Lucy Sprague Mitchell: A Pioneer in an Age of Pioneers

By DR. AUGUSTA SOUZA KAPPNER
President, Bank Street College of Education

Lucy Sprague Mitchell came of age at a time of great changes in the United States. The country was becoming increasingly industrialized and urbanized; waves of immigrants were arriving, and poverty—especially urban poverty—was on the rise. These changing conditions inspired an intense period of social and educational reform between 1890 and 1920, led by pioneers, many of them women, who believed that the world could be changed. An age of often appalling social conditions was also an age of great optimism for people who wanted to remake the society America had built.

A graduate of Radcliffe, and the first Dean of Women at the University of California at Berkeley, Lucy Sprague Mitchell knew that she wanted to be a force for change, and shared the optimism of the reformers that change was possible. She herself saw in education the best possibility for a more just and humane world.

With several like-minded women, she established the Bureau of Educational Experiments to determine how children grow and learn by carefully studying and recording their behavior, their language, and their interactions with each other and with their environments. In 1930, convinced that the teacher was key to education, the Bureau added teacher preparation to its activities; in 1943, the Bureau was well enough known for the New York City public schools to invite staff members to offer workshops onsite in the New York City Public Schools, thus realizing a goal for Mrs. Mitchell, who knew that educational reforms that did not take root in the public schools would never be of great value. In 1950, the Bureau was chartered by the Regents of the State of New York and became Bank Street College of Education.

Today, we live in another age of educational reform and reform. Reformers from all perspectives seek to change our schools and early education programs in order to improve outcomes for children. There are often just tiny areas of agreement in the school debates, except for the recognition of the importance of teachers and good teaching. As Lee Iacocca said: “...passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.” That’s what our teachers and graduates do every day—pass civilization along to our children and grandchildren. Expressed that way, it is clearly a daunting task, and one worthy of the highest respect—and gratitude—our society has to offer.

And yet, perhaps because teaching is still mainly a woman’s profession, we pay our teachers—to whom we entrust our children and their future—no better, and often less well, than we pay people who perform much less critical tasks. And we accord them equally little respect. It is a challenge for all of us to find ways to compensate our teachers adequately for the vital role they play, and to restore to teaching the respect it once commanded—and so richly deserves. It is time—and past time—to join Mrs. Mitchell in understanding that teachers are the key to our children’s learning.

GUEST EDITORIAL

Women Shaping History

Women have come a long way since the days of our grandmothers who were content to raise children, stoke the proverbial fire in the hearth, and spend several hours with Mr. Schubert and his students. Education Update is proud to have interview two illustrious women who have made significant changes in the field of education, medicine, veterinary medicine, humanism, domestic violence, history, public policy, circus education, corporate contributions to education and unions and education. We salute these women who truly are our leaders: Marin Alsop, Dr. Augusta Souza Kappner, Ph.D., president, Bank Street College of Education; Charlotte K. Frank, Ph.D., Senior VP, McGraw Hill; Augusta S. Kappner, Ph.D., President, Bank St. College; Bonnie Kaiser, Ph.D., Director, Precollege Program, Rockefeller University; Harold Kopelowicz, M.D., Director, NYU Child Study Center; Alfred S. Posamentier, Ph.D., Dean, CCNY; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch, Chair, Center for Arts Education

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EDUCATION UPDATE
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Jill Levy, CSA President: From Behind the Scenes to Center Stage

By EMILY SHERWOOD, Ph.D.

When Jill Levy was in high school, her drama teacher taught her that she didn’t want to be on stage. “My best work was behind the scenes,” recalls Levy. But since 2001, Levy has returned to center stage as President of the New York City Council of School Supervisors and Administrators (CSA), a 5700 member affiliate of the AFL-CIO, where she’ll be the first to tell you that public schools are more than just teachers in the classroom. “They are communities of people linked by strong principals and assistant principals and supported by administrators and supervisors,” explains Levy.

Levy’s road to union leadership was far from direct. As a student at the Bronx High School of Science in the early fifties, she mingled with bright, articulate students. “We learned the art of questioning; debate was encouraged,” recalls Levy. Although she was a precocious and verbal child, her parents thought that girls didn’t go to college. “They thought that you took a job as a secretary or nurse or in a bank …the options were very limited.” Yet ultimately she did matriculate and quickly entered the teaching profession, where, prior to the UFT getting the official nod as the representative union for teachers, she agreed to help disseminate pro-union literature in her building. Later on, she became a special education supervisor and then a mentor, helping to design the supervisory support program that Levy attributes her visceral need to provide mentoring to supervisors who feel they need help.

