Mayor Cory Booker

Newark Education Leader
School of Education: Striving for Excellence

By DEAN DAVID STEINER

George Orwell once wrote that to see clearly what is directly in front of one “needs a constant struggle.” Education schools should engage in that struggle: Our institutional gaze is too often fixated on course sequences and credits, on balancing educational psychology content against mathematics methods, on arguing over how much time should be given to behavior management, or formative assessment in bilingual challenges. Meanwhile, we are blind to the obvious, that what counts, what should be driving everything else, is how effectively our students perform in the classrooms they are about to enter as professionals. If we could see—indeed and over time—what that performance looked like, if we took responsibility for it as a faculty, we would have no choice but to say: how do we ensure that tomorrow’s graduate of our program makes fewer choices of pedagogy, of content, of speech, of time management, in short, teach more effectively. Then, and only then, we are able to make informed choices about curriculum design and the rest.

Working with Hunter President Jennifer Raab, we were able to secure critical seedling grant money from Carol and Joseph Reich and our work at their beginning with Children Charter School, as well as an extraordinary recent gift from Lew and Bobbi Frankfort. With the available funds we turned to the School of Education faculty and to James Lengel (one of the nation’s premier figures in educational technology) to start a project to ensure that within three years, all of our students will videotape their observations, will videotape their teaching—indeed their practice or student teaching experience. The videotaping itself is but a piece of a comprehensive design: First, our field observers will together watch multiple video segments to norm their standards of evaluating student teaching. Next, those field supervisors will analyze each of their student’s videos with each student one-on-one, engaging in an exacting review of each choice of action (and inaction) made, and working with the student to bring awareness of the specific consequences of each choice. Then, these same students will be required to upload specific segments of those videos to their practicum—seminar professors for review, discussion, and feedback from that professor and the students’ peers. Next, the videotape segments will be exhaustively indexed creating a digital archive of case studies in teaching to be used by all members of the faculty, for use in all courses throughout the Hunter College School of Education. College-wide town-hall meetings will discuss faculty findings about common challenges found in the students’ videos. Finally, student teachers will be able to graduate with a digital resume that will include excerpts of their teaching.

In short, rather than guessing at inputs in constructing our teacher preparation, we will start with the most critical outcomes, and re-engineer our programs accordingly. While we are aware of other schools that dip into the use of video, this integrated and comprehensive focus is nationally innovative. Soon enough, and rightly, schools of education will be evaluated by the performance of their graduates—specifically how much value added those graduates bring to the academic learning of the children they will teach. I naturally hope Hunter’s School of Education will excel on this, the key rational assessment of any school of education. But no matter how we do, we will need to ask why. Our video library will contain much of the answer: it will show us our students teaching in real schools just before they leave us: as they teach in those videos, so they will in their regular classrooms. As their teachers, we will no longer be able to close our eyes to the results of our work.

David Steiner is the Klara & Larry Silverstein Dean of the School of Education, Hunter College.

Golden Section from an Algebraic Viewpoint

By DEAN ALFRED POSAMENTIER

When we talk about the beauty of mathematics, we tend to think of the most beautiful rectangle. This rectangle, often called the Golden Rectangle, has been shown by psychologists to be the most aesthetically pleasing rectangle. Rather than present the geometric aspect of this beauty, we can also see some enchanting results from an algebraic aspect. Remember, this is merely and introduction, as there are many additional investigations possible with this ubiquitous ratio.

Begin by having students recall the Golden Ratio: $1 + x = \frac{1}{x}$.

This gives us: $x^2 + x - 1 = 0$.

And $x = \sqrt{1 + \frac{1}{x}}$.

We let $\phi = \frac{1}{x}$.

Not only does $\phi = 1(\text{obviously!})$, but $\phi - 1 = 0$.

This is the only number for which this is true. Your students may want to verify this.

By the way, your students may want to know what value $\phi$ has. They can easily determine it with the help of a calculator: $\phi = 1.6180339887498948482045868343656$; and $1/\phi = 1.6180339887498482045868343656$.

There are lots of other interesting features of $\phi$.

Your students ought to be guided to develop some after you give them the proper hints. They might want to show that this infinite continued fraction has the value $\phi$.

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THE ARTS IN EDUCATION: PART I OF A SERIES

The Center for Arts Education Helps New York Get “Arts Smart”

By JUDITH AQUNO

Remember the excitement and satisfaction of molding a ceramic bowl, building a wooden shelf, or playing an instrument in school? Although not every adult has attended an art class, many recall with fondness their arts education and some even attribute their careers to those school experiences. In the future, few students will have these experiences as more schools cut arts education out of the curriculum.

To draw attention to the decline in arts education in New York City public schools, the Center for Arts Education sponsored an ‘Arts Smart New York’ celebration at the Herman Miller National Design Center in Manhattan. Billed as a “friend-raiser”, numerous leaders were brought together including CAE Chairman, Laurie M. Tisch; Ballet Hispanico Chairman, Jody Arnhold; and New York City Council Member, Gale Brewer in support of the arts. Also showing her support for the arts was Legally Blonde star, Laura Bell Bundy.

In discussing what can be done to help principals incorporate the arts into their schools, Jackson reminded the attendees, “Don’t wait for them to come to you. Organizations need to reach out to the principals to let them know what’s available.” Councilman Domenic Recchia added that many students go to school because they receive acknowledgement and the freedom to express themselves in their art classes. “We have to unite together to send the message that art is for everyone and it keeps children in school,” affirmed Recchia.

Jackson and Recchia were presented with commemorative plaques decorated with glass apples by Antonio Thompson and Ariana Castro – alumni of the CAE’s Career Development Program. Since its inception in 1999, the Career Development Program has matched nearly 400 students with many of the City’s for-profit and nonprofit creative industry organizations. CAE received a special thanks from the CAE as honored guests.

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Kimiko Hahn
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Queens College/CUNY
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American Book Award for “The Unbearable Heart”
Shelley Memorial Prize of the Poetry Society of America

Emily Braun
Distinguished Professor of Art
Hunter College/CUNY
Award-winning art historian
Author, “Mario Sironi and Italian Modernism:
Art and Politics Under Fascism”
National Jewish Book Award Co-Winner, “The Power of
Conversation: Jewish Women and Their Salons”

Billy Collins
Distinguished Professor of English
Lehman College/CUNY
Poetry Foundation Mark Twain Prize
New York State Poet Laureate 2004-2006
U.S. Poet Laureate 2001-2003

Leith Mullings
Distinguished Professor of Anthropology
CUNY Graduate Center
Scholar of race, class, gender and
health in urban America
Society of Anthropology of North America
Distinguished Achievement Award

Emily Braun
Distinguished Professor of Art
Hunter College/CUNY
Award-winning art historian
Author, “Mario Sironi and Italian Modernism:
Art and Politics Under Fascism”
National Jewish Book Award Co-Winner, “The Power of
Conversation: Jewish Women and Their Salons”

Dr. Daniel Akins
Distinguished Service Professor of Physical
Chemistry, Professor of Chemical Engineering
City College & CUNY Graduate Center
Director, Center for Analysis of Structures
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Charles Simic
Harmon Distinguished Visiting Professor
Baruch College/CUNY
Pulitzer Prize for “The World Doesn’t End”
Academy of American Poets
2007 Wallace Stevens Award
U.S. Poet Laureate 2007-2008

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By JOAN BAUM, Ph.D.

A biography listing most of Chuck Cahn’s extraordinary leadership positions concludes with this: “He also chairs the board of the Cahn Fellows Program for Distinguished New York City Principals, at Teachers College, Columbia.” That’s some “also”! Mr. Cahn heads Cahn Medical Technologies, is board chairman of TyRx Pharma, Inc., chairs MicroMRI, sits on the board of a number of other significant medical companies and is a former Senior Vice President and Senior Managing Director of Research Services of Sanford C. Bernstein & Co., which was purchased by Alliance Capital Management in 2000, a move that gave rise to the founding of the Fellows Program. Not that this was Mr. Cahn’s or his wife Jane’s first involvement with educational initiatives. Indeed, he serves on the advisory board of the Sanford C. Bernstein Fellows Program. The program is committed to providing principals with “opportunities for professional, intellectual and personal growth” and thereby strengthen the entire school system by “investing in its most precious resource—its leaders.”

Chuck Cahn’s extraordinary leadership positions are not without their impact on our schools. Yes, there are other professional development programs for principals, he says, but there is “nothing” to encourage good principals to be great principals. He admiringly quotes the founder of Sanford C. Bernstein: “Don’t spend your time with those who are struggling, but with those who are great.”

Since the program was implemented in 2002, 105 exemplary principals, approximately 25 a year, coming from schools in all five boroughs, and from all educational levels, have become Cahn Fellows (the number of acceptances this year is up to 29). And have gone on to mentor Cahn Allies—principals relatively new to their positions. The program now involves approximately two percent of NYC principals; Cahn would like to extend that to 10-15%. As part of their application for a Cahn award, after being nominated, principals identify a leadership challenge, indicate why it is of special importance to them, what they think they can do to address it and how they would go about doing so in 15 months, including qualitative and quantitative evaluation of their efforts. Areas of interest turn on Professional Development, School Culture, Parental Involvement, New Principal Development, Organizational Change, and Resource Security. Awardees then attend a two-week summer institute, located in the earlier years at the Gettysburg War College and more recently at West Point. What they report, says Chuck Cahn, is an extraordinary feeling of “trust”—in the colleagues they meet at these retreats and in the program, which presents them with opportunities to explore different ideas.

