability. As for gathering documentation, follow the procedures outlined next.

Arrange to have school records, dating from grammar school through high school, sent directly to the person doing the evaluation, usually a licensed psychologist. These days, the evaluator must be licensed and have all of the proper credentials. It is very important to bring or mail to the psychologist test reports and letters which document learning problems in your child’s past. Letters from doctors, teachers, school officials, even relatives and parents, attesting to the learning problems are very important (and make sure they are signed and dated). Highlight the problems on the copies for the psychologist, keep originals in your own file.

You need to appreciate the view that it is difficult and inconvenient for testing services to grant you extra time. Because of this, it is essential to make a very strong case. In addition to historical documentation, it is required that the testing be current, within the last several years.

You may be asked to write a personal statement, telling the story of the learning problems throughout the child’s life: this should be about 1 page and mailed to the psychologist so that this information can be put into the report. If you have little or no formal proof of learning difficulties, you need to explain why there were no official accommodations. This narrative should include medical and developmental (childhood) history, which is also required.

Also important to note is that these reports take time to write, so they end up being over 15 pages long. Do not expect the report to be done quickly after submitting the final materials; a report without complications will take about 10 business days to write.

getting their college careers can be put to rest simply by being prepared. College life can become one of the greatest experiences in a person’s life. Everyone can be successful as long as they find the proper balance in their lives. Remember: work + play = success in college. #

College’s main campus and at five NYC Campuses located in the Bronx, Manhattan, and Brooklyn. With a curriculum that grants credit for life experiences, and flexible classroom schedules, CNR’s School of New Resources has succeeded in providing working adults with degrees in higher education for over 35 years. The core of the educational experience of The College of New Rochelle is what our students value most—a sense of community, partnership with their professors, and a learning environment where the lessons for life go beyond the academic aspects of a particular subject.

Internationally acclaimed and honored for its success, the adult graduates of CNR’s School of New Resources affirm that the school’s liberal arts degree provided them with the skills, knowledge, and confidence to reach beyond their own goals, and prepares them for a lifetime of career advancement.

College of New Rochelle — 19 West 34th Street, Penthouse, New York, New York 10001 212-260-8900 Fax: 212-242-7475 e: nursestudentf@www.cnr.edu Cognitive Remediation, Faculty, NYU Medical Center Assessment & Albert Einstein College of Medicine Neurofeedback and Psychotherapy

The Art of Teaching Master’s Program

Sarah Lawrence College offers a low-residency feature makes it highly accessible to working adults.

College of New Rochelle — 19 West 34th Street, Penthouse, New York, New York 10001 212-260-8900 Fax: 212-242-7475 e: nursestudentf@www.cnr.edu Cognitive Remediation, Faculty, NYU Medical Center Assessment & Albert Einstein College of Medicine Neurofeedback and Psychotherapy

New Psy.D. in Clinical Psychology

Union Institute & University is pleased to announce its new Doctor of Psychology (Psy.D) Program in Clinical Psychology. The Program trains psychologists to become skilled practitioners and informed scholars, and the low residency feature makes it highly accessible to working adults.

Ask about our focus in social justice and family psychology.

Apply online:
www.tui.edu
800.486.3116, ext. 200
DoctoralAdmissions@tui.edu

New PsyD • Ph.D.

M.F.A. • Psy.D. • Ph.D.

We welcome applicants from diverse backgrounds.

A Different Approach

Union Institute & University

Cincinnati Center 440 East McMillan Street, Cincinnati, OH 45206
Brattleboro Center 3 University Way Suite A, Brattleboro VT 05301

For information contact:
Sarah Lawrence College Office of Graduate Studies
1 Mead Way, Bronxville, NY 10708
(914) 395-2371 x236, grad@slc.edu or visit us at www.sarahlawrence.edu/teaching
Seniors Give Their Views on the College Application Process

By Justine Rivera & Heather Maher

We asked several seniors questions about the college application process and what they are expecting from their college experiences. All had different high school experiences and each is expecting something different from the college they attend. One thing they do have in common is the process of applying to colleges. It is a long process that takes several months of careful consideration, revision, and patience to finish.