One of Levy’s primary issues as CSA President is to get out the message that “the principals from their parents and their community, gave me the challenge to do more for these people. I decided that I was not going to quit until every child had access to a quality public education.” While Levy learned to fight her professional crusades with courage and compassion, spurred on by her first special education supervisor, Dennis White, who “taught me to have heart and faith and how to laugh”, she was facing her own personal battle with cancer. “At that time [in the late eighties] we didn’t have the chemotherapy that we have today, or the drugs that would help you get through chemo.” But true to form, Levy turned her private struggle into a campaign to help all breast cancer survivors, founding a Florida-based not-for-profit organization called the Women’s Health Education Network in 1989 whose mission was to inform women about self-examinations and stress-related issues. “She has since disbanded that organization when “other organizations took up the cudgel and breast cancer became something that people spoke openly about.” “When something happens that’s not good,” reflects Levy, “I think about how to turn it around and make it into something meaningful, not just for yourself but for other people.”

While Levy is quick to admit that, personally and professionally, life is easier in 2006 for a woman, she believes that the glass ceiling still impedes upward mobility for females. Even in a female-dominated field like education, “the fact that we don’t have a female chancelor and we’ve never had a female chancellor is still an issue,” she notes. One of Levy’s primary issues as CSA President is to get out the message that “the principals continued on page 9
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Published: Education Week, September 15, 2004

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Views on All-Girls’ Education: Convent of the Sacred Heart

By MARY BLAKE, E.D.D.

Do you believe academic achievement is higher for girls in an all-girls academic setting?

There is a growing consensus, based on an increasing amount of solidly researched data from around the world, that single sex-schools allow children to achieve greater success.

Within the last ten years, we have gained a much better understanding of the functioning of the brain, and it has been established that girls think, interact, lead and make decisions in ways psychologically and developmentally different than boys. A single-sex school can address girls’ specific developmental needs by fostering what Dr. Joann Deak calls “against-the-grain” learning. That is, all-girls settings can emphasize skills involving motor, spatial and strategy tasks. They can also ensure that math, science, and technology are vital parts of the curriculum, breaking through the stereotypes of girls’ perceived inferiority in these subject areas and promoting less gender-polarized attitudes.

Is there a benefit to single sex education in non-academic areas?

The brain imaging that shows that female and male brains are wired quite differently applies not only to academic skills but to social and emotional development as well. Girls approach all the skills of living—not only learning but also communication and interacting—in a different way than boys. Single-sex schools, therefore, allow young women not only to become successful students but also to realize their full potential. An all-girls setting fosters opportunities to resist societal pressures, allowing a young woman to cultivate a strong understanding of her own identity. As young women experience the changes in body, mind and spirit that occur during adolescence, they need an encouraging and supportive environment in which to take risks as they recognize themselves as scholars and athletes, artists and leaders. Single-sex schools offer girls the opportunity to develop the confidence to make important choices and lead them to believe that they can achieve their dreams. American University professors Myra and David Sadker put it this way: “When girls go to single-sex schools, they stop being the audience and become the players.”

Is your faculty predominantly women?

The majority of our educators are women, but we strive to find faculty members who are mentors and role models no matter what their gender. Our teachers—female and male—are dedicated to helping girls grow and learn, and they each set an example of scholarship and integrity for their students. While female teachers can provide examples of what it means to be a successful woman, male teachers can challenge young women to defy society’s traditional limits on female achievement. Together they offer our students powerful messages about who they might become. Approximately what percent of your students go to single sex colleges? Coed colleges?

In general, the majority of our graduates choose coeducational colleges and universities. Many colleges and universities that were founded as single sex schools have become coeducational, which, in part, is reflective of the research that single sex education is most effective in the developmental years. More important is the fact that no matter what institution our students choose to attend, they have a competitive advantage because of their girls’ school experience during the most important developmental time of their lives. They are not afraid to take charge of their learning, they are not afraid to defend their positions, and they have the confidence in their own skills and talents to face whatever challenges come their way.

Are there any other aspects of all-girls education that you wish to discuss?

