Koplewicz, Neidich & Clinton

Advocates for Special Education
Ah, the golden days—the 50s, the 60s, even the early 70s when the arts were firmly ensconced in the curriculum of public schools across our nation. It seemed so much better then, wasn’t it? Perhaps it is because, as another year winds down, our expectations ex- cept with mourning over the past; perhaps it is because of Allan Kozinn’s Christmas Day article in The New York Times, which pleads for a renewal of arts in education, and briefly mentions Lincoln Center Institute as one of the organizations doing good work in this sphere—but I feel like shouting: “Let’s get it together, already!”

I have read several books over the years, but we have all the makings of a bright new era in our hands, and surely this is more exciting than repackaging what we once were. In other times in American history has education experienced the concern, ideas, and influence of so many divisions of our society beyond education itself, including politics, economy, and industry. No state of the union—good or bad—throughout the 20th century and into this one has created the present conditions, in which a dramatic and complete rethinking of the educational structures that frame our edu- cational discussion is both needed and possible. And that includes, perhaps for the first time in a real way, me, the politician.

It is a quaint legend that in those good old days everyone loved how the arts were taught in the schools. During my 20 years at Lincoln Center Institute, countless governmental leaders, elected offi- cials, and philanthropists have confided, in an informal moment and with a sheepish grin, “you know, I hated being forced to play an instrument. Gosh, I stuck at it!” Yet it is true—and extremely important—that the arts became a major part of the lives of these same men and women. In other words, teaching a student to play an instrument is one thing (no, Lincoln Center Institute does not do that); teaching all students, not just those who are already interested in the arts, that dance, music, theater, painting, and all other art forms open unsuspected doors to a life well lived, is another: and yes, Lincoln Center Institute does do that. That is the excitement for me, the politician, that the chance that the arts will finally be recognized for their vital role within our lives, be in it school or out of school.

We are witnessing a unique convergence of factors that can make this come true. The single greatest transition of teaching and administrative staff in education within the past 50 years, and most likely within the next 50, is taking place. We are finally waking up to the flaws, fatal in many ways, in our thinking that confused the necessity for more accountability in education (the positive side of NCLB) with standardization and over-testing, known far and wide as the nega- tive side of NCLB. In political camps favor accountability and are determined to make our educational systems more transparent and more accountable for its actions—and that is a good thing. We, the progressives, have liked ourselves a bit too much over the past few decades and somehow we have wound up in an educational crisis which has only gotten worse as it is time to tell ourselves: physician, heal thyself!

In the background of the famous engraving "Dürer Magic Square" (1514) by the renowned German artist Albrecht Dürer (1471–1528), who lived in Nürnberg, Germany.

By DR. ALFRED S. POSTAMENIER

In the spirit of the season, we offer you some recreation in mathematics. This should serve to motivate the uninstructed to this beautiful subject! There are entire books written about magic squares of all kinds. Then there is one magic square, however, that stands out from the rest for its origin and the many properties it has beyond those required for a square matrix of numbers to be considered “magic.” This magic square even comes to us through art, and not through the usual mathematical channels. It is depicted in the back of the famous engravings produced in 1514 by the Lincoln Center Institute.

A magic square is a square matrix of numbers, where the sum of the numbers in each of its columns, rows, and diagonals is the same. Just for practice, you might have your students try to construct a 3 by 3 magic square. Here is the solution (for your convenience):

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You might then ask them to construct a 4 by 4 magic square**. After they have had ample time to try to construct this magic square, begin the discussion of the Dürer Square. Most of Dürer’s works were signed by him with his initials, one after the other with the year in which the work was made included there. Here we find it near the lower right side of the picture. We notice that it was made in the year 1514. Astute students may notice that the two center cells of the bottom row depict the year as well. Let us look at this magic square more closely.

First, let’s make sure that it is a magic square. The sum of all the rows, all the columns, and the two diagonals must be equal. Well, they are, each having a sum of 34. So that is all that would be required for this square matrix of numbers to be considered a “magic square.” However, this “Dürer Magic Square” has lots more properties that other magic squares do not have. We shall list some here:

- The four corner numbers have a sum of 34.
- Each of the four corner by 2 squares has a sum of 34.
- The center 2 by 2 square has a sum of 34.
- The sum of the numbers in the diagonal cells equals the sum of the numbers in the non-diagonal cells.

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The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the first and third rows.

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The sum of the squares of the numbers in the diagonal cells equals the sum of the squares of the numbers in the second and fourth rows.

Notice the following beautiful symmetries:

- 2 + 8 + 9 + 15 = 3 + 5 + 12 + 14 = 34
- 16 + 5 = 7 + 12 = 34
- 4 + 6 + 7 + 11 = 34
- 3 + 9 + 10 + 12 = 34

The sum of each adjacent upper and lower pair of numbers (vertically) produces a pleasing symmetry:

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The sum of each adjacent upper and lower pair of numbers (horizontally) produces a pleasing symmetry:

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Can your students find some other patterns in this beautiful magic square? The hunt will surely be enjoyable to the diagonal cells.


A 4 by 4 magic square is usually constructed by writing the numbers from 1 to 16 in proper order, row by row, and then striking out the num- bers that are not used. One way of constructing the square is to write each of these struck out numbers is then to be replaced by its comple- ment, that is, the number which when added to it yields a sum of 17 (one greater that the number in the cell). Hence, the square after interchanged the two middle columns to get the date of the etching in the two bottom center cells.

Dr. Alfred S. Posamentier is Dean of the School of Education and Professor of Mathematics at NYU, author of over 40 books on math including Math Wonders to Inspire Teachers and Students (ASCD, 2003) and Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003), and member of the NYS Standards Committee on Math.
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Grace Outreach Helps High School Dropouts Get GED Degrees

By EMILY SHERWOOD, Ph.D.

In Zaoukema Blanding’s math class, students are poring over their math homework with intense concentration, scrutinizing conversion tables and double-checking their fractions. A brightly colored “hot seat” in the front of the class, currently unoccupied, will be the prize for the student who aced her homework that day, but this is no ordinary school: there are no bells that signal class times, and the students, all of them girls, are well out of their teens. Many are single parents. Nestled in the heart of the Mott Haven section of the Bronx, where a staggering 46 percent of families live below the poverty level and only 41 percent of adults has a high school education or higher, the “school” is a nonprofit enterprise known as Grace Outreach, and it’s helping low-income women earn their high school General Equivalency Diploma (GED) through a free program of instruction in math, reading and writing. “I think of this as a second chance charter school,” explains Executive Director Darlene Jeris, an MBA who previously worked as a special assistant to former IBM CEO Louis Gerstner. “We are the only privately-funded all-women’s school and not others. They also relied heavily on standardized test scores, grouped schools in an unclear way, and penalized schools where a large portion of students were performing at or above grade level. Schools with solid records of performance received below average grades.

We believe the progress reports should meet four basic challenges; they should be accurate, transparent, equitable and understandable. Progress reports are supposed to provide a clear lens into our schools, not vague notions. Moving forward, we must make certain that progress reports will:

- Hold the entire New York City public school system accountable, including District 75, 79, K-2 & City-funded Charter schools.
- Encompass more than just standardized tests scores by looking at students “holistically.”
- Measure schools by more than a single letter grade.
- Group schools fairly (including demographics, level of overcrowding and the number of Special Education and ELL students).
- Use data covering a minimum of three years to more accurately determine progress.
- Provide more opportunities for extra credit (especially for schools where students take college level courses).
- Coordinate with ongoing professional development on how to maintain, understand and analyze data.
- Take into account any intervention that is needed for students entering High School at levels 1 & 2.

We also must ensure additional supportive services are provided to schools in need, and we must all work together to find the most effective tools to properly measure our schools and improve student achievement.

Ernest Logan is the President of the Council of School Supervisors and Administrators.

A LOOK AT PROGRESS REPORTS

The progress reports that were released last month by the Department of Education and which graded New York City Public Schools on a scale of A to F were borne of good intentions. They aimed to provide parents with an overall assessment of public schools by evaluating factors such as standardized test scores, graduation rates, attendance, and student progress. In the end, however, rather than making parents feel more confident in their children’s schools or clearly identifying where improvements are needed, they instead generated skepticism and confusion. Sometimes good intentions can often be frustrated by poor execution. As with any new initiative, there will be issues that need to be addressed. Let us take the time NOW to ensure that next year, these reports will more accurately and fairly assess ALL New York City public schools.

We all agree a meaningful assessment of our schools, administrators and teachers is necessary to truly challenge this system and move our students forward. Although the concept of progress reports was a step in the right direction, many issues have emerged since their release. For example, the reports only assessed some public schools and not others. They also relied heavily on standardized test scores, grouped schools in an unclear way, and penalized schools where a large portion of students were performing at or above grade level. Schools with solid records of performance received below average grades.

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The Cellular Aging Team

Dr. Karen Hubbard, right, explores the basic biology of how cells age and die. Shanaz Ghandhi, who came to CUNY from India to study with her, used a genomic approach to investigate a protein that interacts with a cancer-causing gene called HDM2. Their research could help explain the aging process and cure or prevent cancer. Dr. Hubbard has received more than $3.8 million in research grants.

The Chemistry Team

Mark Smiley vowed to become a physician when he saw a friend shot dead. He joined Dr. Charles Malerich's research into blood protein components called metal porphyrins. That led to a two-year United Negro College Fund/Merck Science Scholarship for drug research and a federal postgraduate grant to study musculoskeletal injuries. Future plans: devising new orthopedic surgical techniques.

Look Who's Teaching & Learning At CUNY!

Take a closer look at some of the areas where CUNY harnesses the power of faculty and student research to push the boundaries of knowledge and discovery.
School for Strings continues to Vibrate as Suzuki-based Music School

By JOAN BAUM, Ph.D.