The questions we asked were:
1. How many colleges are you applying to? Which ones?
2. What are your top two choices? What is your safety school?
3. Will you commute or live in a dorm?
4. What is your major as of now?
5. What are your concerns about the application process?
6. How are you planning to pay for college?
7. What interests are you pursuing senior year that you hope will help you be ready for college?
8. How are you making your decisions about college?
9. Final thoughts about the whole process.

Jonathan Nieves, Nairi Esayan and Jennifer Yun Xu, seniors at Baruch College High School, came to Education Update’s offices to share their views on the college process. Several were taking AP courses to enhance their appeal to colleges.

“The great thing about our school,” they agreed was the “Advisory Program matching 20 students for four years to the same advisor.” We get to use the college library which is useful, some professors help us with work, we get SAT prep provided by Baruch College students and also free SAT books.

Nairi is applying to Barnard, CUNY Honors, Baruch, Tufts with her safe schools being Baruch, Purchase and Binghamton. Jonathon wants to be a physician thus his first choice is Sophie Davis, then U of Rochester, Stony Brook with his safe schools Marist and CUNY. Jennifer is applying to Trinity, Skidmore and Binghamton with Baruch as her safe school.

The majors these articulate seniors plan to pursue are: Nairi: political science, humanities with a possible law degree as her goal. Jennifer in interest in Business and English as a double minor; also international relations. Jonathon wants to be premed.

The students all agreed that Baruch HS had provided a nurturing environment as well as excellent preparation for college. Everyone must have an exit project as well as providing mentorship for the incoming 9th graders.

Jonathon summed it up by saying, “we are a diverse group of students; everyone differs in their own way.”

Justine Rivera, ASL & English Secondary School

Justine is planning on applying to 6-8 colleges.

Some of them include NYU, CUNY, Fordham University, and possibly Columbia. Her top two choices are NYU or Fordham University. Her safety school is Lehman College of CUNY.

Justine chooses her college using their reputations, and information she picks up from college recruiting meetings, alumni of the various schools and going online. She would like to commute to school. “Everyone tells me that I should live in a dorm and be away from my parents, and I agree. I would love to be independent and do my own thing, but I don’t really like the idea of living with a stranger in a small room”. On paper, she’s undecided when it comes to her choice of major, but she loves English and Biology. Justine’s main concerns with the college applications is that she won’t make a great impression or that she could make a mistake on the application that will ruin her chances of getting admitted to the college.

With college life, she just hopes that she can keep up with long lectures; she’s heard about class sizes of four hundred students. To pay for college Justine plans to apply for financial aid and with go for some scholarships. Her last resort would be a student loan and hopes that won’t have to be the case, because she feels that there are too many successful people who are way past their college years and are still paying it off. Currently Justine is a private tutor to two children, and an intern for the newspaper (Education Update).

Raymond Blankenhorn, Hunter High School

Raymond’s high school requires that all seniors apply to at least eight private schools, while applying to public schools is also encouraged. He plans to apply to Oxford, Harvard, Brown, McGill, St. Johns, University of Virginia, and University of Chicago. Oxford and Harvard are Raymond’s top two choices. McGill and the other schools are safety schools. The schools that Raymond applying to require that he live on campus.

continued on page 27
Using Philanthropy to Combat Third-World Disease

Although no longer a significant public health threat in the U.S., malaria and tuberculosis continue to have a devastating impact on much of the world, particularly in the former Soviet Union and sub-Saharan Africa. A recent gift of $7.25 million from Howard and Abby Milstein will target these diseases and others that affect the developing world by establishing the Abby and Howard P. Milstein Chemistry Core Facility and the Abby and Howard P. Milstein Program in Chemical Biology at Weill Cornell Medical College. The gift is part of the recently completed $750 million Advancing the Clinical Mission capital campaign.

Specifically, the gift will be used to create and staff a core facility that will design and purify compounds to support research within the Chemical Biology Program, as well as help scientists study many other diseases. The new, multidisciplinary Chemical Biology Program will combine genetics, biochemistry, molecular biology and immunology with chemical compounds with which to validate drug targets. Ultimately, compounds of significant interest will be donated to public-private partnerships that are oriented toward not-for-profit drug development, fostering collaboration between the medical research and business communities.