Our foundress, Saint Madeleine Sophie Barat, started the Sacred Heart schools over 200 years ago because there was a huge disparity between the education offered to women compared to that offered to men. While there is no longer such a drastic discrepancy between educational opportunities, St. Madeleine Sophie’s mission is as relevant today as it was in 1800. Our commitment to educating young women offers an alternative to the messages of materialism and superficiality—telling young women they must look and act a certain way—with which they are bombarded. At Sacred Heart, we counter these messages by giving girls a chance to cultivate a spiritual and value-centered dimension, which provides them with a deep sense of confidence, hope, and self-worth. Dr. Mary Blake is Headmistress of Convent of the Sacred Heart.
Dr. Temple Grandin: Veterinarian, Advocate for Autism

By EMILY SHERWOOD, Ph.D.

Temple Grandin was not your typical student. Growing up as an autistic child in New England in the fifties, at a time when little research had been done into this fast growing developmental disability affecting social interaction and communication, she encountered powerful learning barriers and painful social stigmas. Yet by adulthood, Grandin went on to get a Ph.D. in Animal Science and to design livestock handling facilities that are used worldwide. She is currently an Associate Professor of Animal Science at Colorado State University, has written several books (including a New York Times best-seller, Animals in Translation) and hundreds of scholarly articles on both livestock handling and autism, and travels extensively as a lecturer and guest professor.

Education Update tracked Grandin down in between a five day guest lecture on animal behavior at Cornell University and a speaking engagement in Kansas. Recalling her childhood at a time when autism was referred to as an “emotional disturbance,” Grandin described herself as “a goof around student who just didn’t care about studying… I was very motivated to do a lot of things, like making sets for the school play, but it just wasn’t studying.” Like many children on the autism spectrum, Grandin had uneven academic skills. “I did fine in English, history, and bio, but I had problems with math and foreign language,” she recalls. “I didn’t know as a little kid that everyone didn’t think in pictures…I see everything visually,” she adds. And of course there was the teasing, so hurtful by adolescence that Grandin was kicked out of the public high school she was attending for engaging in a fight with a girl who called her a “retard.” During those years, the bright light for Grandin was a kind and caring science teacher named Bill Carlock, who “gave me a reason to study… We did interesting science projects in his lab. We learned about optical illusions, electronics… we made a light show… He was an incredible mentor to me.”

Following her expulsion from public high school, Grandin enrolled in a small boarding school for gifted, “emotionally disturbed” children. She was accepted into Franklin Pierce College in New Hampshire “through the back door” as she did not have the requisite strengths. “I didn’t know as a foreign language,” she recalls. “I didn’t know as a girl, around student who just didn’t care about studying… I was very motivated to do a lot of things, like making sets for the school play, but it just wasn’t studying.” Like many children on the autism spectrum, Grandin had uneven academic skills. “I did fine in English, history, and bio, but I had problems with math and foreign language,” she recalls. “I didn’t know as a little kid that everyone didn’t think in pictures… I see everything visually,” she adds. And of course there was the teasing, so hurtful by adolescence that Grandin was kicked out of the public high school she was attending for engaging in a fight with a girl who called her a “retard.” During those years, the bright light for Grandin was a kind and caring science teacher named Bill Carlock, who “gave me a reason to study… We did interesting science projects in his lab. We learned about optical illusions, electronics… we made a light show… He was an incredible mentor to me.”

Even in the working world, Grandin had to overcome prejudice and sexual harassment. “I was once kicked out of a feed yard because they said cowboys’ wives wouldn’t like me,” she recounts humorously. Yet she persevered, obtaining her masters and doctoral degrees part-time while gaining valuable work experience in livestock management and design. Today, almost half of the cattle in North America are handled by Dr. Temple Grandin.

continued on page 7

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Temple Grandin  
continued from page 6
in a center track restrainer system that Grandin designed for meat plants. She’s designed curved chute and race systems for cattle that are used globally and her publications on the flight zone and other dynamics of grazing animal behavior are used as fundamental guides to animal handling. (Grandin attributes part of her design acumen to her grandfather, a Ph.D. in engineering from M.I.T. who was one of the inventors of the auto pilot mechanism in aircrafts.)

Although she is a heavily demanded speaker and writer in the autism field, Grandin intentionally allocates two-thirds of her professional time to livestock issues, calling it her “real job.” Of the dozens of awards that dot her resume, she’s particularly proud of the 1995 Industry Advancement Award from the American Meat Institute (’it’s recognition from my own industry’), and there are numerous awards for her humane treatment of animals.

