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JEFFREY WIESENFELD, CUNY TRUSTEE PRESENTS AWARD
Dream On

By Dr. POLA ROSEN

(This commencement address was recently delivered by publisher Dr. Pola Rosen, to a group of hearing and nonhearing students at “47” American Sign Language and English Secondary School in NYC.)

Dr. Martin Flohrstein, teachers, parents, families and graduates:

This is a day you will always remember. It’s a day to finally reap the rewards of your hard work over the past several years. It’s a day to celebrate with those you love: your friends, teachers and family. It’s a day to recall a special teacher or mentor or family member that helped you make it through the hard times. And it’s a day to rejoice that SATs are gone forever!!

I remember my high school graduation very clearly, even though it was many years ago. Because the school, Music and Art HS was so large, the graduation was held in Carnegie Hall. My mother had died while I was in junior year so my family was a small group: my father, my sister and my mother’s cousin, a kind loving woman who I am still close to this day. I will always remember the pride of accomplishment I felt. That pride was based on the knowledge I had mastered and that I was going on, in the great adventure of life, to be a college student.

No matter what adventures you experience in life, and there will be many, the mastery of knowledge and obtaining degrees (undergraduate and graduate) will be part of you and will enrich your life forever. Education can never be taken away from you and can help you advance in a career or help you enjoy life more. Study as hard as you can. Go to as many places as you can, study abroad, if you can.

This is the time of your life and it’s up to you to make each day count. Just dare to experiment, dare to experience, have confidence in yourself. As Dr. Seuss says in his famous book, Oh the Places You’ll Go. And you.

It’s great to have a dream. Don’t be afraid to try to fulfill that dream. And keep trying; don’t give up. Perseverance is an important ingredient of success. And remember Thomas Edison’s famous phrase: success is 99% perspiration and 1% inspiration.

One of the key ingredients of choosing a major in college or choosing a career is that it makes you happy. When you get out of bed each day and look forward to your study or work, you know you have made the right decision. Many of you will have college debts and have to work to help pay for college. Don’t get into the mire of getting a job solely to make money. While it is important to make a living, it is not enough to just make money and enjoy life more. You know that it is the deep inner world and your life forever.

In college, use your vacation time to experiment with internships in different fields. This will help you make a wise decision about the career path to choose. College is usually a time to make friends with people of many backgrounds. This is a great opportunity to meet many different kinds of people, with different beliefs and customs from your own. Read voraciously in many disciplines. Enlarge your scope of the universe in which we live.

Some of you are staying in NY; some are leaving your homes and homes to venture forth in the world. Now is the time to start thinking about making a contribution to the greater world, the family of man to which you all belong. There is a famous expression, if you think only of yourself, then what are you?

I have been privileged to love my work, an education newspaper I founded 11 years ago. I’ve also been very fortunate to have interns every year so I can continue helping and teaching the next generation about journalism, about the art of interviewing, and knowledge of the world around us. Two outstanding interns are Justine Rivera and Heather Maher, your valedictorians. They loved working at Education Update, and learned so much. I loved working with them and in turn, learned so much from them as well. Together, we form a perfect world of great work: we work as a team, we solve problems together, we learn from each other. They have become my friends and I hope they will stay in touch with me throughout the years. They know they can count on me for friendship and mentoring throughout the years to come.

I wish them the best of luck on the roads they’ll be traveling and I wish you all, wonderful years of promise and fulfillment ahead.  

[This commencement address was recently delivered by publisher Dr. Pola Rosen, to a group of hearing and nonhearing students at “47” American Sign Language and English Secondary School in NYC.]
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Defying Statistics: A Homeless Mother Beats the Odds

By GILLIAN GRANOFF

Despite the fact that I knew a Covenant House resident, who was 18, and that it was the only shelter in New York City for kids between 17 and 21, I am still caught off guard when I meet Arelene Caballero, a 21-year-old single mother in Covenant House’s Rights of Passage program. When we make eye contact, she is clutching eagerly a set of photographs of herself and her fellow Rights of Passage Kevin, at a recent ceremony where they were honored as the only recipients of Covenant House’s scholarship program.

When I ask her to share the photographs, she confesses that she is a timid public speaker but was able to briefly overcome her shyness when accepting the award. Despite this timidity, her pride at all that she has accomplished is obvious. Arelene’s uncharacteristic maturity belies the behavior of a 21-year-old. She was born to a 15-year-old single mother. The incredible responsibility she has had assumed at such an early age, seems to have diluted many typical attributes of a 21-year-old girl. Her black hair is combed into a small skull ornamented cell phone holder are the only remaining hints of her self-described adolescent rebellion.

As she begins to share the story of how she came to Covenant House at the age of 19, there are no traces of bitterness or regret, only faith and gratitude. “Everything happens for a reason,” she repeats.

At the age of 16 while still in high school, Arelene admits that conflicts with her mother pressured her to leave home to live with her paternal grandmother. Shortly after, she discovered she was pregnant. Her decision to leave her grandmother’s home came, she says, out of pride and guilt. Feeling ashamed and unwilling to consider an abortion, she decided to move in with her baby’s father and try to create a stable home for her child. She succeeded in completing high school and began enrolling in college courses, until that time, her daughter shared a room with another single mother she received there. Arelene’s busy schedule left her little time to socialize or bond with the other mothers in the shelter. While other mother’s were bonding over breakfast, Arelene was already on her way to the Bronx to drop her daughter with a family friend. While other mothers adhered to a dress code, Arelene still had to complete her shift at Circuit City.

Within 30 days she was interviewed and accepted into Covenant House’s Rights of Passage program. She moved into a small room on 17th street which she shares with her 3-year-old daughter. As she awaits her requests for public housing to be answered, she covers her found privacy. Her relentless independence and spirit of overachievement has motivated her to take on much more responsibility than other youth in the program. Even the rent, which covenant house helps to pay bi-weekly, Arelene submits all at once.

She admits she is reluctant to share or get to know other people in the shelter. For now she remains focused on her job as a part-time employee at T-Mobile Best Buy, managing a full course load of classes at Katherine Gibbs, where she is focusing on legal studies, and caring for Calin, her daughter.

She is candid about her fear of the toll that her heavy workload has taken on her daughter. “If I were her I would think that Mommy doesn’t have enough time for her. Sometimes I feel I’ve abandoned her, but I want to make sure she is aware of everything. I don’t want to live a fake life in front of her.”