Though it’s been a few years since Charles Osgood featured The School for Strings (SFS) on CBS, nothing’s changed at this jewel of a children’s music school. In fact, nothing’s really changed in the school’s 38 years of existence—which is the way its focused but wonderfully relaxed director Alexander “Sasha” Yudkovsky wants it (well, he wouldn’t mind roomier quarters and being able to offer less tuition free or at least more scholarships). Like the school’s founder, an early Suzuki enthusiast, who’s still playing and teaching at 91, violinist Louise Behrendt, whom Mr. Yudkovsky credits as his mentor, Russian-born Yudkovsky, who came to this country as a 14-year-old cellist, and who has no problem answering to “Sasha,” wants SFS to remain small and intimate. It’s essential, he says, for him to know every student, from the age of two and a half on, and to know their parents. He’s not interested in fame that leads to expansion or development. It was CBS who came to SFS, he points out, not the other way around. Charles Osgood noted why: his own five children had been students at the school and absolutely loved the experience. His wife pointed out how she would travel with their growing quintet over the years, spending four out of five days a week at the school. The participation of parents, Sasha notes, is a basic requirement of SFS, regardless of a youngster’s level or ability to pay. Parents must attend classes with their children, learn the instrument and participate in their children’s musical training, and in the process (and they do, SFS, he adds, encourages and recruits parents to attend). And of course, there’s the Suzuki method! Dedicated to serving recent post-graduate musicians interested in arts education and community outreach, this two-year fellowship program provides recent graduates with performance opportunities, advanced musical training, and intensive teaching instruction and experience. The graduates, who given performances at Carnegie Hall and Juilliard, and at other concert halls in NYC and NYS, hail from some of the most prestigious musical institutions in the country, including The Curtis Institute of Music, Eastman School of Music, New England Conservatory, San Francisco Conservatory, Stony Brook University, and Yale School of Music.

While the Academy Program is a great opportunity for these new artists-in-residence at Carnegie Hall, it is also a boon for NYC public school students who are able to meet Academy Fellows coming to their school for one and a half days a week, for 24 weeks, to work alongside school music teachers. Here, Ms. Johnson hopes, they will work with music and classroom teachers to contribute to the making of a new generation of music lovers and concert attendees, not to mention the making of a new generation of professional musicians who are equipped with a broad range of skills and dedicated to creating cultural change by inspiring a sense of the importance of supporting classical music. Such hopes come naturally to Mr. Johnson, who has a bachelor’s and master’s degree in oboe from Juilliard, and is a founding member of Ariel Winds, a quartet dedicated to educational outreach. Before coming to WMI, she served as Director of Education and Community Partnerships at The Philadelphia Orchestra and as Program Associate for educational outreach at the 92nd Street Y. Not to mention many other related positions where she has been and continues to be a key player in education awareness programs locally, nationally and abroad.

By JOAN BAUM, Ph.D.

School for Strings continues to Vibrate as Suzuki-based Music School

Sarah Johnson Brings New Musical Perspectives to Carnegie Hall

By JOAN BAUM, Ph.D.

Only eight months into her new job as Director of The Weill Music Institute at Carnegie Hall (WMI), Sarah Johnson, full of energy and excitement about implementing plans for the 2008-9 season—“I wish I could say more right now but...” nonetheless, waiting for final decisions to be made, is eager at least to identify now some areas of interest. “Teaser” information includes advancing education initiatives, moving on strengthening community connections in all five boroughs, as well as NJ and Westchester County, and developing creative, skills-based and integrated sequential curricula for grades K-12. Future seasons will also see programs that will bring together more educators for discussions at Carnegie Hall and ensure that their efforts are recognized.

On the very mid-December day Education Update caught up with Ms. Johnson, The New York Times announced that from September 24 to December 13, Carnegie Hall and The New York Philharmonic will present a series of 30 concerts, film screenings, panel discussions and other events to observe the 90th birthday of Leonard Bernstein and the 50th anniversary of the “Mass” and excerpts of the “Age of Anxiety.” The festivities are to be observed at The United Palace Theater in Washington Heights, along with the Baltimore Symphony Orchestra, in other concert halls in NYC and NYS, hail from some of the most prestigious musical institutions in the country, including The Curtis Institute of Music, Eastman School of Music, New England Conservatory, San Francisco Conservatory, Stony Brook University, and Yale School of Music.

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By JOAN BAUM, Ph.D.

Over the years, each summer, more than 50,000 youngsters, ages 6-18, approximately 1,600 a day—some from as far away as NJ, Riverhead and Westchester County—know that when their air-conditioned chartered buses hit Exit 49N of the LIE, they’re just minutes away from a wonderland in the woods that Time Magazine called “one of America’s most unique camps.” With 200 acres and 70 buildings that house music and art studios, galleries and theatres, Usdan Center for the Creative and Performing Arts can easily lay claim to being one of the most physically impressive, professional and yet relaxed venues for pursuing music (classical, pop, jazz, folk, choral), painting, ceramics, computer graphics, cartooning, dance (classical, modern, Broadway, tap), drama, photography, film and creative writing, under the loving guidance of well known artists. Usdan also takes itself seriously as a camp, however, and in addition to the courses students elect (two hours a day for a major, one hour for a minor, which can include recreational sports), they also swim an hour in one of the camp’s two Olympic-size pools.

The success of Usdan is easily inferred from the unsolicited letters Dale Lewis receives daily, all year long, some missives accompanied by artwork. Alumnae, fondly recalling what Suzanne Usdan calls their “life-changing summers” at the camp, are eager to enroll their own children, though word-of-mouth among neighbors and friends is as much responsible for Usdan’s extraordinary growth, some of it in areas that may not at first seem related to the arts. But, on reflection, Dale Lewis suggests, the more recent course additions in chess and nature and ecology fit beautifully. Nature and ecology, for example, encourages youngsters to replicate sounds found in nature and to make sculptures out of found objects. Indeed, he laughs, in a recent poll asking campers what they’d like to see added, perhaps in future years, culinary “arts” came in number one! How a major in such an area might affect in future years, Lewis himself, a graduate of the Oberlin College Conservatory of Music, switched gears when he gave up a successful career as a cellist, having made a Carnegie Recital Hall debut when he was 12, as the winner of the New York String Teachers Guild competition, then soloing in this country and abroad and playing cello in the Albery Trio, eventually moving on to assume various faculty positions in music. For 18 years he held the title of Music Director of the Westchester Junior Orchestra.

The 25 years have been deeply rewarding, Lewis says, particularly as he looks back on recent accomplishments—adding technology-based arts courses, a new Discovery Program for ages 6-8, instituting an association between Usdan and the Joffrey Ballet, co-creating the Heckscher-Usdan Student Art Institute (with year-round capabilities), superintending the construction of the 1,000-seat McKinley Amphitheater for Music and Dance, and introducing and sustaining Usdan residences in ballet (San Jose, CA), chamber music (Tokyo String Quartet) and brass—the Canadian Brass, what else? Cheerful, confident, he also looks ahead and is especially pleased with a new direction that will kick in this summer: the Usdan College Prep Center that will assist upper division students in selecting and applying to colleges, preparing for the SATs and, in September, engaging students in an intensive weekend of essay writing and coaching in auditions and stage techniques. This unusual and inspired program will bridge the gap between summer fun and the usual college prep hysteria seniors face back in the academic world. It will also give youngsters information about little known but great colleges “out there,” including well-regarded conservatories that would love to hear from Usdan graduates.

Regardless, at Usdan all youngsters, regardless of level of ability, have an opportunity not only to embrace the creative and performing arts in a professional setting, Lewis emphasizes, but to form life-long friendships, meet mentors, have their minds opened to new experiences.

For more info: www.usdan.com or call 212-772-6060.
**MUSIC, ART & DANCE**

**National Dance Institute—“Dancing through Life”**

By MARGARET I. CUOMO, M.D.

“5-6-7-8—Lift your knees! —Higher! —Higher! —Look at the audience! —Now Smile!”

It is a frigid Saturday morning in December at PS. 130 in Chinatown, when many children throughout New York City are watching cartoons in their pajamas or still snug in their warm beds. For the young dancers of National Dance Institute (NDI), Saturdays are reserved for learning and rehearsing the often challenging choreography presented by NDI teaching artists.

What is the magic that inspires this passionate dedication in such young students? The answer lies in the philosophy of education espoused by the extraordinary NDI Founder Jacques d’Amboise, and the brilliant Artistic Director, Ellen Weinstein (rhymes with “Einstein”). NDI raises the bar high for its dancers. Recognizing the power of the arts to inspire students to excellence in all aspects of their lives, d’Amboise developed a dance pedagogy that would motivate all students to learn and excel as dancers. Artistic Director Weinstein has collaborated with d’Amboise to create a unique learning environment. Each year’s dance curriculum culminates in mid-year and end of year assemblies, attended by parents and friends. The “Event of the Year” in June is a full-scale performance with live music and scenery, usually presented at La Guardia High School. Weinstein and her faculty of teaching artists select themes, which invite an in-depth study of the culture, as well as the music and dance, of a particular country or ethnicity. In the past few years, NDI curricular themes have included the life of Albert Einstein, Shakespeare’s “A Midsummer’s Night Dream,” and the cultures of Africa. Mexico is the 2007 theme, and the NDI has collaborated with Mexican choreographers and dancers to create a vibrant and exciting program of yearlong study.