With the remaining one-third of her professional time, Grandin is a tireless advocate for families and children who live with autism, using a discussion format that “gives people very specialized information mixed in with my personal experiences.” In addition to covering the scientific and research aspects of autism, Grandin advises people on the autism spectrum to get into clubs that foster shared interests, like robotics or chess clubs in their schools. (“Socialization alone doesn’t really interest me,” says Grandin.) She also discusses the use of medications candidly (“If I didn’t take anti-depressant medication, I wouldn’t be functioning,” she confides.) Finally, she lays out career options for different kinds of thinkers, including the visual thinkers who think in pictures like her, the music/math thinkers who think in patterns, and the “word specialists” who are most like Dustin Hoffman’s portrayal of “The Rainman.”

While Grandin admits that, despite setbacks, she has found success by using her mind to solve problems and create inventions, like Holden Caulfield, she worries about those with autism who may not be as lucky as she. “I’m concerned about young people lost in big high schools who don’t have a Mr. Carlock,” she muses.

Kathryn Wylde  
continued from page 6
nonprofit school with an African American population that met for years in a temporary building in a church—are now recipients of Partnership funding and have a new building. Success breeds success, but at the same time becomes an excuse for those [the state, the feds] who see that success and won’t “ante up.”

Other Partnership endeavors show the breadth of the Kathryn Wylde’s goals: providing start up funding for the construction of an East River Science Park, a natural in a city known for its science park, a natural in a city known for its brain power is here but not the commercial development. She would like to retire the old joke that venture capitalists come to the city with money and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and a moving van. She is nonetheless excited by the challenge of seeing how improved education and
THE DEAN’S COLUMN

THE WORTHLESS INCREASE

BY ALFRED POSAMENTIER, Ph.D.

Suppose you had a job where you received a 10% raise. Because business was falling off, the boss was soon forced to give you a 10% cut in salary. Will you be back to your starting salary? The answer is a resounding (and very surprising) NO!

This little story is quite disconcerting, since one would expect that with the same percent increase and decrease your should be back to where you started. This is intuitive thinking, but wrong. Convince yourself of this by choosing a specific amount of money and trying to follow the instructions.

Begin with $100. Calculate a 10% increase on the $100 to get $110. Now take a 10% decrease of this $110 to get $99—a $1 less that the beginning amount.

You may wonder whether the result would have been different if we had first calculated the 10% decrease and then the 10% increase. Using the same $100 basis, we first calculate a 10% decrease to get $90. Then the 10% increase yields $99, the same as before. So order makes no difference.

A similar situation, one that is deceptively misleading, can be faced by a gambler. Consider the following situation. You may want to even simulate it with a friend to see if your intuition bears out.

You are offered a chance to play a game. There are 100 cards, face down. 55 of the cards say “win” and 45 of the cards say, “lose.” You begin with a bankroll of $10,000. You must bet one half of your money down. So you end up with….

The same principle as above applies here. It is obvious that you will win ten times more than you will lose, so it appears that you will end with more than $10,000. What is obvious is often wrong, and this is a good example. Let’s say that you win on the first card; you now have $15,000. Now you lose on the second card; you now have $7,500. If you had first lost and then won, you would still have $7,500. So every time you win one and lose one, you lose one-fourth of your money. So you end up with….

This is $1.38 when rounded off. Surprised? You may find other such examples in Math Wonders: To Inspire Teachers and Students, by Alfred S. Posamentier (ASCD, 2003) see: www.ascd.org or Math Charmers: Tantalizing Tidbits for the Mind, by Alfred S. Posamentier (Prometheus Books, 2003) see: www.prometheusbooks.com. If you wish to learn more about π, see: A Biography of the World’s Most Mysterious Number, by Alfred S. Posamentier (Prometheus Books, 2004) see: www.prometheusbooks.com.

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

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Mary Brabeck, Dean, The Steinhardt School of Education, NYU

By EMILY SHERWOOD, Ph.D.
The offices of Dr. Mary Brabeck, Dean of NYU’s Steinhardt School of Education, reflect her incredible passion for interdisciplinary fusion: colorful artwork fights for space on the walls, a complex yet subtly mirrored sculpture demands careful inspection, and a “constantly changing” collection of faculty-written books on all subjects adorn the shelves. From her office overlooking Washington Square Park, Brabeck reflects on an illustrious 25 year academic career that began in 1980 at Boston College and in 2003 brought her to “the largest private university in the world and the largest urban school district.”