Arelene is no stranger to hard work. She worked her way through high school everywhere from McDonald’s to a junior clothing store to Circuit City. She is the first single mother in the Covenant house to pursue a college degree, while working and raising her 3-year-old daughter. To other young women in her situation, Arelene’s advice is simple. “Listen to your parents, you have to make sacrifices in order to survive and take care of your child. You have to think for two now.” Her dream is to finish her studies and work as a paralegal, but her most important goal, she says is to provide for a home and her daughter. “My dream for my future is to have a profession, a nice apartment and to give my daughter everything she needs. If I have $5 in my pocket and my daughter wants a ball and some food, and there’s a ball for $1 and $4 worth of food, then I am happy.”

In her current life, she remains focused on her job as a part-time employee at T-Mobile Best Buy in New York City, helping her repair her newfound privacy. Her relentless independence belies the incredible responsibility she has had to assume.

Kevin Stars

Kevin Stars, Covenant House’s Director of Communications, originally came to Covenant House to work directly with the population. He went on to become the program’s Director of Communications. His experience is not unique. Covenant house’s success in nurturing potential and fostering responsible decision-making skills in the youth that enter its doors is mirrored equally by its dedication to the professional development of its employees. The dedication of its employees and their intimate connection the children that walk through its doors is the key to its success.

Although Covenant House has an open door policy, Stars says the true barometer of its success will be when Covenant House can close its doors. Until that happens, the program will continue the fight to eradicate homelessness and to restore hope and security to the lives of countless youth throughout the world.
Free Tuition for Children of Fallen Military Heroes

The Freedom Alliance Scholarship Fund honors the bravery and dedication of Americans in our armed forces who have sacrificed life or limb in the defense of our country by providing college scholarships to their children. “We can never fully give back to our brave service members what they have sacrificed for us and the cause of freedom, but what we can do is show our appreciation by helping their children pay for college,” Freedom Alliance President Tom Kilgannon said.

The application deadline for the 2007-2008 academic year is July 20, 2007. Freedom Alliance is accepting applications from dependent children of U.S. military personnel who have been killed or permanently disabled (100% VA rating) in the line of duty during the War on Terror (Iraq, Afghanistan, Philippines, etc.) and other theaters of operation. Students must be enrolled or accepted at an accredited college, university or vocational school.

By EMILY SHERWOOD, Ph.D.

Whatever their personal opinions about the war in Iraq, many Americans are content to watch the daily skirmishes play out from the comfort of their own living rooms, as disturbing as they may find what they see. And then there’s David Everett. A practicing attorney and father of three teenage children from the village of Larchmont, New York, Everett volunteered for a tour of duty in Iraq last year, not because he had to, but—in his words—because he wanted to make a contribution towards the American effort to bring peace to Iraq.

Everett, whose affiliation with the military began in 1970 with his enlistment in the National Guard at the age of 17, volunteered for and was deployed to the combat zone in 1991 during Operation Desert Storm. The Brooklyn native subsequently attained the rank of Colonel in the Army Reserve and after over 30 years of service was transferred to the Retired Reserve in 2002. He volunteered for recall to active duty in 2005 with a particular goal in mind: “So much of what is going on in Iraq is not just military but civil-military. I wanted to help build bridges with the Iraqis by helping to train their police. It seemed clear to me that the sooner we made the Iraqi security forces effective and self-reliant, the sooner we could bring our young men and women home.” As a Colonel and senior U.S. military advisor to Iraq’s Ministry of Interior, Everett was given the challenging assignment of establishing and developing an Internal Affairs Directorate to investigate police corruption and human rights abuses.

Under the brutal reign of Saddam Hussein, corruption had been rampant. “The Iraqi police were paid only $5 per month. The thought was, these guys were going to take bribes and steal anyway, so why pay them? The [police] uniform was like a license to steal,” recalls Everett in disgust. Among the things he did with the goal of ultimately creating a culture shift that would empower integrity and respect for human rights, Everett, a former Assistant District Attorney, helped professionalize the Iraqi police force by developing a four-week Internal Affairs Investigator training course. “I think that things are going forward now,” concludes Everett. Indeed, the ranks of Iraqi Internal Affairs police have swollen threefold, from 600 to 1800 investigators, since Everett was assigned to the program in October 2005.

A lot of the momentum is the result of mentoring by American forces. The norm of corruption, stealing and abuse is a condition that has existed in Iraq for decades. Unfortunately, the culture of police misconduct cannot be changed overnight. The American military and American police trainers are charged with delivering the message that this isn’t the way you’re supposed to do things and their interaction with the Iraqi police has gone a long way in getting that point across.

Everett’s job was not without personal jeopardy. “You reconcile yourself to your own mortality,” muses Everett. “It’s not an exaggeration to say that every time you get on the road there, you ask yourself, ‘Is this going to be the day?’ In fact, Everett’s unit was rocketed, and there were close calls involving loss of life and injury to others. Safely home in Larchmont, Everett still experiences a sudden jolt when he hears piercing, concussive sounds, such as the sudden slamming of a door; “I see loud noise and I’m back there,” he reflects soberly.

Throughout his assignment, which ended in April of 2006, Everett developed an understanding of the hopes and dreams of everyday Iraqi people: “You really appreciate the fact that most of the people there just want to have normal lives again. Most of them are not political or partisan. The fringes is creating the overwhelming portion of the problems in Iraq,” Everett explains.

Everett comes by his desire to give back to the global community naturally. His parents, Edith and the late Henry Everett, are both known as creative philanthropists and visionaries who served tirelessly on the boards of trustees of diverse charitable and public interest organizations. Everett himself is a member of the Executive Committee of the Board of Visitors of the City University of New York School of Law and the Executive Committee of the Board of Trustees of the Jewish Board of Family and Children’s Services. “My parents were very principled people. They taught me to stand up for what I think is right,” sums up Everett, who clearly has done that in a way that has earned the admiration of his fellow soldiers.