Since its founding in 1976, NDI has impacted the lives of over 2 million children worldwide. Over 35,000 New York City public school children participate in NDI programs each year. NDI’s teaching “team” consists of a master teacher/choreographer, a teaching assistant, and a musician. A commitment to live music is an essential part of the NDI experience. The In-School Program provides weekly classes within New York City public schools to all students, including those with physical, cognitive, and emotional challenges. NDI programs also exist for grades K-5 at the Special Music School, and for high school students at the Individual Pathways program of Walton High School Annex. With the support of a planning grant from the New York State Council on the Arts (NYSCA), PS. 163 is piloting an integrated arts curriculum for grades PK-5 that will embed NDI pedagogy throughout the academic disciplines. NDI has established affiliate programs in New Mexico, Colorado, North Carolina, New Hampshire, Virginia, and New Jersey. Internationally, NDI has developed cultural exchanges with Australia, Bali, Chile, China, Ethiopia, Hawaii, India, Ireland, Israel, Nepal, Palestine, Russia, Senegal and Siberia, and is currently helping to establish a program in Mexico.

What do the educational experts think of NDI? Dr. Howard Gardner is the highly respected Professor of Cognition and Education at Harvard University, Professor of Psychology and Education at the Harvard Graduate School of Education, and a leader of Project Zero, an education research group. For years, Dr. Gardner has been an enthusiastic advocate of the pedagogy and performance model established by NDI. Dr. Nancy McCormick Rambusch, renowned early childhood educator, and founder of the American Montessori Society, described NDI’s pedagogy as exemplifying quality teaching. In 2004, Dr. Rob Horowitz, Associate Director of the Center for Arts Education Research at Columbia University’s Teachers College conducted an in-depth external evaluation of NDI’s In-School Program. His report reinforced the efficacy of the NDI pedagogy in engaging the students’ higher order thinking skills related to cognitive, affective, and kinesthetic learning. Horowitz also affirmed what NDI knows so well: that NDI students demonstrate increased self-confidence, concentration, and focus.

Perhaps the “magic” of NDI lies in the way the music and dance motivate the dancers, and their teachers, to excel beyond what they thought they could accomplish. Perhaps it is the fact that the teachers believe firmly in the young dancers’ ability, and the dancers strive to exceed the high standards set by their teachers. Some of that magic was evident on November 22nd, 2007, at the Macy’s Thanksgiving Day Parade. The NDI dancers marched and danced their way down Broadway, and performed at Herald Square where they were televised nationwide by NBC. Viewers from across the USA were inspired and moved by their joyful energy, as well as their obvious talent. A petite powerhouse, Artistic Director Ellen Weinstein nearly vibrates with enthusiasm as she speaks about NDI. “NDI’s curriculum is accessible to all. We challenge children beyond what they ever dreamed possible, but not beyond what they are capable of. We take the children on an exhilarating adventure that has hard work, rigorous discipline and joy attached. It is everything good education should be.”

The face of former New York City Ballet Principal dancer, Jacques d’Amboise, radiates with a youthful zest for life. Although he is the recipient of numerous prestigious awards (Kennedy Center Honors, a MacArthur Foundation “Genius Grant,” The Academy of Arts and Sciences, The Mayor’s Award for Arts and Culture, The National Medal of Arts, People Magazine’s People First Honoree, and many others), Jacques is a humble, child-centered giant. Having traveled throughout the globe with his beautiful ballerina and photographer wife, Carolyn, d’Amboise brings a wealth of life experiences to his commitment to NDI. What has d’Amboise discovered throughout NDI’s thirty-one year history? “It all filters down to three essential words: Children are everything.” What does the future hold for the NDI? d’Amboise reflects: “What the NDI has done throughout its thirty-one year history, and is doing now, will continue in the future in an expanded way.” That expansion would include the establishment of a permanent home for NDI, envisioned as a Center for Learning and the Arts. This center would serve as a crucible for the training of teaching artists and would provide a much needed rehearsal and performance space for NDI dancers. Such a permanent residence would solidify NDI’s future, and would offer an appropriate testament to the life of Jacques d’Amboise, who has inspired millions of children through participation in the arts. In the words of the incomparable d’Amboise, “The arts open your heart and mind to possibilities that are limitless. They are pathways that touch upon our brains and emotions; they are human beings’ greatest form of communication. They walk in tandem with science and play, and best describe what it is to be human.”

One NDI supporter observes, “When you experience an NDI performance, you have the sense that there is hope for a better future, because these children will make it happen.”

For more information about this extraordinary arts program, visit www.nationaldance.org #

As an advocate for excellence in children’s education, Dr. Margaret I. Cuomo is a supporter of several organizations involving the arts and world language education, including NDI and Concordia Language Villages.

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CORPORATE CONTRIBUTIONS TO EDUCATION

Michael Steinhardt: Legendary Financier Turned Philanthropist

By EMILY SHERRWOOD, P.H.D.

What do you do when you’ve risen to the top of your profession and achieved undreamed-of financial success? If you’re Michael Steinhardt, who grew up on the streets of Brooklyn, graduated from the University of Pennsylvania’s Wharton School before his twentieth birthday, and became one of the world’s first and most successful hedge fund managers in his firm, Steinhardt Partners, L.P., managed $4.4 billion in assets and routinely boasted annual returns well over 20 percent, you close up shop and devote your life to philanthropy.

“Since I stopped managing money [in 1995], I have devoted just about all my energy to a vision of a very different Jewish future,” explains Steinhardt when interviewed in his spacious midtown office, which is filled with a dazzling array of silver and artwork. Steinhardt’s prodigious talents are indeed shaping the Jewish community in ways that he might not have predicted at his “retirement” twelve years ago. From a founding role in PEJE (Partnership for Excellence in Jewish Education) and Birthright Israel to major funding roles in just about every prominent Jewish organization on the map—including The Foundation for Jewish Camping, Jewish Early Childhood Education Initiative (JECEI), B’nai B’rith Youth Organization (BBYO), Hillel, Brandeis University, Tel Aviv University, and the Israel Museum—just to name a few—Michael Steinhardt has lent inspiration and support to, in his words, “take the present, non-orthodox Jewish community to a much better place.”

To illustrate the need for his mission, Steinhardt throws out a challenge: “Name five great Jewish [religious] leaders of the twentieth century.” Aha, laughs Steinhardt at the silence his query evokes, knowing that he’s made his case. It is easy to name 500 great secular leaders who were Jews (Stephen Sondheim, Karl Marx, Albert Einstein, Saul Bellow, and Sandy Koufax might lead the list of standouts in their professions), because he points out, “Jews get their pride from secular accomplishments.” By working to improve Jewish education from pre-school through adulthood, Steinhardt hopes to make his mark on the future of the Jewish Diaspora: “We are a people who are fading, and I’m trying to reverse that,” he adds passionately.

Of the dozens of causes he’s embraced, Steinhardt singles out Birthright Israel, created in 2001 to connect and engage Birthright Israel graduates. “The trip creates an extraordinary spark…There’s an immediate heightening of Jewish identity,” explains Steinhardt, who has “retired” twelve years ago. From a found-
About Kids Who Don’t Like Sports

BY GLENN S. HIRSCH, M.D.

More than 30 million children and adolescents in the United States participate in group or individual sports. The benefits of sports are numerous: sports are good for physical and mental health, and they promote psychological and academic development. But what about the remaining millions of kids who really don’t like sports? I grew up with two left feet and hated sports. When I became a dad, I realized that I wanted to find ways to encourage sports and physical fitness in my own children in case they inherited my klutziness.

We know that kids need to be physically active every day. On the other hand, kids also need time to rest, to think, to do homework, and to socialize with other kids. Organized team sports appeal to many kids at first, but then a considerable number drop out after several years. Why? Some kids don’t like the competitiveness of organized team sports. They just like playing spontaneously for fun. Some kids don’t want to devote the time and effort. Here are some other reasons kids might be turned off.

“I just can’t do it”—Jeremy, 5

Some kids develop motor skills, such as kicking or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention or hitting a ball, later than others. Also, children under the age of 6 or 7 may not have the attention

“T’ll never do gymnastics”—Amy, 14

Some kids have already participated in a sport and feel good doing some kind of physical activity. Coaching and the dramatic arts offer many of the advantages of team sports, in that they require physical dexterity, learning to be part of a team, cooperating in performances, encouraging others, and social awareness. Tips for Parents

Respect and value your child’s particular abilities and talents. Your child may have preferences and gifts in areas other than sports, such as music, drama, writing, or art. Realize that free play, child-organized games, and physical education programs in school provide opportunities for physical activity. Make sure your child is physically and cognitively able to handle the demands of sports. Not until the age of 6 or 7 are children developmentally ready for organized sports. Parents and coaches may lose sight of the child’s needs in their own drive for success, and the child may be used to satisfy an adult’s needs. Stay attuned to the child’s signals. Try to assess whether the child is really interested in the activity or just participating to gain adult approval. Watch for signs that the child may not really be enjoying the sport or experiencing the requirements as stressful. Difficulty in sleeping or eating, or obsessive preoccupation with practice and winning, may be warning signs.

While none of my children are truly athletic, they are all interested and involved in physical fitness and enjoy the camaraderie of sports-playing, not just watching. This monthly column provides educators, parents and families with important information about children 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.
Special Camp Fair On Saturday, Jan. 26, 2008

Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 23rd annual free Special Camp Fair on Saturday, January 26, 2008 from 11 AM to 3 PM at the Church of St. Paul the Apostle, (entrance to Fair on Columbus Ave. near W. 60th St.) NYC. The Fair is presented by Resources for Children with Special Needs, Inc. Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature information on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.

Visitors to the Fair will receive a free copy of the Camps 2008 Directory. The Camps 2008 Directory (publication date January 2008) is also available by sending a check for $25 plus $8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.

