Investing in Students

By CUNY CHANCELLOR  
MATTHEW GOLDSTEIN

As students head back to classrooms this fall, New Yorkers might take the opportunity to study a subject worthy of their own reflection: how can we ensure that every student in the city can achieve his or her highest potential? Some basic principles should guide this most important investment in our city’s future.

First, education should be viewed as a continuum from preschool through college graduation. We need ongoing collaborations between K-12 schools and universities if we are to help students build an intellectual foundation that will inspire them even as adults. For example, CUNY’s College Now program, a partnership with the New York City Department of Education, helps students meet high school graduation requirements and be prepared for success in college. Since 2001, more than 110,000 students have participated in College Now—and our research indicates that the program’s alumni are more likely to persist in their pursuit of a college degree than other comparable New York City public school graduates.

Second, excellent teachers are critical to students’ learning and success. Excellence begins in partnership with the Department of Education and New York University, CUNY recently created the Teacher Academy, an innovative four-year program to train exceptional math and science teachers for high-need public middle and high schools in New York City. The academy combines rigorous study in math, biology, chemistry, or earth science and a strong liberal arts curriculum with early, hands-on experiences in public schools. The first class of 108 Teacher Academy students, hailing from public, independent, and parochial schools throughout the five boroughs, as well as from out of state and abroad, began the program in August.

Third, a robust science and math curriculum must be the norm from the earliest grades. Early gaps in proficiency only widen in college. In 2005, CUNY began its “Decade of Science,” a renewed commitment to creating a healthy pipeline to science, math, technology, and engineering fields by advancing science at the highest levels and encouraging young people to study these disciplines. By adding hundreds of full-time faculty in emerging fields, building science facilities at many University campuses, and creating a Science Now program for middle and high school students, CUNY is helping learners at every stage engage in scientific examination and is paving the way for future discoveries in these fields.

New York must make a strong investment in its young people. Today’s workplace will be unforgiving of those who have not developed broad-based skills and the ability to innovate. An excellent educational foundation, one that stresses creative inquiry and active membership in a community of civic-minded learners, is essential to every child.


Parents: Wake Up and Smell the Beer and Pot!

By JOSEPH A. CALIFANO, JR.

For 11 years, The National Center on Addiction and Substance Abuse (CASA) at Columbia University has been surveying attitudes of teens and those, like parents, who influence them. We seek to identify factors that increase or diminish the likelihood that a teen will smoke, drink, or use illegal drugs. Armed with this knowledge, we believe parents can help their teens grow up drug free. This year’s survey, released August 17, 2006, included 1,297 teens, age 12 to 17, and about 500 of their parents.

The message of CASA’s 2006 survey is laser sharp: teen drug and alcohol use is a parent problem, not just a teen problem. Too many parents fail to fulfill their responsibility to chaperone their teens’ parties, have no idea how drug and alcohol infested their teens’ world is and are utterly unrealistic about their own conduct with respect to their children. The lack of involvement, denial and self-delusion of these parental paloozas put their teens at enormous risk of drinking and using illegal and prescription drugs.

Beer and Pot! Parents: Wake Up and Smell the

Teen parties are a common part of teen life, and these parties are awash with alcohol and drugs. One-third of teen partygoers have been to parties where teens were drinking alcohol, smoking pot, or using cocaine, ecstasy or prescription drugs while a parent was present. Nearly half of 17 year olds have been at such parties where parents were present.

In 2001, CASA created Family Day—A Day to Eat Dinner With Your Children. The reality is that even when parents are present at a party, some kids will try to sneak in substances. One factor that does more to reduce teens’ substance-abuse risk than almost any other is parental engagement. One of the simplest and most effective ways for parents to be engaged in their teens’ lives is by having frequent family dinners. CASA research consistently shows that the more often children eat dinner with their families, the less likely they are to smoke, drink, or use illegal drugs.

In 2003, CASA created Family Day—A Day to Eat Dinner With Your Children™, celebrated annually on the fourth Monday in September—September 25th in 2006. Visit www.CASAFamilyDay.org for information on how to eat dinner with your family on Family Day.

Joseph A. Califano, Jr. is the Former Secretary of Health, Education and Welfare and currently is Chairman & President, The National Center on Addiction and Substance Abuse (CASA) at Columbia University.

IN THIS ISSUE

Editorial ................................. 2
Spotlight on Schools .......... 3-13, 18-19
Centerfold: Special Education . 14-17
Careers ............................ 20,24,26
Colleges & Grad Schools .... 21-26
Letters ............................... 29
Movies & Theater ...................... 19
Books ................................. 27
MetroHEAT .......................... 28
Children’s Corner .................. 29
Music, Art & Dance .............. 30-31

Cover Image: © 1939 SEPS: Licensed by Curtis Publishing, Indianapolis, IN  
All rights reserved, www.curtispublishing.com

GUEST EDITORIAL

Parents: Wake Up and Smell the Beer and Pot!

By JOSEPH A. CALIFANO, JR.

For 11 years, The National Center on Addiction and Substance Abuse (CASA) at Columbia University has been surveying attitudes of teens and those, like parents, who influence them. We seek to identify factors that increase or diminish the likelihood that a teen will smoke, drink, or use illegal drugs. Armed with this knowledge, we believe parents can help their teens grow up drug free. This year’s survey, released August 17, 2006, included 1,297 teens, age 12 to 17, and about 500 of their parents.

The message of CASA’s 2006 survey is laser sharp: teen drug and alcohol use is a parent problem, not just a teen problem. Too many parents fail to fulfill their responsibility to chaperone their teens’ parties, have no idea how drug and alcohol infested their teens’ world is and are utterly unrealistic about their own conduct with respect to their children. The lack of involvement, denial and self-delusion of these parental paloozas put their teens at enormous risk of drinking and using illegal and prescription drugs.

Teen parties are a common part of teen life, and these parties are awash with alcohol and drugs. One-third of teen partygoers have been to parties where teens were drinking alcohol, smoking pot, or using cocaine, ecstasy or prescription drugs while a parent was present. Nearly half of 17 year olds have been at such parties where parents were present.

In 2001, CASA created Family Day—A Day to Eat Dinner With Your Children. The reality is that even when parents are present at a party, some kids will try to sneak in substances. One factor that does more to reduce teens’ substance-abuse risk than almost any other is parental engagement. One of the simplest and most effective ways for parents to be engaged in their teens’ lives is by having frequent family dinners. CASA research consistently shows that the more often children eat dinner with their families, the less likely they are to smoke, drink, or use illegal drugs.

In 2003, CASA created Family Day—A Day to Eat Dinner With Your Children™, celebrated annually on the fourth Monday in September—September 25th in 2006. Visit www.CASAFamilyDay.org for information on how to eat dinner with your family on Family Day.

Joseph A. Califano, Jr. is the Former Secretary of Health, Education and Welfare and currently is Chairman & President, The National Center on Addiction and Substance Abuse (CASA) at Columbia University.

GUEST EDITORIAL

Parents: Wake Up and Smell the Beer and Pot!

By JOSEPH A. CALIFANO, JR.

For 11 years, The National Center on Addiction and Substance Abuse (CASA) at Columbia University has been surveying attitudes of teens and those, like parents, who influence them. We seek to identify factors that increase or diminish the likelihood that a teen will smoke, drink, or use illegal drugs. Armed with this knowledge, we believe parents can help their teens grow up drug free. This year’s survey, released August 17, 2006, included 1,297 teens, age 12 to 17, and about 500 of their parents.

The message of CASA’s 2006 survey is laser sharp: teen drug and alcohol use is a parent problem, not just a teen problem. Too many parents fail to fulfill their responsibility to chaperone their teens’ parties, have no idea how drug and alcohol infested their teens’ world is and are utterly unrealistic about their own conduct with respect to their children. The lack of involvement, denial and self-delusion of these parental paloozas put their teens at enormous risk of drinking and using illegal and prescription drugs.

Teen parties are a common part of teen life, and these parties are awash with alcohol and drugs. One-third of teen partygoers have been to parties where teens were drinking alcohol, smoking pot, or using cocaine, ecstasy or prescription drugs while a parent was present. Nearly half of 17 year olds have been at such parties where parents were present.

In 2001, CASA created Family Day—A Day to Eat Dinner With Your Children. The reality is that even when parents are present at a party, some kids will try to sneak in substances. One factor that does more to reduce teens’ substance-abuse risk than almost any other is parental engagement. One of the simplest and most effective ways for parents to be engaged in their teens’ lives is by having frequent family dinners. CASA research consistently shows that the more often children eat dinner with their families, the less likely they are to smoke, drink, or use illegal drugs.

In 2003, CASA created Family Day—A Day to Eat Dinner With Your Children™, celebrated annually on the fourth Monday in September—September 25th in 2006. Visit www.CASAFamilyDay.org for information on how to eat dinner with your family on Family Day.

Joseph A. Califano, Jr. is the Former Secretary of Health, Education and Welfare and currently is Chairman & President, The National Center on Addiction and Substance Abuse (CASA) at Columbia University.
The Gilder Lehrman Institute of American History announces the ninth issue of History Now at www.historynow.org
In this issue: THE AMERICAN WEST

Go to History Now for articles by top scholars and other materials that will enhance the teaching of American history and provide research resources for your students. Regular features will include:

The Historian’s Perspective
Lessons from Master Teachers
Ask the Archivist
The Interactive Digital Drop Box

For more information and additional resources, visit us at www.gilderlehrman.org

The Gilder Lehrman Institute of American History promotes the study and love of American history.

19 West 44th Street, Suite 500, New York, NY 10036
(646)366-9666

www.gilderlehrman.org
Inform, enlighten and inspire

With school delivery of The New York Times and curriculum resources for grades 4-12.

Call (800) 631-1222 to learn about our Newspaper in Education program or visit www.nytimes.com/nie

Inform, enlighten and inspire

The Alphabet’s Power to Ward Off Evil

By SANDRA PRIEST ROSE

A 10th Century BCE stone was found in Israel that has the earliest known specimen of the Hebrew alphabet, written out in sequence, emerging from it Phoenician roots developed a few centuries earlier. The stone was imbedded in the wall because of a belief in the alphabet’s power to ward off evil.

Those ancient Phoenicians and Hebrews were absolutely right. The alphabet can ward off the evil of “whole-word,” “balanced literacy” methods of teaching reading and the “invented spelling” approach to teaching writing and spelling, none of which teach the students accurate sounds of the language and how they are represented in English by letters and combinations of letters.

English is 87 percent phonetic. Most of it can be taught in an organized, step-by-step approach, simultaneously using all the pathways of learning—seeing, saying, hearing and writing. Then the student can put the sounds immediately into words. Writing and sounding out should precede reading.

For beginning reading instruction, all children, no matter from what social or economic group, thrive on good, systematic, phonetic instruction that makes use of all the sensory pathways. Comprehension begins with the word, proceeds to the sentence and then to the paragraph.

As words are written, their meaning can be discussed. Teachers can help students examine the words closely for meaning from first grade on. For example, Wednesday was Wotan’s day and Thursday was Thor’s day, both Norse gods.

Children are fascinated by this and it is the beginning of a wonderful intellectual journey, leading to wide reading of myths, history, science and art.

We hurt privileged AND inner-city children when we cling to unproven teaching methods. We don’t need to return to the 10th Century BCE. We just need to be mindful of the brave professor and author Jeanne Chall, a tiny woman who took on the whole educational establishment with her impeccable research: in 1990 she wrote her book, collaboration with Vicki A. Jacobs and Gabe E. Baldwin, The Reading Crisis: Why Poor Children Fall Behind.

“The needs of low-income children are not essentially different from those of children from middle-class homes. Indeed, our findings suggest that low-income children benefit most from programs that work best for most children—a strong reading program that provides for learning of skills as well as wide reading in the primary grades, and a combination of structure, challenging and direct teaching, and practice in the reading of many books on a wide variety of topics in the middle grades.”

Heed those words and ward off the evil of the use of unproven methods of teaching, reading, writing and spelling that are used all across the country today.8

Sandra Priest Rose is a founding trustee of Reading Reform Foundation, a twenty-five-year old not-for-profit organization.

THE POWER BEHIND EVERYTHING YOU DO

conEdison | ON IT

Everything turned on at once? You must have kids.

On. Off. Simple, yet frustratingly difficult to impress upon the youngsters. New strategy. Introduce your kids to www.conEd.com/kids. It’s Con Edison’s fun, interactive website, with a group of very cool characters who teach the ins and outs, and the ons and offs, of energy conservation in a delightful and engaging environment. Your children can share their new knowledge with classmates and friends, and even visit the site at school. Your friends will be astonished when they see your kids turn off lights when they leave a room.
By DR. POLA ROSEN

Cambridge, England—Gathered from all corners of the globe, 40 high school teachers recently assembled in historic Cambridge University to explore, delve, learn, expand and research ways to make history come alive for their students. The program is one of many taking place in England as well as the United States, in campuses from Cambridge to Stanford to Yale, all the brainchild of Richard Gilder and Lewis Lehrman, men to whom America and American history matters since their friendship began at Yale years ago.

Housing the Institute at the New York Historical Society under the brilliant direction of James Basker, a professor at Barnard College, Gilder and Lehrman planned the wildly successful seminar series. The seminar I observed was led by Professor Odd Arne Westad from the London school of Economics and Political Science which I visited in Cambridge, England, and by sharing different perspectives with peers and by studying intensely in week-long seminars with experts such as the faculty at the London School of Economics and Political Science which I visited in Cambridge, England, and by sharing different perspectives with peers from other countries and states.

The seminar I observed was led by Professor Odd Arne Westad from the London School of Economics (LSE) whose goal was to help teachers bridge the gap between how Cold War history is taught and understood in schools in the United States and Russia while introducing the latest scholarly research to be converted to effective lessons in classrooms back home.

Citing his own work on the Cold War in Africa, Professor Westad underscored the United States’ preponderance of power, the collapse of socialism and the contribution of the cold war in engendering a new system of interactions among people and nations. “There were ideas, ideals and ideologies that people really believed in; you have to understand this to understand the period,” he stated. Immersion into video, web resources, books, lectures and documents, would be the goal in this intensive, week-long, 9 am to 5 pm seminar series.

The air of camaraderie that began with a garden cocktail party at Clare College, Cambridge, continued through dinner and extended into our classroom as teachers shared varied perspectives about themselves and their classes. John Gardner of Alexandria, VA taught emotionally challenged children; a teacher from Kansas related the isolationism of many of the students who never left the state and needed the perspectives of other countries; one high school teacher from Serbia admitted honestly that she didn’t know much about the Cold War and her students knew even less; a teacher from Houston and a teacher from New York City wanted to get a more balanced presentation of the issues; a Soviet teacher spoke about wanting to learn the truth about the Cold War while her friend stated, “we are all victims and have become enemies so we must discuss these problems with each other”; one teacher cited the access to original documents that had not been available for many years. A teacher from Milwaukee who worked with pregnant teens wanted to learn how economies were affected. Yet another interesting perspective came from a teacher in England who taught mostly English history and came to learn to teach other histories.

Andres Martinez from Broward County in Florida, was a curriculum developer (K-12) who summarized the views of many: “It’s great to get world perspectives from the people here.” Teachers came from private schools, boarding schools, parochial schools, and public schools. A teacher from Groton, Connecticut shared views with a teacher from Africa, another from the Bronx and yet another from Los Angeles.