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Education Update • FOR PARENTS, EDUCATORS & STUDENTS • October 2007

The Challenges of Teaching in Afghanistan: Barry Rosen Heads Team

By Joan Baum, Ph.D.

His fluency in Farsi is so good that the proprietor of an Afghan market once greeted him as “Mr. Iranian.” His language skills, cultivated in the Peace Corps (1967-9), along with his manifest idealism, made Barry Rosen a significant player in America’s Middle East initiatives in the late sixties. But, of course, it was Rosen’s year-long detention, along with 51 other hostages by Iranian student radicals in November 1979, that made him well known. It’s been many years since Barry Rosen returned to civilian life, so to speak, but what’s striking about him in his new position as Director of Public and External Affairs at Borough of Manhattan Community College (BMCC), is his continued enthusiasm and dedication. He believed then, and he still believes, that it is his calling, his mission, to try to leave the world a better place. Recalling early years spent in a Yeshiva, before he attended Brooklyn College and after that, the Maxwell School of Public Affairs for a Master’s in Political Science, he invokes an old and important Hebrew maxim: “Tikkun Olam,” which means repairing or healing the world.

Given his past experiences in Iran and Afghanistan and the current state of affairs in both countries, it’s not surprising to know that Barry Rosen is a sought-after guest on various news programs where he is asked about political and educational conditions. He thinks many Americans don’t yet fully appreciate the complexity of facts abroad. For example, it is widely believed that Iranian president, Ahmad Ahmadinejad, is the most dominant person in the country, but that is not so. The supreme and most powerful presence is Seyed Ali Khamenei and his band of loyal mullahs. He’s “the real decision maker,” says Rosen. It is he who controls the military and security forces. If Rosen’s rhetoric betrays impatience, it’s because he is eager now to talk about his willing captivity to the compassionate ideals of Tikkun Olam.

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This program is a collaboration between the NYU Cancer Institute, the Metastatic Breast Cancer Network, and the Young Survival Coalition.
By JOAN BAUM, Ph.D.

The setting: a desolate, remote province in Eastern Afghanistan called Pakti, near the Pakistan border. The challenge: working with Afghan education professionals to introduce teacher training programs into a dysfunctional school system. The major players: former Iranian hostage Barry Rosen who, until a couple of years ago, was director of the Afghan Education Project—and a gracious-sounding, soft-spoken, highly articulate professor emerita from Teachers College (TC), Columbia, Dr. Margaret Jo Shepherd who, with her eyes wide open—as well as her heart—went to, arguably, one of the most dangerous places in the world to help create and sustain programs for teachers of primary school. The project, she says, attracted her because it was an outgrowth of years spent in special education, with learning disabled children, so many of them poor, like the children in Afghanistan.

She remembers the founding of the Peace Corps, the various initiatives funded by USAID (the largest broker of educational contracts—The World Bank is no. 2) and the day in 2002 (when Carol Bellamy, then Executive Director of UNICEF, came to TC, which had a huge international education program dating to the mid 1950s, to talk about further involvement in Afghanistan. The project, she says, attracted her because it was an outgrowth of years spent in special education, with learning disabled children, so many of them poor, like the children in Afghanistan.

She points out, but they do not typically include experts in education. At the moment, the project is in abeyance. But not Dr. Shepherd’s sense of mission. The program she was involved in was called Back To School, though in truth many of the children had never been to school in the first place, and the drop out rate, particularly for girls at grade 4, remains a problem. But she is hopeful and she is not alone. Her newest assistants include computers. “The spark, the enthusiasm the Afghan children have for learning and for their new school books,” she says, keep her going.

She also increasingly realized how much her efforts were putting the children at risk. As recent car bombings have shown, Taliban targets are not confined to the military.

Dr. Shepherd also saw that she would be working less with academics and more with U.S and Afghan officials who were not necessarily knowledgeable about education. Since the 80s, USAID had been shifting contracts away from colleges and universities and toward profit and not-for-profit organizations for whom education was but one prong in a broader assistance drive provided by “Provincial Reconstruction Teams.” Businesses certainly know how to set up and monitor initiatives, Prof. Shepherd

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What Treatment is Needed for Children with Behavior Problems?

By GLENN S. HIRSCH, M.D.

Children come into this world with different temperamental styles; some are easy going and some have more difficulty with the rhythms of every day life. A subgroup of children with difficult temperaments may go on to develop oppositional behaviors. These behaviors include arguing, defying rules, having temper tantrums and becoming easily annoyed and irritated.

While many children, and even adults, can manifest these behaviors occasionally, for some these behaviors are a frequent occurrence and may include other characteristics such as inflexibility, blaming others for their mistakes, and being oppositional to those in authority. When the symptoms are frequent and interfere with a child’s overall functioning at home, school, or with social outlets then a diagnosis of Oppositional Defiant Disorder (ODD) may be appropriate. Children with this disorder often have other problems such as ADHD, anxiety, or mood problems. Up to 25% of children with this disorder often have other problems such as ADHD, anxiety, or mood problems. Up to 25% of children with ODD may be diagnosed with ADHD.

In order to treat this oppositional behavior problem parents often need to learn new techniques and different parent practices that may not come intuitively. While there are literally tons of self-help parenting books, they often do not address the unique issues for an individual family, and the recommendations they make are often difficult to implement without support. Historically children with ODD may have been placed in play therapy. This form of therapy emphasizes working with the child, not working with the parents. It should come as no surprise that play therapy has not been shown to be effective with children with ODD. The last two-and-a-half decades have seen a virtual explosion in the field of psychotherapy. Therapies have been developed for a wide range of psychiatric conditions. The primary characteristics of these therapies include a component that helps the patient build new skills, and the treatment has been carefully researched to insure that it is effective for treating the problem. Other therapies that have been found to be extremely helpful with children who have ODD has been Parent Child Interaction Training (PCIT).

PCIT involves several components: it works with both the parent and child; it is based on teaching positive parenting skills in a supportive environment; and it is carefully individualized. Teaching is followed by ongoing coaching in the use of these skills. What makes the coaching so unique is that, unlike most therapies in which skills are taught in the office and then the family goes home to practice, in this therapy the practice is done in the presence of the therapist. The therapist gives live, ongoing coaching, advice, and encouragement to the parents through a transmitter worn in the parent’s ear. These new skills are practiced, reviewed, and mastered in the office. Parents who have gone through this program report positive and dramatic changes in their child and in their home life.

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.

CONCORDIA LANGUAGE VILLAGES CREATE GLOBAL CITIZENS IN NEW JERSEY

Warm, sunny laughter is spilled from the dining hall. The kids are singing boisterous songs in Italian about racism. The counselors wear silly hats and exaggerated expressions as they lead the mealtime presentation.

Your native language disappears. Arabic, Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish are the languages of these summer camps. Welcome to Concordia Language Villages, where the mission is to prepare young people for responsible citizenship in our global community.

Concordia Language Villages is a non-profit organization sponsored by Concordia College, Moorhead, Minnesota, now offers 15 languages each year to nearly 950 young people between the ages of seven and 18. Villagers and staff come from all 50 states and more than 40 other countries for one-, two-, or four-week sessions at sites located in Minnesota, Georgia and starting in 2008, New Jersey. In addition, there are adult and family programs in language and cultural immersion and Village Weekends for teachers and their students during the academic year.

In 1961, Dr. Gerhard Haukebo, a professor at Concordia College, Moorhead, Minn., created a two-week German camp for children. The counselors were college language education majors willing to try a new total immersion language program. Haukebo imagined an entire immersion model that eventually came to include Village passports, “cuisine”, native speakers, authentic architecture, cultural cuisine and media.

Haukebo imagined an entire immersion model that eventually came to include Village passports, “cuisine”, native speakers, authentic architecture. Participants wrap their minds around issues that are not part of the traditional learning situation of the classroom. Games, sports and theater reinforce not only linguistic skills, but cultural awareness.

New for 2008! Lago del Bosco, the Italian Language Village is coming to Blairstown, NJ. Located at a beautiful site just 65 miles west of New York City, youth of course, a full immersion experience in the Italian language. It is the perfect place for summertime activities and meeting new friends. Sometimes villagers arrive knowing nothing of the language of their Village. Others may have parents who speak the language or they may have taken lessons. No matter what the proficiency level, all the villagers are able to learn at their own pace while participating in activities together.

Village staff use gestures, expressions, songs, and skills to communicate in another language. Games, sports and theater reinforce not only linguistic skills, but cultural awareness.

From the NYU Child Study Center: ASK the Expert

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

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Wheelchair Basketball Teams
Play for the Mayor’s Cup

By RICHARD KAGAN

On October 5-7th, 13 teams will converge on Manhattan to compete in the 2007 Mayor’s Cup Wheelchair Basketball Tournament. Teams from New York City, Connecticut, Dallas, Texas, and as far as Ghana will meet at Manhattan College and Horace Mann H.S. to compete for Division II and III titles.