Free Tuition for Children of Fallen Military Heroes

Since its inception, Freedom Alliance has provided more than $1,000,000 in college scholarships to the sons and daughters of American heroes. Radio and television personality Sean Hannity will host five “Hannity Freedom Concerts” in five cities this summer to benefit the Freedom Alliance Scholarship Fund including one on September 11 in Jackson, New Jersey, New York at Six Flags Great Adventure. Other Freedom Concerts will be held in Atlanta, Georgia on July 10; San Diego, California on July 26; Cincinnati, Ohio on August 9; and Dallas, Texas on August 14. To purchase tickets or for more information, visit www.freedomalliance.org. The mission of Freedom Alliance is to advance the American heritage of freedom by honoring and encouraging military service, defending the sovereignty of the United States, and promoting a strong national defense.

For more information about the Freedom Alliance Scholarship Fund or to download an application, visit www.freedomalliance.org.
Divisibility by Prime Numbers

By DR. ALFRED S. POSAMETIEN

With the proliferation of the calculator there is no longer a crying need to be able to detect by which numbers a given number is divisible. You can simply do the division on a calculator. Yet, for a better appreciation of mathematics, divisibility rules provide an interesting “window” into the nature of numbers and their properties. For this reason (among others), the topic of divisibility still finds a place on the mathematics-learning spectrum, and ought to be presented to students.

Most perplexing has always been to establish rules for divisibility by prime numbers. This is especially true for the rule for divisibility by 7, which follows a series of very nifty divisibility rules for the numbers 2 through 6. Students should be told up front that some of the divisibility rules (to instill greater familiarity) and try to appreciate the mathematics of divisibility rules include composite (i.e., non-prime) numbers. Why the following rule refers to relatively prime factors and not just to prime factors that will sharpen their understanding of number properties. Perhaps the easiest response to this question is that relatively prime factors have independent divisibility rules, whereas other factors may not.

Divisibility by composite numbers: A given number is divisible by a composite number if it is divisible by each of its relatively prime factors. The chart below offers illustrations of this rule. You or your students should complete the chart to 48. (SEE CHART II BELOW)

**The rule for divisibility by 7.**

Let’s try one as an example of how this rule works. Suppose we want to test the number 876,547 for divisibility by 7. Begin with 876,547 and delete its units digit, 7, and subtract its double, 14, from the remaining number: 87,645. Since we cannot yet visually inspect the resulting number for divisibility by 7 we continue the process.

Continue with the resulting number 87,640 and delete its units digit, 0, and subtract its double, 0, from the remaining number: we get: 8,764 – 0 = 8,764.

Since this did not change the resulting number, 8,764, as we seek to check for divisibility by 7, we continue the process.

Continue with the resulting number 8,764 and delete its units digit, 4, and subtract its double, 8, from the remaining number we get: 876 - 8 = 868.

Therefore the result 868, divisible by 7, which is divisible by 7.

To justify the technique of determining divisibility by 7, consider the various possible terminal digits (that you are “dropping”) and the corresponding subtraction that is actually being done by dropping the last digit. In the chart below they will see how dropping the terminal digit and doubling it to get the units digit of the number being subtracted gives us in each case a multiple of 7. That is, they have taken “bundles of 7” away from the original number. Therefore, if the remaining number is divisible by 7, then so is the original number, because they have separated the original number into two parts, each of which is divisible by 7, and therefore the entire number must be divisible by 7.

**The rule for divisibility by 13.**

This is the similar to the rule for testing divisibility by 7, except that the 7 is replaced by 13 and instead of subtracting twice the deleted digit, we subtract nine times the deleted digit each time.

Let’s check for divisibility by 13 for the number 5,616.

Begin with 5,616 and delete its units digit, 6, and subtract its nine times, 54, from the remaining number: 561 – 54 = 507.

Since we still cannot visually inspect the resulting number for divisibility by 13, we continue the process.

Continue with the resulting number 507 and delete its units digit, 7, and subtract its nine times, 63, from the remaining number: 50 – 63 = -13, which is divisible by 13, and therefore, the original number is divisible by 13.

To determine the “multiplier,” 9, we sought the smallest multiple of 13 that ends in 9, and that was 91, where the tens digit is 9 times the units digit. Once again consider the various possible terminal digits and the corresponding subtractions in the following table.

<table>
<thead>
<tr>
<th>Terminal digit</th>
<th>Number subtracted from original</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90 – 1 = 89</td>
</tr>
<tr>
<td>2</td>
<td>180 – 2 = 182</td>
</tr>
<tr>
<td>3</td>
<td>270 – 3 = 267</td>
</tr>
<tr>
<td>4</td>
<td>360 – 4 = 356</td>
</tr>
<tr>
<td>5</td>
<td>450 – 5 = 455</td>
</tr>
<tr>
<td>6</td>
<td>540 – 6 = 480</td>
</tr>
<tr>
<td>7</td>
<td>630 – 7 = 623</td>
</tr>
<tr>
<td>8</td>
<td>720 – 8 = 722</td>
</tr>
<tr>
<td>9</td>
<td>810 – 9 = 730</td>
</tr>
</tbody>
</table>

In each case a multiple of 13 is being subtracted one or more times from the original number.

Divisibility by 17. Delete the units digit and subtract five times the deleted digit each time from the remaining number until you reach a number small enough to determine its divisibility by 17.

We justify the rule for divisibility by 17 as we did the rules for 7 and 13. Each step of the procedure subtracts a “bunch of 17s” from the original number until we reduce the number to a manageable size to make a visual inspection of divisibility by 17.

The patterns developed in the preceding three divisibility rules (for 7, 13, and 17) should lead students to develop similar rules for testing divisibility by larger primes. The following chart presents the “multipliers” of the deleted digits for various primes. (SEE CHART I BELOW)

You may want to extend this chart. It’s fun, and it will increase their perception of mathematics. You may also want to extend their knowledge of divisibility rules to include composite (i.e., non-prime) numbers. Why the following rule refers to relatively prime factors and not just prime factors that will sharpen their understanding of number properties. Perhaps the easiest response to this question is that relatively prime factors have independent divisibility rules, whereas other factors may not.

**CHART I**

<table>
<thead>
<tr>
<th>To test divisibility by</th>
<th>7</th>
<th>13</th>
<th>17</th>
<th>29</th>
<th>31</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multipier</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To be divisible by</th>
<th>6</th>
<th>10</th>
<th>12</th>
<th>15</th>
<th>18</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number must be divisible by</td>
<td>2.3</td>
<td>2.5</td>
<td>3.4</td>
<td>3.5</td>
<td>2.9</td>
<td>3.7</td>
</tr>
</tbody>
</table>

**CHART II**

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Dr. Martin Florsheim Presides at School “47” Emotional Graduation

By LIZA YOUNG

School “47,” American Sign Language and English School recently celebrated the second graduation ceremony since being reformulated, five years ago, from a school exclusively for the deaf to one in which any student interested in learning American Sign Language is welcome—a transformation made possible through the pioneering efforts of the Principal, Dr. Martin Florsheim, the school’s first deaf principal.