If there’s one theme that defines Brabeck’s professional vision, it’s collaboration. “I see myself as a connector,” she says modestly about her lifelong quest to bring together disparate educational programs and professionals to try to improve the human condition. As Dean of the Boston College School of Education from 1996-2003, she focused on using the schools to connect children and families with a network of integrated services such as health care institutions and community service agencies. “About 45 percent of the variance [in student learning] is attributable to out-of-school factors. If you don’t remove the out of school barriers to children’s learning, even as you provide them with high quality teachers, you won’t reduce the achievement gap. Schools can’t do this alone; we have to partner,” explains Brabeck. Similarly, she worked hard to develop an inter-professional, collaborative model of teaching at Boston College. “I believe that the reason services are so disjointed in the real world is because in universities, we educate children in silos. Teachers don’t talk to psychologists, and psychologists don’t talk to lawyers, and so on,” Brabeck cautions. “We need to bring professions together…so that kids don’t fall between the cracks that professionals create.” Brabeck and her team also engaged in multi-pronged research initiatives to carefully document the success of educating the whole child. “We’re learning lots of things about how referrals to hearing clinics, dental clinics, and other resources remove barriers and increase attendance. And you now have teachers in the classroom who are more inclined to learn,” she concludes. At NYU, Brabeck was able to realize her dream with a Steinhardt mission statement that encourages cross-collaboration among schools, with overlapping curricula in psychology and education, visual arts, culture and communications, journalism and media studies, music and health. And—no surprise—she’s building bridges in her new back yard, albeit a larger one than Boston. A four year, $15 million grant-supported Partnership for Teacher Education is bringing together The City University of New York (CUNY), NYU (including both Steinhardt and the Faculty of Arts and Sciences), and the NYC Department of Education to prepare high quality teachers and to get more educators, particularly those in the fields of math, science, English language learning, and special education, into New York City where there’s a shortage. Brabeck is understandably proud that “a district and a university can sit down together and say, ‘What do we know about teacher preparation?’ and then create something together…That’s huge!”

In her current role, Brabeck traces her collaborative roots to her early days as a teacher in Bryant Junior High School in Minneapolis during a period of intense racial unrest in the early seventies. “We had to walk through armed National Guardsmen to get into our classrooms,” she remembers. “But then we got a new principal, Dave Rollfers, and we got rid of the armed guards, we got the students back into the schools, and we got the teachers collaborating. And I saw what a difference leaders make.” Brabeck went back to school to get her Ph.D. in psychology because “I didn’t know enough,” and has since published more than 80 book chapters and professional articles, as well as a 2003 book chronicling her inter-professional collaborations at Boston College, entitled Making Choices PreK-8th Grade: Consultants For Parents Making Choices PreK-8th Grade

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Jill Levy
are not the CEO’s of the schools. They are the instructional leaders of the schools and they have to be freed up to do that and not be saddled with chores that take them away from their primary tasks.” And if there was ever a doubt that Jill Levy would not get what she wanted, she offers the following advice to young people starting out in their careers: “Follow your dreams. Don’t let people tell you that you can’t achieve what you want.”

Peggy Williams
continued from page 12

to create a circus show. Williams, as a clown instructor, wanted to create a circus program that would not diminish, as they worked towards their shared goal of creating a successful show.

With reference to her experiences as the first female clown, Williams has rolled with the punches, seeing it as an opportunity to create a female character completely from scratch, without the bias or influence of earlier role models. There was, however, prejudice in her early years working, especially from older clowns, some of whom refused to sit in the clown cars with her, and even from younger clowns who refused to participate in slapstick—so as not to violate the maxim “don’t hit a girl.” Being together in the circus circus, the “town without a zip code,” as Williams refers to it, helped to some degree to overcome prejudice and still keeps in touch with many of male members of the profession.

Williams equates the circus to a kind of United Nations, and one of her messages to youth is, “If you aren’t getting along, keep trying to get along until you do.” She attributes Ringling’s success for 136 years to abiding by this philosophy. Williams’ advice is also: “Don’t be afraid to try.” Using the word try rather than do is what got her to the successful place she’s at today.

Randi Weingarten
continued from page 3

Relations, Weingarten went on to get her law degree from the Benjamin N. Cardozo School of Law, where she also became an adjunct professor.