For some teams, this event will kickoff the beginning of their season. “The Mayor’s Cup Wheelchair Basketball Tournament has quickly become one of the premier basketball tournaments in the nation,” said New York City Sports Commissioner Ken Podziba.

The Tournament started in 2001 with support from the Arde and Louis Bulova Fund, and is organized by the Office of New York City Sports Commission, part of the Office of the Mayor of New York.

In 2001, the New York City Sports Commission published a book, “Exercise Your Ability: The Ultimate Guide to Sports Recreation for People with Disabilities.” Commissioner Podziba credits Dick Traum, President of the Achilles Track Club, for helping get the Tournament started and now it has become one of the biggest Wheelchair Basketball Tournaments in the Northeast.

Wheelchair athletes are a determined bunch. They train hours, learning the game, running plays, and learning to play together as a team. “They are tougher than most able bodied athletes,” said Commissioner Podziba.

The United Spinal Nets, a team sponsored by the New Jersey Nets will compete in this year’s Tournament. The team is coached by John Hamre, an able bodied man who has spent 10 years coaching disabled players. Hamre noted that wheelchair basketball is growing in the New York Metropolitan area. One of the “go to” players on United Spinal Nets is Joe Mendez. Hamre said he has a good outside shot and has a good floor game. In 1980, Mendez, 53, was severely injured in a car accident. The doctors saved his life.

And, according to Mendez, wheelchair basketball saved his soul. After the accident, Mendez learned he was paralyzed from the waist down. He admitted he felt sorry for himself for years, until he found a connection with wheelchair basketball. “It’s like a therapy, to be able to compete,” said Mendez. Mendez said the day he finished the NYC marathon was one of the greatest days in his life. Mendez spends time going to schools to talk about participating in sports with a disability.

In 1970, Jay Kennedy broke his back. He couldn’t walk again. He was a young man at 22 and he asked, “How could this happen to me?” He says he “moped around” for years until he bumped into the Connecticut Spokebenders, a wheelchair basketball team based near Hartford, Ct. Then his life changed for the better. Kennedy, now 59, played power forward for the Spokebenders for 25 years. Kennedy said he when started playing in 1977 his wheelchair weighed 50 pounds. 30 years later, the wheelchair now weighs 15-17 pounds and is designed specifically for basketball. It’s expensive, costing nearly $2,000, but it’s an investment that pays off.

Playing the game and meeting other players helped Kennedy “accept his disability.” Kennedy, 59, is married with 5 children, and is retired.

Social outings

Social phobia is intense shyness and pathological self-consciousness. A child worries they may do something embarrassing or wrong. This can interfere with class participation, performance in social situations and peer relationships. To learn more contact the NYU Child Study Center.

Wheelchair basketball saved Kennedy “accept his disability.” Kennedy, 59, is married with 5 children, and is retired.
ON LOCATION IN RWANDA
JOURNAL FROM RWANDA

By ANITA REETZ
[In September, my Barnard College classmate, Anita Reetz decided to go to Rwanda to teach for one year with her husband, former WINS anchor Jim McGiffert. The move was not unusual for a woman who had spent many months in Banda Aceh, Indonesia responding to the need for ESL medical teachers after the tsunami. Anita will be sharing her journal from Rwanda with Education Update each month. ED.]

Sept 19, 2007

It was raining lightly when I got up about 6:30-7:00 am. We left the house at 8:30 for our presentation to a group of English teachers. We had umbrellas and thought that would suffice. At 9:00, the schedule began, the skies opened up and torrents fell for about 30 minutes. We were waiting in a cold, damp classroom for three teachers. Jim and I laid out the books we sent, arranging them by skill category (listening, speaking, reading, writing, fun activities, teacher training books, plus maps, games, picture cards, etc.)

Lined along two tables, the assortment of 50 plus items looked impressive. Firmard Sabimana, the head of the Language Center and our boss, had copied our 3 page list of materials for the teachers. The four ESL medical books we bought had made a very good impression. Anita Reetz, the head of the Language Center and our boss, had copied our 3 page list of materials for the teachers. The four ESL medical books we bought had made a very good impression.

About 10am the rain let up and two more teachers arrived from Namishaba, another campus in the Kivu Lake District about two hours ride to the West. They-Bernard and Diedonne (God Given) said they had to get up at 3:30 am and leave before dawn because of the gacaca (ga-cha-a) which are the community trials of people accused of participating in the genocide of 1994. Gacacas are being held all over the country. They go on for several days in the mornings. The towns come to a stand still—shops and offices, and work is shut down; townpeople are required to attend the courts, and when relevant give testimony. The leaders of the genocide who have been apprehended (some extradited from Senegal) are being tried in these courts. The government has set a deadline to have all the cases completed by 2010. Both Jim and I are taking turns staying at the guest house and most of them cook their meals here. There is a four burner stove, but usually the two gas burners are turned off and only the electric units are working. Not everyone wants to eat at the same time; we have to wait until we can get access to the stove. After we have prepared a meal, the question is how to store leftovers. There is only one cold refrigerator. The other refrigerators that we are assigned to is a “cold box” where the temperature doesn’t go below 50 degrees. The result is that a lot of the food I have cooked has gone bad pretty quickly.

In addition there is the malaria prophylaxis problem. We have both had bad reactions to mefloquine—described by the doctor at the Polyclinique as “poison.” Insomnia, irritation and depression have been our reactions. Jim and I are now sharing a small cache of 8 malarone pills given to me by Rob Lindsay, my boss who visited from Pretoria this week.

We feel tremendous obligation to stay to complete the contract and a special allegiance to Firmard. But if both of us continue to be sick, there seems to be no alternative, but to leave because we can’t be useful in the state we are in. We are scheduled to move to Kibuye in about three weeks. Kibuye, near Lake Vic, is reportedly beautiful, and at a lower elevation than Kigali—by about 100 meters. In Kibuye, medical help would be perhaps unavailable as the campus is quite removed from the village and we would have no car there. So we would definitely have to be healthy to commit to 2 1/2 months there to participate in the intensive English program.

We have a clear idea of how I can help the English program. There is no doubt that our staying here and working with the teachers would be quite helpful to them. The work is similar to a lot of previous work I have done. Jim also would have the opportunity to consult with radio stations and given his 40 years experience in broadcasting, would be very helpful. Several of the teachers have a lot to offer us if they could get our game together.

The bottom line is we need some help with either the food or transportation problems. # Rwanda Journal continued next month.

ON LOCATION IN ISRAEL
LEARNING LESSONS OF PEACE: ARAB & ISRAELI CHILDREN HAND IN HAND

By JOY RESMOVITS
[In March 2007, a group of superintendents from all parts of the United States traveled to Israel under the aegis of the American Israel Friendship League to observe, learn and share educational perspectives. Publisher, Dr. Pola Bosan was part of the group. One of the most moving sights was a group of Arab and Israeli children singing in Arabic and Hebrew, committed to learning about each other’s language and culture with the ultimate goal of living together in peace for future generations. The group running the program was a nonprofit called Hand in Hand and the venture was a joint collaboration between the Arab and Israeli parents. In August 2007, one of Education Update’s reporte.

Video footage of a sunny Jerusalem day in summer 2004 proves that not all diplomats have to be adults. Children bearing dripping paintbrushes crowd around a white cloth, painting messages of peace in Hebrew and Arabic that express their feelings of the stigmatized Jewish-Israeli conflict.

“We decided to make something to tell the Jews and Arabs that we already live in peace,” Noa Weiss-Simon said. “And we say yes to the peace and a thousand times no to the war.” Noa Weiss-Simon is just a third-grader. The video is promotional material for Hand in Hand, the group that established the bilingual school in Jerusalem that Noa attends.

In a land of constantly fluctuating borders, Hand in Hand breaks down physical and societal barriers by building bonds between clashing cultures. The communities that the schools in Shorashim, Jerusalem, Wadi Ara, and the newest addition in Beer Sheva form extend beyond the classrooms, integrating the lives of individuals with wholly different backgrounds yet identical values.

The demographic reality in the small Middle-Eastern country is disproportionate segregation, with 80 percent of society being Jewish and a mere 20 percent Arab. In 1997, friends Lee Gordon and Amin Khalaf launched Hand in Hand to foster peace through a multicultural bi-lingual education that frees youngsters from prejudiced preconceived notions of the “other” before they can form.

“I fear of the other is part of the problem,” Noa Weiss-Simon said. “And we say yes to the peace and a thousand times no to the war.” Noa Weiss-Simon is just a third-grader. The video is promotional material for Hand in Hand, the group that established the bilingual school in Jerusalem that Noa attends.

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“The solution of the other is part of the problem,” Maura Milles, American representative of Hand in Hand said. “The solution will create a shared civil society by using a network of bilingual multicultural schools,” she added.

The project compelled society to rethink education, and Hand in Hand received accreditation and partial funding from Israel’s Ministry of Education, multiple awards, and proved its competence with high-scoring students. Contrary to the national statistics, classes are 50 percent Arab and half Jewish. The school teaches about different faiths and religious festivals. “The challenge is to change the situation between Jews and Arabs so that there can be equal meetings,” co-founder Amin Khalaf said. “I want to change it long and hard way,” he added.