Gov. Grants for Educators

Charter School Program (CSP): The purpose of the CSP is to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the Nation by providing financial assistance for the development, program design, and initial implementation of charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents. The Secretary awards grants to State educational agencies (SEAs) to enable them to conduct charter school programs in their States. SEAs use their CSP funds to award subgrants to non-SEA eligible applicants for planning, program design, and initial implementation of a charter school, and to support the dissemination of information about, including information on successful practices in, charter schools.


Eligible Applicants: State educational agencies (SEAs) in States with a State statute specifically authorizing the establishment of charter schools.

Estimated Range of Awards: $500,000-$10,000,000 per year.

Estimated Average Size of Awards: $5,000,000 per year.

Estimated Number of Awards: 8-10.


Excessive Tantrums In Preschoolers May Indicate Serious Mental Health Problems

By JIM DRYDEN

Certain types of tantrums in preschoolers may be a sign of serious emotional or behavioral problems, according to research at researchers at Washington University School of Medicine in St. Louis. Although temper tantrums are common and normal in young children, researchers found that long, frequent, violent and/or self-destructive tantrums may indicate the presence of psychiatric illness.

The research team reports its findings in the January print issue of The Journal of Pediatrics currently available online. Researchers compared tantrums in healthy children to the tantrums in children diagnosed with depression or disruptive disorders, such as attention-deficit/hyperactivity disorder. Most children have temper tantrums at some point, but the researchers found healthy children tend to be less aggressive and generally have shorter tantrums than their peers with depression and disruptive disorders.

"It's clearly normal for young children to have occasional tantrums," says first author Andrew C. Luby, M.D., associate professor of child psychiatry and director of the Early Emotional Development Center at Washington University School of Medicine in St. Louis. Although temper tantrums may be a problem if they occur over and over again, "when a toddler displays aggression directed at a caregiver or violently destructive tantrums during a tantrum, parents should be concerned. The study found that these children tend to have diagnoses of disruptive disorders, especially those with disruptive disorders, averaged more than two tantrums a day for several consecutive days. Very long tantrums also signaled a problem. Healthy children might have a tantrum that lasts 10 or 11 minutes, but several children in the study, especially those with disruptive disorders, averaged more than 25 minutes per tantrum. Finally, when preschoolers are unable to calm themselves following a tantrum, they appear to be at much greater risk of psychiatric problems.

"If a child is having tantrums and parents always have to bribe the child with cookies or other rewards to calm him or her down, this may be something more serious than normal toddler volatility," Luby says. It's important, he stresses, to replicate these findings in studies of other children and to more rigorously classify what types of behavior may be problematic. Since this study relied on parent reports of children's tantrum behaviors, future studies will involve video analysis of them.

Belden, who has two young children, became interested in tantrum behavior because of the very different tantrum styles displayed by each of his two children. His advice for parents is not to worry when a child has a tantrum but to pay attention to how the child is behaving during the tantrum.

"The best news from this paper is that it's normal for children to display excessive behavior sometimes," Belden says. "It's a child lashes out at you, it doesn't mean, 'Oh my god! They're doomed!' But if they lash out and hit you every time, there might be a problem. And if they hurt themselves intentionally, I think it's best to consult a pediatrician or mental health professional."
By DR. POLA ROSE

There are 51 elected City Council Members, yet few of the leaders of a city as large as New York City can name what they do or who they are. Education Update emailed, faxed, telephoned and wrote letters asking each of them about their responsibilities, activities and goals. The responses follow.

DAN GARODNICK

Dan Garodnick was elected to the City Council in 2005. A member of the Council’s Education Committee, Garodnick has become a vocal leader in pressing the Department of Education to develop a plan that will accommodate the expected growth within District 2—an enrollment increase of nearly 25 percent by 2014. Garodnick was recently appointed to co-chair the Council’s Mayoral Control Workgroup and advocates tirelessly for more high quality public school seats in his tightly crowded district. Council Member Brewer was also the first public figure to suggest that schoolyards be open to the public outside school hours—now a central aspect of Mayor Bloomberg’s “Open Space” initiative. Brewer has received numerous awards for her service on over 2 dozen neighborhood and nonprofit boards. In her Uruguay, Brewer has pushed for the construction of the Hudson Rail Yards. In 2005, she was elected to the Council’s Tuesday Committee, the subcommittee which is responsible for approving new public schools. I am pleased that Brewer has provided leadership in the following areas that are central to the development of a first-class education system in New York City:

1. **In support of Mayor Bloomberg’s “Open Space” initiative:**
   - Garodnick was an early and vocal advocate of opening schoolyards to the public outside school hours.
   - She worked closely with the Department of Education to ensure the implementation of the initiative.

2. **Advocacy for new public school seats:**
   - Garodnick has been a key leader in pressing the Department of Education to develop a plan to accommodate the expected growth in District 2.
   - She has been instrumental in securing new school seats in her district.

3. **Support for the Hudson Rail Yards:**
   - Garodnick was appointed to co-chair the Council’s Mayoral Control Workgroup, which is responsible for ensuring that the Hudson Rail Yards are developed in a manner that meets the needs of the community.

4. **Advocacy for high-quality public schools:**
   - Garodnick has been a strong advocate for providing students in her district with the best possible education that suits their individual needs.

5. **Support for economic development and community revitalization:**
   - Garodnick has worked closely with the Department of Education and other stakeholders to ensure that new schools are built in her district and for education citywide.

In summary, Dan Garodnick has been a vocal and effective leader on behalf of the students and schools in his district, and I am pleased to have him as a member of the Council’s Education Committee.

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INEZ E. DICKENS

For 30 years Inez Dickens has taken an active role in the economic development and political life of New York’s collec-
trated village of Harlem. A life-
long resident of the 9th Council
District, Ms. Dickens was named
Civil Rights and Race Relations Program” in 42 New York City public schools, teaching students non-
vioent ways to combat racial discrimination, and how to use the processes of government to affect social change.

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GALE A. BREWER

Council Member Gale A. Brewer has been representing the Upper West Side and Clinton in the New York City Council since 2002. She was re-elected in November 2005 general election with over 80 percent of the vote, receiving nearly 10,000 more votes than any other incumbent. In the November 2003 election, she received 86% of the vote. Her service in the Council is a continu-

Brewer has been involved in passing numerous laws, including legislation establish-
ing a citywide Broadband Advisory Committee, promoting fast and affordable Internet access to individuals of all ages; a bill 

In addition to being a member of the Council’s Youth Services Committee, Brewer has held hearings on World Trade Center development progress, Governor’s Island, the Performing Arts Center at the World Trade Center site, problems faced by small businesses, World Trade Center insur-

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JAMES F. GENNARO

My top priority as a New York City Council Member is protecting the city from potential threats, launching clean-air and sustainability initia-
tives, and improving the health of our citizens. I’ve worked hard to create legislation, oversight, and policies around those goals and have been successful in these endeavors.

The most recent law I authored is the New York City Climate Change Act, which mandates a 30% reduction in greenhouse gas emissions citywide by 2030. I also developed a blueprint to generate more “green collar” jobs by attract-

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JOHN C. LIU

John C. Liu was elected in 2001 to the New York City Council and currently chairs the Transportation Committee. He also serves on the Commissions on Education, Consumer Affairs, Health, Land Use, Contracts, Health, Elderly Services, and the Lower Manhattan Development Corporation.

As Chairperson of the Council’s Committee on Transportation, he has led hearings on World Trade Center development, Governor’s Island, and the Performing Arts Center at the World Trade Center site, problems faced by small businesses, World Trade Center insur-

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continued to page 14
The NYU Child Study Center hosted its 10th Annual Child Advocacy Award Dinner at Cipriani 42nd Street recently. The evening was led by dinner chairs and board members Michael Recanati and Ira Statfeld, and honored Board Chair, co-founder and philanthropist Brooke Garber Neidich for her dedication to the Center’s fight against childhood and adolescent psychiatric and learning disorders.

This year’s dinner raised more than $8.8 million and marked the 10th anniversary of the NYU Child Study Center. CBS News Anchor Katie Couric hosted the event and Senator Hillary Clinton was in attendance to present Brooke Garber Neidich with the Child Advocacy Award. More than 800 guests were treated to a special evening, which included the debut of two new films created by Oscar-nominated director Nathaniel Kahn (My Architect, 2004) and a live auction conducted by Sotheby’s Jamie Niven. Top auction prizes included exclusive travel, culinary and entertainment packages and raised over $160,000 for the NYU Child Study Center.

The evening program also included remarks from NYU Child Study Center founder and director Harold S. Koplewicz, M.D. and New Jersey Governor Jon S. Corzine. A new fund was also unveiled in Brooke Garber Neidich’s name. Through a philanthropic art project titled “Open Doors Open Minds”, The Brooke Garber Neidich Open Doors Fund will enable the Child Study Center to offer free services to children who are unable to afford necessary interventions and treatments—so that “a child with a need, need not worry.”

Guests at the dinner included: Ellen Barkin; Erica Jong; Chuck Close; Cynthia McFadden; Dr. Ruth Westheimer; Perri Peltz; Heather and Steven Mnuchin; Stuart and Vicki Match Suna; Lisa and Richard Perry; Fiona Rudin; Elie Wiesel; Alice Michaels; Sara Ruhl; Jerry Speyer; Merryl and Jimmy Tisch; Andreas Dracopoulos; Julie and Ed Minskoff; Arthur Altschul, Jr.; Alan and Susan Patrick; Peggy Siegal; Marty and Susan Lipton; and members of the NYU Child Study Center’s Board of Directors including Margaret S. Bilotti; Arthur and Linda Carter; Lisa Pevansoff-Cohn and Gary Cohn; Michael and Beth Fascielli; Jay Furman; Phyllis Green; Lori and George Hall; Inne Rosenthal and Craig Harkoff; Ellen and Howard Katz; Ann Tenenbaum and Thomas H. Lee; Anne Welsh McNulty; Richard and Marcia Misham; Daniel Neidich; Linda and Richard Schays; Klara and Larry Silverstein; Jill and Robert C. Smith; Alice and Thomas Tisch; Claude Wasserstein; and Robert I. Grossman, M.D., Dean and CEO of NYU Medical Center. Past honorees include Mayor Michael R. Bloomberg; Governor George E. Pataki; Bob and Suzanne Wright; Whoopi Goldberg; Former Mayor Rudolph Giuliani; Senator Hillary Clinton and Stanley and Fiona Druckenmiller. This is the third year that Alexandria Real Estate Equities, Inc was the corporate sponsor of the event.