Professor Svetozar Rajak, Managing Director of the Cold War Studies Center, LSE and Michael Cox, Professor of International Relations, LSE were instructors in the program while Sasha Rolon, Education Coordinator of the Gilder Lehrman Institute successfully “ensured that different perspectives were incorporated and that teachers were coming from different countries.”

How do teachers become participants in this very competitive seminar series that provides room and board in prestigious partnering colleges as well as a $500 stipend with a choice of 25 seminars around the United States? Visit www.gilderlehrman.org for more information as well as original source materials. The online journal www.historynow.org also offers educational resources for teachers, students, historians and the general public.

Kudos to a superb program that inspires good teachers to become great!!

See page 21 for STUDY ABROAD Opportunities
Math and Science Partnership Offers New Hope For Inner City Students at Hunter College

By EMILY SHERWOOD, P.D.D.
August 16, 2006: A group of high school students, all wearing crisp white T-shirts emblazoned with the logo, “The Mathematics and Science Partnership,” hover around a desk at Hunter College, where a cadre of professors is busily correcting their tests. “I passed!” yells one student jubilantly.

These students are part of something far bigger than a traditional summer school program. Rather, they are participants in the second year of a $12.5 million National Science Foundation (NSF)-funded, five-year project known as the Mathematics and Science Partnership. Its goal is deceptively simple: to ameliorate the math and science performance of NYC public school children by improving teaching techniques in the classroom. Under the leadership of Principal Investigator Dr. Pamela Mills, a chemistry professor at Hunter College, each student has taken a five week, remedial course designed for New York City high school students who have failed either the Regents course or the Regents exam in Biology, Chemistry, Math A, or Math B. But unlike their counterparts in traditional summer school programs, students in each of the Mathematics and Science Partnership classrooms have benefited from an intensive student-teacher ratio (there are nearly three head teachers or college/high school tutors for every four students), as well as one-on-one tutoring sessions. Most will end up passing the test this time around, but that’s not what this program is all about.

“This grant is about changing the cultures in schools,” explains Mills, who, like her students, is dressed in a “Mathematics and Science Partnership” t-shirt. “For average kids, lecture doesn’t work. What works is opportunities for the kids to do things for themselves.” So, in a chemistry classroom, for example, students experience hands-on learning by rotating through “carousels”, which are activity-based stations designed to impart particular learning objectives. “This program built my confidence and helped me to aim higher,” says Fatima, who just found out she passed their chemistry Regents. “In my old classroom, I used to just take notes from the blackboard, but I really liked the group activities here,” she adds. Ultimately, Mills and her team will help twelve public high schools to become exemplars of math and/or science education, while simultaneously promoting a collaborative teaching model for professional development.

Yet another goal of the Mathematics and Science Partnership is to create a Cadet Corps of high school math and science tutors. Students who pass the Regents test this summer will be invited back as tutors in paid internships next summer. Billy Green, a chemistry teacher at the High School for Environmental Studies and a teacher in the Mathematics and Science Partnership program, believes this goal has met with success already: “When these kids finally pass the Regents they are inspired. They come in hating chemistry and now they want to teach.” Indeed, Fatima and her friends all enthusiastically announce that they want to sign on for tutoring next summer.

Ultimately, according to Dr. Mills, the Mathematics and Science Partnership is not a simple project at all. “This is a true social justice issue. Almost all our students are students of color. These are the people who are failing and who are in failing schools. It is important for all of society to be literate in science.” Billy Green notes that many of NYC’s public high schools no longer teach chemistry, physics or higher level math because these subjects are not required by the Regents for graduation, further diminishing the math and science opportunity for inner city youth.

As the day ends and more students find out about their test results, there are cheers of delight and some sad faces. One boy heads dejectedly down the elevator, his hands shoved deep in his pockets. Dr. Mills and her staff return to their offices to go over the results of the day, preparing for an uphill battle as they meet the myriad challenges that lie ahead.

STATISTICS ON STUDENTS’ ACHIEVEMENTS IN HUNTER PROGRAM

These statistics for the Regents exams that students took at the end of the course were provided by the professors at Hunter College. The passing grade is 55.

Chemistry: @65: 21/30 = 70%, @55: 27/30 = 90%

Biology: @65: 28/30 = 93%, @55: 23/30 = 77%

Math A (9th & 10th grade math): @65: 38/67 = 57%, @55: 59/67 = 88%

Math B (10th & 11th grade math): @65: 9/10 = 90%, @55: 10/10 = 100%

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.
Scholastic Encourages Millions Of Kids To Read For 2,007 Seconds

On Friday, December 8, 2006, millions of children will join together to participate in Read For 2007: Read For Life, the eighth annual worldwide read-a-thon created by Scholastic, the global children’s publishing, education and media company, to get kids excited about reading. In partnership with Reading is Fundamental (RIF), the nation’s oldest and largest children’s literacy organization, the read-a-thon encourages children in schools, libraries and homes to stop everything and read for 2,007 seconds (approximately 33 1/2 minutes), to celebrate the joy of reading on this day and throughout the new year.

“Read For 2007: Read For Life is a chance for parents, teachers, librarians, Governors’ spouses and Robert Munsch. With such well-loved authors as Cornelia Funke, September 12, 2006 and will be the destination of exceptional character.

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:
Wednesdays 8:30 AM - 9:30 AM
September 13th - December 13th (except November 1st and November 22)
Sunday October 22, 2006
10:00 AM to 1:00 PM
212-744-7300
12 East 79th Street, New York, NY 10021
www.philosophyday.org

by hosting reading events in schools and by sending out a message to all the children and adults of their state about the importance of reading.

Visit www.scholastic.com/readfor2007

Kreuger, MacLean-Gardner, Martha McCarthby, Ph.D., Maggie Ochs, Allison Pomerantz, Ph.D., Randi Sachs, Robin Stanton

STAFF WRITERS:
Jacob Appel, J.D., Judith Aquino, Stevane Auerbach, Ph.D., June Baer, Ph.D., Mike Cohen, Gilmere Crammoff, Richard Kagan, Joanne Kolosprakia, Sylvie Maimin, Martha McCarthy, Ph.D., Merri Rosenbery, Emily Sherwood, Ph.D.

BOOK REVIEWERS:
Barbara 3usty III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:
Harman Rosen, M.D.

MODERN LANGUAGE EDITOR:
Adam Sugerman

MOVIE & THEATER REVIEWS:
Ian Aaron

MUSIC EDITOR:
Irving M. Spitz

ART DIRECTOR:
Neil Schulman

ADVERTISING DEPARTMENT:
Martin Lehman, Manager
Nancy Konto, Chris Rowan

SPONSORSHIP COORDINATOR & EDITOR-AT-LARGE:
Steve Bailey: Inquiries: 646-872-4018

Education Update is published monthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.
THE YOUNG WOMEN’S LEADERSHIP SCHOOL IN EAST HARLEM CELEBRATES 10TH ANNIVERSARY

Overcoming all Odds, Girls Persevere and Succeed

By EMILY SHERWOOD, Ph.D.

Ten bubbly teenage girls, all wearing nearly starched blue and white uniforms, spent a recent August afternoon in their college counselor’s office reminiscing about their high school experiences. “All the gifts that were within you are manifested here,” reflected Lydia, an aspiring drama student and songwriter who’ll be attending NYU’s Tisch School of the Arts this month. Jahleese, who is bound for Smith College, chimed in, “Every person who comes into this school leaves a better person. If you do something good, you own it. If you do something bad, you say ‘I messed up’ and move on. I can honestly say that I like who I am right now!” “We love you too!” called out the other nine girls.

Though this scene may not seem unusual, what is special about these girls, all of them Latina or African American, is that 75 percent live in East Harlem and 25 percent in the Boroughs, and all come from households that are predominately at or below the poverty line. They are all students at The Young Women’s Leadership School (TYWLS), a public school in East Harlem, and they have defied all odds for inner city public school students: 100 percent of TYWLS students met all their Regents requirements in 2006, 100 percent graduated from high school, and 100 percent will go on to college, many with full scholarships. Dalibell, a rising junior who spent the summer studying engineering at Smith, summed it up best: “We’re a public school with a private school feel.”

The brainchild of Ann Rubenstein Tisch, a former NBC News correspondent who grew up in Kansas City, Missouri, TYWLS turned conventional wisdom on its head in 1996 by offering a single-sex, college prep education in a small public school setting (there are now 420 students enrolled in Grades 7-12). Tisch got the idea for the school in the 1980’s when she was on a news assignment at an inner city high school in Milwaukee that had opened a day care center for its teen mothers. “I asked one of the moms, who was only 15 years old, ‘Where do you see yourself in five years?’ and another of the girls started crying. I knew at that second that they knew they were stuck…and I remember saying to myself, ‘We’re not doing enough for these girls.’”

From the beginning, Tisch favored the idea of a single-sex institution: “I thought that if these girls were offered a totally different path, like the path that is offered to girls in private schools, or Catholic girls in parochial schools, or Yeshiva girls, doesn’t it figure that because single-sex education has become so successful in those communities, it would also work in inner cities?” Upon relocating to New York City in the late 1980’s, Tisch set out to make her then-controversial idea of “bringing single-sex education back into the public school landscape” a reality, meeting with former NYC schools chancellor Ray Cortines, lobbying the school board, and continued on page 11
**THEATER REVIEW**

**A Play About Teaching Troubled Kids**

By JAN AARON

As a teaching artist, Nilaja Sun, 31, conducts drama classes for severely troubled kids in New York City's worst schools. In her show, “No Child,” directed by Hal Brooks, she draws on 10 years of personal experiences while evoking an entire public school classroom without any props. Sun’s solo requires her to take on more than a dozen roles—disaffected students, teachers, a school administrator, a surly security guard and a janitor who has seen it all—all except Sun.

The barren look of the stage establishes the depressing plainness of a rundown high school, where Sun, playing herself, a cheerful but slightly apprehensive newcomer, arrives to teach a room of boisterous 10th graders a six-week drama course, funded by the Department of Education. “Our Country’s Good,” Timberlake Wertenbaker’s drama about wretched inmates who put on an 18th century play in an Australian prison seems to resonate with the 37 delinquents.

---

**CHILD STARTING MUSIC LESSONS?**

The New Way To Get An Instrument!

- Rental • Lease • Contract
- BUY a FRESH NEW Instrument At Our LOW PRICE!
- Delayed Payment Available!
- Guaranteed Quality
- Guaranteed Buy-Back
- Guaranteed Trade-Up

SERVING MUSIC EDUCATORS & STUDENTS FOR OVER 82 YEARS!

**ONLY AT**

Sam Ash MUSIC STORES

- Manhattan 160 W 48th Street (212) 719-2299
- Brooklyn 2600 Flatbush Ave. (718) 951-3888
- Edison 1831 Rt. 27 (732) 572-5595
- White Plains 178 Mamaroneck Ave. (914) 949-8448

www.samashmusic.com

---

**CONFERENCE ON READING**

**READING REFORM FOUNDATION OF NEW YORK**

**KEYNOTE SPEAKER:** Bob Kerrey, Former U.S. Senator; President, The New School.

**TOPIC:** “True Equity: An Intellectual Education for All Children.”

24 WORKSHOPS FOR PRE-SCHOOL THROUGH ADULT LEVELS WILL COVER THE FOLLOWING TOPICS:

- Basic Orton-Gillingham
- Fluency
- Increasing the Lexicon
- Phonemic Awareness
- Research Skills
- Spelling
- Subject-Area Comprehension
- Writing Skills

**SUNDAY, OCTOBER 22, 2006**

NEW YORK HILTON & TOWERS

AVENUE OF THE AMERICANS BETWEEN 53RD & 54TH STREETS

NEW YORK CITY, 6:00 A.M. – 4:30 P.M.

**REGISTRATION:** $55 Non-members; $45 Members of Reading Reform Foundation. Fee includes networking luncheon. Call (212) 307-7320 for registration materials and further information. See complete program on our website.

**READING REFORM FOUNDATION OF NEW YORK**

333 WEST 57TH STREET, SUITE 1L, NEW YORK, NY 10019

email: info@readingreformny.org or website: www.readingreformny.org

---

**Inspire your students**

Enrich your career

Fall 2006 - Exciting, Innovative, Progressive

Professional Development for Educators

- International Conference on Music Education, Equity, and Social Justice
- Observing and Assessing the Preschool Learner
- Federal Policy Institute
- Problems & Programs in Urban Education: After-School Education Conference
- International Symposium on African & Diasporic Languages and Education
- Study Tours to Guatemala and Korea
- Creating Communities through Video Blogging
- Visual Phonics
- New Teacher Academy
- Writing about Youth and Popular Culture
- Multisensory Teaching – Basic Language Skills
- Grant Proposals for Technology Projects
- Controversial Issues in the Secondary Classroom
- New Teacher Survival Course – Online Series with Teachers Network™
- Over 300 instructor facilitated online courses from our partners at ed2go™
- Plus much more

Call 800.209.1245 to receive our complete course catalog or visit:

www.tc.edu/continuingeducation

---

See Music Section on page 31

Visit hundreds of music articles at www.EducationUpdate.com
Go for the big one!" Tisch shot back with a twinkle in her eye. "I don't want you to be a doctor, not a physician assistant," she said effusively. "We summer working in a hospital upstate. "I want to doing science research at hospitals like Sloan Kettering. A rising senior named Amor spent the summers studying on college campuses or inhibited by space and time."

In addition to the rich panoply of summer openings for 2100 applicants. Tisch, who oversees model Imam), and SAT preparation courses offered by Barnard College's Let's Get Ready program. For teachers, TYWLS offers "travel-ships" (scholarship monies for travel), allowing them to enhance their curricula through first-hand explo-

Not all voucher programs are religiously neutral even though almost all voucher students attend religious schools. Courts have noted that even federal laws that religious schools must be treated like secular private schools in voucher programs. Since there are no federal constitutional issues, the legality of voucher programs will be determined on the basis of state law, and challenged programs recently have not fared well in state courts. In 2006, the Florida Supreme Court relied on the state constitution's education clause, similar to provisions in many other states, to invalidate a statewide program designed to allow students attending deficient public schools in secular private schools in voucher programs.

The court interpreted the legislature's duty to provide a uniform system of public schools as requiring all schools that receive state aid to satisfy the same standards. The court ruled that the Florida voucher program unconstitutionally diverted public funds into separate, nonuniform, private systems that compete with and reduce funds for public education.

New Jersey parents recently filed a class action suit asserting that students attending 96 "failing" public schools, based on poor test scores over time, are entitled to state vouchers that can be redeemed in public or private schools. The parents contend that these children are being denied the thorough and efficient education guaranteed by the New Jersey Constitution and equal protection of the laws under the federal and state constitutions. This suit is unique in asserting that certain children have a right to vouchers that can be used in private schools.

Other voucher cases to date have involved challenges to programs already adopted. The Supreme Court in 2002 resolved the federal Establishment Clause issue when it upheld Cleveland's voucher program, finding it religiously neutral even though almost all voucher students attend religious schools. Courts have also rejected federal claims that religious schools must be treated like secular private schools in voucher programs.