“We’re equal in the school,” Rema Jabara, a mother of a student enrolled in the Jerusalem school said in the video. “That’s why I feel equal to the parents in the school … my son feels equal to the kid sitting next to him.”

The first school in 1997 comprised of 50 kindergarteners and first graders who learned in integrated bilingual classrooms: in classes that each had one Arab and one Jewish intensively-trained teacher, within schools that each had one Arab and one Jewish co-principal. After ten years, about 850 students successfully followed suit, taking advantage of the rich cultural and academic offerings.

The ten years since Hand in Hand’s conception were fraught with increasing Arab-Israeli tensions, complicating the organization’s job. But nevertheless, it persevered. “People are scared,” Khalaf said. “The bad situation influences negatively and makes our work more difficult. But we succeeded even through the second intifada, when all other co-existance organizations collapsed. We were strong enough to pass through these obstacles.”

Khalaf comes from the small Arab village Muqayybi. When nearby Jewish settlement Magen Shu’al was built, Khalaf found himself asking questions. “Why are their houses beautiful, their streets paved, and they have everything, and in our village there is nothing?” he recounts in Hand in Hand—Jewish and Arab Families in Israel, a book of stories of Hand in Hand families. This line of questioning led him to struggle against his school that exalted the uncomfortable virtues of Zionism, to become a teacher, to become an activist in Arab-Israeli relations, and eventually to found a group of schools that teaches children to question status quo, embrace honesty, and strengthen their cultural identities by learning about others.

“Our children learn how to see the reality in a...
NEW LEADERSHIP IN NEWARK

NEWARK MAYOR CORY BOOKER LOOKS AHEAD TO EDUCATION REFORM

By LISA K. WINKLER

There’s no one solution to fixing Newark’s schools, and Mayor Cory Booker is eager to embrace any and all that produce results. “We need to cultivate the best in our kids and transform our schools into institutions of academic excellence,” he told Education Update in an interview in his office in Newark. And Booker readily acknowledges the enormous challenges he faces.

Newark, New Jersey’s largest city, serves about 42,000 students in public school settings and another 8,000 in private and parochial schools. Though it spends nearly $20,000 per pupil, fewer than 40% of its high school seniors passed the state proficiency test in 2005. Poor student achievement led to a state turnover of the education system in 1995, and the city is hoping to regain control within 18 months. For Booker, the return will provide an opportunity to forge a partnership between the city’s chief executive and an appointed superintendent. Eying the relationship—and the positive results—that New York City’s Mayor Michael Bloomberg and Schools Chancellor Joel Klein have fostered, Booker is optimistic it can happen in Newark.

“It’s the ideal when mayors and superintendents collaborate to improve education,” he said, noting that his search for a new superintendent will be nationwide.

An advocate of school choice, Booker welcomes the diversity of education models that have developed in the past decade, including charter schools and other non-traditional institutions which are becoming more prevalent throughout Newark.

But merely breaking up the city’s large high schools that are performing below state standards isn’t the only solution. “I want parents to be able to choose the best education for their children. An all girls high school might be good for some girls but not all girls. Some parents might want vocational high schools; others something else. I don’t want to say there’s one system for every child,” he said, adding how he’s “loyal to results. What makes me excited is a school that produces high achievement.”

While educators and parents might be disdainful of his increased emphasis on testing, Booker believes it’s needed to demonstrate proficiency and performance. “In this knowledge-based economy, the ability to do math and science, to read and communicate in writing, distinguishes us,” he said. Booker, who received his BA and MA from Stanford, served as a Rhodes Scholar, and earned a law degree from Yale, tries to instill his own passion for learning, and that it’s “cool to be smart” to students throughout Newark. “With every class I visit, I show examples of where education gets you. I draw links between professional and academic success and how well you do in school,” he said. To promote academic achievement, he’s provided incentives to students, beginning with the high school class of 2010—those who were freshmen his first year in office—the class that began high school in 2006. If a class meets his academic challenges, it receives rewards through store discount cards, trips and parties. He’s adding a class each year as he progresses through his four-year term.

Booker’s goals to propel the city’s education are receiving attention from the federal government, local universities, and foundations. In March 2006, the city was awarded a $14.8 million, five year Striving Readers grant, part of the federal No Child Left Behind legislation. Managed by New Jersey City University, consultants are working with middle and high school teachers to improve literacy. Other local universities, including Rutgers and Seton Hall, have various programs in many schools.

At 38, and only the third mayor in Newark since 1970, Booker’s challenges extend beyond raising the educational bar. Newark, notorious for violent crime and poverty, marked the 40th anniversary of the 1967 race riots this summer. Attracting economic development and creating jobs pose perpetual hurdles.

The son of African-American civil rights activists, he’s cognizant he’s been privileged, and considers giving back a priority. He serves on several boards committed to social welfare and education, including Teachers’ College Board of Trustees and the Executive Committee of Yale Law School. He values mentors; among them, a college professor of Greek art who inspired him to “see beauty, glory, strength and the divine all around; and the multitude of people in the world who he says have “profound wisdom and know the communities better than I do.” He serves as a mentor for three boys caught allegedly writing anti-Booker graffiti on a Newark building. He invites them to city hall, takes them to sports events and insists they do their homework. About to finish high school, he says they’ve made “great break-throughs.”

A vegetarian, who meditates, Booker finds some time to read between the many meetings and media events. On his night table: Doris Kearns Goodwin’s Team of Rivals: The Political Genius of Abraham Lincoln; The Yoga of Discipline by Swami Chidvilasananda and David Katz; and Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong by James Loewen.

Hand in Hand

continued from page 12

very complicated way and how to...be critical to the reality and to ask hard questions,” Dalia Hakim, student in the Shorashim school, said in the video. “They have to sit down together...” [if I were invited] to communicate. It’s a very important part of the tapestry,” Matti Ficus, a parent of the Shorashim school said.

Khalaf said he hopes that shared languages will withstand the tensest social conditions. “What moves us in the world to do drastic things is the win/lose situation. We need to collaborate to improve education,” he said, noting that his search for a new superintendent will be nationwide.

An advocate of school choice, Booker welcomes the diversity of education models that have developed in the past decade, including charter schools and other non-traditional institutions which are becoming more prevalent throughout Newark.

They’re all scared. They all want it to stop. “The Arabs and Jews didn’t agree how to share their land,” a young student said in Hebrew in the video. “They have to sit down together sometime and discuss it...[if I were invited] I would say that if they can’t agree it doesn’t belong to anyone. But if they agree it could be for everybody.”

Following this student’s ideals, children learn Hebrew and Arabic, and about different faiths and customs. The bi-lingual curriculum is a concrete expression of philosophical ideals that run deeper than just words. “In Israel, the policy is monolingual. In Jewish schools, only a minority learns Arabic,” Khalaf said. “Language is not just a way to communicate. It’s a very important part of the identity of each one of us. It reflects how we can shape and share our power inside society.”

Khalaf said he hopes that shared languages will lead to equality, coexistence, and mutual respect. “One should believe in this: to meet the other will strengthen my identity in a way that I can accept to live with the other,” he said.

The point of integrated learning is not to dilute cultural differences; it is not assimilation. “Each child can be proud of their own cultural heritage without needing to forgo any of its pieces... Instead of being a melting pot, we’re creating a tapestry,” Matti Ficus, a parent of the Shorashim school said.

The students love learning about each other. “The children in the neighborhood always ask me how I can stand learning with the Arab children who are our enemies and want to kill us,” Shir Hakim, student in the Shorashim school, said in the book. “I tell them that I really enjoy visiting

my friends in Beit Safafa and Beit Hanina [Arab villages] or in the Armenian quarter...I know that it is difficult to convince them but I enjoy the discussion because it makes me feel special.”

After its conception, Hand in Hand was critcized for its unique educational approach. “People said there is no way to bridge the two [Arab and Zionist] narratives,” Khalaf said. “We proved this is possible. It’s important for us as human beings and for students to have democratic minds.”

The optimism of Hand in Hand’s founders, directors, principals, and steering committee enable it to withstand the tensest social conditions. “What moves us in the world to do drastic things is the win/lose game. We are not speaking about the win/lose game,” Khalaf said. “We are playing the win/win game. Jews and Arabs can live together. I hope this generation will be more smart than us and give better solutions.”

Hand in Hand programs go beyond traditional tutoring. They’re all scared. They all want it to stop. “The Arabs and Jews didn’t agree how to share their land,” a young student said in Hebrew in the video. “They have to sit down together sometime and discuss it...[if I were invited] I would say that if they can’t agree it doesn’t belong to anyone. But if they agree it could be for everybody.”

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A partnership to advance the rights of children with intellectual disabilities was announced recently by UNICEF and Special Olympics International, on the occasion of the 2007 Special Olympics World Summer Games in Shanghai, China. Working together, the two organizations will advocate for health care, education, recreational sports and employment policies that will benefit children with intellectual disabilities.