This week the NYU Child Study Center also rolled out the largest public service announcement (PSA) campaign in its history and relaunched its web site, www.AboutOurKids.org. The PSA campaign, was created pro bono by BBDO to highlight the nationwide epidemic of children’s mental illness. The new website will provide timely and accurate information to parents, educators and healthcare professionals on childhood and adolescent psychiatric and learning disorders.

Founded in 1997, the New York University Child Study Center is the nation’s premier organization for advancing the prevention, identification, and treatment of child and adolescent psychiatric and learning disorders through scientific practice, research, and education. Last year children and families from 41 states and 26 countries around the world were evaluated and treated by the clinicians and faculty at the NYU Child Study Center.

The NYU Child Study Center is dedicated to giving children back their childhood and eliminating the stigma of being or having a child with a psychiatric disorder.

To learn more about the NYU Child Study Center, visit AboutOurKids.org. 8
Michael E. McMahon is married to Judith Novellino McMahon, a Judge of the Civil Court. They have two children, Joseph and Julia. 

HIRAM MONSERRATE 

In the City Council, Hiram Monserrate served as the Chair of the Committee on Economic Development. Under his tenure, he stood up to New York legislators who voted for the largest federal bankruptcy law that penalize the members of the armed forces who leave businesses and families to defend our nation and fought against budget cuts to destroy our promise to take care of our veterans’ health, especially while our country continues to ask American families to make sacrifices in the Middle East.

Tony AVELLA 

Tony Avella won election to the New York City Council from the 14th District—Northeast Queens. In 2001 and was reelected with an overwhelming majority in both the 2003 and 2005 elections. He serves as the full-time City Council and is a member of five council committees: Higher Education, Housing and Buildings, Crime and Criminal Justice, Lands and Forfeiture Action. Tony is the founder and Chair of the first Italian-American Caucus of the City Council.

Who Are Our City Council Members & What Do They Do? 

JANUARY 

Elected to City Hall twice within months. However, in the 2007, Dr. Mathieu Eugene had no opponent who opposed over 15 years ago and to the faith of the constitutents, who went to the polls majority in both the 2003 and 2005 elections.

These two bills are only a glimpse of what people who live with HIV/AIDS have proper and adequate housing. I am ready and willing to help all those who are in need of adequate housing in New York City.

These bills are only a glimpse of what people who live with HIV/AIDS have proper and adequate housing. I am ready and willing to help all those who are in need of adequate housing in New York City.

The City Councilmember is committed to the betterment of the district and is thankful for the mandate of the voters. His district comprises communities of Flushing, Bayside, parts of Crown Heights, Prospect-Lefferts and Ditmas Park. Councilmember Eugene serves on the committees of Aging; Immigration; Fire & Criminal Justice; Civil Rights; Environmental Protection and Lower Manhattan Redevelopment.
Daniel furthered his interest in doing something and earned a cosmetology license and graduated from a program that offered high school courses as well. He explains, "Throughout grammar school, he discovered that there were other kinds of intelligences that may not result in successful careers in medicine, law or education, but may lead to a successful alternative career. Notably, state-approved Career and Technical Education (CTE) programs are more successful overall than other high school programs in preventing dropouts and graduating students who can immediately find gainful employment in today's marketplace. McDavid explains to welcome students who graduate from state-approved health care CTE programs can earn $40,000 or more with as little as a high school degree. However, CTE is not only an alternative to a college track curriculum. In fact, most students who complete a CTE course of study go on to two- and four-year colleges. Remarkably, this is true even though CTE students are less affluent, and have less access to three- or four-year college enrichment and career preparatory programs than other students in the system.

When CTE is properly funded and well run, it really works—for both the City and its students. For instance, three high schools in the city currently provide students with Emergency Medical Technician training, as well as cosmetology and automotive technology. Entrance into these industries is expected to rise strikingly. In our information age, the skills gap is widening rapidly. Gone are the days when well-paying jobs were available to unskilled workers. More sophisticated and specific math and computer skills are now essential in almost every field, from medical assistant to mechanic. As the City has largely turned a blind eye to the potential of career and technical education to meet the needs of young people, it's time to reexamine the benefits of CTE.

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In our information age, the skills gap is widening rapidly. Gone are the days when well-paying jobs were available to unskilled workers. More sophisticated and specific math and computer skills are now essential in almost every field, from medical assistant to mechanic. As the City has largely turned a blind eye to the potential of career and technical education to meet the needs of young people, it's time to reexamine the benefits of CTE.
By RICHARD KAGAN

With seven freshmen playing at Madison Square Garden, considered by basketball brethren as the “mecca of college basketball”—the moment had to be somewhat intimidating. St. John’s Red Storm had a few scant hours of sleep before playing against a foe from the Atlantic Coast Conference, one of the strongest in the nation, for the Holiday Festival Title. The Aeropostale Holiday Festival Tournament was played Dec. 28th and 29th.

“I knew our freshman would be a little nervous playing for the first time in the Garden,” Bob Hurley said. Virginia Tech made the shots when it counted and won the Championship game 54-48.

The Johnnies (6-5) fought game, in which neither team backed down in the paint among a flurry of players with

9:12 to play. Amazingly, The Red Storm were only down six points, at 34-28. And, a few minutes later, when Sophomore Guard Larry Wright hit two free throws, he brought the Red Storm to within two points of tying the game, at 34-32. But down by two is as close as St. John’s would get the rest of the game, as they had great trouble shooting the ball. They shot an anemic 19% in the 2nd half, and 30% for the game.

“Let’s face it, the game was ugly,” Virginia Tech coach Seth Greenberg said. “We were just a little less ugly than they were.”

Greenberg, talked about buying a pretzel and soda as a youngster and seeing the Holiday Festival at the old Garden. He knew its history and said this was the premier Holiday Tournament before college basketball exploded on the sports scene.

Both teams had 20 Turnovers, both teams shot poorly. “We were fortunate to make a couple of more shots,” Greenberg said. Junior guard A.D. Vassallo, scored 16 points to earn Most Valuable Player of the Tournament.

Both teams’ defensive effort kept their club in the game. “I thought both teams did a terrific job defensively,” said Greenberg.

Coach Roberts felt good about his team despite the poor performance on offense. “It’s a great learning experience for our guys,” he said.

St. John’s 62-Marist 59

The Johnnies won a thriller in a close, hard fought game, in which neither team backed down. St. John’s was able to ride the hot hand of Anthony Mason, Jr. (12 points), the energy of Center Tomas Jusaitis (12 points), and a late key basket by senior guard Eugene Lawrence, to emerge victorious.

Marist won 25 games last season and become a force in the MAAC. Coached by Matt Brady, the Red Foxes figure to be competitive with their two fine guards, Jay Gavin and Louie McCroskey, a transfer from Syracuse.

In this game, St. Johns went ahead by as many as 11 points at 57-46. But Marist, refused to cave in and they roared back behind some hot shooting to tie the game at 57 all.

Credit senior Eugene Lawrence with a big hoop. Lawrence had the ball at the top of key and drove in and scooped the ball into the net for a 59-57 basket that broke the tie, with just 1:21 to play. The Red Storm held on in the final minute to preserve the win.

Coach Roberts praised Lawrence on the play. “It was a huge shot,” Roberts noted. “Geno had driven there a couple of times and they backed off. He continued to go in there and finished the play which was awesome for him to do so.”

Anthony Mason Jr. was named to the All-Tournament team. Marist guard, Louie McCroskey was also named to the All-Tournament team.

DISTURBING DECLINE IN MINORITY ENROLLMENT AT LAW SCHOOLS

A new Web site created by Columbia Law School documents a disturbing drop in enrollment by African-American and Mexican-American students in America’s law schools. Even though African-American and Mexican-American students have applied to law schools in relatively constant numbers over the past 15 years, their representation in law schools has fallen.

Even more worrisome is the fact that during the same period, African-American and Mexican-American applicants are doing better than ever on leading indicators used by law schools to determine admisibility—undergraduate grade point average and LSAT scores. In addition, the size of law school classes and the total number of law school graduates have increased—making room for nearly 4,000 more students.

Despite all that, first-year African-American and Mexican-American enrollment has declined 8.6 percent, from a combined 3,937 in 1992 to 3,595 in 2006. The data are provided together for the first time on a new Web site created by Columbia Law School’s Lawyering in the Digital Age Clinic, in collaboration with the Society of American Law Teachers <http://www.saltlaw.org/> (SALT).

“Most folks are not aware of the numbers, even among those interested in diversity issues,” said Conrad Johnson, Clinical Professor of Law at Columbia Law School and a member of SALT’s Board of Governors. “Law school admissions among African-Americans and Hispanics is not as happy a story as some might think.”

“The statistics help people focus on the numbers, not on ideology. Nowhere else on the Web are these statistics pulled together in such depth,” Johnson said. The site includes 12 graphs and nearly 200 data points based on Law School Admission Council statistics for each year.

SALT is concerned about the trend because a less diverse body of law students leads to a number of poor outcomes, including a less diverse pool of lawyers and judges to serve the public, diminished faith in the administration of justice and a less productive, creative workforce.