The recent graduation ceremony was ripe with camaraderie among students, staff and family, and a sense of pride in the attainment of the milestone of high school completion. Reflecting the continual growth of the school, the ceremony began with a special performance by sixth grade student members of the school’s first ever band and chorus. The song “Hero” was beautifully performed by student Ciara McNight and signed by Esther Fass. The school’s expertise in the use of technology was evidenced by a multimedia presentation, entitled “Meet the Graduates,” which consisted of a touching montage of childhood photos of students, from first smiles to the students in the present day.

Assistant Principal Yola Walker warmly addressed the students, recalling moments of guiding students along the road of achievement. Dr. Florsheim expressed pride in the accomplishments of the graduating class, some who will be entering productive fields of employment, and others who will continue their studies at institutions including John Jay College, Hunter College, LaGuardia Community College, SUNY schools, NTID, and FIT.

Special guest speaker, Dr. Pola Rosen, publisher and editor-in-chief of Education Update, reflected on the achievements of graduates and the open road of future possibility. “This is the time of your life and it’s up to you to make each day count. Just dare to experiment, dare to experience, have confidence, believe in yourself.”

Valedictorian, Heather Maher, who is also an intern an Education Update, related the power each of life’s experiences plays in shaping and defining an individual. She recalled the impact of School “47” in empowering her with a new language, ASL, and lasting friendships with inspiring individuals who have overcome life’s challenges.

Looking to the future with respect to meeting new people at college and at work she stated, “What you learn from their story and they learn from yours will continue to broaden everyone’s lives.”

School “47” Teachers—some who spoke and signed simultaneously, and some whose words were interpreted by sign language interpreters—delivered achievement and recognition of improvement awards to well-deserving students. Graduating student Justine Rivera, an intern at Education Update, received an award for excellence in earth science and Heather Maher was awarded for her accomplishments in ASL.

Alumni Association members, Dorothy Cohler (’57), Vice President Cheryl Mortensen (’62), and Lloyd Shikin (’53), who diligently work as volunteers to preserve the history and culture of the school, warmly welcomed congratulated students. Alumni members are looking forward to 2008 when the school will celebrate its 100th year anniversary since its original inception in 1908.

The graduation ceremony concluded with the tradition, begun last year, of students presenting roses to teachers and staff members whose support and guidance was exemplary.

FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

How Can I Help My Child Have A Rewarding Summer?

By GLENN S. HIRSCH, M.D.

Our family always looks forward to summer. The weather is great, school is out, the pace of life is slightly slower, and everyone’s stress level is a bit lower. For many families summer is a time for vacation both with and without our children. Some children go to camp for all or part of the summer. Generally summer means less supervision and more ‘free-dom’ for our children, but it is still important to keep them both academically and socially engaged. I turned to some of the expert faculty at the Child Study Center for their advice on how to make sure that kids have a relaxed, enjoyable, and successful summer. Here are some of their suggestions:

1. Keep children engaged in activities but don’t over-schedule.

Susan Schwartz, M.A.Ed., clinical director of our Learning and Academic Achievement service, states “Many children want to be outside, riding bikes, playing ball, or cooling-off in the neighborhood pool. While it is important to maintain some routine, summer is a wonderful time for children to discover different ways to involve themselves in activities. It is also a time for increased family activity, socialization, and devoting time to learning something new—a craft, a sport, an activity. You might want to have some conversations with your child during the months before school concludes to discuss whether your child has some ideas about how he/she would like to be involved. Keep in mind the months before school concludes to discuss craft, a sport, an activity. You might want to turn to some of the expert faculty for our children, but it is still important to maintain some routine, summer is a wonder
time. Local bookstores and libraries often have summer reading programs. Reading for pleasure helps build thinking and language skills and is a great preparation for the fall school term. Allow your children to choose from a list of books and create a family reading time.

You can find more tips on creating a successful summer for you and your family at www.AboutOurKids.org.

This month’s 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.

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WE STRIVE TO HELP CHILDREN NOT ONLY HAVE THE SKILLS NEEDED TO LEARN, BUT WANT TO LEARN. WANT TO LEARN.
It was a great day for education in New York as the city’s power elite in the world of learning came to the Harvard Club to help Education Update honor 22 outstanding public school administrators and teachers and present its 2007 Distinguished Leader in Education award to George Weiss, founder of “Say Yes to Education.” Schools Chancellor Joel I. Klein, United Federation of Teachers President Randi Weingarten, Council of School Supervisors and Administrators President Ernest Logan, City College School of Education Dean Alfred Posamentier, and The City University of New York Chancellor Matthew Goldstein all participated in the proud celebration.

In a very thoughtful and provocative keynote address, Chancellor Goldstein put forth a warning and a challenge. “A national security problem for the United States is the paucity of students enrolling in the STEM disciplines—science, technology, engineering, and mathematics.” The number of minorities seeking advanced degrees in science is especially low, further exacerbating the problem. “I cannot exaggerate enough the implications for our society,” he said. “The US is lagging further and further behind. More and more places around the globe lead the US.” A glance at science labs in American universities shows a preponderance of foreign students, yet “they cannot stay and contribute” because of the “arcane practices in this country about retaining students from abroad.” Currently, 50 percent of engineering degrees in the US go to foreign nationals, and Goldstein predicts a time when 90 percent of all scientists will be Asian. The growing gap between need and production of mathematicians and scientists in the US has been called “a quiet crisis.” Goldstein sees a major attitudinal difference since the mid-50’s when a kind of Marshall Plan for science education was born in response to the Soviet Sputnik. In today’s culture, the understanding that “these are difficult disciplines and you have to work hard and give up things to succeed” is a strong disincentive. To deal with the problem, Goldstein offered a revolutionary plan to spot science talent at an early age and nurture it. “There must be hundreds of, not good, but exceptional students in the city”, he declared. “We have to start very early if we truly want to not exaggerate enough the implications for our society,” he said. “The US is lagging further and further behind. More and more places around the globe lead the US.” A glance at science labs in American universities shows a preponderance of foreign students, yet "they cannot stay and contribute" because of the "arcane practices in this country about retaining students from abroad." Currently, 50 percent of engineering degrees in the US go to foreign nationals, and Goldstein predicts a time when 90 percent of all scientists will be Asian. The growing gap between need and production of mathematicians and scientists in the US has been called “a quiet crisis.” Goldstein sees a major attitudinal difference since the mid-50’s when a kind of Marshall Plan for science education was born in response to the Soviet Sputnik. In today’s culture, the understanding that “these are difficult disciplines and you have to work hard and give up things to succeed” is a strong disincentive. To deal with the problem, Goldstein offered a revolutionary plan to spot science talent at an early age and nurture it. “There must be hundreds of, not good, but exceptional students in the city”, he declared. “We have to start very early if we truly want to
Goldstein's speech highlighted the critical need to improve science education in the United States.