The partnership was launched during a one-day Global Policy Summit entitled “Commitment to Changing Lives: the Global Policy Summit on the Well-being of People with Intellectual Disabilities,” which was attended by senior representatives from the world of sports, politics, business, academia and development. “Special Olympics helps those with disabilities to develop their full potential,” said UNICEF Executive Director Ann M. Veneman. “This new partnership will help make the point that children with disabilities have the same rights as all other children. They are entitled to adequate health care and quality education, and to live in an environment that protects them from abuse, exploitation and disease.”

“Special Olympics and UNICEF have a rich history of advocating on behalf of and improving the lives of underserved populations,” said Dr. Timothy P. Shriver, Chairman, Special Olympics International. “This collaborative effort is in keeping with the goals of the United Nations Convention on the Rights of Persons with Disabilities to counter stigma and promote inclusion for children with intellectual disabilities in developing countries around the globe.”

**The Panel for Education Policy Limits Military in HS**

By JUDITH AQUINO

Recently, the Panel for Education Policy held its first public meeting of the school year. The issues addressed included military recruitment, citywide results of the Learning Environment Survey, and an overview of HR Connect. Members of the Panel include: Hon. Joel I. Klein, Chairman; Hon. Alan Aviles; Hon. Phillip A. Berry; Hon. Dr. David C. Chang; Hon. Joan Corcorane; Hon. Kyisha Davenport, Student Representative; Jonathan Figueroa, Student Representative; Hon. Michael Flowers, Hon. Dr. Edison O. Jackson; Hon. Luis Pegoere; Tino Hernandez; Hon. Richard Minjous, Hon. Martina Regan; and Hon. Patrick Sullivan.

In an effort to limit military recruitment activities in high schools—many of which were reported to be in violation of the Department of Education’s policies—Patrick Sullivan, the Manhattan Borough President, Scott M. Stringer, and the New York Civil Liberties Union recommending that the Chancellor adopt a system-wide policy of stricter regulations on recruitment activities. In addition, the resolution recommended that the DOE provide more user-friendly ways for parents and students to access opt-out forms, require schools to maintain records of all recruitment activity, and train staff on the rules and regulations of recruiter presence and how to advise students about the risks and benefits of military service.

Several members of the Panel met the resolution with reservations. “Although many of these points are sound, I’m not sure that the nature of the problem merits this kind of response,” commented Schools Chancellor Klein. Michael Flowers, the Queens Representative, expressed his concerns about enforcing the resolution. “The DOE has a clearly set policy and I don’t believe the Panel should set the tone of how these regulations should be implemented,” stated Mr. Flowers. In voting on the resolution, the Panel voted it down by 6 to 3 with 1 abstention.

In speaking with Education Update on the Panel’s decision not to pass the resolution, Mr. Sullivan commented, “I think the Chancellor was opposed because he simply didn’t want to set a precedent and allow a parent-sponsored initiative to pass. The resolution was not binding – it only issues recommendations, many of which he admitted were good ideas.”

In the second item on the agenda, Jim Liebman, Chief Accountability Officer of the DOE, presented highlights of the results of the Learning Environment Survey, which asked NYC public school parents, teachers, and 6-12 graders to rate their school’s academic expectations, communication channels, ability to keep students and educators safe, and its success in providing effective learning environments. Nearly 600,000 New Yorkers responded—making it the largest survey ever administered by an American school system. The survey results are available at http://edwize.org/learning-environment-survey-released. In discussing the results, Mr. Liebman commented that the survey is useful as a comparison tool for schools. “There is no excuse for not doing as well as other schools similar to yours,” affirmed Mr. Liebman.

The final item on the agenda was an overview of HR Connect, which streamlines human resource services for Department of Education employees. **continued to page 16**
Joseph Scelsa Brings Italian American Heritage to Life

Scelsa, who has made it his life’s work to depict Renaissance scholars or “Sopranos,”* explains Americans whose contributions to American culture are often overlooked. "Each group in American society needs to have its own institutions, its own places where culture and values are learned, studied and shared by society. We’re not a melting pot, we’re a mosaic,"* he explains Scelsa, who has made it his life’s work to depict and communicate the rich cultural heritage and contributions of Italian Americans. "We’re so much more diverse," he continues. "We’ve got scientists, industrialists, and people in every walk of life where there have been contributions."

To commemorate the achievements of Italian Americans, Scelsa has amassed diverse collections of objects and memorabilia; a renovated, state-of-the-art building at Snug Harbor will depict shovels that dug the NYC subway system, the writings of midwives who delivered babies in the late nineteenth century, needlework, statues, and more. And he’s sponsored a prodigious array of exhibitions, festivals, lectures, symposia, and educational travel programs throughout the city. "Our museum serves as a resource for universi- ties and the larger community," notes Scelsa. "When scholars and students are interested in learning more about [Italian Americans], they’ll ...learn more of the real story." As a case in point, Scelsa points out that most Americans don’t know that Italians, whose greatest immigration wave was between 1880 and 1920, were already living in this country for hundreds of years. John Cabot (nee Giovanni Caboto) was an Italian navigator and explorer credited as one of the first Europeans to discover the North American mainland, while Italian Philippe Mazzei helped manage Thomas Jefferson’s estate. "Italian thought and philosophy were already very strong in America’s early years," points out Scelsa.

Scelsa, who holds a doctorate in Sociology and Education from Columbia University, wrote his dissertation on "Constructive Pluralism," and it is this principle that has continued to guide his mission to put Italian Americans on the map: "Each group in American society needs to have its own institutions, its own places where culture and values are learned, studied and shared by society. We’re not a melting pot, we’re a mosaic,"* he concludes passionately.

The collections and exhibitions of the Italian American Museum currently are spread among several sites in the city, but not for long. Scelsa recently signed a $9 million contract to purchase a building in the heart of Little Italy that will consolidate the Italian American Museum in one location. Once construction is complete (at least part of it will open in the fall or winter of 2008 if all goes well), the sky’s the limit: Scelsa envisions artists-in-residence, educational seminars, Italian classes, cooking demonstrations, a small theater for screenings, and a full educational pro- gram that reaches out to school children.

Building a museum is no small feat, and Scelsa understands that his job will require a significant development effort. "I want to hire an executive director, a development director, and a curator for the museum. I know I must raise money. It will be a lot of work," he says, but notes that he’s up to the task. (Scelsa, who is listed in Who’s Who in America and Who’s Who Among Italian Americans, already helped to raise significant funds for the Calandra Italian American Institute, which is under the aegis of Queens College.) "This is an idea whose time has come. After I’m gone, I want to leave the museum in good stead," he adds modestly. There is little doubt that Scelsa, whose role models include CUNY Chancellor Matt Goldstein ("He always said ‘Think big’...he believed in me’), will accomplish his grand mis- sion to immortalize the myriad contributions of Italian Americans, leaving a monumental legacy to both New York City, the country, and the culture it prizes so dearly.

To learn more about the Italian American Museum, log onto www.italianamericanmuseum.org

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*From "The Sopranos" by David Chase

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school of visual arts

by sybil maimin

“He leaves behind a thriving art college. . . My father’s vision has been fulfilled,” beams David Rhodes, president of the School of Visual Arts (SVA), as he describes the legacy of his recently deceased father, Silas H. Rhodes. Starting as the Cartoonists’ and Illustrators’ School in 1947 with 36 students and 3 faculty members and catering to returning World War II vets, the institution evolved into the largest independent college of art and design in the United States. The name changed to School of Visual Arts in 1956 to reflect an ambition to be more than a trade school. In 1972, the New York State Board of Regents authorized the awarding of the Bachelor of Fine Arts (BFA) degree in its areas. Today, BFA degrees are granted in Film and Video, Fine Arts, Graphic Design, Illustration, Photography, Advertising, Animation, Cartooning, Computer Art, Interior Design, and Visual and Critical Studies. In 1978, SVA was accredited by the Middle States Association of Colleges and Secondary Schools, the only proprietary school to be so designated at the time. Graduate programs were established in 1983 and today include Master of Fine Arts in Criticism and Writing, Computer Art, Design, Fine Art, Illustration, and Photography. The MAT in Art Education and MPS in Art Therapy are also available. Awaiting approval from the State Regents are MFAs in Social Documentary Filmmaking and Digital Entrepreneurship. This remarkable college development story has not been without problems. Student numbers dropped dramatically in 1970-71 when CUNY instituted a New York State Initial Certification in Art. The MA T curriculum was changed to School of Music to score SVA student films. The Master of Arts in Teaching (MAT) candidates seek out local public school principals who are interested in the arts and arrange practice-teaching stints. More hands-on experience is gained in the “Liberty Partnership” with the High School of Design and Manufacture on a weekend and summer stay-in-school program.

During its rapid evolution, SVA has witnessed the movement of technology into the field of art, an interesting and sometimes controversial development. Rhodes sees a cyclical pattern between tradition and technology in art. “Oddly enough we’re going back to old processes,” he reports. “There is always a kind of looking back as things go forward.” Some faculty members are concerned that students “don’t use their hands enough,” and ban the use of computers in their classes. Because modern students don’t know about “leading,” a course in traditional typesetting is offered. On the other hand, being on the cutting edge is imperative. Rhodes established a department of computer art thinking of it as “goofy” at the time. It has become very popular. In a very new development, a course in digital sculpture involves designing a 3-dimensional object on a computer and producing it in layers with a polymer printer. The machines are leased because, “All this digital stuff is obsolete in two years,” confesses Rhodes.