But to date, only the New Jersey suit claims that students have a state constitutional entitlement to vouchers. Regardless of the outcome of this case, voucher proposals will continue to be controversial, and their legality will depend primarily on state courts' interpretations of state constitutional provisions.

By MARTHA MCCARTHY, P.H.D.
New Jersey parents recently filed a class action suit asserting that students attending 96 "failing" public schools, based on poor test scores over time, are entitled to state vouchers that can be redeemed in public or private schools. The parents contend that these children are being denied the thorough and efficient education guaranteed by the New Jersey Constitution and equal protection of the laws under the federal and state constitutions. This suit is unique in asserting that certain children have a right to vouchers that can be used in private schools.

Other voucher cases to date have involved challenges to programs already adopted. The Supreme Court in 2002 resolved the federal Establishment Clause issue when it upheld Cleveland's voucher program, finding it religiously neutral even though almost all voucher students attend religious schools. Courts have also rejected federal claims that religious schools must be treated like secular private schools in voucher programs.

But to date, only the New Jersey suit claims that students have a state constitutional entitlement to vouchers. Regardless of the outcome of this case, voucher proposals will continue to be controversial, and their legality will depend primarily on state courts' interpretations of state constitutional provisions.

By MARTHA MCCARTHY, P.H.D.
New Jersey parents recently filed a class action suit asserting that students attending 96 "failing" public schools, based on poor test scores over time, are entitled to state vouchers that can be redeemed in public or private schools. The parents contend that these children are being denied the thorough and efficient education guaranteed by the New Jersey Constitution and equal protection of the laws under the federal and state constitutions. This suit is unique in asserting that certain children have a right to vouchers that can be used in private schools.

Other voucher cases to date have involved challenges to programs already adopted. The Supreme Court in 2002 resolved the federal Establishment Clause issue when it upheld Cleveland's voucher program, finding it religiously neutral even though almost all voucher students attend religious schools. Courts have also rejected federal claims that religious schools must be treated like secular private schools in voucher programs.

But to date, only the New Jersey suit claims that students have a state constitutional entitlement to vouchers. Regardless of the outcome of this case, voucher proposals will continue to be controversial, and their legality will depend primarily on state courts' interpretations of state constitutional provisions.

For more articles on Special Education visit www.EducationUpdate.com

ARE SCHOOL VOUCHERS ILLEGAL OR REQUIRED?

Poly Prep prepares students for college and for life by fostering learning, leadership, health, community responsibility, and, above all, character. An outstanding program of academics, physical education and athletics, arts, and extracurricular activities is guided by a strong, committed faculty in a diverse school community, on campuses with outstanding facilities. Our Middle and Upper Schools, serving boys and girls in Grades 5 through 12, are located on 25 acres in Dyker Heights.

Close relationships with faculty help students learn to question freely, develop powers of critical thinking, and accept differences. The academic program demands rigor, but also seeks to teach young men and women a deep and abiding respect for the power of knowledge, the method of reason, and sound decision-making. We believe that this kind of education gives young people the best mode of access to the full promise of American life. We are committed to providing this access to all Poly Prep students.

Please join us for one of our Open Houses this fall. To reserve a space, please call the Admissions Hotline at (718) 836-9820, ext. 674.
The Lycée Français de New York

The Lycée Français de New York is a bilingual school with students from more than sixty nations (from pre-kindergarten through 12th grade). Associated with the network of French Lycées throughout the world, the Lycée is also an American, private, non-profit school chartered by the New York State Board of Regents and accredited by the French Ministry of Education.


From Sept. 2006, the Lycée offers Mandarin-Chinese classes in 3rd and 6th grade; and a new module in 8th grade which will include public speaking, mental gymnastics arts, fitness and relaxation.

With the opening of the auditorium last year, the school has a cultural center which will provide a unique venue for the students to express their artistic creativity. The Lycée’s Cultural Center will offer the students the opportunity to participate in a host of artistic and cultural performances as well as to listen to leading speakers addressing a variety of international topics.

The academic curriculum and after-school calendar include a rich program of sports, artistic and cultural activities, fostering the development of independent, creative minds and a strong work ethic. The school’s location also allows it to integrate its curriculum numerous field trips to museums, art galleries, educational and business organizations as well as to encourage inter-school athletic, artistic, musical and literary competitions. The Lycée’s 17 Junior Varsity and Varsity teams compete with other New York City schools in the ISAL (Independent Schools Athletic League) and the AIFSL (American and International Private Schools League).

For more information about the Lycée Français de New York, please contact The Admissions office at (212) 369-1400.
Research & Program Update from Columbia University: CABAS® Schools

By R. DOUGLAS GREER, Ph.D., SBA, SRS

The CABAS® systems approach to schooling (established 1981) is a learner-driven and systems-wide application of the sciences of behavior, pedagogy, and schooling to all of the roles of schooling (students, parents, teachers, supervisors, administrators, and boards of education) for teaching all aspects of the curriculum. It is based on, and continuously modified by, research and continuous close reliable measurements of the results of schooling for the individual learner and currently generates over 1 million data points monthly. Five of the schools serve as research, demonstration, and training sites for the 40 M.A. students and 21 Ph.D. students in the Programs in Applied Behavior Analysis at Columbia University, Teachers College. The schools serve typically developing children and children with native disabilities (i.e., autism spectrum disorders) from 18 months through middle school. All of the schools are publicly funded. The model has been applied to ten schools in this country (general and special education), England, Ireland (only for children with autism spectrum disorders), and Italy. The evidence to date shows that students learn from 4 to 7 times more when the model is fully in place than they did in pre-CABAS baselines or control groups (Greer & Keohane, in press; Greer & Keohane, 2004; Greer, Keohane & Healy, 2002; Greer, McCorkle & Williams, 1989; Selinski, Greer, & Lodhi, 1990). CABAS® was cited by the Cambridge Center for Behavioral Studies as one of the eight existing educational models shown to be measurably effective (Greer, 1998). We also provide general education CABAS classrooms that provide a model for inclusion of children with autism spectrum disorders in which both the general and the “included” children receive teaching as applied behavior analysis.

There are at least two broad areas of research in the “treatment” of autism spectrum disorders. The first is concerned with the medical sources of the disorder. However at present, the diagnoses is purely behavioral hence, whether or not we are dealing with multiple medical diagnoses is still in question, at least in my reading of that literature, of which I am not an expert. The second has to do with research-based educational interventions that have proven effective in advancing children’s educational and developmental capabilities.

For me, the most exciting new work in educational interventions concerns verbal behavior.

continued on page 17

MARY MCDOWELL CENTER FOR LEARNING

Mary McDowell Center for Learning, one of New York City’s leading independent schools and resource centers for children with learning disabilities, looks forward to the 2006-07 school year with the addition of an early elementary division and the expansion of its new middle school from four to six classes. The middle school, the first in Brooklyn for adolescents with learning disabilities, opened in September 2005.

Mary McDowell Center for Learning is guided by the long tradition of Quaker education which values respect for the individual, peaceful resolution of conflict and a diverse and inclusive community. Located at 20 Bergen Street in downtown Brooklyn, the Center has come a long way since its doors opened in 1984 with five students. Today, 185 students are enrolled, ranging in age from five to fourteen years old and reflecting the diverse ethnic and racial spectrum of New York City. The Center offers younger children with learning disabilities a highly successful alternative to mainstream schools by providing an innovative program of academic, enrichment and therapeutic support services. Small class size, a highly trained staff and individualized, multi-sensory instruction enable these students to reach their full potential. In addition to a demanding academic program, students benefit from classes in visual arts, music, physical education, dance, drama, library science and computer. The overall curriculum is designed to produce not just academic achievers, but well-rounded, socially balanced children.

Mary McDowell Center for Learning also serves as a resource and support system for families of children with learning disabilities, professionals and the larger community. The Center conducts outreach to several different ways: an annual Math & Science Fair for local children; a Roundtable presentation for professionals; parents and the general public; and the Mary McDowell Society and Learning Center which offers extensive professional training to educational professionals and parents throughout the five boroughs.

For more information contact Mary McDowell Center for Learning at 20 Bergen Street, Brooklyn, NY 11201, (718) 625-3939 or call today (800) 649-6715.
What is Asperger Syndrome?

By GLENN S. HIRSCH, MD

Asperger Syndrome shares the distinction of being only one of two conditions in the field of psychiatry that is named after the author who first reported on it, the second is Tourette Disorder. Hans Asperger first published an article in a professional journal in the 1940’s about a group of children who had marked difficulties in socially integrating with their peer group. However, it wasn’t until the 1980’s that any serious research was done looking at this condition and the disorder did not become part of the official diagnostic classification until 1994.

Asperger is part of a group of disorders called the Pervasive Developmental Disorders. Some are beginning to use the term Autism Spectrum Disorders. While considered to be at the highest end of the spectrum, individuals with Asperger can have marked difficulties in functioning.

Asperger affects about 25 out of every 10,000 individuals and is much more common in boys. However, we are beginning to understand that this syndrome may look different in girls and may be less easily identified.

There are two key symptoms of this syndrome. The first is a marked deficit in socialization—these children often seem aloof and in their own world, but most wish to have friends and to fit in socially. They have difficulty reading social cues, difficulty with personal space and they often misunderstand social situations. As a result, when they do attempt to interact socially their responses can be inappropriate and they are viewed as odd.

Second, these children develop special and restricted interests. The specific area of interest may change over time according to their developmental level. They may become preoccupied and narrowly focused on things like train schedules, particular toys, games or videos. In school they may become obsessed with specific areas of academics such as science, history, math or geography to the exclusion of other things. Their anxiety and obsessiveness result in marked difficulty in dealing with changes in routine.

Unlike Autism, children with Asperger do not have delays in acquiring speech and tend to have rigid interests and to become more flexible and less disorganized behavior. Cognitive therapies on an individual and group basis can help them begin to understand the social world, to broaden their interests and to become more flexible and less rigid.

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.

Readings In Special Education

By R. DOUGLAS GREER, Ph.D., SBA, SRS


Organizational Skills Training at the NYU Child Study Center

By ROBYN STOTTER, HOWARD ABIKOFF, PH.D. & RICHARD GALLAGHER, PH.D.

Children who develop a solid foundation of organizational, time management and planning (OTMP) skills are likely to be better prepared to face academic and social challenges. However, most schools do not rely on a systematic curricula to teach these skills, but use an assortment of methods. For example, some educators may remind their students to use checklists and a master calendar detailing upcoming assignments; others might encourage children to clean their backpacks and desks weekly.

While certain children receive support during the development of OTMP skills, others receive little, if any, direction from adults. Children differ in their acquisition and implementation of these skills. Some youngsters may learn organizing techniques simply by observing others or listening to advice, whereas other children do not acquire organizational techniques so readily.

Organizational skill training methods used by educators, mental health professionals or parents have not been systematically evaluated to determine their effectiveness. The ability to track changes in children’s organizational skills has been limited because little has been done to quantify these deficits. To provide this needed information, Drs. Howard Abikoff and Richard Gallagher at the NYU Child Study Center developed the Children’s Organizational Skills Scale (COSS). The COSS evaluates each child’s OTMP skill level and compares it with that of same age and sex peers. Additionally, the COSS pinpoints areas in which the child needs further assistance.

To date, teacher ratings of over 900 3rd to 8th grade students indicate that children vary in the extent to which they 1) use organizational tools, 2) are able to plan tasks, and 3) experience lapses in memory and materials management.

Within clinical populations, a sizeable percentage of children with Attention-Deficit/Hyperactivity Disorder (ADHD) have OTMP skills deficits. They often have trouble keeping track of assignments, organizing paperwork, meeting deadlines and coordinating social activities, which can lead to conflicts at home, school and with peers. To address these problems, Drs. Abikoff and Gallagher developed a clinic-based, 10-week, 20-session manualized organizational training (OST) program designed to target the specific OTMP deficits associated with ADHD. A pilot study found that children with ADHD who received the OST program experienced significant improvements in OTMP behaviors at home and at school.

This fall, the NYU Child Study Center and Duke University, supported by the National Institute of Mental Health (NIMH), will conduct a large, controlled trial of children aged 8-11 with ADHD and OTMP deficits, to compare the efficacy of the OST program with other organizational skills training approaches.

For information regarding participation in the NIMH study and services available for children with ADHD, contact the NYU Child Study Center at (212) 263-2734. The NYU Child Study Center is dedicated to advancing the field of mental health for children and their families through evidence-based practice, science, and education. For more information on the NYU Child Study Center, visit www.AboutOurKids.org.
By EMILY SHERWOOD, Ph.D.

Evan is a non-verbal eight-year-old boy who is diagnosed with severe autism. He sits attentively at his desk, working at lightning pace to match pictures of common household objects—a TV, a backpack, a video—to their proper words. Having successfully completed his project, he amasses enough pennies on his reward card to select a treat. He chooses to reward himself with music and instinctively moves to the music corner where he puts on headphones until a timer rings to tell him that it is time to return to work.

In an adjoining room, Thomas is working with his teacher, Pam, to role-play appropriate behavior. The night before, he had exploded in a tantrum when his father had asked him to brush his teeth. “What should you have said, Thomas?” Pam asks gently, after re-enacting the scene as Thomas’ father. “I should not have said I hate my dad,” responds Thomas thoughtfully.

What do Evan and Thomas have in common? They are two of only 12 students at the one-year old New York Center for Autism Charter School (NYCA) on East 100th Street, and both have progressed light years since enrolling last fall. “There are 5000 kids in New York City with an autism diagnosis,” explains NYCA’s Executive Director, Jamie Pagliaro. “Most of these kids are stuck in special ed classrooms with kids who have all different kinds of disabilities, like Down’s Syndrome or Cerebral Palsy. Sometimes the easiest thing for the teacher to do is when juggling six kids with really intense, diverse needs is to put our kids [those with autism] aside and let them relax—give them a lot of down time. But our kids don’t need down time. They need rapid catch-up,” he concludes emphatically.

Indeed, catch-up at NYCA, which is the first charter school in New York that exclusively serves children with disabilities, occurs at a fast and furious pace. Like The McCarton School (a private school for autistic children), NYCA educators use intensive Applied Behavior Analysis (ABA), which Pagliaro refers to as “a toolkit of research-based interventions that have been proven to be effective and are based on behavioral principles.” At any given moment, teachers—who provide one-on-one instruction at all times—might be using discrete trial training, video modeling, incidental teaching on the floor, or role-playing to stimulate learning and behavioral change. Hallmark features of NYCA’s program include repetition and practice, positive reinforcement (the reward system), and extensive use of data to chart progress. “Our kids don’t go more than a few days without making progress on benchmarks,” explains Pagliaro, a recent MBA with over a decade’s experience in special education.

Evan’s chart is a case in point: his skill mastery is plotted in a series of spiked graphs, indicating that he must accrue three consecutive days at 90 percent performance before moving on to the next task.

Started by two parents of children with autism, Laura Slatkin and Ilene Lainer, who were frustrated by the paucity of special education placements for autistic children, NYAC is blessed with the network of private donations that supplement the $62,000 per child reimbursement from city, state and federal coffers. (Ironically, neither Slatkin’s nor Lainer’s child is enrolled in NYCA, because neither was “lotteried in” under the strict requirements for New York City charter schools.) Like most of the city’s charter schools, NYCA started small but will add 8 new students each year for the next two years, reaching a maximum of 28 youngsters from 5 to 14 years old in its full-day, 12-month program.