"We cannot exaggerate the implications for our society," he said. "The US is lagging further and further behind. More and more places around the globe lead the US." A glance at science labs in American universities shows a preponderance of foreign students, yet they cannot stay and contribute because of the "arcane practices in this country about retaining students from abroad." Currently, 50 percent of engineering degrees in the US go to foreign nationals, and Goldstein predicts a time when 90 percent of all scientists will be Asian.

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To deal with the problem, Goldstein offered a revolutionary plan to spot science talent at an early age and nurture it. "There must be hundreds of, not good, but exceptional students in the city," he declared. "We have to start very early if we truly want to educate people at the level I'm speaking of. You can't start in high school. The game is over then." Once discovered, students would be given "supplemental interventions" to prepare for university work, and, in a unique twist, undergraduate college admission would be coupled with pre-acceptance to a coveted doctoral program at a major university. "It will take commitment and money," he declared, but, "we must develop a workforce able to compete."

In a supportive response, UFT's Weingarten cited New York City's budget surplus with, "If not now, when." She also offered positive reminders that, unlike many of our international competitors, the US offers universal access, upward mobility, and a vital middle class. She called for "a decent high school education for all" as a minimum for success and noted the importance of educators who recognize and teach to the needs of each child. Congratulating the teachers being honored, she said, "You have been allowed the gift of teaching, a real gift because in some schools it is not allowed."

Honoree Weiss was praised for his deep and enduring commitment to success in school for inner-city youngsters. His organization, Say Yes to Education, founded almost twenty years ago, meets a variety of student needs, both academic and nonacademic, and creates vital support systems by also aiding parents and siblings in educational endeavors. He pledges a free college education to participants ("his kids") who stay in school. Begun in Philadelphia and expanded to Hartford, CT and Cambridge, MA, Say Yes is now in five schools in Harlem. Proud of its successes, Mary Anne Schmitt-Carey, president of Say Yes, asks, "How do we do this for all children...not just a group of students in a single school, but a whole district." Studies to determine how to replicate the program in scale are ongoing and public/private partnerships are being pursued.

Commenting on the Outstanding Educators celebration, Schools Chancellor Klein remarked, "This is an event I look forward to every year. It puts the spotlight where it should be." Edith Everett, an awards presenter and long-time champion of quality education, remarked, "It is very exciting to personally acknowledge these dedicated individuals. We often think of them in the aggregate, but to see them individually is very inspiring."
Bank Street Leads Effort To Strengthen Low-Performing Schools

Colleges and universities have tremendous resources to offer local schools that are working hard to strengthen teaching and learning. And local schools help colleges and universities ensure that their teacher and leader preparation programs are grounded in the realities of everyday practice. How can these natural partners work together?

A unique answer has been provided by the Adelaide Weismann Center for Innovative Leadership in Education, located at Bank Street College, which has supported collaborative inquiry and improvement efforts in more than 30 New York City public schools.

Four years ago, the Weismann Center launched the LDRS Consortium, a partnership with Fordham University’s National Center for Schools and Communities and Teachers College, Columbia University. LDRS stands for the Laboratory for the Design and Redesign of Schools (LDRS). The initiative brings the resources of the partner institutions to bear on the challenges of improving low-performing schools in New York City, according to Rima Shore, who directs the Weismann Center. LDRS is the centerpiece of the Center’s agenda.

Shore co-founded the LDRS Consortium with Margaret Terry Orr (who was then at Teachers College and has since joined the Bank Street faculty). Other members of the LDRS steering group are Sabrina Hope King of Bank Street, Kenneth Crover of Bank Street, John Beam of Fordham, and Ellen Meier of Teachers College.

“Considering Bank Street’s tremendous depth in everything having to do with the life of the classroom, I thought it would be good to be able to draw on other institutions for additional resources in organizational development and community outreach,” Shore said. She adds that this is one of several initiatives at Bank Street to support low-performing public schools in the Metropolitan area.

With Bank Street as the lead partner, the LDRS Consortium received “approved vendor” status from the New York City Department of Education, and LDRS became eligible for contracts to help support and restructure low-performing public schools and districts, with an emphasis on leadership development. In 2004, the consortium began working intensively with Region Six in Brooklyn, an area that encompasses neighborhoods filled with many low-income families and recent immigrants, Shore said.

“Since then, we have worked at all levels of schools, though we are most active in middle schools,” Shore said. Last year, two large middle schools asked LDRS for help in reorganizing into smaller ‘houses,’ so students could relate to a smaller number of teachers and students and feel a greater sense of belonging, she said. The plans have been put into effect.

Last year, the Weismann Center expanded its staff and the scope of its work in public schools, adding more middle schools, an elementary school and several small high schools. In addition to supporting the students with reorganized schools, the Weismann Center also reaches out to principals, providing workshops and seminars.

“Most of the schools have made long strides,” according to Shore. “School and regional leaders have been very open about our work, and as the Department of Education reorganizes, principals continue to reach out to us.” LDRS is especially eager to help schools with the inquiry process that is now a required part of the Department of Education’s new accountability framework.

The Weismann Center’s founding was made possible by a gift of $1.5 million to be used to bring in a new leadership center to Bank Street. The gift, made by Dietrich (Dick) Weismann, a long-time supporter of Bank Street, was to honor the 90th birthday of his mother, Mrs. Weismann was a 1946 alumnus of Bank Street and was actively involved with the college well into the 1980s.