Of the 3,300 undergraduates and 460 graduate students at SVA, 15 percent are foreign and hail from forty-three countries. The school is currently recruiting in China, Korea, Japan, Taiwan, and India. About 10 percent of students are on “substantial” scholarships. Another 2,000 people a semester are enrolled in non-degree continuing education classes for “personal fulfillment or career enhancement.” The school is housed in eighteen buildings around Manhattan and is acquiring more. Residence halls are available and are the main source of personal interaction across disciplines, as students tend to identify with a particular school within the larger college. Finding jobs after graduation is easier than in the past because the art world has grown and film, TV, and video offer great opportunities. Rhodes is confident his students take away a set of skills and the ability to communicate, making adaptability to jobs outside chosen fields a possibility. However, he notes, “Of late we have been having terrific successes in placement in art areas.”

Panel for Policy

continued from page 14

employees in a new $30 million call center. As explained by Christopher Cerf, Deputy Chancellor for Organizational Strategy, Human Capital, and External Affairs and his Chief of Staff, Joel Rose, 40 trained customer service representatives at HR Connect are available to answer DOE employees’ and prospective employees’ questions about payroll, health benefits, certification and other topics from Monday to Friday, between 9 am and 5 pm at 718-931-4000.

During the time allotted for public comments, several members of the Teacher Advocacy Group NYC voiced their concerns about the degradation of academic standards and the treatment of teachers under the current educational system. “Because results are measured in test scores, standards will collapse. Hard markers are penalized and teachers become robots who prepare students not to conceptualize and analyze, but to take the next test,” stated Angela deSouza, a teacher and member of TAGNYC. Henry Funes, a Special Education teacher at Bayard Rustin Education Complex who felt he unjustly received a U-rating from the principal of his school, asked Mr. Klein, “where is the accountability for principals?” Mr. Klein said he was not familiar with Funes’ case and was unable to answer. In response to the question of whether or not he will attend another meeting, Funes answered, “More people need to speak up so I’m going to keep coming back.”

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Innovation in teaching and learning
Cahn Fellows continued from page 19

By EMILY SHERWOOD, Ph.D.

As St. John’s University’s School of Education prepares to celebrate its 100th anniversary next year, Dean Jerrold Ross has a lot to be proud of. “We have never varied from our original mission to provide access to higher education for people who are first generation college students,” he asserts, adding, “We continue to identify the brightest kids who are economically disadvantaged and provide a high quality education.” Indeed, the university, which is spread over four campuses—Queens, Staten Island, and Oakdale (St. John’s University City Site offering only graduate study)—edu-
cates a whopping 44 percent of students who fall below the poverty level and offer more than $100 million in scholarships. There are more if a prospective student is recommended by his or her building principal or district superintendent, St. John’s will seriously provide a 25 percent scholarship. “We’re trying to come to the aid of school districts who are looking for new leaders and want to promote from within…if the school wants us to develop people who know what their communities are about,” concludes Ross.

While the university has remained constant in its support of motivated first generation and low income students, the school was looking toward educating twenty first century teachers has changed more dramatically in response to the changing needs of today’s student body. Now, teachers must be prepared to work with newly emerging minority populations and children whose first language is not English, according to Ross, a challenge that is the same for schools in the city as it is for many metropolitan suburbs, other than the most affluent ones.

Teacher retention is another concern in today’s schools that was not on the radar screen a century ago, but Ross and his staff are confronting this ubiquitous challenge head-on. In response to a request from NYC Department of Education Chancellor Joel Klein, St. John’s worked with Queens Middle School 216, the George Ryan School, to help teachers and recoup an declining student population that was leaving to attend more successful middle schools. Could a university intervention reverse this tide, posed the Chancellor? Ross (reputed to say that after the first year, not one teacher left,” extols Ross. The formula Ross and his colleagues adopted was deceptively simple: they hosted two summer retreats, each of them fully reimbursed at a per diem rate, to involve teachers, the new principal (Reginald Landeau), and university faculty in collaborative problem solving. “When the teachers were given a voice, along with the school leader, as to the direction in which the school should go and when they really began to discuss the problems out in the open and work with one another and develop the kind of collegiality that didn’t exist before…it raised the morale significantly,” explains Ross. Ross and his colleagues also opened a new social studies literacy program in

the school and this fall, they plan to launch a new center for the gifted and talented under the leadership of new faculty member Suji Cho (formerly head of gifted and tal-ented programs for the Ministry of Education in Korea). Cho will also be doing research under a grant from Korea to compare learn-
ing and achievement in Korea and America.

Ross has been a consistently ardent spokesman for the improvement of mid-
school education, co-sponsoring a series of at least one field trip from West Point to Gettysburg, is leadership development. Fellows attend a groups of 8-10 to complete the challenge proj-
et. Ross explains, “Each mentor-ally pair collaborates in study experiences…and I would like their cases to become

oss’s new book, The Politics of Patriotism in America’s Schools, published this autumn, provides a look at the current state of American education and the potential for improvement. Ross’s goal is to bring together leaders from various fields to discuss the challenges facing education and to develop solutions.

Ross is currently working on a new book, “The Politics of Patriotism in America’s Schools,” which he says will focus on the importance of education in a democratic society. He believes that education is essential for building strong communities and that it is the responsibility of all Americans to support education at all levels.

Ross is a strong advocate for diversity in education and has been involved in efforts to increase access to higher education for students from disadvantaged backgrounds. He is a passionate believer in the power of education to change lives and to create a more just and equitable society.

Ross holds an MBA from Baruch College, has big plans for the Cahn fellows. “I would like to see more principals present their work at conferences…and I would like their cases to become published,” she asserts enthusiastically, noting that more exposure will dynamically increase the domino effect of the program. (In raw numbers alone, more than 15 percent of NYC principals have benefited so far from the Cahn Fellows Program as either Fellows or Allies.) Stay tuned for a Cahn Alumni Network, which will provide ongoing support for alumni through a series of bi-monthly speaker sessions. And while Cahn fellows are bringing new skills and techniques into their buildings, Dunbar and her colleagues at Teachers College, many of who participate as faculty advisors to the fellows, are proving that it indeed takes a village to raise a child.®
Marymount Manhattan College Writing Center Kicks Off Irish Writers Series

By SYBIL MAIMIN

“Irish Voices: Irish Women, Irish Desires…Songs from the Soul” got off to a delightful start at the Writing Center at Marymount Manhattan College with a talk by mother-daughter mystery writing sensations, Mary Higgins Clark and Carol Higgins Clark. The Clementina Santi Flaherty Lecture Series will also feature evenings with Edna O’Brien (Oct. 17), Nuala O’Faolain (Nov. 14), and Alice McDermott (Dec. 6). Tina Flaherty, an award-winning writer and pioneering businesswoman, who generously funded the talks, explained her admiration for Irish writers, especially females. “They are willing to reveal themselves, their vulnerabilities, and their strengths…People don’t understand strong women, don’t understand that they bleed like the rest of humanity…I want to expose the work of these writers. Some are not household names and should be.” Malachy McCourt, the beloved writer and actor and an enthusiastic attendee, weighed in with a twinkle in his eye, “Ireland is a matriarchy. The Irish look down on their women with reverence. They have Mother Ireland and Mother McCree… It is time for the Irish, time for its women writers to be recognized.”

In her warm introduction of the Clarks, Flaherty described them as examples of “strong women who bleed and hurt but also succeed…They have a particular ability to speak from the heart and soul and are not afraid to do so.” Like many top authors, Mary Higgins Clark experienced early rejections before going on to pen over 24 best-selling suspense novels that have sold over 80 million copies. Explained Flaherty, “All feature strong, independent women who have a problem they must solve themselves.” Mary’s daughter Carol Higgins Clark has also authored many best-selling suspense stories, including the “Regan Reilly Mysteries,” as well as co-authored, with her mother, a best-selling holiday mystery series. The daughter, vivacious and witty, has also had success as an actress and has recorded the novels she wrote with her mother. Mary always wanted to be a writer. “It’s an itch I have to scratch.” As a child, she loved to listen to stories. “It was always the Irish… They’ll find shamrocks on my DNA,” she muses. Carol got involved in the family business by “being around it” and helping her mother with typing before the advent of the computer. They started co-authoring seven years ago and, “It’s fun,” reports Mary. “We’re always looking for ideas and it helps be Irish.” They sometimes shift characters into each others stories and Carol is mindful of her mother’s advice, “If someone is mean to you, make them a victim in your next book.” People and incidents are often lifted from their own lives. After experiencing a blackout, they put one in a novel. Research is critical. “I will hear from someone if anything is wrong,” reports Mary. “I always go to the expert. I don’t want a nurse or doctor to say, she doesn’t know what she’s doing… It’s fun to get educated along the way.” I learned from a detective that an innocent victim doesn’t seek a lawyer.” The two women took a 9-day cruise on a “bad, smelly” ship to research their latest holiday mystery, Santa Cruise. Mary gets “back to her characters every day and asks, “Where are we now and where should we go.” While writing, she almost always knows how a story will end. “I know who did it and why but the ‘way’ is still getting to me… I run with something that is clearly a dramatic situation.”