“This is a very important step that will enable us to make significant progress toward developing new therapies,” said Dr. Antonio Gotto Jr., dean of Weill Cornell Medical College. “It also represents a new type of partnership between philanthropy, academia and industry.”

The Milstein family has a long history of generosity in support of Weill Cornell. Over the years, Howard P. Milstein, a 1973 graduate of Cornell University, has been a strong supporter of the Medical College’s neuroscience initiatives and benefit events. At the event announcing this gift, three generations of Milsteins were present—Irma and Paul Milstein, Abby and Howard and their teenage son.

The idea originated with a presentation by Dr. Carl Nathan, the R.A. Rees Prichett Professor of Microbiology and chair of the Medical College’s Department of Microbiology and Immunology during a meeting of the Medical College’s Board of Overseers.

“We have a part to play in the business community by supporting selfless doctors and researchers,” said Mr. Milstein, who has been an overseer of the Medical College since 1989. He is chairman of New York Private Bank & Trust as well as chairman, president and CEO of Emigrant Savings Bank.

It was the logic of Dr. Nathan’s presentation and the need that rang the bell—this is a vital area,” he said.

Dr. Nathan, who will direct the Program in Chemical Biology and serve on an advisory committee to the Core Facility director, is specifically interested in combating antibiotic-resistant strains of tuberculosis and malaria that have evolved over the last half-century, an area largely neglected by the pharmaceutical industry because of its poor market value. According to the Global Forum for Health Research, currently less than 10 percent of global spending on medical research goes to conditions that account for greater than 90 percent of the global disease burden, a problem that has come to be known as the 10/90 gap.

“The question is, do we want to go back to a time when life-threatening infections are considered routine?” asked Dr. Nathan.

“This is not a past we want as our future,” he said. “University-based scientists can step in and help find solutions to these diseases.”

Reprinted from Weill Cornell Scope, October 2006.

Lasik

NEAR-SIGHTEDNESS - FAR-SIGHTEDNESS - ASTIGMATISM

BY DR. KEN MOADEL

- NY’s Most Experienced Specialist
- Personally performed over 37,000 laser vision corrections
- Dr. Moadel examines and treats every patient
- NY’s Most Advanced Technology
- BLADELESS LASIK W/ALTIMETER
- Safer & more precise than ever
- FLEX SPENDING $$$ ACCEPTED
- FOR LASIK PAYMENT
- Interest-Free Financing*
- Most Insurance Accepted where applicable

NY TEACHERS SAVE $500

In appreciation of your service to our children & community, we would like to extend this offer. Not to be used in conjunction with any other offer or insurance plan.

NY STAR CENTER-FIELDER BERNIE WILLIAMS COULD HAVE CHOSEN ANY DOCTOR IN THE WORLD. HE CHOSE DR. KEN MOADEL.
By EMILY SHERWOOD, Ph.D.
Sir Roger Moore and Her Royal Highness Princess Badiya of Jordan electrified the crowd at the Oxonian Society's annual black tie gala last month, offering a packed audience at the Princeton Club very personal insights into the global child health crisis and the relationship between Islam and terrorism. Founded just after 9/11 as a means of stimulating provocative discussion and debate with the world's most interesting intellects, the nonprofit Oxonian Society lived up to its high standards.

Keynote speaker Sir Roger Moore, famous for being the longest running James Bond character (his urbane and dashing portrayal comple- mented a 60 year career in film, TV, and theater), chose to speak about his 15 year service as Honorary President for UNICEF. “When I accepted for UNICEF after he collapsed while appearing in 'The Play What I Civi,'” Moore recounted with a $10,000 check for UNICEF instead of a bill. British Airways, for whom Moore has been a spokesman since 2004, “are coughing a portion of the freight cost as part of its ‘Change for Good’ campaign (Moore has been known to jump up during their flights to make impassioned pleas for donations.)” Tender care of human beings will never become obsolete.