So what’s next for Randi Weingarten, in addition to leading the UFT, serving as vice-president of the million-member American Federation of Teachers (AFT) and trustee of the New York State United Teachers? Well, she’s added one more job to that rather impressive list of credentials. “The UFT is embarking on the biggest organizing drive that the city has seen in years,” she exclaims. “We’re trying to organize, with ACORN [a community group], 30,000 family day care workers…in an effort to help kids from the youngest ages and the people who serve them.”

Over 6,000 family day care workers have already signed cards saying that they want the UFT to represent them, and enabling legislation has been introduced in Albany. Noting that family day care workers, who are mostly black and Hispanic women, get “totally and completely exploited” with low pay, no benefits, and no days off, Weingarten hammers home her message yet again: “They serve as very important heroes in my book are regular, working people who aren’t in the limelight. They produce, they get the work done, and they write the covers of celebrity magazines, but rather, “true heroes in my book are regular, working people who struggle every day…and people who have decided that they will forsake getting rich but are willing to spend their professional lives dedicated to making a difference in the lives of children.” One senses that Randi Weingarten’s job will never be done. But if she continues to rally the crowds and fight for what she believes is right, Weingarten will assuredly improve the lives of the millions of students with disabilities. Indeed, if there’s anything that sums up Mary Brabeck, it’s her parting statement as she delves into a pile of unanswered phone messages that await her: “I try to get as many circles as I stand in to be overlapping.”
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Dr. Pola Rosen Appointed To New Position at Barnard College

Education Update Publisher Dr. Pola Rosen was just named director of Project Continuum at Barnard College, as well as Director at Large on the Associate Alumnae Board of the College.

Conference — PDK
On April 1st the International Phi Delta Kappa President, JoAnn Fujioka, will be the keynote speaker at PDK’s Leadership Conference being held at Hunter College, 695 Park Avenue, NYC, 9 A.M. -1 P.M. The topic is “How to Disagree and Survive”-Developing Leadership. There will be refreshments, continuing ed credits, and hands-on individual and group activities.

You can contact Irma Godlin at 212-475-7981 or 917-763-7567 or fax at 212-475-7048, or contact Barbara Johnson, Pres. of the Hunter PDK chapter, at 718-822-7588, email: twann1343@aol.com.

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Peggy Williams: Making a Difference with the Circus

By LIZA YOUNG

Talking with Peggy Williams the catch phrase “greatest show on earth” takes on deeper meaning. Williams’ career began in 1970 when, through a serendipitous turn of events, she joined the circus, becoming, to her own surprise, the first female clown. During her senior year at the University of Wisconsin, majoring in Speech Pathology, planning to work with deaf children, she came across an article in Parade magazine, insinuating that they had trained a clown in Venice, Florida, was accepting female students. Williams planned to take the eight-week course in Clown School and do what she thought she would. Instead, after receiving a job as a clown, she began a dynamic career in the circus, an adventure, continuing today, enriching the lives of children and adults throughout the world.

A career as a clown is “not a walk in the park” but rather physically and mentally challenging, requiring tremendous endurance and the need to “put all your cares and worries aside the minute you put your make-up on.” But through the circus—the place “with a culture and language all its own”—there’s the opportunity to touch lives of all ages, according to Williams.

Williams throughout her career has maintained her passion for reaching out to children with special needs. During an interview with Education Update, she recalled a poignant story while doing a one person show as a Good Will Ambassador at the School for Autistic Children. Williams “shed the human” and became clown for the first time in Churchville, New York, where she was performing for children with autism. During the show, Williams introduced a story about a girl who is adopted by a woman—Williams’ mother—because of her twin brother. When it was time for one of the clown’s tricks, Williams had to get the crowd’s attention. A little boy, who didn’t have a father, raised his hand. Williams asked him if he had ever wanted a father. The boy replied, “I have and I miss him.”

Williams has additionally been able to reach out to the blind and deaf community through resources such as Bell Volunteers, which provides auditory descriptions of circus acts for the blind. Williams has learned all circus terminology in sign language to be able to communicate with the deaf during circus tours.

While doing outreach with children in schools, introducing them to the life in the circus, Williams, began to develop Ringling materials for classrooms. She asked Dr. Mildred Fenner, an editor for NEA, to develop materials along with her. Williams did some of the writing as well, and did field testing while Fenner researched the data.