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Review of A Parents’ Guide To Special Education In New York City And The Metropolitan Area

By MERRI ROSENBERG

Here’s a volume that should be automatically given out to any parent who learns that his or her child has special needs.

This comprehensive, clearly organized and well-written book offers parents a one-step resource that will be invaluable as they navigate the sometimes Byzantine special education system. The authors understand parents’ questions and concerns, and deftly provide a user-friendly framework to enable parents to get what they need for their child. The book is divided into four parts: the first offers an overview of special education in New York City; the second explains the process of applying to appropriate private schools; the third features profiles of three private special education schools located in New York City and the surrounding suburbs, and the fourth is a comprehensive listing of resources, including testing and evaluation centers, medical specialists, therapists, after-school and even summer camps. And such knowledge is especially critical—and needed. According to the authors, in 2005 there were 140, 650 children identified with disabilities in New York City, with more than half of them enrolled in the public school system. Since 1975, when Congress first passed the law requiring that special education services be made available to all children with disabilities, many parents have forgotten to place enough emphasis on the importance of early intervention services that I’ve ever seen.

What’s also useful is their cogent explanation of what to do when the public schools can’t provide the necessary accommodations for a child, and what options are available. This invaluable book should be available in every school as a ready resource to assist parents faced with the challenges of raising a special needs child.

One Of The Sweetest Joys Of Childhood Is Discovering The Magic Of Books!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 5 THRU 8

Cock-A-Doodle-Hoooooo!

By Mick Manning, illustrated by Britta Granstrom.


Can an owl without the necessary qualifications function as a heart tutor in a henhouse? A simple but humorous farm-themed story of finding your undiscovered talents in cartoon like illustrations.

Peanut Butter and Jellofishes: A Very Silly Alphabet Book

By James Crossley, illustrated by Betsy Snyder.

Millbrook, unpag. $15.16

“K starts Karate and Kangaroos Kissing...” Nonsensical sentences coupled with wacky illustrations invite readers to follow along. Upper and lowercase letters are highlighted in this jungle of colorful collages, hidden letters and word pictures.

How does a domestic kitty cat compare with its wild relatives? Bass, birds, and bats, and others. Fascinating for cat lovers and an enjoyable follow up to “Is My Dog A Wolf?” by the same author. Fantastic color photographs with suggested websites.

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

As they write, “But by seeking to give their children a ‘head start’ over others, many parents take on the role of managing children’s busy schedules rather than actually spending time with them.” (p. 5) Further, “In the rush to the finish line, many parents forget to place enough importance on children’s simple pleasures—playing alone or with others, spending time with a parent doing something fun, or creating special family traditions.” (p. 7)

Amen. I still remember how both my children, as much as they enjoyed summer camp or some of their activities, clearly preferred the quiet time at home when they could play alone, read a good book, write stories, or relax in the back yard with the family dogs. Those are the memories that linger, long past the dance classes or Little League games or ceramics lessons.

Schulman and Birnbaum have written a terrific book that every parent of a pre-schooler should have by his or her bedside or tote bag as a helpful talisman to negotiate these wonderful, too-short years with our children.

Non-Fiction: Ages 8 thru 10

Is My Cat A Tiger?

How Your Pet Compares To Its Wild Cousins

By Jennifer Edler.

Sterling, 44 pp. $9.95

How does a domestic kitty cat compare with its wild relatives? Bass, birds, and bats, and others. Fascinating for cat lovers and an enjoyable follow up to “Is My Dog A Wolf?” by the same author. Fantastic color photographs with suggested websites.

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.
MMC HOLDS GROUNDBREAKING FOR LOWERRE FAMILY TERRACE

Recently President Shaver gathered with Paul C. Lowerre ’81, his wife Ursula, and members of the MMC administration to hold a groundbreaking ceremony for Marymount Manhattan’s Lowerre Family Terrace. The rooftop terrace, set to be complete in the spring of 2008, will be a much-needed on-campus place for students, faculty and staff to gather and participate in the MMC community.

The 5,000-square-foot rooftop will connect the third floors of the Nugent and Main buildings and will be accessible through the Shanahan Library. Featuring a glass wall-water and a large trellis with seating, the rooftop will be able to accommodate about 200 people at any time. It will be wheelchair-accessible and will include movable furniture, benches, a wooden deck, space heaters and Wi-Fi service for library or personal laptops.

HUNTER SCIENCE HIGH SCHOOL SCORES 100% GRADUATION

Manhattan Science High School (MHSIS) recently celebrated the graduation of its first class, with 77 students and a 100 percent graduation rate. Ninety percent of the students who have college plans, with 21 of them enrolled at Hunter College for the fall, including one at the CUNY Honors College. MHSIS opened in September 2003 with a focus on preparing students for college who are especially interested in science. The school is funded by the New York City Department of Education, and received a $400,000 grant from the Bill and Melinda Gates Foundation, administered through the Woodrow Wilson National Fellowship Foundation.

Hunter College President Jennifer J. Raab addressed the graduates saying, “This school was an experiment for all of us — teachers, administrators, parents, and students. How wonderful to look around today and see how well the experiment worked. We tested our hypothesis in a living laboratory, and the proof of our success is the graduates.”

Among the colleges where members of its first class, with 77 students and a 100 percent graduation rate. Ninety percent of the students who have college plans, with 21 of them enrolled at Hunter College for the fall, including one at the CUNY Honors College. MHSIS opened in September 2003 with a focus on preparing students for college who are especially interested in science. The school is funded by the New York City Department of Education, and received a $400,000 grant from the Bill and Melinda Gates Foundation, administered through the Woodrow Wilson National Fellowship Foundation.

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JULY 2007
Marymount Writers Conference Hosts Literary Greats: Cynthia Ozick Speaks

By SYBIL MAIMIN

Stars of the literary world including Mary Higgins Clark, David Steinberg, Tama Janowitz, Richard Peck, Bruce Jay Friedman, Claire Messud and Christopher Lehmann-Haupt were among the many high-profile figures who shared experiences and gave direction to hopeful authors at the twelfth annual Writers’ Conference at Manhattan Marymount College. “This has been our most successful conference yet,” reported organizer Lewis Burke Frumkes at the end of a very full and exciting day of panels, keynotes, valuable tips, and networking. Held in conjunction with Marymount’s widely respected Writing Center (founded and directed by Frumkes), the event drew, from across the country, a record number of aspiring writers as well as those hoping to advance already successful careers. Panels reflected on the nuts and bolts as well as more intangible aspects of writing fiction, non-fiction, children’s books, mystery, humor, and memoirs.