Princess Badiya of Jordan chose to speak on the more controversial but equally timely subject of Islam, posing the question: Should the religion of Islam be blamed for the increase in Islamic terrorism? Acknowledging that “societies in the western world is not positive” and that “there is a growing feeling of ‘us’ and ‘them,’” summed up Moore, quoting a passage that Audrey Hepburn responded as if she stood next to her bedside in her final days: “Never throw out anybody...Resting there, you need a helping hand, you'll find it at the end of your arm. As you grow older, you'll find that you have two hands, one for yourself and one for helping others.”

Her Royal Highness Princess Badiya of Jordan

Rigorous and focused, the gala event, the Oxonian Society is not resting on its laurels. Among the glittering array of upcoming speakers are actress Mia Farro, documentary filmmaker Ken Burns, Duchess of York Sarah Ferguson, and Chairman of the Joint Chiefs of Staff, General Peter Pace. The Society offers a special rate for teachers and students. More information can be obtained by logging onto their website at www.oxoniannsociety.com.

A Critical Look At How Public Policy Impacts Education

By RICHARD KAGAN
Jean Maudie Anyon doesn’t mince words. The Professor of Educational and Social Policy in the Department of Urban and Educational Center, CUNY gave a presentation at The New Educator Conference critically examining how national public policy polarizes our society and erodes the quality of education and keeps large segments of people in a cycle of poverty and neighborhoods in a condition of economic hardship. Dr. Anyon, author of Radical Possibilities: Public Policy, Urban Education, and A New Social Movement, opened her talk with a sobering question: “Why after all these decades of spending millions of dollars in inner city schools...are things only a little bit better, if at all better?”

Dr. Anyon postulates that the nature of certain policies have a negative impact on people of color, and those who live in poor neighborhoods. And, this has adversely affected the quality of education in those urban areas. She states that 41 percent of people who have jobs in America and earning $6,000 a year or less live in poverty. They earn between $6 and $7 dollars an hour and in America are in fact, part of the working poor.

Social movements have had major impacts in creating new and effective public policy. The Civil Rights Movement was a so-called alternative pathway to now it’s just another route into becoming a teacher. “For every one verse that advocates terrorizing, we must shore up the middle ground between Islam and terrorism.”

Acknowledging that “the feeling about Islam has been anti-American, anti-Western, anti-capitalist...and work together to face global problems.”

New Educator Conference Panels Look at Key Issues

By RICHARD KAGAN

Among several of the most interesting panels were ones by Professor Onore from Montclair State University and Professor Arthur Costigan from Queens College. Cynthia Onore, currently an Associate Professor in the Department of Education, Montclair State University, and Teaching at Montclair State University in New Jersey previously served as Director of the Center Pedagogy at MSU. The New York City Teaching Academy at MSU, a program designed to recruit, prepare, and support new teachers for New York’s urban schools. Dr. Onore saw that students expressed some concern where they would be placed for fieldwork. Montclair State University is located in a suburban community. “Therefore students were concerned about urban districts,” said Professor Onore. There was a clear disparity between suburban and urban school districts in New Jersey. The Urban Teaching Academy was initiated to prepare pre-service teachers to teach in the urban environment. 20 to 25 students were in the program. MSU worked with a magnet high school in Newark, NJ named in the study as “CHS” to be the site where MSU students would do fieldwork and coursework on site. Students were able to interview at CHS to learn about the urban teaching experience. MSU Students felt empowered to teach in an urban high school setting after being in the Urban Teaching Academy.

Professor Costigan presented “From the Inside: New York City Teaching Fellows Join the Teacher Debates.” In 2001, the New York City Teachings Fellows Program was introduced with much fanfare. Before 9/11, their September 11th, these new teachers were being recruited to take a “fast track” into teaching in New York City Public schools. This group of teachers were experiencing how to take their life experience and professional career experience and move into teaching in inner city schools. Professor Costigan notes that within a 5 year span, this program has evolved into what was a so-called alternative pathway to now it’s just another route into becoming a teacher.