Realizing that he can only serve a finite number of children, Pagliaro has proposed a three-part collaboration with the city’s Department of Education. First, he’d provide education to the city’s Committee on Special Education (CSE) administrators, helping to illustrate what a high quality educational program for autism should look like; second, he’d offer up NYCA as a lab environment so that teachers and aides could learn on-site before beginning their jobs elsewhere; and finally, he’d give intensive consultation to others who might be starting up autism programs in a public school setting.

As he strides purposefully through the building, Jamie Pagliaro is intimately familiar with every student, with a word of encouragement or pat on the back to each one he sees. His last stop of the day is Sebastian’s room, where he finds the boy carefully preparing a Swiffer to clean the floor. “When he arrived, Sebastian would punch, kick, and throw chairs; he sometimes required four to five staff members to intervene. He was very dangerous,” confides Pagliaro. “He’s only had two incidents of aggression since May.”

Sebastian agrees to play “Itsy Bitsy Spider” on the piano before he leaves: sitting next to his instructor, Lynn, he slowly follows a series of color-coded musical notes to bang out the popular melody. At one point, he falters. “I can’t do it,” he worries. “Yes you can,” Lynn encourages him cheerfully. He finishes the piece and stands up to take a bow.

“I’ve worked in a lot of programs,” reflects Pagliaro. “But this one is my baby and I love it,” he adds with a huge grin.
**McCarton School Educates Children with Autism**

By EMILY SHERWOOD, Ph.D.

The statistics are daunting. More than 1.5 million people in the United States are affected by autism, the mysterious brain disorder leading to impaired social skills, communication, and impulse control. One in every 166 American children suffers from autism, and the numbers are growing at a rate that is baffling scientists and confounding practitioners.

One person who decided to meet this challenge head-on is Dr. Cecilia McCarton, Professor of Pediatrics at the Albert Einstein College of Medicine, who in 1998 founded the McCarton Center for Developmental Pediatrics. “The numbers of autistic children we began to see in our Center suddenly became an avalanche. We would be giving therapy to these children and there would be no schools for them, no places for them to go to after age five. Autism overtook us,” explains McCarton. So in 2002, McCarton—who is widely regarded as one of the nation’s leading experts in diagnosing and treating children with developmental disorders—rallied a core of committed parents who provided the necessary support and endowment funding to open The McCarton School for children aged 3-12 who have autistic spectrum disorders (ASD).

McCarton’s East 82nd Street school in New York City is an impressive two-story space. Intimate classrooms on the second floor offer one-way mirrors for parents to observe their children’s education, helping them to provide consistent reinforcement in the home. Within each classroom, teachers who are all trained in Applied Behavioral Analysis (ABA) as well as a speech and language therapist work one-to-one with a small group of five students. Explains Educational Director Dr. Ivy Feldman, “We are working to break each desired task into small, incremental components. Ultimately, we look to create replacement behaviors for behaviors that are not so adaptive.” For the child who might be screaming, “We assess the function of that behavior. A child who is having a tantrum might want to gain access to candy or a toy. Or he might want to escape working. Or he might want to gain sensory stimulation. Once we find out the function, we know how to treat it. ABA gives us the tools to look at things scientifically,” concludes Feldman. While ABA has sometimes been given “a bad rap” for being too Pavlovian, it has “a very fluid methodology when done well,” according to McCarton. To wit, a child in one classroom is sorting and classifying objects by category. “Good job,” exhales his teacher enthusiastically when he accomplishes his task. “What did you earn?” The youngsters selects play-doh as his reward (positive reinforcement is a key component of ABA.)

In addition to one-on-one instruction, the McCarton School offers its young charges one hour of intensive speech therapy and one hour of occupational therapy each day, five days a week. Within ample padded gymnasiurns that are equipped with hammocks, swings, balls, and even a small—scale rock wall, “children are helped with sensory integration. A child who is lethargic may jump on a trampoline, or get bounced around on a hammock. A hyperactive child may be calmed by a swing that rocks him back and forth,” explains Feldman, who holds a Ph.D. in psychology. But not all the instruction takes place within the four walls of the McCarton School. “We provide lots of outings. As part of our adaptive model, we teach the children to function in their community and in their homes—in the places they actually live. We work a lot on play and proper requesting during these outings,” Feldman adds.

The McCarton School is not cheap—tuition is $80,000 a year, although some parents who have elected to go to an impartial hearing with the Board of Education have been fully reimbursed for its tuition. By the end of 2007, five of the 23 children in the school will be mainstreamed back into their districts, probably with aides to assist them in their classrooms. But McCarton worries about “the majority of children who cannot transition back to mainstream. Some will always need one-to-one help. That’s the nature of this disorder.” McCarton is hoping to find more space so that she can expand her school for children up to the age of 18 while providing more slots to meet existing demand for her program. But until then, there are simply too few resources out there, she concludes regretfully.

Though one might have thought McCarton had her hands full right now, she looks ahead to opening a training institute for ABA, speech language and occupational therapy professionals. “I want people to understand what good therapy is for children with autism. Then we’re insuring that the quality of people who teach these children will be the gold standard. Ultimately they will start their own schools or be recruited as directors. I want to train the next generation,” she sums up.

McCarton knows she’s pioneering new territory, but, in her words, “There are just so many kids out there who need our help.”

---

**FISH OIL TREATMENT STUDY FOR ADOLESCENTS WITH DEPRESSION**

**PURPOSE:** TO EXAMINE OMEGA-3 FATTY ACIDS DERIVED FROM FISH OIL IN THE TREATMENT OF DEPRESSED ADOLESCENTS

**RECRUITING ADOLESCENTS AGES 12-19 WITH DEPRESSION**

**STUDY TREATMENTS ARE PROVIDED AT NO COST**

**ASSESSMENT INCLUDES A FREE DIAGNOSTIC EVALUATION**

**FUNDED BY THE NATIONAL CENTER FOR COMPLEMENTARY AND ALTERNATIVE MEDICINE (NCCAM) AND THE NATIONAL INSTITUTE OF HEALTH (NIH)**

**CABAS continued from page 13**

**Ehvier/Academic Press.**


---

**EXTRAORDINARY OPPORTUNITIES FOR ADOLESCENTS WITH AUTISM**

**McCarton School**

- Special Education, K-12
- Vocational Services
- Day & Residential Programs

**Crotched Mountain School**

- Special Education, K-12
- Occupational Services

**Crotched Mountain**

- Sub-acute rehabilitation
- Post-surgical care

For more information, call 800-966-2672

One Verney Drive, Greenfield, NH 03047

www.crotch mountain.org  email: admissions@crotch mountain.org

---

**“I was advised to settle for something less, but kept searching. When I visited Crotched Mountain there was a tangible difference in attitude- a professionalism, respect, and “can-do” attitude that set them apart. Standards are high and the approach genuine – they really care! I am very happy with Crotched Mountain and most importantly, so is my son Jared. He has grown enormously in many ways and is becoming the young man that I always thought he could become. It’s a family’s dream come true.”**

Kathy Berns

Children’s Speciality Hospital

Sub-acute rehabilitation

Post-surgical care

Serving families since 1953

offering A LIFELONG ALLIANCE TO PEOPLE WITH DISABILITIES

Crotched Mountain

www.crotch mountain.org  email: admissions@crotch mountain.org
Back-To-School with the PTA

By LIZA YOUNG

On the brink of the new school year the Parent Teachers Association (PTA) held a “Back-To-School” media briefing encompassing the academic and emotional growth of children, internet safety, nutrition goals, and careers in the 21st century, with national president, Anna Marie Weslak, presiding as moderator.

Addressing 21st century concerns of parents in preparing their children for academic success was Lesli Rotenberg, Senior Vice President of PBS. She pointed out that “over 90 percent of parents are preparing children for success in school at very young ages and more than two out of three parents agreed that their children would not keep pace in school if they did not know how to use new media technologies.” PBS, as a result is launching a preschool learning destination on TV and the internet aimed at helping children to prepare for academic success, including the instruction of new media technologies to parents and children.

York Preparatory School cordially invites parents of prospective applicants to attend an
ADMISSIONS OPEN HOUSE
Open house dates 2006-2007:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Sept. 26</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Oct. 4</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Oct. 11</td>
<td>9:30 - 11:00 am</td>
</tr>
<tr>
<td>Thursday, Oct. 19</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Oct. 25</td>
<td>9:30 - 11:00 am</td>
</tr>
<tr>
<td>Thursday, Nov. 2</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Nov. 8</td>
<td>9:30 - 11:00 am</td>
</tr>
<tr>
<td>Tuesday, Nov. 14</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Nov. 29</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Dec. 13</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Wednesday, Jan. 17</td>
<td>5:30 - 7:00 pm</td>
</tr>
<tr>
<td>Tuesday, Jan. 30</td>
<td>5:30 - 7:00 pm</td>
</tr>
</tbody>
</table>

Please RSVP to the Admissions Office
(212) 362-0400 ext. 127 or admissions@yorkprep.org
York Preparatory School
40 West 68th Street, New York, NY 10023 (212) 362-0400
An Intimate Place to Learn in the Heart of a Great City
www.yorkprep.org

Psychologist and child development expert Dr. Michael Bradley shared his viewpoints on the overriding emphasis of parents— irrespective of economic background—on grades and test scores, and his enlightening perspective on raising healthy children. Bradley defined successful children not in terms of “grades and batting averages,” but as kids who are safe, not engaging in high risk behaviors; overall, as children who are happy. Parents should “not go to war pushing their children to get good grades; this can end up being counterproductive.” Engaging in unstructured activities, children can often have the opportunity for more gains as they can practice decision making, critical thinking skills, elimination of frustration, and development of identity. Building character, “putting values into action,” is high on Bradley’s list of priorities for parents and he urged parents to focus on being role models of good character.

Karen L. Mapp, Ed.D., Harvard Graduate School of Education, highlighted the importance of building school-family partnerships and the importance of family engagement, whether parent or other caretaker, in a child’s life across socio-economic, ethnic, and age levels. The importance of developing strong community ties to a child’s success was underscored by Warlene Gary, CEO of the PTA, Chicago, Illinois.

The PTA also addressed the hot topic of school nutrition with Vonda Fekete, Co-Chair of Pennsylvania Action for Healthy Kids—a partnership of over 50 private and public organizations dedicated to fostering the health of children—highlighting “the strong connection between physical activity and academic performance.” School districts are now required by federal law to follow wellness policies that address nutritional education and physical activity education.

A partnership between the PTA and Campbell’s Recess Rewards, will “help encourage and preserve physical activity in schools,” stated Anne Pizarro, Director of Campbell’s Labels for Education, a program awarding, for the past 30 years, over 100 million dollars in educational resources to tens of thousands of schools across the country.

Campbell’s is additionally teaming with the Harlem Globetrotters basketball team, providing them with resources for their visits to select schools across the country, to promote healthy, active lifestyles for children. Special appearances at the event were made by Eugene “Killer” Edgerson, known for his aggressive instincts on the court—although perfectly mild-mannered outside of it—and NASCAR race car driver, Carl Edwards, PTA ambassador for youth.

For more information visit www.pta.org.

Promoting high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation’s urban public schools.

BECOME AN URBAN SCHOOL PRINCIPAL

New Leaders for New Schools is looking for candidates who:
• Believe that every child can achieve academically at high levels
• Have a relentless drive to improve urban public education
• Have a record of effective teaching and demonstrated success working with adults.

To learn more about our program visit our website at www.nlns.org
(646) 792-1066

Applications will be available online Fall 2006.
Troubled Kids
continued from page 10

warehoused in her care.

Before Sun can teach the kids the lessons of self-respect and empowerment the play projects, she must get them under control. She does this with a great deal of patience and humor and while dealing with her own problems like getting back rent to her landlord and the I.R.S. Most important about Sun’s teaching is how she never

comes down, sighing: “I missed it. All my hard

worked for weeks to learn his role, must miss

the performance because he has to baby sit for

his brother. He runs in breathlessly as the curtain

down, sighting: “I missed it. All my hard

work.” It breaks your heart.

The show is intended as social criticism; its

title is inspired by to the Bush Administration’s

“No Child Left Behind” educational policy about

which she has her doubts.

Sun gives her students something more than

drama lessons—she gives them hope! (Barrow
Street Theater 27 Barrow at 7th Ave., $45, 212-

239-6200)

FOR ARTISTS WHO WANT TO BECOME TEACHERS

The School of Visual Arts offers a Master of Arts in Teaching in Art Education. This 36 credit, three-semester program, leads to a New York State Initial Certification in Art and centers on a community-oriented approach to art education. The faculty of artists offer 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, or gradadmissions@sva.edu or www.sva.edu

School of VISUAL ARTS®
209 East 23 Street, New York, NY 10010-3994
Tel: 212.592.2107 E-mail: gradadmissions@sva.edu
Web site: www.sva.edu

The Career in Teaching
You’ve Always Wanted

Make a difference in the lives of urban students with Empire State College’s Master of Arts in Teaching program. Study part time for the first year, then work full time as a teacher while completing your final two years of study. Learn more about our program that includes both group studies and online learning.

Financial awards available to eligible applicants in high-

need school districts.

Locations

Fifth Floor
325 Hudson Street
(corner of Vandam)
Manhattan
646 230-1274

200 North Central Avenue
Hartsdale
914 948-6206, x150

Application deadline is
March 1, 2007.

For more information, visit
www.esco.edu/MATinfo

WHO will you [Be]?

Be prepared for the career you’ve always wanted. At The University of Findlay, you can complete your bachelor’s degree in business management, criminal justice, or environmental, safety and health management.

If you have an associate’s degree or have completed 62 credits, we can help you finish your bache-

lor’s degree—even complete your entire degree online.

Is your field business management? We will round out your expertise with studies in management, economics, marketing, business law, international business, accounting, finance, research, business policy and strategy. We place a strong emphasis on written and oral communication skills, teamwork and personal initiative, with reading, research and writing assignments helping to integrate learning and enhance the professional experience.

For those in criminal justice, our accelerated program can help you complete your bachelor’s degree in just 12 months! Courses in correctional thought and practice, policy and administration, criminal procedures and liability issues, crime analysis, research, budgeting and organizational management will prepare you for a leadership role in your field.

Environment, safety and health management is a growing field. Our curriculum will help you grow, too. Fill in your knowledge gaps with course in research methods, permits and reporting, treatment methods, project management, risk assessment, and economics and policy development. We also offer opportunities to focus on specific areas including regulations and laws, sampling and statistics, methods, project management, risk assessment, and economics and policy development.

For more than 20 years, Landmark College in Putney, VT has been the leader in the creation of successful

learning strategies exclusively for students with learning
disabilities and ADHD. Our studies lead to an associate
degree in Business or General Studies. More than eight

of every 10 of our graduates go on to pursue bachelor's
degree studies at the college of their choice.

Learn More at a Fall Open House
Registration: 8:30 a.m. • Program: 9 a.m. – 2 p.m.
Saturday, October 21, 2006
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
By LIZA YOUNG

Why pursue a career in firefighting? A simple question for Lieutenant Hector Tyler (soon to be Captain) and Firefighter Francesca Smith (soon to be Lieutenant) of the New York City Fire Department who, recently interviewed by Education Update, disclosed a passion and desire to help people above all.