Practical concerns such as getting published and reaching the market were covered extensively in sessions with literary agents, publicists, and editors. Panels were generous with reflections and advice. Two keynote speakers, prize-winning author Cynthia Ozick, and editor-in-chief of Publisher’s Weekly, Sara Nelson, mesmerized listeners with wise words drawn from personal experiences during impressive careers.

Reading a bit from her memoir about publica

“Clear is the new clever…a clear, but interesting story,” she said. “On many occasions in the first 10 seconds.” The way writers and editors work will change, she predicted, as the medium becomes more visual and information, not style, is the goal. With “democracy online,” people who never wrote will produce books on the Internet. Slesin suggested, “Books are something you feel deeply and can’t be replaced.” The various mediums don’t compete, she said. “They help each other.”

In her introduction to the Editor’s Panel, Rosen mused, “a love of words” and “need to tell a story” bound the group together. That could be said of all participants in the Writers’ Conference. Karen Ritter, who is writing her first novel, came to “get familiar with publishing and meet some of the people involved.” Marilee Hartlee, who had success with The Yuppie Handbook, wants to turn from humor to a more serious tone in her next book and came for direction. Jean Crichton, who is writing a family history about coal miners in Scotland who became successful mine owners in the United States, learned of the importance of including her own voice. Ellen Wetchell, who runs book discussions groups, was “looking for insights to the writing process to bring back to her readers.” And Cindy Boyer, who writes history scripts for museums and the National Park Service, came to learn about expanding to fiction writing. A very full day for all!

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The Center for Arts Education Holds 1st Governmental Affairs Meeting

By JILL GRANT

The Center for Arts Education (CAE) released preliminary statistics indicating the noncompliance of New York City schools with state arts education standards at its first Government Affairs Breakfast recently. Addressing government officials, education policymakers and leaders from major New York cultural organizations, speakers from the CAE and other organizations that support the arts used these statistics to increase public awareness of the importance of arts education in public schools.

CAE Executive Director Richard Kessler presented statistics suggesting that children were not receiving the arts education to which they were entitled. Using the New York City Department of Education’s (NYCDOE) 2006 Project Arts Survey, Kessler revealed the findings of one teacher for every 7,000 students, one dance teacher for every 6,000 students, one music teacher for every 1,100 students, and one visual arts teacher for every 800 students. According to the NYCDOE study, said Kessler, in New York City, $285 million is spent on arts education, the NYCDOE study, said Kessler, in New York City.

Dr. Allison Bernstein, vice president for Ford Foundation’s Knowledge, Creativity and Freedom Program, indicated another reason for the need for arts education—competence in basic reading and literacy, skills emphasized on exams required of each New York City public school. However, she said, “Testing is not a reform strategy. You cannot test your way to success. Reading alone doesn’t create the engaged citizen we need... Being able to express oneself analytically and creatively is as important as being able to read.” Although Kessler emphasized that the newly released data was preliminary, he indicated it still demonstrated a need for more arts education funding. “The data tells you how much further we still need to go,” he said.

Terry Baker, former evaluator for the CAE, observed that, like the numbers, the campaign to increase funding was at its preliminary stage. “This is 20 years into the effort, and we shouldn’t be doing the first stage now,” he commented. In the past, according to Baker, there was an inability to do studies like the ones presented by the CAE because of New York City’s tendency to push arts education aside. “What happens is that arts education tends to be a victim of other larger issues. The issues may be presented by the CAE because of New York City’s tendency to push arts education aside. “This is 20 years into the effort, and we shouldn’t be doing the first stage now,” he commented. In the past, according to Baker, there was an inability to do studies like the ones presented by the CAE because of New York City’s tendency to push arts education aside.

Liz Krueger, New York State senator, agreed that public schools often do not view arts education as a priority. “I fear that when schools are trying to prioritize what they need most, they will prioritize not to have arts education,” she said. For that reason, Tisch said that community members of New York City must work together to bring back arts education to public schools. “It only takes a village to raise a child, but it takes a whole city to restore arts education,” she said.

Founded in 1996, the CAE funds partnerships between public schools and arts and community organizations to develop and sustain comprehensive arts education programs in New York City’s public schools.
By POLA ROSEN, Ed.D.

My best friend died last night in San Diego. As I lit a memorial candle, the flickering flame evoked memories of our lives shared. As teenagers at Barnard College, we shared classes with Professor Amelia Del Rio, an icon of the Spanish department whose mantra, “Ninas, se pueden hacer todos!” delivered in an authoritative voice, made us feel we could accomplish anything. We fell in love; we married; we had careers; we had our babies at the same time; we moved to different parts of the country (she remained in New York and I was in San Diego).

Our bonds to Barnard College, our respect for aging parents, our ties to the Yiddish language and our love of family brought us together again several years later. I confessed my innermost feelings about marriage, love, death, life, family ties and children to Vera and she to me, stories we only shared with each other and no one else, ever. I remember getting our first facials in Manhattan and laughing about not being able to leave fast enough. We emerged red-faced, skin tingling unpleasantly, and late because of an irritating cosmetics sales pitch, racing for a taxi to meet my 8-year-old daughter for lunch break at the Metropolitan Opera Children’s Choruses. Did we laugh over lunch at our vanity and vowed the facial industry would never see us again! Our four sons were friends sharing summer adventures at Cornell University’s family programs. Vera’s husband and mine were physicians; the language of medicine was our language too. Our other languages, which we spoke with each other freely, were Spanish and Yiddish, begun in our modest homes in the Bronx. Years later, my father, an octogenarian, started a Yiddish class and Vera and I became enraptrured students. “Vera,” he said, “you seem more genuine or true.”

One year, our only living parents, her mother and my father, joined us for a Yiddish sing-a-long, skirt stole and egg creams at Sammy’s Roumanian restaurant on the lower east side of Manhattan.

The children grew up: two of our sons went into medicine, the other two were claimed by law and letters. My daughter, the only girl in both families grew up too and became a physician. Our lives interwoven again at Barnard reunions, family dinners, outings.