In addition, a diverse classroom experience helps to teach students about the world beyond their own lives and to work with people very different from themselves—a key asset to being a lawyer, Johnson said.

“We need our students to see more than one perspective and develop their critical thinking skills. You can’t do that if all they see is the same small cut of society in class after class,” Johnson said.

The site includes an analysis of the 2003 U.S. Supreme Court decision written by then-Justice Sandra Day O'Connor in Grutter v. Bollinger, which reaffirmed the limited use of affirmative action in university and law school admissions. In this most significant affirmative action case in a generation, the Supreme Court found that “student body diversity is a compelling state interest that can justify the use of race in university admissions.”

“We need diversity in our legal profession to promote better legal education and fairness in our system of justice,” Johnson said. Columbia Law School students Christina Quintero ‘08 and Jeffrey Penn ‘07 helped create the Web site as part of their experience in the Lawyering in the Digital Age Clinic. Paula Johnson, a SALT Board member and professor at Syracuse University College of Law, prepared the analysis of the Grutter case.

Students in Columbia Law School’s Lawyering in the Digital Age Clinic <http://www.law.columbia.edu/focusareas/clinics/digital> get hands-on experience using the digital technologies reshaping the profession. They work with public-interest lawyers and members of the judiciary. Students have handled eviction cases, advocated to restore essential government benefits, raised awareness about the collateral consequences of criminal charges, organized the pro bono efforts of the private bar in response to 9/11, and worked with community groups to press for affordable housing.

Children at Risk: Communities of Caring Help Get it Right from the Start

By MARGOT HAMMOND, DIRECTOR, BANK STREET CENTER FOR EARLY CHILDHOOD PROFESSIONALS

Earlier this year I was facilitating a group on teaching writing in a high needs school in an urban district. During a review of student work, a kindergarten teacher shared a picture with a few words created by a five-year-old student. “I am sad,” the boy had written, “because my dad is dead.” The illustration depicted a child with big tears running down his cheeks standing over a body lying on the ground in a pool of red…red crayon used to draw blood. Violence is so common in this community that the boy’s teacher had not even been informed. This child and thousands like him need us to provide the support he requires for a better life, now, before it is too late.

Research on child development is quite clear about what a healthy start requires, the activities and routines that support growth, the kinds of relationships children need, and what happens in terms of brain development when a mother, grandmother, or caregiver plays peek-a-boo with a baby, takes a toddler for a walk, or plays chase with a preschooler.

And research on helping underserved children tells us that support must begin in the earliest of the early childhood years. Well-known studies, such as the Perry Preschool Project and Chicago Child-Parent Project, have shown that children working with faculty on research.

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Global Classrooms: Expanding Its Reach in New Ways

By AMBASSADOR WILLIAM LUERS

A priority for our society must certainly be to prepare young Americans to understand the world in which we live, the threats to our globe and the uncanny richness and variety of the human experience across nations. Young Americans should be prepared for the impact of globalization on their lives and for the opportunities that can be gained from acting as a global citizen.

The primary objective of the United Nations Association of the USA is to educate Americans about the United Nations. Our educational role has become most methodical, and perhaps most meaningful, in our effort to build into urban public school systems the roots for a sustainable and expanding Model UN educational program. We call this effort Global Classrooms, since the work is primarily in the classroom, and since it helps young people learn about the world, conflict resolution and global citizenship in ways that few other programs in the public school system can. Like the other USA-UNA educational ambitions, we want to engage and excite young people about the world and the crucial role of the UN in that world. Much of the initial work in developing the US program has been made possible through the guidance and support of the Annenberg Foundation.

Growing Global Classrooms? We have been expanding our Global Classrooms educational program for the past eight years and are now taking it in new directions. We want to transform significantly the reach of Global Classrooms to more students and make this expansion sustainable. Our core objective from the beginning has been to bring the Model UN experience to children in urban public school districts in major US cities. The key components of the program have been our unique curricular materials, our teacher training programs and the Model UN conference that we organize for our students in each city. Global Classrooms’ curricula cover conflict resolution, sustainable development, human rights, and our newest curriculum being tested this year is the Economics of Globalization.

To date we have: (1) tens of thousands of young people across the United States who have become engaged in understanding the world through Global Classrooms; (2) more than 800 teachers trained in our curricular material; (3) another 800 university students who have become Model UN Conference Staff who help as mentors and student leaders for participants in our Model UN conferences, and (4) for each conference in 10 US cities between 200 to 2300 students participating annually. As a supplement to our expanding US program, our visionary Global Sponsor, Merrill Lynch, has encouraged our expansion to capitals around the world. We now have Global Classrooms programs in 11 cities: Beijing, Beirut, Berlin, Buenos Aires, Buenos Aires, Cairo, Denver, Dubai, Dubai, Dubai, Dubai, Dubai. The impressive aspect of this global reach has been to build the concept of global citizenship using the same curricular material and standardized Model UN conferences everywhere that are not America-centric culturally.

The next step in our work beyond US borders will be to link up our international participants with our US students in unusual ways that will enrich the experience for all participants in our program. Global Classrooms is becoming a globally recognized program. This was always anticipated as the real payoff for American children, which is to link them ever more directly to that broader world.

New Directions. Our vision now will be to achieve a broader and more sustainable community commitment to this program in all of our cities, and a more effective way of linking our expanding international community of global citizens with our American students. First, we are linking our international students with our American students through two important initiatives: Internet Connection. We will be expanding our use of the Internet for Global Classroom: Creating Global Citizens in New Jersey

CONCORDIA LANGUAGE VILLAGES

CREATE GLOBAL CITIZENS IN NEW JERSEY

Amassador William Luers

“Buenavista, Lago del Bosco We welcome the opening of the Italian Language Village in Blairstown, New Jersey in August 2008! My two children are former villagers, and they are delighted to see the opening of the NE location. Bravo, Lago del Bosco!”

-Margaret Cuomo Maier, M.D.

Warm, sunny laughter is spilling from the dining hall. The villagers (participants ages 7-14) are singing lively songs in Italian about ravoli. 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, an oxymoronic organization sponsored by Concordia College, Moorhead, Mines, now offers 15 languages each year to nearly 5000 youth between the ages of seven and 18. Villagers and staff come from all 50 states and more than 40 other countries for one- or two-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 Concord College, Moorhead, Mines, created a two-week German camp for children. The counselors were college language education majors willing to participate as the real payoff for American children, 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 uses gestures, drawings, expressions, songs, and skits to communicate in another language. Games, sports and arts reinforce not only linguistic skills, but cultural awareness. At the Language Villages, villagers live the language.

New for 2008! Lago del Bosco, the Italian village is coming to Blairstown, NJ. Located at a beautiful site just 6 miles west of New York City, youth 7-14 can experience one or two weeks in a full immersion and culture immersion experience. Italian music, arts and crafts including drawing and mask-making, skills such as Commedia dell’Arte, soccer, authentic cuisine, and even forays into opera, along with other traditional outdoor camp activities encourage villagers to learn and use Italian in a natural and fun context. Andiamo a Lago del Bosco.

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Concordia Language Villages
Global Classrooms
continued from page 18

Classrooms and in the first six months of 2008, we will launch an upgraded website and a new design for Global Classrooms that will enable us to increase the scope of real internet interaction among our students worldwide, including enhanced online simulated Model UN experiences.

Hub City International Conferences. We are beginning this year to expand the number of international students who join our conferences in three major cities—New York, Los Angeles, and Chicago. In Los Angeles, the city itself is getting behind a Los Angeles Pacific Rim Model UN Conference that will concentrate on economic and trade issues bringing students and teachers from the Pacific. This will be a unique regional experience with LA County and city support. In Chicago, which hopes to be the home of the Olympics in 2016, there is a high commitment to be a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a global city. Chicago supports the idea of having an international Model UN program that will attract students from our cities around the world to develop relations with students in the Chicago community and enlarge Chicago’s development as a

Secondly, our goal is to develop strong community support for Global Classrooms in each of our American cities. As we reduce funding from our national programs, we expect our Hub city approach in Chicago, New York, and Los Angeles will help us expand the community commitment to the program. We are also expanding the participation in our annual conferences in each city to include students from private schools and suburban public schools on a paying basis to help cover the local cost of the conferences. Finally, we are asking students who travel from around the US and from abroad to raise money for their travel while we seek support from local corporations to fund our greatly expanding international exchange program.

Thirdly, we plan to renew our programs to support world wide Model UN programs and continue to be the central repository of information about the scope of the Model UN experience and sharing experiences with Model UN groups who have not been part of the Global Classrooms initiative.

At a time when international education for urban public school students in the US is decreasing due to pressures in the public school system for ever greater concentration “on the basics,” Global Classrooms is bringing excitement to students across the United States who are interested in learning about and experiencing the world. And in doing so, it is building an appreciation for the role of the UN in that world.

Ambassador William Luers is the president of UNA-USA.

NYU Steinhardt Launches Policy Series on Gender and Education

NYU Steinhardt recently launched a three-part policy breakfast series devoted to gender and education and exploring the implications for policy and practice. The first breakfast, “Do Gender Differences in Academic Achievement Really Exist,” brought together Marcia C. Linn, professor of development and cognition in the Graduate School of Education at the University of California, Berkeley, where she directs the NSF-funded Technology-enhanced Learning in Science (TELS) center, and Joshua Aronson, associate professor of applied psychology at NYU Steinhardt who has studied stereotypes, self-esteem, motivation, and attitudes for the past 12 years. Following an introduction by Steinhardt Dean Mary Brabeck, who cited the reemergence of the belief in significant statistical differences in how the different genders learn, Linn walked the audience of policymakers, researchers, and educators through current research, which shows few, if any, differences in achievement attributable to gender. Aronson complemented Linn’s presentation with a discussion of his own study of stereotype threat, which he and others have identified as the psychological discomfort that arises in a testing situation when an individual of a particular minority group becomes aware that his or her performance on the test may confirm an established negative reputation for that group. His research shows that performance is heavily influenced by “mindset,” which speaks against the idea that there are substantial differences in intelligence or problem solving that can be attributed to gender.