Tyler, 23-years in the Fire Department and currently commanding officer in their Office of Recruitment and Diversity, is the son of a NY firefighter. He attained a degree in physical therapy, and following the advice of his father, took civil service exams, including firefighting which enabled him to work in both fields concurrently. He strongly recommends a dual career to young people, pointing out that the firefighting schedule is flexible (24 hours on and three days off) and therefore permits many dentists, pilots, architects, nurses, and physician assistants to pursue dual careers as fire fighters.

Li. Tyler has a great affinity for working in the fire department, describing it as “the best job in the world.” He was awarded a medal for his performance in a rescue, climbing a 35 foot ladder, perching himself against a window sill to bring a firefighter—caught between floors—and a civilian to safety. When asked about the dangers inherent in the job, he responded that key skills are developed during training, and significant improvements have been made to the quality of equipment over the years; that while yes, there are risks, they are no greater than working as a nurse or engineer.

For those wishing to begin a challenging, fulfilling career in the fire department, Tyler and Smith advise that it’s important to do well in high school. To prepare for the competitive exam, Barron’s and Arco offer preparation tests and course listings are printed in The Chief.

New recruits are required to have either 15 college credits, or at least six months of work or military service experience. To move up in the ranks, departments request college credits, or equivalent reading, and it is beneficial to major in city management or fire science.

Smith’s advice specifically to women is: “Don’t listen to anyone who says you can’t do something.” She suggests taking all available tests so as to secure options and to utilize the in-house women’s organization composed of volunteers who help female firefighters pass exams. Salaries are excellent: $25,100 for the first 13 weeks of training, $32,700 plus fringe after training, $63,309 plus fringe after 5.5 years.

Joining the fire department is the closest you can come to being a superhero in the real world! Recruitment closes October 13, 2006, and will not reopen for four years, so those interested must act immediately.

By SYBILL MAIIN

“It’s a great occupation and a great profession...and there’s currently a shortage,” advises Bill Moody, who for over thirty years has been an American Sign Language (ASL) interpreter. He got into the field informally when, as a hearing teen in Houston, Texas, he observed a member of his church interpreting services for her deaf parents and decided to learn the language “because there were deaf people around and they were interesting.” Always attracted to performance, he earned an MA in theater from the Art Institute of Chicago and planned to be an actor. He earned money on the side as a sign language interpreter while doing stints as a director at the Chicago Theater for the Deaf and the National Theater for the Deaf in Connecticut. Through his theater connections, this master communicator went to Paris where he remained for seven years as an actor and interpreter and helped gain recognition for the deaf as a linguistic community. Currently, Moody works as a sign language interpreter for the New York City Department of Education where, together with 20 colleagues, he works on an hourly basis (with benefits) and also maintains a free-lance career. In the schools he interprets at meetings with deaf administrators, guidance counselors, food service personnel, parents, students, and teachers. He works at graduations and other events.

Today, “Most deaf people don’t think of themselves as disabled.” Moody explains. “They think of themselves as a linguistic minority with the same rights to services as any linguistic minority.” He credits the civil rights movement of the 60’s with spurring respect for sign as a “bona fide language.” Sign language does not depend on spoken language; there are different sign languages for different communities. American sign is an amalgam of the British and the French, with greater influence from the French which is considered more prestigious. Historically, sign was learned and practiced informally within a community, often by one family member needing to communicate with another. Unlike today, interpreters were not paid. The study of sign as a real language began in the early 60’s, and professional recognition followed with creation of the Sign Language Interpreter’s Association in 1964.

Professional training programs for interpreters were established and today number about 100 around the country in four and two-year colleges.

La Guardia Community College in New York City offers a two-year program. The American Sign Language/English School in Manhattan is a middle and high school that enrolls both hearing and deaf youngsters but expects all students to learn sign. The principal is deaf as are many of the teachers. Deaf children today have a better command of English than in the past because “there is much more language around.” “Technology has brought lots of English print into deaf lives; e-mail and closed-caption TV are great boons.”

For Moody, software programs that translate various languages into English demonstrate the complexity of the process and the difficulties of getting implicit rather than merely explicit messages across. Understanding cultural differences can be crucial to effective translations for diverse constituencies. “It really takes about 10 minutes to learn interpreting skills in academia rather than through contact with the deaf community. A good interpreter should know both the deaf and hearing worlds in order to make connections between them.”

Berkeley provides access with success.

“As a first-generation college graduate born in Brooklyn, I know that it takes tremendous effort to succeed. I also know how much every family seeks a better world for their children. I am fortunate now to have come full circle. I share pride with my family as they see how far my education has brought us. Now, as President of Berkeley College, I also take pride in seeing how many other students we help experience success in their lives. All of us at Berkeley College—the faculty, the staff, and the students—are proud. We are proud of our diverse student population. We are proud of our relationships with business partners who provide in- and out-of-the-classroom learning experiences for our students. We are proud of the fact that last year, 96% of all Berkeley College graduates were employed in jobs related to their fields of study. And, we are especially proud to work one-on-one with every student, providing access to higher education that enables Berkeley College students to graduate and be as successful as they can be—in their lives, in their careers, and in their communities.”

—Dr. Mildred García
President, Berkeley College

Bachelor’s, Associate’s and Certificate Programs

• Accounting
• Business Administration
• Computer Applications
• Fashion Marketing & Management
• Financial Services*
• General Business
• Health Services
• Information Systems Management
• Interior Design
• International Business
• Justice Studies - Criminal Justice
• Management
• Management - Entrepreneurship
• Management - Human Resources
• Marketing
• Network Management
• Paralegal Studies
• Software Management
• Web Design

Programs are offered Day, Evening/Weekend, and Online

Not all programs are offered at all campuses.
*Pending approval of the New York State Education Department and/or review by the New Jersey State President’s Council.

Find out why Berkeley College is a proven leader in business education.

Call us today!
800-446-5400 ext. EU1

www.BerkeleyCollege.edu • info@BerkeleyCollege.edu

Since 1931
Berkeley College—providing access with success.
By JOAN BAUM, Ph.D.

The answer is “Las Ganás”—the question can be about anything related to success in education, whether the question is directed at administrators, students or employers. For Dr. Mildred Garcia, the firmly focused, impassioned, Brooklyn-born president of Berkeley College, having will power and determination is the single most important quality anyone can have and one that she hopes her institution, now in its 76th year, with seven locations in the New Jersey-New York area, will instill in each of its students. In her own case, her parents—especially her mother, widowed when “Millie” was 12 but who lived to attend her daughter’s inauguration—believed that the best inheritance they could leave their seven children was a solid education. But, of course, they gave Mildred Garcia much more, to judge from her numerous professional activities and impassioned words of commitment. They inspired her to serve, to want to be “transformative” in the lives of those who come from lower-income and largely minority populations and to be involved, compassionate and honest. President Garcia knows how to say no, though she couples her response with reasons and is open to dialogue.

Dr. Garcia, whose Ed.D. is from Teachers College, Columbia University, and who holds a B.S. from Baruch College, with a major in business education, has tried over the five years she has been at the helm, to adhere to the Berkeley mission—“to prepare students to be global citizens and successful in the workplace.” It’s not an easy charge, given the fact that the system of which she is president comprises 6 campuses—NYC, White Plains, an extension center in the city, and in NJ, West Paterson, Woodbridge and Paramus. And yet, she seems to be everywhere—visiting each campus, attending annual faculty and administration conferences and “staying in touch” with as many students as she can, even those beyond her own cultural studies majors.

Central to Berkeley curricula, where liberal arts requirements range from 33 percent in NYC to 50 percent in NJ, are internships, the result of solid associations with the business community. Sure, it’s nice to talk about love of learning but, realistically, Berkeley accepts students who want an education because they want a better life and then, it is hoped, Berkeley can “capture their imaginations” and inculcate them with a love of learning.

So what makes Berkeley different from other career-oriented, for-profit institutions? Dr. Garcia ticks off reasons with ease: the seriousness with which the college takes its academic responsibilities, noted particularly in the number of faculty coming from traditional institutions (though the president wishes she could attract more minority Ph.D.s.), especially in specialized fields such as accounting (a nation-wide concern); full accreditation by Middle States, both in NJ and NY; a recently instituted and well received First Year Experience, which acculturates students to college and prepares them for the social and well as academic skills they must master in order to succeed; and a close and continuing relationship with leaders in the business community who review and recommend curricula. This connection, represented by a business advisory council for each Berkeley major, particularly its most popular—and award winning programs in fashion marketing and management and interior design—has proved crucial. For example, Dr. Garcia notes, at a meeting of the fashion marketing/management council it was pointed out that the college was focusing almost exclusively on women, who make up 71 percent of Berkeley’s 5,000 member enrollment. The result of the meeting was the creation of a men’s fashion program—not just a course—and instructions to Berkeley’s more than 20 career counselors, who manage to place approximately 90 percent of graduates within 90 days—to follow through.

Though public perceptions, myths actually, about the lesser value of career institutions, plague her, Dr. Garcia is proud to note that at Berkeley no one ethnic or minor group is in the majority and that the college has an international studies component. Despite the failure of some inner-city K-12 schools to make a difference and the subsequent failure of some career schools to provide quality education and respect for their students, Dr. Mildred Garcia personally and professionally can attest to the importance of strategic planning and high expectations. This fall, Berkeley will add a Newark campus to its system. Clearly, they’re doing something right.#
LANDMARK COLLEGE:
A DIFFERENT PATH TO THE TOP

By MACLEAN GANDER

At Landmark College, there is a story we often hear. A bright student, well-supported by family and high school, matriculates at a college or university with a sense of excitement, direction, and high hopes for success. Even so, within a few weeks the challenges of getting to class, turning in work, and juggling all the activities of college life, become overwhelming. Within a semester or two, the academic picture has grown so dismal that the student is suspended or required to withdraw.

About a third of the students who matriculate at Landmark College fit this profile. Most of the others come to Landmark right out of high school precisely to avoid this scenario. The underlying challenge faced by such students, whether diagnosed or not, is most often Attention Deficit / Hyperactivity Disorder (AD/HD), a neurodevelopmental variation affecting at least 7 percent of the population. AD/HD is not a cultural phenomenon, but rather a genetically-based syndrome that has been well-established clinically and by contemporary neuroscience. It has nothing to do with intellectual potential; if anything, the prevalence of AD/HD among intellectually or creatively gifted individuals seems higher than the norm. AD/HD among intellectually or creatively gifted students is most often Attention Deficit / Hyperactivity Disorder (AD/HD) and college or university concerned with these questions. For example, the Postsecondary Disability Training Institute sponsored by the University of Connecticut’s NEAG School of Education in June had an extensive focus on AD/HD, including transition issues and the efficacy of executive function coaching as a support. Many colleges and universities now offer coaching as part of their disabilities support services.

What distinguishes Landmark College is that every aspect of the program, from faculty hiring and training to residential support systems, is based on what contemporary research tells us about executive function difficulties and their impact on learning and behavior. Some of the most important features include first-year courses expressly designed to serve the needs of students with AD/HD, executive function coaching services that represent the current state of the art, a universal design approach to instruction across the curriculum, and extensive integration of assistive technology in required courses. Landmark’s mission is not simply to provide the best education possible for individuals with learning disabilities, but also through the design of its program, curriculum, and instructional practices, to create models that may be useful in other postsecondary settings. Landmark College’s Institute for Research and Training, which currently operates several Federal grants, is the primary vehicle for dissemination. Ultimately, Landmark College’s goal is to end the kind of stories of past failure that it hears far too often from its students.

Landmark College, a private two-year college in Putney, Vermont, is not the only college or university concerned with these questions. An icon of many schools and universities and colleges. From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges. From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges. From Xerox Comes A Document Technology Lesson Plan

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.

From Xerox Comes A Document Technology Lesson Plan

By MAGGIE OCHS

An icon of many schools and universities and colleges.
THE DEAN’S COLUMN

DON’T BE FooLED BY MISLEADING Discounts

By ALFRED POSAMENTIER, Ph.D.

Percentage problems have long been the nemesis of most students. Problems get particularly unpleasant when multiple percents need to be processed in the same problem. By showing students that combined percent- ages don’t always lead to the conclusion that is expected, you turn this one-time nemesis into a delightfully simple arithmetic algorithm that affords lots of useful illustrations. For example, most people would expect that if an item were increased by 10% and then discounted by 10% (or vise versa) that the price remains unchanged. Well, this is not the case. We will present a not- very-well-known scheme that will simplify this situation and will enchant your students at the same time. We will begin by considering the fol- lowing problem:

Wanting to buy a coat, Lisa is faced with a dilemma. Two competing stores next to each other carry the same brand coat with the same list price, but with two different discount offers. Store A offers a 10% discount year round on all its goods, but on this particular day offers an additional 20% on top of their already discounted price. Store B simply offers a discount of 30% on that day in order to stay competitive. How many percentage points difference is there between the two options open to Lisa?

At first glance, students will assume there is no difference in price, since in store A only 10% is calculated on the original list price, with the 20% calculated on the lower price, while at store B, the entire 30% is calculated on the original price. Now, the question to be answered is, what percentage difference is there between the discount in store A and store B?

One expected procedure will have the student assume the cost of the coat to be $100, calculate the 10% discount yielding a $90 price, and an additional 20% of the $90 price (or $18) will bring the price down to $72. In store B, the 30% discount on $100 would bring the price down to $70, giving a discount difference of $2, which in this case is 2%. This procedure, although cor- rect and not too difficult, is a bit cumbersome and does not always allow a full insight into the situation.

An interesting and quite unusual procedure is provided for entertainment and fresh insight into this problem situation:

Here is a mechanical method for obtaining a single percentage discount (or increase) equiva- lent to two (or more) successive discounts (or increases).

(1) Change each of the percents involved into decimal form:
- 20 and .10
(2) Subtract each of these decimals from 1.00: 1.00 - .20 = .80
(3) Multiply these differences: .80 x .10 = .08
(4) Subtract this number (i.e., .08) from 1.00:

Combined discount is .92, the equivalent of successive dis- counted $100 by 20% and then 10%.

Try with 30%, 10%, or even 20%, 10%, 5%, etc.

This combined percentage of 28% differs from the usual combined or not combined with a discount, can counts of 20% and 10%.

We obtain 28%, the equivalent of successive dis- counted $100 by 20% and then 10%.

When we convert .28 back to percent form, we obtain 28%, the equivalent of successive dis- counted 20% and 10%.

This combined percentage of 28% differs from 30% by 2%.

This procedure can also be used to combine more than two successive discounts following the same approach. In addition, successive increases, combined or not combined with a discount, can also be accommodated in this procedure by adding the decimal equivalent of the increase to 1.00, where the discount was subtracted from 1.00 and then continue in the same way. If the end result comes out greater than 1.00, then this reflects an?

continued on page 31

“An effective teacher is willing to examine oneself thoroughly, accept responsibility, and be the role model, surrogate parent, friend, mediator, and counselor.”
- Dr. Selina Ahoklai, NYS Teacher of the Year, 1998

Making a difference together through student directed learning

Bachelor of Arts in Education
Master of Arts in Education
-Study at home-
Short intensive residencies in Vermont

Join an engaged learning community with a rich history in adult and progressive education.