The endeavor came to be known as CircusWorks. Today, circusworks.com allows teachers access to curriculums for pre-school and elementary school age children. Williams is currently Education Outreach manager for CircusWorks. Writers for the program now match the curriculum with national educational standards.

CircusWorks incorporates geography, math, science, physics; character building is a major theme. As Williams points out, there’s “no better example than teamwork, trust, and getting along than at the circus,” for children to emulate.

A striking example of this occurred over the course of two summers when Williams went to Northern Ireland, during the late 80’s, at the height of the conflict between Christians and Protestants. Through the Belfast Community Children’s Circus, a program joining kids from different sides of the wall to work collaboratively

Continued on page 9

Professor Yaffa Eliach: Ardent Advocate of Humanity in a Post-Holocaust World

By JOAN BAUM, Ph.D.

Like Purim, the March holiday that celebrates one of Judaism’s favorite heroines, Esther, an orphan who daringly, and with charm and determination, went, unsummoned, to the heart of King Ahasuerus, to tell him of a plot to destroy the Jews, the story of Yaffa Eliach, bears the heroic deeds of a woman who would save her people by enlisting besides other Jews the aid of non-Jews, as did Pope John Paul II, to keep alive the trials and spirit of the Jewish people. Her story, which she tells in Hansard Tales of the Holocaust and the award-winning There Once Was a World: A 900 Year Chronicle Of the Town of Eishyshok continues to gain widening attention, particularly as it is presented as part of a larger photographic and cinematic archive, much of it incorporated into the New Museum’s The Shoah: The Living History Museum of the Jewish World, about life prior to the Shoah.

Yaffa Eliach, who has held numerous university appointments, in addition to being for years, professor of Judaic Studies at Brooklyn College, is involved in just about every major international initiative to bear witness, but her own particular interest is in telling the story of the Holocaust by putting it in the larger context of Jewish history and by emphasizing the plight and the courage of the surviving Jewish children who were its victims many times over: the Nazis wanted to kill them, seeing that they could not perfect their plans. Later, the children who survived found themselves alone, burdened to many who would want to help them, including impoverished members of their own families. Indeed, says Professor Eliach, telling the story of the survival of the Jewish people from the perspective of children, and noting the compassionate Christians who hid them, at great risk, emphasizes the common bonds between Jews and non-Jews. Amazingly, she says, so many of those children, despite horrific events, came through, as she did, with a “positive attitude” toward life. She attributes much of her fortitude to the teachings of her beloved father, a religious Jew. She prayed back then when she was a child. And she lived, the only one among many others to do so, to tell and to share.

Teaching is, obviously, important to her. She engages her students in interviewing their parents and grandparents, telling them to collect photos and to tape anecdotes of the immigrant experience. It’s amazing, she says, what such a prompt unearth. Students tell her that they never knew, until such a project, who they were, where they came from, what their heritage means. Some youngsters in fact discover they have Jewish roots. It is for them, perhaps, even more than for Jews, that she has created her latest exhibit “Pope John Paul II [Karol Wojtyla] and the Jewish People” in addition to her contribution to the U.S. Holocaust Memorial Museum in Washington DC, the “Tower of Life.” The name says it all. So does her life story.

Inquiries should be addressed to Dr. Eliach at museum@shetelfoundation.org or by writing to Shetel Foundation, 300 E. 54th St. Suite 23K; New York, NY 10022.
By JOAN BAUM, Ph.D.

A striking photo of two hands clasped over a third graces the cover of a recent bulletin of The American College of Surgeons (ACS) which car- ries the presidential address of Kathryn Anderson, M.D., FACS, FRCS. The picture simply and elegantly suggests the quality of this premier organization’s 2006 advocate of “humanity.” Dr. Anderson, the College’s 86th president and its first woman to hold this prestigious position, Dr. Anderson, professor emeritus of the Keck School of Medicine, University of Southern California in Los Angeles, is rich in the humanities—not just reading and math and science, but also history and lit- erature and the arts.”

In Ravitch’s opinion, No Child Left Behind (NCLB) has created a teach-to-the test men-tality in many districts, which are subsequently ignoring subjects that don’t fall under federal testing requirements. And we’re “neglecting the need to challenge the students who should be high performing.”

The key question, according to Ravitch, is “how can we have high expectations—high standards—and really bring out the best in children at all levels?”