Justin Shaver, president of Marymount Manhattan, hopes the “Irish Voices” series, a major initiative, will “raise the conversation about literature and show off our little jewel boxes—the Writing Center and the college.” Lewis B. Frumkes is director of the Writing Center.
Cahn Fellows Program at Teachers College Nurture Distinguished NYC Principals

By EMILY SHERWOOD, Ph.D.

When Israel Soto, Principal of East Harlem’s P.S. 57, began brainstorming with his faculty to acquire more computers for his elementary school, the results were palpable. Teachers organized into grant-writing teams, money poured in, and before long Soto had built a state-of-the-art technology room for his students, most of them below the poverty level.

Soto’s success would not have happened without the support of The Cahn Fellows Program for Distinguished New York City Principals, a professional development and leadership recognition initiative that is making big waves in the city’s public schools. Founded in 2002 through the generosity of Charles and Jane Cahn, this 16 month program, based at Columbia University’s Teachers College, identifies successful sitting principals (they must have an average of three years in their jobs), provides them with a $2500 stipend, and offers up a host of opportunities for professional, intellectual and personal growth.

“They [the Cahns] had found that there were lots of programs and efforts to recruit and create school leaders, and some efforts to remediate those in leadership positions who were having problems, but none to honor those who are doing a great job and to help them get to the next level,” explains Director Krista Dunbar, noting that the Cahn Fellows Program fills a much-needed gap in the city’s public school system. “They learn from each other,” reflects Dunbar.

When these diverse school leaders come together, sharing an intense passion for their jobs and the desire to do better for their students, the results are synergistic. By early fall, the Cahn Fellows identify challenges to student learning that they face in their schools (teacher development, parental involvement, school culture and organizational change are often singled out as most problematic), and by January, they produce a concrete plan for improvement. Just as Israel Soto’s action plan resulted in an infusion of grant monies for new technology, success stories about leadership, innovation, reflection, and ability to learn from others are celebrated citywide each year. Stories like Johnson’s are repeated in dozens of schools that have participated in the Cahn Fellows Program. Stories like Johnson’s are repeated in dozens of schools citywide each year.

But there is more to this program than outcomes. Another important cornerstone is mentorship. Each Cahn fellow must select an “ally”, engaging in a mentor relationship with a less experienced colleague. “They learn from each other,” reflects Dunbar.

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continued to page 17

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It is October and Halloween is coming soon. Here at Logos there are Halloween cards, books and gifts. One such book for mystery, horror, terror and ghosts is *The Fall of the House of Usher and Other Writings* by Edgar Allan Poe, which is being discussed by the Kill Your TV Reading Group (KYTV) on Wednesday, October 3, 2007 at 7 P.M.

From *The Masque of Red Death* to *'The Tell-Tale Heart'* to *'The Fall of the House of Usher'* to *'The+Cask+Of+Amonelligo'* among other tales, ghostly presences and horror and terror are ever present. 'The Murders in the Rue Morgue' is considered by many to be the first detective story and influenced Sir Arthur Conan Doyle in his creation of Sherlock Holmes.

Poe’s poetry is very moving and dramatic with good rhyme schemes *'The Raven'* and *'To+Fall+Of+The+House+Of+Usher'*. His poetry is considered by many to be the first detective story and influenced Sir Arthur Conan Doyle in his creation of Sherlock Holmes.

The *City In The Sea*’s imagery of city elements of design that is reflected in his ornate descriptions of rooms and furniture in his tales. Also coming up November 1 is All Saints Day. Logos has much on the saints with books on and writings by St. Francis, St. Augustine, St. Theresa of Avila, St. Therese Of Lisieux, St. Jerome, St. Ignatius Of Loyola, St. John Of The Cross, St. Benedict and St. Thomas Aquinas among others.

The *City In The Sea*’s imagery of city structures just below the water slowly sinking further down is quite vivid. Poe’s tales and poetry are rich in atmosphere and engage the reader.

Of historic cultural interest are Poe’s essays and reviews. He goes into depth reviewing a tale by James Fenimore Cooper unknown to today’s readers called ‘Wyandotte’. Poe was also one of the first American reviewers of Sketches by Boz by Charles Dickens in his piece ‘Watkins Tottle’. In his ‘Philosophy Of Furniture’ Poe shows a good understanding and appreciation of furniture elements of design that is reflected in his ornate descriptions of rooms and furniture in his tales.

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Come enjoy the fall and shop at Logos!

**Upcoming Events At Logos Bookstore**

- **Tuesday, October 2, and Tuesday, October 16, 2007** at 7 P.M. Sit-n-Knit, Logos’ resident knitting Group meets.
- **Wednesday, October 3 at 7 P.M.** KYTV Reading Group will discuss *The Fall of the House of Usher And other Writings*.
- **Monday, October 8, 2007** at 7 P.M. The Sacred Texts Group led by Richard Curtis will continue its discussion of *Jesus And The+Sermon+On+The+Mount*.
- **Wednesday, November 7, 2007** at 7 P.M., KYTV Reading Group will discuss *Ahab's Wife*, or *The Star-Gazer* by Senna Jeter Nashlund.
- **Transit: 4, 5, 6 Subways to Lexington Avenue and 86th St., M66 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st & 2nd Aves.)

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Weill Cornell Medical College has been selected by the National Center for Research Resources (NCRR), of the National Institutes of Health (NIH), to establish and lead a new Clinical and Translational Science Center (CTSC), creating an ambitious and innovative network for biomedical collaboration on New York’s Upper East Side. The Center’s goal is to facilitate new collaborative research studies that quickly and effectively result in new patient treatments and preventive interventions.

Funded through a prestigious $49 million Clinical and Translational Science Award (CTSA)—the largest federal grant ever awarded to Weill Cornell, the CTSC will consist of a unique multidisciplinary collaboration between a diverse group of institutions. Led by Weill Cornell Medical College and Weill Cornell Graduate School of Medical Sciences, the new Center also will encompass the Cornell University Cooperative Extension in New York City (CUCE-NYC); NewYork-Presbyterian Hospital/Weill Cornell Medical Center; Memorial Sloan-Kettering Cancer Center (MSKCC); Hospital for Special Surgery (HSS); Hunter College School of Nursing; The Center for Study of Gene Structure and Function of Hunter College, City University of New York; and an additional six Weill Cornell-affiliated hospitals. “There is a pressing need for broad-based multidisciplinary collaborations that can fulfill the incredible promise of recent research advances in areas like genetics and bioinformatics, and efficiently translate them into real-world interventions that benefit the community,” says Dr. David Skorton, president of Cornell University and professor of medicine and medicine in pediatrics at Weill Cornell Medical College. “As it strives to meet this challenge, the new Clinical and Translational Science Center will also be an integral component of Cornell’s commitment to interdisciplinary and inter-institutional collaboration.”

“We are honored to be selected as the lead institution for this new biomedical complex, and look forward to working with our neighboring institutions to forge new and far-reaching collaborations in order to meet the government’s mandate to energize and transform clinical and translational science,” says Dr. Antonio M. Gotto Jr., the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College. “Another key benefit of this program will be its role in helping to educate the next generation of researchers trained in the complexities of translating research discoveries into clinical trials and ultimately into practice.”

Weill Cornell Medical College is already engaged in numerous ongoing multi-institutional collaborations with members of the Clinical and Translational Science Center—including Cornell University, Memorial Sloan-Kettering Cancer Center, Hospital for Special Surgery and Hunter College.

“The Clinical and Translational Science Center will also take creative approaches to translational research, developing and improving tools for analyzing research data and managing research studies,” says Dr. David Hajjar, senior executive vice dean and executive vice provost of Weill Cornell Medical College, dean of the Weill Cornell Graduate School of Medical Sciences, and the Frank H.T. Rhodes Distinguished Professor of Cardiovascular Biology and Genetics. “A new Biomedical Research Building, already under development, at Weill Cornell will eventually serve as the hub for this new effort.”

“This is the largest federal grant ever awarded to this Medical College; and what is truly noteworthy is the reality of several public and private, world-class institutions working in teams across disciplines to promote translational research,” says Dr. Julanne Imperato-McGinley, the Center’s principal investigator and program director. “And, all important innovations will be shared by virtue of our active participation on national CTSA steering committees.”

An accomplished clinical and translational researcher with more than 25 years of NIH funding, Dr. Imperato-McGinley will also be named the associate dean for educational training and research, developing and improving tools for analyzing and managing research data and research studies. In addition, she is the Abby Rockefeller Mauzé Distinguished Professor of Medicine in Endocrinology, Diabetes and Metabolism.

Together with our collaborating institutions, we will work toward moving translational research from bench to bedside to community,” continues Dr. Imperato-McGinley. “Furthermore, in a process of circular innovation, lessons learned in the community will then be the basis for new research efforts.”

An extensive community outreach program, especially for ethicantly diverse medically underserved areas, will be an important component of the CTSC initiative. Member institutions, particularly the Cornell University Cooperative Extension, have existing partnerships with key community organizations.