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Driven By Landmark’s Mission: Chair Charles Manley & His Board Envision Great Outcomes For Landmark Students

By MARY KUKOVICH

The first thing you notice about Charles Manley is the way he listens with great care and interest. The second thing you notice is that when he speaks—which is not often—his comments are insightful and direct.

That talent will serve Mr. Manley well in his new role as Chairman of Landmark College’s Board of Trustees, which he assumed in November 2006. Like many board members, his relationship with Landmark began when his daughter, Julia, enrolled as a student. After graduating from Landmark in 1996, she went on to Lesley University in Cambridge, MA, to complete her baccalaureate degree in education and now teaches kindergarteners.

“My wife and I invited Julia to attend Landmark’s summer program. It was a huge adjustment for her, being separated from her family and friends back in Texas. However, at the end of program he told us: ‘This is where I need to be. For the first time in my life, I feel like I can learn in a new way.’ It was an incredibly brave thing for her to do and we’ll always be grateful to Landmark. What she learned here will sustain her throughout her life.”

Mr. Manley joined the College’s Board two years ago, though landmark had tried several times to involve him even sooner. “With my job demands, I knew I couldn’t commit the kind of time needed to do ‘the job well;’” he said. However, upon retiring in 2005 as Executive Vice president and Chief Administrative Officer at Anadarko Petroleum Corporation, one of the world’s largest independent oil and gas exploration companies, he was ready to sign on.

“Based on our family’s experiences and those of others, I knew firsthand the tremendous impact Landmark can have on its students. There was never any doubt in my mind of the value of Landmark’s mission; when I retired, I finally had the time to get involved the way I wanted to,” he said. As Board Chair, he believes his primary task is to assure Landmark’s long-term financial stability. “We are a young college, so we lack the level of endowment other institutions have to develop new programs, fund scholarships and reduce dependence on tuition.” Key to achieving that goal will be to continue to expand the Board “with a full cadre of individuals who are willing to devote their efforts and commitment to Landmark’s vision.”

Today’s Board is largely comprised of individuals who are grateful parents of current and former Landmark students. “We’re making terrific progress with the added perspective new Board members like Dr. Tom Brown from Yale bring to the table,” he said. “Ultimately, though, I hope many successful alumni of the College will form the majority of our Board. They know and understand the power of Landmark better than anyone else.”

To help achieve that goal, the College recently held the first meeting of its President’s Alumni Advisory Board. “Seven very successful Landmark graduates attended that meeting,” Mr. Manley said. “We were greatly impressed by their energy and enthusiasm—and we’re looking forward to their insights and ideas.”

Mr. Manley also sees opportunity in further developing the Landmark College Institute for Research & Training (LCIRT). “I would like to see the Institute realize its full potential, because it plays an essential role in our ability to reach out beyond Putney to the rest of the world,” he said. “There’s a tremendous demand throughout the country and the world for help in teaching students with learning differences. We hope that Landmark will be at the forefront and center of this effort.”

Mr. Manley states that it is Landmark’s students, faculty and staff members who ultimately hold the key to Landmark’s future. “The degree of dedication at the College is unlike any I’ve ever seen. Landmark really is a place that changes the lives of the students who attend its programs and their families. We have set tall goals to help sustain and grow the College’s work, but I believe that we have the collective will and the people in place to make it all happen.”

BELLE BROOKS OBRIEN holds a B.A. in Speech and English Education and a M.A. in Communications. Before Belle began the full time position of child rearing, she held the position of Director of Marketing and Public Relations for Jones, Day Reavis and Pogue; for KPMG Peat Marwick; and for Americom, Inc. Prior to moving to the private sector, Belle served in the Federal Government for 16 years in a variety of senior consumer and public affairs positions at The White House, Department of Health and Human Services and The Federal Communications Commission. During her tenure in government, she served as the Executive Director of The White House Council on Consumer Affairs; the Chairperson of the Interagency Council on Citizen Participation and as President of the Washington Chapter of American Women In Radio and Television. Belle currently Chair of the Suburban Hospital Foundation and a founding member of the Washington Area Women’s Foundation.

Belle became involved at Landmark when her son attended and graduated from the College. She and her husband, Morgan E. O’Brien, founded in 1999, and now own Call, became committed members of the President’s Council. She later joined the Board because she and Morgan believe the college made a profound difference in their son’s life and path to success. She believes that the expertise that Landmark has developed in helping students learn in different ways needs to be available to as many students as possible on the Vermont campus and shared throughout the world through the Landmark College Institute.
By H. Harris Healy, III, President, Logos Bookstore
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Logos Bookstore’s Recommendations

Alice McDermott Hits Homerun at Marymount College Writing Center

By DR. POLA ROSEN

“Somewhere in the Bronx, only 20 minutes or so from the cemetery,” read Lewis Burke Frumkes, chair of the English department at Marymount Manhattan College’s much praised writing center the other night to a packed house. He was standing before a wildly enthusiastic audience explaining that he was reading from a book that the Philadelphia Inquirer called “Alice McDermott’s astounding, beautiful novel about the persistence of love, the strength of grief, of anxiety and all but absolute loneliness.” That book, Chainning, Billy, contin-

uied Frumkes, went on to win the national book award in 1998.

“Many of Alice McDermott’s novels in fact have been nominated for major awards. Frumkes added that she remembered reading Child Of My Heart a second time two years after he had first read it and being totally enthralled all over again. “Alice,” he went on, “has that power over readers. Sorceress-like she draws you into her tales easily, then forces you to look at her characters and yourself through a variety of lenses until you understand both the character and yourself in new ways.” “Great!” she said,” then forced you to look at her characters and yourself through a variety of lenses until you understand both the character and yourself in new ways.”

The writing center, on East 71st, continues to offer their unique and intellectual events he said proudly. Frumkes teased the audi-

erence with highlights from the new winter/spring lineup that included the best author of one of the books, which begins this month and will feature the great suspense novelist Joseph Finder January 17th, Walter Mosley, February 19th, Adam Gopnik, March 9th, Donald Westlake. May 5th. All the events he said are free but the center will also offer paying events such as a special panel called “The Secrets Behind Getting Published” on February 27th which will showcase important editors from The New Yorker magazine, The New York Times, as well as Adam Moss, the editor in chief of New York magazine. If this was not enough he thrilled the audience with a course called “Literary Erotica,” taught by Daphne Merkin, a stand-up comedy course taught by Carolyn Brown, and a history of American clas-
sical music taught by the music critic, Barrymore Scher. For more information or to register, call 212-774-4810 or 212-774-0798.

Bank Street

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cared for and educated. But although we know what we have to do, to do, the dedicated professionals work hard every day to make things better for children and families, somehow our society as a whole lacks the cour-
age and will to face the political costs of making the changes that our children receive the care quality they need and have a right to expect. If we cannot summon the will and solve this problem together, we will never be able to do so. “are able to do this. It is like magic, it happens but you are not quite sure how it happened.”

The naturalist who lost his arm as a Union soldier in the Civil War, Powell had a vision for charting rough, new territories despite daunting obstacles. Deeply curious and gosh darned curious, he render the wild beauty of the canyon country and the life of this amazing explorer.

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

REFERENCE GUIDE

BOOKS

Bank Street Bookstore
113B St. & Broadway (212)-676-1664
Excelsior selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri 9-8-10 PM, Sun 11-6 PM.
Lycée Français de New York
1575 York Ave. (6884 Street) (212)-517-1726
A charming neighborhood bookstore located in Yorkville featuring quality selections of classic, fiction, non-fiction, philosophy, religion, tomes and children’s books, and poetry cards, gift and music books. Outdoor tables.

PLAYS

NYU Cancer Institute
505 East 77th Street, NY 10021 (212)-343-1976
Admission: $5.00/College students $3.00. A history of American clas-

ical music taught by the music critic, Barrymore Scher. For more information or to register, call 212-774-4810 or 212-774-0798.

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January 2008

Interactive feature – “a view of the west” – a photographic tour of the late 19th and early 20th century american west. 2007-08 HISTORIC FORUM IN NEW YORK CITY


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In as many as one in five people over age 55, when the heart contracts to send blood around the body, some degree of backward leakage occurs across the mitral valve, a condition known as mitral regurgitation (MR). When sufficiently severe, MR causes buildup of blood in the lungs, leading to difficulty in breathing (dyspnea), or “shortness of breath”), a serious condition called congestive heart failure. MR also can cause heart rhythm irregularities (arrhythmias) such as atrial fibrillation, which can lead to strokes and other problems, and ventricular tachycardia, which can cause sudden death.

A new study finds that monitoring the capacity of these patients to exercise on a treadmill—an evaluation called exercise tolerance testing (ETT)—may be useful in predicting the condition’s progression and whether the patient will need surgery. Led by NewYork-Presbyterian Hospital/Weill Cornell Medical Center, the research is published in the American Journal of Cardiology.

“Mitral regurgitation can be very benign, going unnoticed for many years, or can be severe, impeding the heart’s proper function and leading to complications, even death. There are a few accurate ways to predict the seriousness of a single case, and these methods require fairly sophisticated and expensive imaging. Our study shows that exercise tolerance testing, a simple procedure often performed in doctors’ offices, is an excellent tool for predicting if the patient is deteriorating and needs surgery,” says Dr. Jeffrey S. Borer, a study co-author; director of the Howard Gilman Institute for Valvular Heart Disease at NewYork-Presbyterian/Weill Cornell; and the Gladys and Roland Harriman Professor of Cardiovascular Medicine and professor of cardiovascular medicine at Weill Cornell Medical College.