Community Education, Licensure, School Guidance, Partnership Education, Elementary Education, Early Childhood, Art, Social Studies, Middle Grades, Math, Science, Individually Designed Education Study

The winter semester begins January 15, 2007
The summer semester begins July 9-16, 2007
Begin with an eight-day intensive residency in Vermont
3/4 time study available-no required winter residency

GODDARD COLLEGE
123 Pitkin Road, Plainfield, Vermont 05667
NEASC ACCREDITED
1-800-906-8312
www.goddard.edu admissions@goddard.edu

COLLEGE & UNIVERSITY DIRECTORY

Master of Arts in Teaching Information Sessions
EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK
Fifth and Sixth Floors
325 Hudson Street
(corner of Vandam)
New York City

www.escc.edu/MAInfo
800 468-6372 ext. 2230

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

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

Please include your phone number

September 2006

Name: ___________________________
Address: _______________________
City: ___________________ State: __ Zip: __________
Phone(incl. areacode): ___________

At Goddard you get to choose your own education.

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 (708) 5999
516 (945) 332-6200
e-mail: scladmit@mail.sclu.edu

Goddard College
123 Pitkin Road, Plainfield, Vermont 05667
NEASC Accredited
1-800-906-8312
www.goddard.edu
Actor Ralph Fiennes

By GILLIAN GRANOFF

Critics consider Ralph Fiennes to be one of the top actors in the world. Recently Fiennes appeared at the Oxonian Society where the following dialogue ensued. He might be best known for his role in Harry Potter and the Goblet of Fire but received numerous accolades including an Oscar nomination for his portrayal of the commandant of the Nazi concentration camp in Steven Spielberg’s acclaimed epic Schindler’s List. In The English Patient, Fiennes and his co-star Juliette Binoche also received Academy Award nominations for their performances. Most recently Fiennes appeared in John Le Carer’s The Constant Gardener. He won a 1995 Tony Award for his portrayal of Hamlet, and this year was nominated for another Tony for his performance in Faith Healer.

Q: Very few actors return to the stage after they go on to movies. Why do you think many of the great actors in your chosen fields are from the U.K.? Do you attribute it to the Drama school has tuned the techniques.

A: The first movie and words I can remember was a film of Laurence Olivier my Mum showed me when I was a toddler. I didn’t understand the words fully, but it sounded beautiful. My acting comes from a place inside, and my imagination.

Q: Are you trying to reach a certain level in your acting style to?

A: The book and screenplay are different. The book and screenplay are different. The book and screenplay are different.

Q: What did you think of the heart-breaking scene in Schindler’s List?

A: It is emotional content, but the cast and larger crew formed a unique bond and in the evenings we would relax over drinks and stories.

Q: In a heart-breaking scene in Schindler’s List you show some humane character, even if it is only for a moment, by feeling and being attracted to the Jewish girl who is your servant. Did you improvise that scene and please explain how you prepared for this role.

A: I read books on Schindler and spent a lot of the time in the archives of the Imperial War museum in London and imagined and created a picture of the commandant of the concentration camp.

Q: What did you think of the heart-breaking ending of the End of an Affair?

A: The book and screenplay are different. The book and screenplay are different.

Q: Are you trying to reach a certain level in your acting style to?

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don’t believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual’s imagination and interpretation.

Q: Your performance in Schindler’s List was terrifying. Audiences around the world cringed in their seats. Holocaust survivors thought your performance was so accurate and realistic. Please elaborate how you prepared for this role.

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don’t believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual’s imagination and interpretation.

Q: Your performance in Schindler’s List was terrifying. Audiences around the world cringed in their seats. Holocaust survivors thought your performance was so accurate and realistic. Please elaborate how you prepared for this role.

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don’t believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual’s imagination and interpretation.

Q: Your performance in Schindler’s List was terrifying. Audiences around the world cringed in their seats. Holocaust survivors thought your performance was so accurate and realistic. Please elaborate how you prepared for this role.

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don’t believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual’s imagination and interpretation.

Q: Your performance in Schindler’s List was terrifying. Audiences around the world cringed in their seats. Holocaust survivors thought your performance was so accurate and realistic. Please elaborate how you prepared for this role.

A: I think it is due to the playwrights. Since Elizabeth I and Shakespeare, playwrights have played a major role and influence in British culture.

Q: Can you elaborate on the difference between British and American acting?

A: I don’t believe there is any difference. Acting is something personal and comes from inside. What you see is a projection of that individual’s imagination and interpretation.
By SYLVIA MAIMIN

The retelling of history can be contentious as new research, as well as distance, produces fresh ways of looking at the past. A recent program at the American Jewish Historical Society about President Franklin Delano Roosevelt and his response to the Holocaust asked provocative questions and reignited emotions. A distinguished panel that included Ambassador William Vanden Heuvel and FDR’s granddaughter Anna Eleanor Roosevelt, co-chairs of the Franklin and Eleanor Roosevelt Institute, Professor Trudy Festinger, granddaughter of Rabbi Stephen Wise, Henry Morgenthau III, son of Roosevelt’s Treasury Secretary Henry Morgenthau Jr., and Joshua Boettiger, FDR’s great grandson and a newly ordained rabbi provided personal recollections and documents to suggest FDR opposed Hitler early on and did much to aid the Jews, a position that is disputed by some.

Vanden Heuvel explained that in 1933, when Hitler came to power, the United States was deeply isolationist. Quotas limited immigration, especially from Eastern Europe, home to most of Europe’s Jews. Anti-Semitism was part of American culture, and the rescue of European Jews already left behind was met with insurmountable roadblocks. “The President couldn’t unilaterally increase quotas,” explained Vanden Heuvel. “Yet, the United States took in twice as many refugees as the rest of the world combined because of Roosevelt.” He emphasized, “It was a time and a place where no one foresaw the events of the Holocaust.”

Festinger spoke of her mother, Justine Wise Polier, a judge and daughter of Rabbi Stephen Wise, as deeply concerned about the fate of German children. Rabbi Wise “had an early understanding of what was happening in Germany and the danger of Hitler” and spoke of it at home. The first serious attempt to amend the immigration laws was her mother’s work on a bill to allow 20,000 French children into this country. Enlisting the help of her friend Eleanor Roosevelt who, in a series of letters offered advice on getting the bill passed, she saw it “amended to death” by a hostile Congress. Anna Roosevelt read some of her grandmother’s letters, which “showed the commitment of Eleanor to people who had no voice.”

Morgenthau recalled, “Eleanor and Franklin were the most important people in my parent’s lives,” and added, “Eleanor’s relationship to Jews illustrated her capacity to grow.” She was raised in a class-based anti-Semitic atmosphere where she struggled to gain self-esteem and raised in a class-based anti-Semitic atmosphere. “Eleanor’s relationship to Jews in her own life, Morgenthau evolved as a concerned Jew over time as did his father. As Treasury Secretary, his father had jurisdiction over the Coast Guard and tried to help those on the St. Louis, the ship from Hamburg, Germany carrying 930 Jewish refugees to this country in 1939. He was opposed by a strongly anti-Semitic element in the State Department and the ship was ultimately turned away.

Boettiger praised his great grandparents for not giving in to “the fear of their time.” He admires Eleanor for being “the most open person with the capacity to hear each person’s story.” He remembers FDR for a sense of playfulness, which he was able to balance with work. Boettiger advised analyzing history from every angle, remembering the good and learning from the mistakes.

Robert Rosen, author of Saving the Jews: Franklin D. Roosevelt and the Holocaust, offered the most vigorous defense of FDR. There was “no way Roosevelt could have rescued the Jews,” he maintained. One million Jews were shot near their towns, not in concentration camps, before the US entered the war. “Roosevelt denounced the killing of Jews early on and in the strongest terms.” He referred to “war criminals,” which became the foundation of the Nuremberg War Crimes Tribunal. The President’s first obligation was to defend this country; 550,000 Jewish soldiers including seventeen generals did just that.

Some attendees took issue with the speakers maintaining the government, and Roosevelt as its head, could have done more. They cited strong opposition from the State Department in efforts to help Jews, notably the War Refugee Board, created in January, 1944, was slow to move because of State Department tactics, thereby losing rescue opportunities. Roosevelt knew of the Holocaust but kept the information private. Would Jews have gone to concentration camps if they knew of Hitler’s plans, a questioner asked. Concerning possible bombing of rail tracks to Auschwitz, Rosen said such a plan would have been impractical while Morgenthau claimed it would have been a great moral booster. In summary, Vanden Heuvel remarked, “We can’t help asking if there wasn’t more we could have done.” But, he explained, we were fighting the most powerful military force in the world in a war in which 67 million people died. “Things that we understand now, we didn’t understand then…this country did what had to be done, ultimately destroying Hitler and the Nazis and that saved this country and civilization.”

The American Jewish Historical Society, one of five institutions that make up the Center for Jewish History, was founded in 1892 and, as described by its president, Sidney Lipidus, is “responsible for the future of the Jewish past.” It makes the record of the Jewish experience in America available to researchers and the public through impressive collections, publications, and exhibitions.

The New Educator: Building and Sustaining Learning Communities in Challenging Times

Saturday, October 21, 2006
The School of Education, The City College of New York, Convent Avenue at 138th Street, New York, New York 10031

For full conference details, visit www.InformaLearning.com/TNE

Keynote Speakers:
Sonia Nieto, Professor of Language, Literacy & Culture, University of Massachusetts, Amherst, School of Education, Department of Teacher Education and Curriculum Studies
Pedro Antonio Noguera, Ph.D., Professor in the Steinhardt School of Education, New York University; Director of the Center for Research on Urban Schools and Globalization

Special performance by the Youth Dance Company of the American Ballroom Theater, featured in the movie Mad Hot Ballroom.

This event will provide a forum for research and the wisdom of practice about how to keep student learning at the heart of educational work in preK-12 schools, educator preparation programs, professional development arenas, and out-of-school settings. Presentation formats include individual presentations, interactive workshops, colloquium lunch presentations, and roundtables.

Supporting Organizations:

NY SCAS: NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES
GET YOUR ASSOCIATE OR BACHELOR DEGREE IN:
- Business Management and Administration
- Human Services | Social Sciences
- Psychology | Education | Health Sciences
- Computer Science | Desktop and Web Publishing
- Liberal Arts and Sciences

Certificate Programs
- Digital Media Arts | Medical Coding & Billing

Graduate and Professional Programs
- Law | Business Management
- Education and Psychology
- Mental Health Counseling | Social Work
- Other Professional Opportunities

TOURO COLLEGE
OPEN HOUSE EVERY SATURDAY! 10am-2pm
212-West 23rd Street, New York, NY 212-463-8400 x500
212-463-0400 x500
718.265.6534 x1003

[Ad Image for NY SCAS and TOURO COLLEGE]
By Liza Young

Sam Swope, award-winning author of I am a Pencil, A Teacher, His Kids, and Their World of Stories, recently spoke with us in his amiable, yet thoughtful manner, regarding his earliest experiments in writing and the road to success. According to Sam, his affinity for reading and writing started at a young age. He expressed his ambition to be a writer since he started school, and this ambition was further strengthened by his teacher’s positive feedback. Sam credits his elementary and high school teachers with nurturing his talent for writing and helping him develop his narrative style.

Swope was especially inspired by his teacher of English during elementary school, who encouraged his creative writing. He describes his teacher as having an “especially happy childhood, having maintained a sense of play and silliness;” his writing, however, includes book reviews for The New York Times and articles for Newsweek. Beyond the printed page, Swope’s The Araboloids of Liberty Street has been adapted as an opera by Ronan Parres for performance in schools, while Nickelodeon is working on a movie script based on The Krazees, to star Robin Williams.

Swope’s writing as well as teaching talents are evident in his book I am a Pencil, A Teacher, His Kids, and Their World of Stories, where he shares his stories with middle-school students. He urges teachers to “take the time to pass your passions on to students,” clearly the most effective approach. Following his own passion and doing what he loves best, writing and teaching, has propelled Swope to success.

Swope currently resides in Greenwich Village in New York City. He shares his home with Sendak’s dogs as they walk with Sendak’s dogs in the fields by the river. He is a frequent visitor to New York City’s Gilder Lehrman Institute of American History, where his work is on display. His writing as well as teaching talents are evident in his book I am a Pencil, A Teacher, His Kids, and Their World of Stories, where he shares his stories with middle-school students. He urges teachers to “take the time to pass your passions on to students,” clearly the most effective approach. Following his own passion and doing what he loves best, writing and teaching, has propelled Swope to success.

The early fruit of Swope’s labor was the acclaimed children’s book The Araboloids of Liberty Street, a story about the wild and colorful Arabollie family who come into conflict with the villains, the fascist General and Mrs. Pinch, which resulted in being able to work with a wonderful teacher, Barry Giffen, giving him a taste of early and sweet success.

His second book, The Krazees, (where Swope’s admiration of Seussian rhyme is evident) was done by Swope, typically finding an illustrator, but was eventually published, followed by GoGo! GoGo! GoGo!, a tale of migrating Monarch butterflies. His third book features his talent for writing children’s novels stems from having a “relatively happy childhood, having maintained a sense of play and silliness;” his writing, however, includes book reviews for The New York Times and articles for Newsweek. Beyond the printed page, Swope’s The Araboloids of Liberty Street has been adapted as an opera by Ronan Parres for performance in schools, while Nickelodeon is working on a movie script based on The Krazees, to star Robin Williams.

Swope’s writing as well as teaching talents are evident in his book I am a Pencil, A Teacher, His Kids, and Their World of Stories, where he shares his stories with middle-school students. He urges teachers to “take the time to pass your passions on to students,” clearly the most effective approach. Following his own passion and doing what he loves best, writing and teaching, has propelled Swope to success.
Tired of tall buildings, city noise, concrete and glass. Want to explore another world, one of green grass, hills, forest, pasture and country animals? You have no opportunity to leave the city? Pick up a copy of Watership Down by Richard Adams and read on. Not only will you be out in a land of green, but you will experience some amazing characters mostly in the form of the rabbits you come across there. Fiver, nickname for the fifth in a litter, is small but has great visions, dreams and nightmares. He feels trouble before it happens. Who listens to him? It is his older brother, Hazel, shrewd, open-minded, kind and not old enough for rabbit leadership in their warren. Their friends are the industrious, intelligent Blackberry and the sweet-tongued, great-taler of tales who join Hazel and Fiver in leaving the warren after Fiver’s and Hazel’s meeting with Chief Rabbit does not convince that leader to order all rabbits to flee the warren.

But other rabbits do believe Fiver’s sense of danger of impending human destruction of their habitat, including Bigwig, a prominent member of the rabbit patrol who brings the Chief Rabbit’s nephew, Silver, and a solid, young back, Buckthorn, to Hazells’ group, which now includes as well Hawkbit, Acom, Speedwell and Popkin, a rabbit as small as Fiver. And the odyssey begins.

What a series of adventures occur! The rabbits cross rivers, fight dogs, cats, rats, get caught in snares, meet up with strange, passive rabbits and with very aggressive warlike rabbits. The latter are led by General Woundwort, a most, ferocious and violent rabbit. The action of this book is swift and frenetic. At times the book is quite a gothic and horror story—Will Bigwig going to die? Will Fiver fall into a coma because of his visions? Will any member of this band of rabbits survive? It is quite a special world, this world of the rabbits. On Wednesday, October 4, 2006 at 7 P.M., Kill Your TV Reading Group will discuss Watership Down in the home of Matthew. Children’s Story Time is at 3 P.M. every Monday with Dvorah.