The initiative will target the full range of clinical areas, among them—cancer, diabetes, AIDS, cardiovascular disease, women’s health, reproductive medicine, geriatrics, psychiatry, Alzheimer’s disease, kidney disease, obesity, multiple sclerosis, neuromuscular disorders, trauma and burns.

Neighboring institutions will contribute significantly to the CTSC: The Hospital for Special Surgery—one of the most renowned orthopedic hospitals in the U.S. and a leader in investigating musculoskeletal and autoimmune diseases— is one of two medical institutions designated by NIH as a Core Center for Skeletal Integrity. Memorial Sloan-Kettering Cancer Center represents one of the world’s premier cancer centers where state-of-the-art basic science research flourishes side-by-side with clinical investigation and treatment at Memorial Hospital. Cornell University Cooperative Extension has been engaged in research addressing the needs of a changing New York for over 50 years, and will remain a significant linchpin for community outreach. Hunter College’s Gene Center, funded by the Research Center for Minority Institutions Program of NCRR, recruits and nurtures minority talent and has established an effective electronic network with minority scientists nationwide. Hunter College School of Nursing, training nurses from a diverse urban population, participates in community outreach and education in underserved areas.

Many of our ongoing research projects already address AIDS, cancer, neurodegenerative diseases and complaint behavior—all important aspects of clinical translational research. The CTSA will create synergistic programs among those neighboring institutions and complement the efforts of President Jennifer Raab to build a new science building at Hunter College,” says Dr. Robert Dottin, director of Hunter’s Gene Center.

NIH Selects Weill Cornell Medical College & Dean Antonio Gotto Jr. to Lead New Research Collaboration with Hunter Pres. Raab

President Jennifer Raab

Dean Antonio M. Gotto Jr.
By DR. CHARLOTTE F. FRANK

When I see teachers in classrooms, visit with principals in schools, look at editors putting together a publication, or even when I’m selecting the right vegetables for a tasty salad, I am reminded of my parents’ role as role models. Whatever success I may have achieved.

Today, people talk about the importance of parents not only for the children of their adult offspring. Not all parents did not discuss parenting, as a skill, for that was not the language of the time but I have lived by guidelines they did not even realize they were following.

For example, my mother was always busy gardening in our small front yard and with plants for our windowills and taught me the importance of proper fertilization and constant attention to the details of watering on a daily basis. While I still love and practice gardening today, the big lesson I took from my parents was that I must remain committed to teaching them how. We need to write first, second and third drafts of their work together in history, geography and science, but learning to read is not one of them.

As the new school year begins, let’s try to make the children more comfortable, and allow them to really participate and learn.

Sandra Priose Rose

Chairperson and teacher of high school

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Calendar of Events

OCTOBER 2007

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HEALTHY WOMEN: MAKING THE MOST OF EVERY DAY TUESDAY, OCTOBER 1

Location: NYU Medical Center

550 First Avenue (at 31st Street), Alumni Hall B

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

NYU CANCER INSTITUTE

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TUESDAY, OCTOBER 2

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

Medical Lectures

NYU CANCER INSTITUTE

News & Events - Fall, 2007

* * * * *

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Location: NYU Medical Center

550 First Avenue (at 31st Street), Alumni Hall B

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

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22 Award Winner

EDUCATION UPDATE • FOR PARENTS, EDUCATORS & STUDENTS • OCTOBER 2007

THE LEGACY OF PARENTS

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

For most parents, their children’s practice of doing almost all writing on a computer keyboard is something they are still getting used to. It can seem that the “art” of handwriting and spelling is lost, and that students are overly dependent on using computers. However, the truth is that computers and writing are not mutually exclusive. What is being encouraged by the “sit and type” of keyboarding is something that was not the language of the time but I have lived by guidelines they did not even realize they were following.

The most obvious is the fact that was supposed to be cozy is often tiring for them. What might be encouraged by the “sit and type” of keyboarding is something that was not the language of the time but I have lived by guidelines they did not even realize they were following.

On projects together in history, geography and science, but learning to read is not one of them.

As the new school year begins, let’s try to make the children more comfortable, and allow them to really participate and learn.

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Calendar of Events

OCTOBER 2007

For more information and to make a reservation, please call 212-731-6088.

HEALTHY WOMEN: MAKING THE MOST OF EVERY DAY TUESDAY, OCTOBER 1

Location: NYU Medical Center

550 First Avenue (at 31st Street), Alumni Hall B

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

NYU CANCER INSTITUTE

OVARIAN CANCER SURVIVOR’S COURSE

TUESDAY, OCTOBER 2

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

Medical Lectures

NYU CANCER INSTITUTE

News & Events - Fall, 2007

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LEUKEMIA AND LYMPHOMA TREATMENT: LEARN, CONNECT, DISCUSS

Tuesday, October 2, 4:00 - 5:00 PM

Location: NYU Medical Center

550 First Avenue (at 31st Street), Alumni Hall B

Description: It is important for women to take charge of their health and live the right way to be in their best professional and personal lives. This session will provide information on cardiovascular and gynecological health, ... and clinical trials. Registration for the event is available online at www.nycancer.org. This course is being sponsored by the Gynecologic Cancer Foundation and is made possible through sponsorship support from the NYU Cancer Institute and the William Randolph Hearst Foundation. For more information, please call 212-731-4800.

Open Houses

TOURO COLLEGE NEW YORK

SCHOOL OF CAREER AND APPLIED STUDIES

351 W. 33rd St, Room 236

Open House: Thursday, November 15, 2007

Registration: This is a free admission event for prospective students and their families. There will be representatives from the college’s various programs to provide you with information about the college’s offerings. For more information, please call 212-731-4800.
Argentina Tango Takes New York

By JUDITH Aquino

At 11am Saturday morning, high above the noise and bustle of Chelsea, dozens of dancers glistened counterclockwise inside the wooden floor studio of Dance Manhattan. Locked in a tango embrace, the couples made their way around the room to the rhythmic sounds of violins pouring out of the speakers. Weaving between the couples was a young woman with a warm smile, who seemed to know everyone and was frequently approached by the dancers for advice.

In addition to guest-students weekly, Mariela Franganillo brings a vibrant energy to New York City’s Argentine tango scene as an accomplished dancer, choreographer, and producer. Recent highlights of her career include performing in Broadway’s Forever Tango, at the National Dance Week Festival in Washington D.C., A Tribute to Astor Piazzolla at the Well Recital Hall in New York City, and to Fernando Otero’s Forever Tango, a 13-member tango ensemble of musicians and dancers embodying the compelling art of the tango; Roxana Fontan, “The Voice of Buenos Aires” leading musicians and dancers in an enchanting evening of tango music; and Chango Spasuak, a virtuoso accordionist who has won acclaim as the major innovator of chamamé – folkloric music which blends native Guarani, Creole and European traditions.

Although the shows are sure to attract much attention, Ms. Franganillo quickly pointed out that the Festival is as much about the history of Argentine tango as it is about the performances. “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

—Section 1, Fourteenth Amendment of the U.S. Constitution

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The Harold W. McGraw, Jr. Prize in Education, 20th Anniversary

By DR. POLA ROSEN

The splendor of glittering lights at the New York Public Library and the exotic centerpieces named for lands far away, transported guests to an enchanted place generally reserved for readers of the volumes housed in this great repository of learning. The occasion: the 20th anniversary of the Harold W. McGraw, Jr. Prize in Education created by Mr. McGraw whose foresight and perspicacity provided the recognition that those who teach well should be rewarded. Each of the three recipients at this annual event receives $25,000 and more important, the standing ovation of leaders in education such as President Jennifer Raab, Dean David Steiner, Dr. Vartan Gregorian, President Dolores Fernandez, President Augusta Kappner, President Vishakha N. Desai, Gene Mauroff among others at the black-tie gala.

Harold McGraw III, Chairman, President and CEO of The McGraw-Hill Companies, in his welcoming remarks underscored that teachers enable us to become better citizens and more compassionate human beings. The prize, this year, he continued, emphasized global awareness, respect and competence.

The awardees shared personal experiences preceded by a backdrop of photos and videos of their achievements throughout the years, even back to the day of their photos. Dr. Lois B. DeFleur, President of Binghamton University, SUNY. DeFleur recounted her student days in Argentina and the bus ride where she got lost, symbolic, she stated, of the importance of global awareness.

Reynald (Ray) Smith, a social studies teacher in Washington DC was eloquent and moving when he spoke of his role as more than a teacher in his inner city school, fulfilling the need for father figure, role model and mentor. His students in a video said, “He’s cool. He pushed us to know more. He is the father I never had.” His emphasis is on “do better.” In his 37 years as a teacher, he cited the importance of elevating the status of teachers, “showing more appreciation and love for our many great educators throughout the country.”

Vivien Stewart, VP of Education at the Asia Society, created a national initiative to expand the teaching of Chinese as well as programs to promote the study of Asia and other world regions, cultures and global issues in America’s schools. She has also built connections between the U.S. and Asian education leaders.

Harold McGraw III particularly cited the expertise and contributions of the indefatigable Dr. Charlotte Frank, Sr., VP Research, for her tireless efforts on behalf of education and the McGraw-Hill Companies.

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