“We found that exercise testing is a simple and relatively inexpensive way to predict outcomes. Patients with mitral regurgitation who perform well on the treadmill will likely remain healthy and not have to undergo further testing for a number of years. This gives these patients peace of mind,” says principal investigator Dr. Phyllis G. Supino, associate research professor of public health at Weill Cornell Medical College. “This is an excellent tool for predicting if the patient is deteriorating and needs surgery.”

Developed in its most simple form in the 1920s, exercise tolerance testing (ETT) is used commonly to assess the progression of coronary artery disease and the severity of aortic stenosis. In mitral regurgitation, the mitral valve does not close completely, as it should, when the heart contracts. Blood leaks backward instead of forward, limiting blood flow to the body. Symptoms include shortness of breath, fatigue, cough, heart palpitations, swollen feet or ankles, and excessive urination. A characteristic heart murmur can be heard with a stethoscope.

In the current study, researchers followed 38 patients with chronic severe nonischemic MR (that is, MR not due to a prior heart attack) for an average of seven years. All underwent ETT at study entry. Patients who could continue exercising for 15 minutes or longer (of a maximum total of 18 minutes) had a fivefold lower annual risk of developing heart failure or other evidence of severe heart dysfunction necessitating surgery, compared to patients who were unable to exercise for that length of time.

In patients with chronic severe nonischemic MR, progression to surgical indications is fairly rapid. There are two surgical options for the treatment of MR—mitral valve replacement and mitral valve repair.

Edward M. Cooney to Receive Award for Child Nutrition

The 2008 Gene White Lifetime Achievement Award for Child Nutrition will be awarded to a leader who has spent over thirty-five years combating hunger in the U.S. and internationally. Edward M. Cooney, Executive Director of the Congressional Hunger Center (CHC), will be honored as a champion of child nutrition at the 5th annual A Possible Dream Gala on March 4, 2008, in Washington, DC.

Mr. Cooney has spent his professional career dedicated to the cause of feeding hungry children. His work began as a legal services attorney in Connecticut in the early 1970s and progressed to state, national and now international programs. He has worked with nutrition and public assistance program participants, faith-based groups, local and state officials, and anti-hunger groups. His work through public and private sectors has set policy and promoted child nutrition programs worldwide. He has been a steadfast supporter of child nutrition programs and has stood with the School Nutrition Association as they have lobbied relentlessly on behalf of these programs throughout the years.

Mr. Cooney has served as the chief lobbyist and political strategist for the Food Research and Action Center (FRAC). In this capacity, he worked on every major federal food assistance program bill from 1979 to 1996, including legislation, which led to full funding of the Women, Infants, and Children (WIC) program, increased participation by low-income children in the School Breakfast Program and improved access to and significant benefit increases in the Food Stamp Program.

As the Executive Director of the Congressional Hunger Center, a nonprofit anti-hunger training organization that exemplifies a bipartisan approach to ending hunger, Mr. Cooney oversees the Bill Emerson National Hunger Fellows Program, which provides yearlong leadership development for emerging leaders in the fight against hunger in the United States. He also oversees the Mickey Leland International Hunger Fellows Program, which sends talented US citizens to the world’s poorest countries to continue the fight against hunger.

Mr. Cooney will be the sixth recipient of the award, created to honor the woman for whom it was named—Gene White, an extraordinary woman who dedicates her life to children and the benefits that good nutrition can provide them. Other recipients of this award include Senators Bob Dole and George McGovern, Dr. Josephine Martin and Catherine Bertini.

This year marks the 5th anniversary of this gala event, which was designed to honor champions of childhood hunger and raise awareness and funds for the Global Child Nutrition Foundation’s efforts to combat global child hunger through sustainable school feeding programs.

The Global Child Nutrition Foundation (www.gcfn.org) is a nonprofit corporation whose mission and vision are to help the nations of the world nurture young bodies and advance young minds through the time-tested practice of school-based nutrition. The School Nutrition Association (www.sna.org) is a school-based, nonprofit professional organization representing more than 55,000 members who provide high-quality, low-cost meals to students across the country.

Winter Walking Tips From Mount Sinai Medical Experts

Winter is here and with the first snow and ice having already hit the ground, it would seem a good time to review some basic tips on how to walk in icy or snowy surfaces to help pedestrians avoid injuries.

While no technique is 100% effective for walking in cold, wintry conditions, the following are a few suggestions for slogging through the ice, snow and slush for the holiday season and beyond from Dr. Ronald Greisamer, a hip and knee specialist at Mount Sinai’s Department of Orthopedics in New York City:

1) Move your feet ever so slightly apart as you walk. This will give you better balance. If the street is really slippery, bend your knees a little bit. You may feel that you look funny, but it’s worth it.
2) When going down an incline, consider turning sideways. Do NOT cross one foot over the other, as you will have no balance while your feet are crossed. If the ground is steep, bend your knees (this is where those annoying ski lessons can pay off).
3) Protect your dominant arm. That would be the right if you are a righty, the left one if you are a lefty. Since a fall occurs very quickly, you have no time to plan for that. One recommendation is to hold your coat with your dominant hand, which instinctively leaves the other one to break your fall. If you are carrying something, do so with the dominant hand. Again, instinctively you will then use the weaker hand to brace yourself, should you fall.
4) “You can never be too careful, particularly since we haven’t had this type of weather in quite awhile,” commented Mount Sinai’s Dr. Ronald Greisamer. “People should also pay special attention when exiting trains, buses and cars because you never know what the surface will be like until you feel the ground, especially at night.”
LETTERS TO THE EDITOR

CALIFORNIA
Philanthropist Eli Broad Awards California School District $500,000

To the Editor:
I found this article interesting and refreshing. Knowing that someone of Mr. Broad’s stature cares enough about the less fortunate to give back just made me smile. That old adage, “I reached out to grab your hand and touched your heart” seemed to apply. We’re all teachers and educators of some sort. I am enriched by sharing my knowledge of the behind-the-scenes experience in the entertainment industry.
Darice Rollins
Studio City, CA

ILLINOIS
Ken Baum, Principal Extraordinary

To the Editor:
This article is outstanding. Is it possible to get a list of schools in Illinois, and/or other states, that describe which programs are being used in which schools with what level of success?
Maureen Kilby
Saukville, WI

GEORGIA
So You Want To Be A Film Major

To the Editor:
The article really helped me get an insight on being a film major. I really needed this, because it’s a true and very honest description and opinion of the courses. I’m a senior in high school right now, but I can’t wait to go to college to study film. I’m so excited and even though it may be a lot of work, I know that I can do this.
Gabrielle Conyers
GA

FLORIDA
Harvard’s Howard Gardner Receives Standing Ovation at Bank Street Event

To the Editor:
Dr. Gardner has contributed so much to the teaching of diverse students with his theories. I wish he could see the relief spread over the faces of my community college students when I explain Multiple Intelligences. For the first time, I think some students understand that they are not dumb and that they have their own strengths. It must be a relief to them after years of being put down by our traditional views.
Dr. Shelby Morrison
Orlando, FL

NEW YORK
About Dr. Muriel Petioni

To the Editor:
Dr. Muriel Petioni believes that everyone should have access to medical care. She not only demonstrated that here in the U.S., but now in the first time, I think some students under traditional views.

2007: A Year of Progress in Education, Quality of Life and Public Safety

By MAYOR BLOOMBERG

I think it’s fair to say that 2007 will be one for the record books. New Yorkers are living longer than at any point since World War II, our population is rising, and tourists are coming to visit us in record numbers. Over the past 12 months, we’ve launched more than 30 innovative poverty-fighting programs to give struggling New Yorkers a hand up, and we’ve begun work on most of the 127 proposals outlined in PlaNYC—our ambitious agenda to guide New York’s future growth while confronting major challenges like climate change and traffic congestion. But much of New York’s success over the past year is owed to the fact that we continue to make great strides in three key areas of city life: education, quality of life, and public safety. Public schools are the training grounds for the leaders of tomorrow. That’s why our students’ achievement has made improving them a top priority. In 2007, we took big steps on a number of fronts. We reformed the school funding process to address historic inequities. We reached agreements to award bonuses to educators who work in our highest-need schools and improve student achievement. And we gave new insight into their child’s classroom by issuing progress reports that grade each school from A to F. All of this will build on the gains we’ve already made in higher graduation rates, improved test scores, and the narrowing of the achievement gap among students of different ethnicities.

The Benefits of Learning

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

Language study in Syosset also includes culture and traditions of the people who speak the language natively, and promotes understanding and tolerance for people who are different than ourselves. Certified language teachers teach our world languages weekly to all elementary students, and the lessons continue in many other academic and special subject areas. Multi-lingual signs posted throughout the building make learning and speaking a second language fun and natural for everyone.

By middle school, which begins in sixth grade, students are more than ready to take on the serious study of a language with the goal of reaching a degree of fluency. The unfamiliar aspect is somewhat removed from the language study, and students have little hesitation about speaking a new language.

By the time Syosset students reach high school, many have a much stronger ability to speak and understand a second language. Many of our students are able to succeed in language AP tests in Spanish, French, or Italian. Others choose to take on a third language, and may select from Russian, Japanese, Latin, and American Sign Language.

Studies have shown the benefits of early language instruction in many other areas of our students’ academic work. It is time for world language to become a part of the school curriculum for all elementary school children.
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With Learning Disabilities and AD/HD

“Nobody knows the business of teaching students with learning disabilities better than Landmark College.” WALL STREET JOURNAL

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