Vera moved to North Carolina, then San Diego, while I returned to New York; our friendship and family visits went on.

One day we arranged to meet for lunch in San Diego, our husbands included. Suddenly, at our table sat my daughter and Vera’s oldest son. We were thrilled; we couldn’t believe that our children had found each other and were in love! It was like the longest running play-off-Broadway, the Faustwick and the second daughter of two best friends fall in love forever.

Soon, Vera fell gravely ill. Slowly, over the ensuing years, her body weakened so that she could no longer walk. Her spirit was indomitable, her will to live fierce. As I visited her over the years and she became wheelchair-bound, we continued our conversations about the children, the new grandchildren, our husbands, Barnard, literature and life in Spanish, English and Yiddish. We shared our sorrows and joys. As she became more silent, we needed each other and our friendship through the warmth of our palms.

My best friend died last night in San Diego. Our friendship, forged at Barnard College, will live on forever. As I walk on the brick paths of the college where our high-heeled shoes always got caught, I will always remember the two teenagers, the blonde and the brunette, filled with dreams of the future. Those dreams will live on in the eyes of our loving children.

REMEMBERING MY BEST FRIEND VERA, FOREVER

JULY 2007 FOR PARENTS, EDUCATORS & STUDENTS \ EDUCATION UPDATE

NEW BEGINNINGS FOR TOURO COLLEGE GRADS

By RICHARD KAGAN

The Howard Gilman Opera House at the Brooklyn Academy of Music was packed for a performance of a different kind on June 12th. Instead of a dance recital, poetry reading or play, almost 800 graduates of the School of Career and Applied Studies received their diplomas from Touro College, celebrating years of hard work, sacrifice and personal commitment.

A select group of Touro College grads also received awards for academic excellence and work in public service.

Touro College is a New York City success story. Founded in 1971 by Dr. Bernard Lander, the College has grown to 20,000 students with campuses throughout New York City, in Long Island, California, Nevada, Israel, Germany, Italy and Russia. The Commencement Exercises began when Dean Eva Spinell-Sexter, Grand Marshal, lead the faculty toward the stage. The students, sat with an air of expectation of a great moment while beaming parents snapped pictures.

Dr. Stanley Boylan, Vice-President and Dean of Faculties opened the program with remarks that were full of optimism. He introduced Mrs. Blenda Eis, who gave the Valedictory Address. After many years of raising two sons, she went back to college and earned a 3.95 G.P.A., graduating with a bachelor’s degree in interdisciplinary studies. She noted, “Our education does not end here.” Many graduates will go on to pursue higher education, others will learn from the school of life. She challenged the graduates to “continue to reach for the stars.”

Distinguished guest, John L. Sampson, New York State Senator (D-Brooklyn) gave the Commencement Address with words of wisdom and encouragement, sprinkled with humor. Mr. Sampson asked the pointed question: “Is the tassel worth the hassle?” The answer is an affirmative “yes.” He seemed to speak from life experience when he said, “If you set goals, you can climb the insurmountable. Your success is dependent on your attitude in life.” Mr. Sampson noted, “real success is attained” when you gave back to the community.

Shlomo Bernhart gave the Salutatorian Address. He graduated with an impressive 3.92 GPA, working full-time while carrying a full academic schedule. Bernhart continues to further his studies toward his Bachelors degree. Bernhart is married and has a family and still earned high marks. He thanked Touro College for having the kind of teachers who went the extra mile. He said it seemed like every teacher knew who he was. He wasn’t just a number or a face in the crowd. He also noted the graduates, “As long as you want to succeed, you can.”

Faculty and the administration presented special awards to outstanding students for academic excellence, community services, and personal achievements. Joya Wright overcame a serious illness to obtain her degree. Natayla Landviger also overcame a serious illness to graduate at all. Rose M. Carter received the Misty Wolf Community Service Award for her tireless work as a Youth Director in Midwood. Susan Yasupov received the Misty Wolf Service Award for her work in the Community: Jolanta Czerlanis earned the NYSCAS Academic Excellence Award. Jolene Jackson and Valentina Vlasova both earned the Lester Eckman Prize for Community Leadership & Service.

Robert Bielsky gave the Robert Bielsky Recognition Award for Personal Achievement. Bielsky commemorates his parents with this award. His father Tuvia Bielsky was a brigade commander of a partisan unit in Europe during World War Two. The Brigade rescued 1200 Jewish children. Robert Bielsky received the Mira Wolf Service Award for his tireless work as a Youth Director in Midwood.

Vice President E. Spinelli congratulates the class of 2007

Photo by Troy Miller/South Dakota Tourism

JULY FIRESWORKS OVER MOUNT RUSHMORE

By JAN AARON

Crave a change from Macy’s fireworks? Next year, travel to the Black Hills of South Dakota and see spectacular fireworks illuminate the rock-cut faces of presidents Washington, Jefferson, Lincoln, and Theodore Roosevelt at Mount Rushmore Memorial Park. And stay on for other sightseeing:

“Get about 30,000 visitors for our fireworks, Judy Olson, chief of interpretation for the National Park Service, told recently visiting press. “They begin on July 3 at 9:25 pm for 25 minutes, and an additional 69 million see them televised,” she added.

One of our nation’s most renowned landmarks is officially “America’s Shrine of Democracy,” and was intended to symbolize 150 years of American history. The faces are 60 feet tall and together make up one of the largest statues in the world. They are breathtaking, as you discover strolling toward them on the grand Avenue of the Flags. “Awesome, dad,” a preteen boy, was overheard nearby. He’s right!

Mount Rushmore was conceived by sculptor Gutzon Borglum and his story is almost as inspiring as the Flags. “Awesome, dad,” a preteen boy, “was overheard nearby. He’s right!”

The monument is considered complete and fronted with massive technical challenges. Borglum, started this work in 1927, hung-in through the Great Depression, and finished the faces in 1941. It took a team of 400 workers, supervised by Borglum, to complete the task. The Presidents Trail allows you to walk at the base of the mountain for great close-up views of the sculptures.

Borglum originally planned to complete the sculptures down to their waists when he died, and no further work was done. The monument is considered complete and an amazing accomplishment without further embellishment.

However, Rushmore’s original working models can be seen in his former studio, now a museum.

RUSHMORE’S ORIGIINAL WORKING MODELS

Photo by Troy Miller/South Dakota Tourism

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