In the beginning of the two year program, Teaching Fellows were told they were “special.” They got free books and lunches. But once in the classroom, the fellows were under a lot pressure to learn on-the-job how to become a teacher. Fellows would take coursework to get accreditation while they learned the dynamics of teaching. Fellows were given scripted lessons, and many were dismissed and left the field. The turnover rate was between 50-55 percent. Now the Program has shifted to a 3 year certification. Mentoring is available for coursework and classroom preparation and is considered one the strong elements of the Teaching Fellows Program.

Operac on the Red Sea

continued from page 16

Church music, which may be regarded as one of the pinnacle of the genres. Their voices filled the banquet hall giving joyous affirmation of religious faith. The banquet hall setting was somewhat foreign. One had to close one’s eyes and imagine how this would have sounded in the appropri- ate venue of a Russian Orthodox Church. Equally exciting was a performance from members of the percussion ensemble from Grieg’s Peer Gynt and Prokofiev’s Romeo and Juliet amongst oth- ers. Their talent was awesome. Ensembles from the brass, woodwind and string section also had their turn, all playing with masterful precision. The final program and coordination, this festival has the potential of becoming one of the premiere international music festivals in the region. #

Seniors continued from page 25

for at least one year, but after that he plans to live off campus and commute to school. His tene- rative major is the classics. Literature that stands out from different ancient times. He believes that “learning about ancient worlds lets you look at the modern world with more understanding”.

His concerns about the application process are deadlines! “On top of nursing school, there are extracurricular activities it becomes more stress- ful to have application deadlines met, good essays written, and tests taken added to the already long list of things to get done in one school year.” He and his family plan to pay for all college expenses. He’s going to continue fencing competitively. He is “getting more surgical about the time I play at the varsity level in college. This year Raymond is doing an independent study program with his history teacher. It’s a yearlong collection of projects and papers that will result in a final grade for the class. He will also write a thesis at the end of the year summing up everything he learned from the year’s worth of research. A college counselor at school helps Raymond decide which schools are the best fit for him. Information is helpful it’s where he found the information he needed. Raymon said a lot of talking with his family and friends who had gone through the application process already about what each school he was looking at has to offer. Because he already knows what his major is he is looking for the reputation of the school and their classics program. He would also like to be in a city setting. Many different factors helped him decide which school and programs to apply for. He is becoming very competitive and each year it’s more and more stressful. Getting your undergraduate degree is quickly becoming not enough. Getting your undergraduate degree is going to be the end of the road one needs to be really be successful. Applying to schools is the most stressful thing right now for people our age and there are no shortcuts. You ‘have to do it right, the whole way through. Not going to college is not an option.”

27 NOVEMBER 2006  ●  FOR PARENTS, EDUCATORS & STUDENTS  ●  EDUCATION UPDATE

About Award Winner

Sir Roger Moore and Jordan’s Princess Badiya Speak at Oxonian Society
“I never thought I would come so far. Learning was always such a struggle. That’s all changed since I’ve come to Landmark. I now dream about my future.”

Laticia Davis • New York City

Change the Way You Learn

For more than 20 years, Landmark College in Putney, VT has been the leader in creating successful learning strategies for students with learning disabilities and AD/HD. We teach students to learn in new ways by helping them discover the “right way to learn” for their unique needs, including the latest techniques in assistive technology.

The Landmark Difference

Landmark students do far more than attend college classes. Our entire curriculum — from student development to academic advisement — is based on a comprehensive framework of goals and learning outcomes. Students focus on understanding themselves as learners and develop effective learning strategies that can be applied throughout their lives.

Discover Your Path to Success

More than eight of every 10 Landmark graduates go onto pursue bachelor’s degree studies at the college of their choice — including some of our country’s most prestigious and best-known schools: American University, Boston University, Brown University, Embry-Riddle Aeronautical University, George Washington University and the University of Denver, to name just a few.

Find out more about Landmark at one of our Fall Open Houses, where you can meet our faculty, students and staff...tour our campus...and learn about our associate degree programs in Business and General Studies.

Registration: 8:30 a.m. • Program: 9 a.m – 2 p.m.

Saturday, November 18, 2006
Friday, December 1, 2006

For information and to register, contact us at

PHONE  802-387-6718
E-MAIL admissions@landmark.edu