UPCOMING EVENTS AT LOGOS

• Wednesday, September 6, 2006 at 7 P.M., KVTY Reading Group will discuss Never Let Me Go by Kazuo Ishiguro.
• Monday, September 18, 2006 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss The Gospel of Matthew.
• Wednesday, October 4, 2006 at 7 P.M., KVTY Reading Group will discuss Watership Down by Richard Adams.

Transit: 4, 5, 6, 7 Subways to Lexington Avenue and 86th St., M31 Bus (York Ave.), M15 Bus (1st and 86th St.), M79 Bus (79th St.), M31 Bus (Lexington Ave.), M15 Bus (1st and 2nd Aves.)
Able to Succeed: Fixing the Graduation Crisis in Special Education

By SENATOR LIZ KRUEGER

Back in February, I wrote an editorial about the need to address the troubling achievement gap between African-American and Hispanic students and their white peers in New York City schools. However, there is another achievement gap that I want to discuss, one that receives less attention, but is nevertheless disturbing and in need of a solution; that is, the achievement gap between special needs students. In 2004, less than 97 special education students in New York City graduated from high school. This is a decrease from 2002, when only 93 percent received a diploma. Some special education students are receiving special education services or are taught in a regular classroom. A report titled “Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students Who Receive Special Education Services In New York City” (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first step to improving graduation rates is to address the achievement gap between students with special needs. In New York City, special education students are still falling behind their peers. Special education students are more likely to drop out of school, and their achievement gap is wider than the national average. To receive a copy of Exercise Your Ability, call the New York City Sports Commission at 212-487-7120.

The Oxonian Society

The world’s best leaders, available to all.

“able to succeed.”

A learning organization such as the Oxonian Society that is open to people of all backgrounds has created a dynamic and invaluable place where people with disabilities can discuss and debate some of the most important pressing issues facing society today. We don’t have the budget of the 92nd Street Y or Columbia, but we do a lot with a little,” sums up Frumkes in what may be the understatement of the year. “If we’re not ‘thought of as a conservatory even though we’re a liberal arts college,’ he adds.

With a schedule that keeps him on his toes 24/7, the former New York City Mayor is a busy man. And yet, he didn’t stop there: Tune in to National Book Award winner Julia Glass’ “It’s amazing the way this Mosby should be expected to succeed whether they are receiving special education services or are taught in a regular classroom. That said, there are different roads to success in school. Particularly for students with special needs, these roads might be longer, with more bumps along the way. But achievement is possible.

So what can be done? First, the Department of Education needs to make it a priority to identify where in the system this failure is occurring. Although special education curriculums vary widely, it is clear with the release of AFC’s report on graduation rates that programs in need of greater accountability standards despite their individualized nature. In several states, intervention tactics such as summer school programs have proven effective for students who have not reached acceptable grade levels in math and reading. The AFC also reports several sound solutions, which include greater flexibility for schools to create smaller inclusion classes as necessary, and developing GED programs tailored to students with special needs. In 2004, less than 97 special education students graduated from high school. This is a decrease from 2002, when only 93 percent received a diploma. Some special education students are receiving special education services or are taught in a regular classroom. A report titled “Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students Who Receive Special Education Services In New York City” (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first step to improving graduation rates is to address the achievement gap between students with special needs. In New York City, special education students are still falling behind their peers. Special education students are more likely to drop out of school, and their achievement gap is wider than the national average. To receive a copy of Exercise Your Ability, call the New York City Sports Commission at 212-487-7120.

The Oxonian Society

The world’s best leaders, available to all.

“able to succeed.”

A learning organization such as the Oxonian Society that is open to people of all backgrounds has created a dynamic and invaluable place where people with disabilities can discuss and debate some of the most important pressing issues facing society today. We don’t have the budget of the 92nd Street Y or Columbia, but we do a lot with a little,” sums up Frumkes in what may be the understatement of the year. “If we’re not ‘thought of as a conservatory even though we’re a liberal arts college,’ he adds.

With a schedule that keeps him on his toes 24/7, the former New York City Mayor is a busy man. And yet, he didn’t stop there: Tune in to National Book Award winner Julia Glass’ “It’s amazing the way this Mosby should be expected to succeed whether they are receiving special education services or are taught in a regular classroom. That said, there are different roads to success in school. Particularly for students with special needs, these roads might be longer, with more bumps along the way. But achievement is possible.

So what can be done? First, the Department of Education needs to make it a priority to identify where in the system this failure is occurring. Although special education curriculums vary widely, it is clear with the release of AFC’s report on graduation rates that programs in need of greater accountability standards despite their individualized nature. In several states, intervention tactics such as summer school programs have proven effective for students who have not reached acceptable grade levels in math and reading. The AFC also reports several sound solutions, which include greater flexibility for schools to create smaller inclusion classes as necessary, and developing GED programs tailored to students with special needs. In 2004, less than 97 special education students graduated from high school. This is a decrease from 2002, when only 93 percent received a diploma. Some special education students are receiving special education services or are taught in a regular classroom. A report titled “Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students Who Receive Special Education Services In New York City” (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first step to improving graduation rates is to address the achievement gap between students with special needs. In New York City, special education students are still falling behind their peers. Special education students are more likely to drop out of school, and their achievement gap is wider than the national average. To receive a copy of Exercise Your Ability, call the New York City Sports Commission at 212-487-7120.

The Oxonian Society

The world’s best leaders, available to all.

“able to succeed.”

A learning organization such as the Oxonian Society that is open to people of all backgrounds has created a dynamic and invaluable place where people with disabilities can discuss and debate some of the most important pressing issues facing society today. We don’t have the budget of the 92nd Street Y or Columbia, but we do a lot with a little,” sums up Frumkes in what may be the understatement of the year. “If we’re not ‘thought of as a conservatory even though we’re a liberal arts college,’ he adds.

With a schedule that keeps him on his toes 24/7, the former New York City Mayor is a busy man. And yet, he didn’t stop there: Tune in to National Book Award winner Julia Glass’ “It’s amazing the way this Mosby should be expected to succeed whether they are receiving special education services or are taught in a regular classroom. That said, there are different roads to success in school. Particularly for students with special needs, these roads might be longer, with more bumps along the way. But achievement is possible.

So what can be done? First, the Department of Education needs to make it a priority to identify where in the system this failure is occurring. Although special education curriculums vary widely, it is clear with the release of AFC’s report on graduation rates that programs in need of greater accountability standards despite their individualized nature. In several states, intervention tactics such as summer school programs have proven effective for students who have not reached acceptable grade levels in math and reading. The AFC also reports several sound solutions, which include greater flexibility for schools to create smaller inclusion classes as necessary, and developing GED programs tailored to students with special needs. In 2004, less than 97 special education students graduated from high school. This is a decrease from 2002, when only 93 percent received a diploma. Some special education students are receiving special education services or are taught in a regular classroom. A report titled “Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students Who Receive Special Education Services In New York City” (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first step to improving graduation rates is to address the achievement gap between students with special needs. In New York City, special education students are still falling behind their peers. Special education students are more likely to drop out of school, and their achievement gap is wider than the national average. To receive a copy of Exercise Your Ability, call the New York City Sports Commission at 212-487-7120.

The Oxonian Society

The world’s best leaders, available to all.

“able to succeed.”

A learning organization such as the Oxonian Society that is open to people of all backgrounds has created a dynamic and invaluable place where people with disabilities can discuss and debate some of the most important pressing issues facing society today. We don’t have the budget of the 92nd Street Y or Columbia, but we do a lot with a little,” sums up Frumkes in what may be the understatement of the year. “If we’re not ‘thought of as a conservatory even though we’re a liberal arts college,’ he adds.

With a schedule that keeps him on his toes 24/7, the former New York City Mayor is a busy man. And yet, he didn’t stop there: Tune in to National Book Award winner Julia Glass’ “It’s amazing the way this Mosby should be expected to succeed whether they are receiving special education services or are taught in a regular classroom. That said, there are different roads to success in school. Particularly for students with special needs, these roads might be longer, with more bumps along the way. But achievement is possible.

So what can be done? First, the Department of Education needs to make it a priority to identify where in the system this failure is occurring. Although special education curriculums vary widely, it is clear with the release of AFC’s report on graduation rates that programs in need of greater accountability standards despite their individualized nature. In several states, intervention tactics such as summer school programs have proven effective for students who have not reached acceptable grade levels in math and reading. The AFC also reports several sound solutions, which include greater flexibility for schools to create smaller inclusion classes as necessary, and developing GED programs tailored to students with special needs. In 2004, less than 97 special education students graduated from high school. This is a decrease from 2002, when only 93 percent received a diploma. Some special education students are receiving special education services or are taught in a regular classroom. A report titled “Leaving School Empty-Handed: A Report on Graduation and Dropout Rates for Students Who Receive Special Education Services In New York City” (June, 2005) by Advocates for Children (AFC) found that only 12 percent of the more than 150,000 students receiving special education services in New York City graduate with a Regents or local high school diploma. The first step to improving graduation rates is to address the achievement gap between students with special needs. In New York City, special education students are still falling behind their peers. Special education students are more likely to drop out of school, and their achievement gap is wider than the national average. To receive a copy of Exercise Your Ability, call the New York City Sports Commission at 212-487-7120.
Make High School Years Count in More Ways Than One

By DR. CAROLE G. HANKIN
WITH RANDI T. SACHS

In our last column we spoke about how competition affects our children and how we can help them handle the situations they face in school. Here, we’d like to address you on having realistic goals and expectations that may better put the issue of competition in perspective.

From their first smile, first roll over in the crib, and then the first words and sentences our children say, we are absolutely certain that there has never been a smarter, more talented child on earth. Our children have the world at their fingertips and nothing can ever get in the way of their success. Surely they will rise to the top.

But not everyone can make it to the top. Very often there are more determining factors involved than sheer intelligence and talent. For every student who is accepted at Harvard, there are easily ten who are rejected who are just as deserving, capable, and qualified. There are also thousands of students who don’t need to aspire to Harvard to feel successful. They have parents who have not gotten caught up in the race for the top.

A new school year has just begun, and for many high school students this means that parents have been turned up. From here on in “it counts.” You’ve heard it said, and you’ve said it yourself. Up until now it was all practice. The high school transcript starts now and every grade below an A is, well, a grade below A.

You’ve got to decide now if you’re going to allow your child and yourself to enjoy these next four years or if you believe it is more important to keep the pressure high in order to motivate your child to do all he or she can do to make it to the very top.

We are in no way suggesting that high school is the time to lessen our academic standards. Not at all. Your high school student is not only capable, and qualified. There are also thousands of high school students who will undoubtedly have many new opportunities to be involved in worthwhile and enriching activities outside the classroom, and you will have to be prepared to help your child find a balance that enables them to keep up their grades and to strive to reach their highest level of academic achievement. However, you must also pay attention to set that the work will be more difficult in high school and even if your child has always been a straight-A student, things may change.

If your child is entering an academically-top rated high school, it will be all the more competitive.

Keep in mind, though, that these may be the last few years that your child is living at home full-time. Remember to use the next four years not just to build your child’s resume, but to build your family’s foundation by experiencing life together. Accepting disappointments along with successes, and strengthening the bonds that will hold you together through your lives. #

Letters to the Editor

RE: Dr. Pola Rosen’s Remarks

To the Editor:

I enjoyed the feature on you (“Working Late”) in Hadassah Magazine, Sept. 06. A well-deserved honor.

Dr. Susan Erber
Retired Superintendent, District 75
New York

RE: Teaching American Sign Language To Hearing Children

To the Editor:

I’m interested in teaching sign language to children. I am hearing impaired and I want to make a difference in a child’s life when I get older.

Sam Burns
Belton, MO

RE: Gallaudet University: Dr. Jane Fernandes

To the Editor:

Dr. Jane Fernandes will be a wonderful president of Gallaudet University and has what it takes to find tools to benefit the deaf and hard of hearing community. She was my ASL/Interpreter teacher in Hawaii and without her I wouldn’t be a freelance interpreter today.

Linda G. Miller
Tennessee

RE: Profiles in Education: An Interview with Raman Cortines (Part II)

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I remember your articles while searching about his appointment in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez
San Francisco, CA

To the Editor:

I truly enjoyed reading Raman Cortines’ responses. I felt as if I was actually there, sitting in on the interview. I wanted to know more about his background, since he was recently hired by Mayor Villaraigosa to serve as deputy of his education staff.

His name and expertise are invaluable. I’d like to know what insight he has to offer regarding the persistently high drop out rates in our schools. I hope that through collaboration with the mayors of the 26 other cities within the Los Angeles Unified School District that he can make a difference in the schools within the independent cities.

Julie A. Ruelas, San Fernando, CA

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I have followed his career across your articles while searching about his appointment in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez
San Francisco, CA

To the Editor:

I was fortunate to have Mr. Ray Cortines as both my 7th-grade teacher and ASB coordinator in high school. He consistently taught us how to make good decisions and the importance of achieving goals. These skills are that I have used in all areas of my life including career, marriage and raising my children.

Phyllis (Heffner) Landon
Santa Ana, CA

RE: Majority Wentworth, Poet Laureate, South Carolina

To the Editor:

Marjory Wentworth’s poetry captured my soul. Thanks for your wonderful article.

Sue Crooks
Lincoln, NE

Dr. Toy’s Pointers on Play for Children with Special Needs

By STEVANNE AUERBACH, Ph.D.

Children with special needs may run the gamut from a severely disabled youngster to a child who is intellectually gifted. Properly selected playthings allow learning with less pressure to achieve and without generating a fear of failure. Because some play tasks are more challenging for a disabled child, he may not be motivated to play alone with the toy or game. Some handicapped children have difficulty accepting any of the child’s problems, and following the child’s cues are basic to discovering what is appropriate to give him.

For example, one parent lamented: “I don’t enjoy reading to my child. He doesn’t like it either. He keeps stopping me to tell what he sees in the pictures. He wants to tell the story himself.” But as I told the parent, this is wonderful! His children is demonstrating two things: a marvelous creativity and a short attention span. The latter is important. Let it improve at the child’s own pace. Focus on creativity and encourage it. It helps exercise his mental muscles. Building on the child’s strengths supports healthy development.

Depending on the type and degree of the child’s handicap, toys for a child’s chronological age may or may not be suitable. The reaction of a young disabled child to a new toy could be upbeat and rewarding or negative and discouraging. Gear your selections accordingly.

A challenged child will typically react with overt responsiveness to a toy he likes, but will be silent about a toy not meaningful to him. This younger should have a good variety of safe toys, including some which offer a moderate degree of challenge.

Seek guidance as needed from a pediatrician, social worker, therapist, or contact The National Leukotek Center (www.leukotek.org) and other organizations focused on special needs as resources for specific help. Look at the resources section in my book, Smart Play/ Smart Toys and on my site www.drtoy.org for more organizations that can be of assistance.

Questions to ponder when selecting toys for the disabled are the same as those for any other child, but keep in mind her specific skills, needs, abilities, and readiness. Consider these elements: Physical strength, coordination, and physical readiness: To lack of child’s ability to run, jump, crawl, and pulling. Which needs more help? What can you provide to strengthen his muscles? Can you affect the child’s attention? Can he see details on the toy? Can he follow objects like your moving finger? Does she respond to sounds? To action? To touch? Where is the child’s focus?

How can you assist in her helping with: reaching out and holding on to an object, letting it go, fitting things together, stringing beads? Can you provide a shape to snap and unsnap, turn over, pull things apart, fit pieces together, fit shapes into forms, dump out and put back, compare big and little, line things up to handle cutting, drawing a picture, writing, throwing, catching, or climbing? Have you tried helping him work with clay, finger paint, and dressing himself?


Attention span and concentration skills. How can you assist her in: holding the rattle, putting rings on a stack, taking something apart and putting it together? How can you help her see where something has been hidden, find something, fit pieces of a puzzle together? When can you expect him to respond to a story; tell what first came first; see what is big and little, tall and short, red and blue?

Ability to play with the toys alone or with others. How can you assist a child to feel good about what he accomplishes, feel pride in small tasks? Must you actually teach her how to play alone, get along with another child for a period of time, or share things?

Potential enjoyment of the toy. Can you assist a child to enjoy a variety of toys? With your help, can she explore new things and learn from them? Make discoveries and be proud of them?

Development. Children with special needs should be treated differently than other developing children and with considering of their disabilities. If you are a teacher, be aware that parents’ attitudes sometimes can get in the way of their child’s progress towards growth and independence. Be as sensitive as you can to parents’ and child’s feelings. Point out to parents that their emotions are influential. Help them to identify feelings. Especially if the parents have difficulty accepting any of the child’s problems, suggest they seek family counseling with a repu table therapist. Being positive helps everyone make the most of the strengths of the child.

Stevanne Auerbach, PhD, known as Dr. Toy™, speaker, author and consultant, is a former teacher who has written 15 books, among them Dr. Toy’s Smart Play/Smart Toys: How to Raise a Child with a High PQ (Play Quotient), (Educational Insights, Her web site, “Dr. Toy’s Guide” www.drtoy.com, the first web site on the Internet on toys, provides information on over 3000 toys, games, and many other resources.

Letters to the Editor

RE: More Ways than One

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I came across your articles while searching about his appointment in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez
San Francisco, CA

To the Editor:

I truly enjoyed reading Raman Cortines’ responses. I felt as if I was actually there, sitting in on the interview. I wanted to know more about his background, since he was recently hired by Mayor Villaraigosa to serve as deputy of his education staff.

His name and expertise are invaluable. I’d like to know what insight he has to offer regarding the persistently high drop out rates in our schools. I hope that through collaboration with the mayors of the 26 other cities within the Los Angeles Unified School District that he can make a difference in the schools within the independent cities.

Julie A. Ruelas, San Fernando, CA

To the Editor:

What a wonderful article about Ray Cortines. I was one of his secretaries while he was a dynamic Superintendent of Schools in San Francisco. I have followed his career across your articles while searching about his appointment in Los Angeles. He is missed and loved by all San Franciscans who know about him and his great work for San Francisco.

Mary Ramirez
San Francisco, CA

To the Editor:

I was fortunate to have Mr. Ray Cortines as both my 7th-grade teacher and ASB coordinator in high school. He consistently taught us how to make good decisions and the importance of achieving goals. These skills are that I have used in all areas of my life including career, marriage and raising my children.

Phyllis (Heffner) Landon
Santa Ana, CA

RE: Majority Wentworth, Poet Laureate, South Carolina

To the Editor:

Marjory Wentworth’s poetry captured my soul. Thanks for your wonderful article.

Sue Crooks
Lincoln, NE

Dr. Toy’s Pointers on Play for Children with Special Needs
Massey Brothers Make Taxis Bloom in Major Public Art Project

By SYBIL MAIMIN

Taxis in bloom are coming! New York City will be treated to an extraordinary moving garden for 16 weeks from September 1 to December 31, 2007 as most of the City’s 12,760 yellow cabs travel about with bold, colorful, weatherproof flower decals completely covering their hoods, roofs, and trunks. A privately funded major public art project that will involve thousands of children from the five boroughs as well as adult volunteers, “Garden in Transit” is the brainchild of Ed and Bernie Massey and their non-profit organization, Portraits of Hope. Founded in 1955 as a public art, creative therapy, and educational program for physically disabled and hospitalized children, Portraits has broadened its reach to include a wide spectrum of children and adults using art and teamwork to reach goals that address social issues and beautify the environment. The New York project will help celebrate the centennial of the City’s metered cabs, “TAXI 07,” and has been enthusiastically endorsed by Mayor Michael Bloomberg and the Taxi and Limousine Commission. Said Bloomberg in announcing the project, “Our yellow cabs are an essential part of the New York experience and our daily life, and now our City’s children will have the opportunity to use them as their canvas… This is one of the biggest public art projects our city has ever seen.”

Children with medical, physical, emotional, and socioeconomic challenges will be the main participants. The taxi concept, the Massey brothers explain, was inspired by the “vertical nature of New York City.” Visionaries, they imagine being able to “look down and see a moving canvas, a garden in transit,” that will “transform the way the city looks.” Painting the decals will take about a year to prepare the Garden in Transit project, Ed Massey exclaims, “We are thrilled to bring a project of this scale to New York City. It will symbolize the power of kids, community, art, and teamwork.”

At 165 feet tall, the spectacular Tower of Hope (2000) in Los Angeles is 14 feet taller than the Statue of Liberty and involved the work of over 3,000 seriously ill children. Applying the principles of “healing arts in action,” they brought painting materials to the children who each completed a small section of the tower wall using, when necessary, specially designed tools such as shoe paint brushes for those without arms and telescopic brushes to be manipulated from wheelchairs. To mark the centennial (2003) of the Wright brothers flight at Kitty Hawk, they engaged sick children across the United States in painting designs that were applied to a 1937 DC-3 that made several gorgeous flybys in the commemorative ceremonies.

The Ameriquest (a frequent partner) Soaring Dreams Airship (2005), an exuberantly decorated whimsy produced by thousands of children in after-school programs and hospitals is the largest and most recognizable passenger blimp in the country. Through the end of September, 2006, the Massey vision can be seen at Chelsea Piers in New York City where hundreds of children from local public schools, hospitals, shelters, and after-school programs produced vibrant artwork that covers 25,000 square feet of walls and floors. Also decorated with boldly colored, joyous designs is a 105 foot working historic tugboat that will ply the Hudson River for several years. Now scrambling to prepare the Garden in Transit project, Ed Massey exclaims, “We are thrilled to bring a project of this scale to New York City. It will symbolize the power of kids, community, art, and teamwork.”

The Center for Arts Education

PARENTS AS ARTS PARTNERS GRANT APPLICATION PROCESS BEGINS

On Tuesday, September 5, the Parents As Arts Partners (PAAP) application for 2006-2007 grant applications will be available on the CAE website, www.cae-nyc.org, for the first time in a “write-able” MS Word format. These grants support innovative arts programs in New York City public schools that allow parents and families to experience the arts and the creative process, as well as take advantage of the City’s museums, theaters and other cultural resources. Using a peer-panel review system, CAE will award Parents As Arts Partners grants up to $3,000 to as many as 150 NYC public schools to be used during the Spring 2007 semester, between January and June 2007. The postmark deadline for submitting applications is Wednesday, November 1. Throughout the month of October, CAE pre-application seminars will take place to guide applicants through the process.

All New York City public schools are eligible to apply for a Parents As Arts Partners grant. Last year, the grant program attracted over 250 applicants. 150 awarded schools from all five boroughs partnered with arts organizations such as the Museum of Modern Art, Roundabout Theatre Company, and Symphony Space to fulfill the grants. Parents and students in grades 9-12 at the Lower Manhattan Arts Academy, for example, worked with Henry Street Settlement to create a cookbook, prepare an exhibit of artwork, and conduct visits to Lower East Side art galleries. A “publishing party” for the cookbook featured dishes prepared from the cookbook and an exhibit of parent and student artwork.

Since its founding in 1996, The Center for Arts Education (CAE), led by Chairperson Laurie M. Tisch, has provided more than $40 million in private and public funding to support arts education partnerships and programs.

30 MUSIC, ART & DANCE • EDUCATION UPDATE • SEPTEMBER 2006
I have heard this comment a thousand times: “Why can’t they give the kids a decent education?” After all, it’s not rocket science.”

I don’t know what the rocket scientists think of this, nor have any given me a lecture on the subject, but I’ve heard lawyers, electricans, cab drivers, and the members of practically every other profession say it, usually with an exasperated shrug of the shoulders: “It ain’t rocket science.”

And I say: Right, it ain’t. Now consider the following:

Take a child; nurture his or her mind for some thirteen or eighteen years; teach the child not only to read, write, and add numbers, but to want to learn, to be curious about life and all that it contains and to face it with courage, to empathize with others, to imagine a better tomorrow, to be creative, to express thoughts freely and intelligently. Never mind rocket science: we’re raising human beings.

We share this enormous responsibility with parents, and I dare you to say to any parent, “You’re not raising ‘s sci-entific children.” Careful, you may wind up on the moon.

It riles me that somehow, this extraordinary and complex premise that education has become easy in the minds of so many—and this at a time when the dismal state of education in the U.S. has become almost daily fodder for the media. We hear about low graduation rates, low attendance rates, low comprehension, low critical thinking capacities, low self-esteem and low knowledge acquisition. We read about the high degree of teacher burn-out, low job satisfaction rate, high attrition rates, low degree of content knowledge, not to mention the wide range of abuses and mis-usages of authority taken by teachers throughout the land. These are the facts. Yet, in spite of the evi-idence, there is a feeling that education should be a simple task. “Do it the old way,” they say, “the time tested way. Keep it local, make it federal.”

It will work.” The conversation has the quality of listening to someone recite their favorite food recipe, most often one handed down through the generations.

But, of course, it’s only frustration talking. No one really wants us to take education to what it was a hundred years ago, because the world isn’t going backward, it’s going forward, and our chil-dren must be prepared for it. Rocket science has replaced the steam locomotive, and it befalls the teacher to produce a rocket scientist. I think the logic of this sequence of events is obvious: mod-ern education is difficult and it is costly, but it is also immeasurably valuable to society. It is the most complicated, most important, most central aspect of our everyday world, more so than all the more glamorous professions.

In your hearts, you who mutter that it ought to be easy, know it cannot be. Because very few of us have been a part of a rocket launch to Pluto, but almost all of us have at one time or another, been a part of a child’s life. Not only parents, but uncles and aunts, and friends of the family. All our contacts with children become a part of their development, every kind word or a laugh boosts their growth and every phrase out of turn or a violent gesture impedes it. This is the reality every teacher lives with and is held responsible for every day. The number of hours spent educating and raising a human being is much greater than the number of hours spent on any scientific project. How, then, could such an effort be easy?

No, it isn’t rocket science. It’s much harder. Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute in NYC and a regular contributor to Education Update.

The music loving public is being given a hefty dose, or possibly even an over-dose of live Mozart performances, in this, the 250th anniversary of his birth. The recording industry, in contrast, is keeping a far lower profile than it did in the 1970’s and 1980’s, as the optimism of the 1980’s and 1990’s has been replaced by the reality of the current economic downturn. There have been some noteworthy DVD releases which are a must for any serious collector.

Arthaus Musik recently released the Glyndeboenare Opera productions of the six best-known Mozart operas, Cosi fan tutte (Such do all women), Don Giovanni, The Abduction from the Seraglio, Idomeneo, Marriage of Figaro and The Magic Flute. These operas were recorded in the 1970’s and had been issued previously singly; now they are available as a boxed set. In the US, the set of 6 discs sells for the price of 3, a real bargain.

The Glyndeboenare Opera Festival was founded by the industrialist, John Christie. He was pru-en enough to engage as musical director, the Ger-man conductor Fritz Busch, who had left Nazi Germany. From the outset, Mozart was a major emphasis at Glyndeboenare and the Marriage of Figaro and Cosi fan tutte featured in the debut season in 1934. A recording from this Cosi is still available. One can safely say that the inter-national revival of Cosi, began in Glyndeboenare. Following Mozart’s death, this ephemeral mas-terpiece fall into oblivion. The subject of wife swapping, the central theme of Cosi, was deemed too outlawish for prudish nineteenth century audiences. In this Arthaus Musik DVD set, Cosi fan tutte is given a very respectable performance with a cast of mostly young unknown but enthu-siastic singers. It does feature British baritone Thomas Allen as the ardent lover Guglielmo. More recently Allen has taken the role of the cynical Alfonso who initiated the wager, challenging the young men about the fidelity of their fiancées.

Top marks of this remarkable Arthaus Musik DVD set goes without question to the Marriage of Figaro with a truly dream cast comprising the young radiant Kiri te Kanawa as the Countess, Ileana Cotrubas as Susanna and Frederica von Stade in her signature trouser role of Cherubino. The men also hold their own, with Benjamin Luxon as the Count and Knut Skram as Figaro. The delightful production is by Peter Hall.

Another very accomplished performance was the Magic Flute featuring Felicity Lott as Pamina and Benjamin Luxon as Papageno in an enchanting production by the artist, David Hockney. The star of the Abduction was the Jamaican bass Willard White as Onofrio. His charismatic singing and acting are striking. However the rest of the enthusiastic cast also gets full marks.

Don Giovanni was not as exciting as the above four operas although Benjamin Luxon in the title role was most effective as was his servant Leporello sung by Stafford Dean. The only per-formance which was somewhat disappointing was Mozart’s early opera Idomeneo. It is given in an abridged version and the most satisfying performance came from Josephine Barstow as Electra.

The London Philharmonic Orchestra with the Glyndeboenare chorus features in all six operas. In The Magic Flute featuring Felicity Lott as Pamina, John Pritchard. A young Bernard Haitink wields the baton in the Magic Flute and Don Giovanni and Gustav Kahn conducts the Abduction. One of the traditions of Glyndeboenare is adquate rehearsal time and this shows though in the orchestral accomplishment in all these record-ings.

Another superb Magic Flute has been released on the TDK DVD label and also distribut-ed by Naxos (Cat. No: DBWW-CLOPMF). This is from the Glyndeboenare production recorded from the 1982 Salzburg Festival featuring James Levine conducting the Vienna Philharmonic Orchestra. The stellar cast includes Ileana Cotrubas as Pamina, the dazzling sopran Edita Gruberova as Queen of the nights, Marti Telveda as Sarastro, Peter Schreier as Tamino and Christian Boesch as Papageno. This is another worthy DVD for any serious music lover. The production is simple but realistic and the empha-sis is in on the singing and what singing!!

Irving Spitz commutes between New York and Jerusalem and is a regular contributor to Education Update. He covers concerts for Education Update by the elegant Mozartian, Ileana Cotrubas as Pamina, the dazzling soprano Edita Gruberova as Queen of the nights, Marti Telveda as Sarastro, Peter Schreier as Tamino and Christian Boesch as Papageno. This is another worthy DVD for any serious music lover. The production is simple but realistic and the empha-sis is in on the singing and what singing!!
“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

For more than 20 years, Landmark College in Putney, VT has been the leader in the creation of 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.

Landmark students do far more than take 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 on developing effective learning strategies that work for them that can be applied throughout their lives.

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, October 21, 2006
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

www.landmark.edu