Ravitch is not one just to spout theory, however, preferring to roll up her sleeves and get the job done the way she believes it should be. In the eighties, she was one of the authors of California’s K-12 his-tory curriculum, which has proved to be a model for many other states, and which bolstered students’ knowledge of their world by building on the elemen-tary grades’ study of biographies and expanding secondary school world his-tory to a three year sequence. Concerned with the dearth of a strong literature program in schools, Ravitch has written a series of books that prescribe meaningful resources for students. Her most recent book, The Language Police, includes a list of recommended readings that are classics for children from kindergarten through middle school, “and it identifies best books that children should read at each of these ages.” While researching her obviously made a strong impression on the 7 or 8 year old. Perhaps it was that the time was shortly after the war and that Manchester had been so severely bombed, but Kathryn Anderson knew medicine was for her. She had discussed it often with her father, who, having expected perhaps to have a boy instead of an inquisitive young girl, encour-aged her to think about career. Years later, when she met her husband “over a dead body” (in autopsies class) he, an American, studying medical research in the UK who would go on to be known as the “father of gene therapy” she found support. She says is a great “personal honor,” a landmark for her, because all 58 modules are organized, content-rich, and become a favorite teacher.

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CONNECTING SCIENCE AND LITERACY: ARE WE READY FOR THE CHALLENGE?

by Gary Standelger, Delta Education

Reading for information is a key literacy skill. Research and classroom experiences have shown that systematic instruction in reading informational text is very important for success in school and in life. But gaining meaning becomes more challenging when students are required to read text that contains a high level of information, such as the text in a typical science program. To address this challenge, Delta Education has developed a set of stand-alone readers that connect science and literacy for the early reader. This 16-book series, winner of the Teachers’ Choice Award for Children’s Books, introduces basic science concepts and helps early readers develop the skills and strategies they need for reading and writing about science.

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By JOAN BAUM, Ph.D.

Although the recent announcement of a new $200 million-dollar child mental health facility to be built at New York University (NYU)—which will be the largest such center in the world—was major news, the political and educational movers and shakers who envisioned and put into motion this extraordinary, much-needed initiative, to open in 2009, put their own personal mark on their investment when they gathered at the NYU First Avenue and 33rd Street Child Study Center recently, which Mayor Bloomberg formally proclaimed Child Mental Health Day. Governor Pataki, credited with ensuring that substantial state funds would support such a facility, especially for those on Medicaid, reversing a long-term state policy of not budgeting for such a project, noted that the new center’s emphasis on research would be carried out by the city’s “fourth largest employer” and would fill “a great void.” Besides, he added, NYU was a superb institution—his own daughter, told by others that effects of a hand injury would have to be endured for life, found otherwise at NYU.

In introducing the governor, Dr. Harold S. Koplewicz, the founder and director of NYU’s Child Study Center, dramatically declared that his first remarks would be “grim”—ten million Americans under 18 have psychiatric disorders, his own NYU connection—his younger daughter is an undergraduate and his mother was a graduate—wondered aloud why mental health problems seemed to be on the increase but said the new center would surely focus on this peculiarity and set its research in the context of global health initiatives. In turn speaker after speaker cited NYU’s unique reputation to carry out the research that would lead to cures for mental disorders. The Center will also operate the 2,000 patient County Children’s Psychiatric Center. Board of Trustees, NYU Child Study Center recently, which Mayor Bloomberg formally proclaimed Child Mental Health Day. Governor Pataki, credited with ensuring that substantial state funds would support such a facility, especially for those on Medicaid, reversing a long-term state policy of not budgeting for such a project, noted that the new center’s emphasis on research would be carried out by the city’s “fourth largest employer” and would fill “a great void.” Besides, he added, NYU was a superb institution—his own daughter, told by others that effects of a hand injury would have to be endured for life, found otherwise at NYU.

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NYU President John E. Sexton, recalling the call of Thomas Jefferson’s Secretary of the Treasury, Albert Gallatin for a campus “in and of the city,” proudly noted that NYU has no grass or gates but plenty of heart and intellect, and NYU Dean of the School of Medicine Robert M. Glickman renewed the university’s dedication to do in less time for mental health what Des. Salk and Sabin had marvelously effected for polio years ago.

Though the tributes were sincere and impressive, with particular thanks to the governor for his commitment of over $30 million for creating a New York State Center of Excellence at the Child Study Center at NYU, clearly the most moving part of the announcement ceremony was the incredibly emotional testimony of four family members who said, simply and briefly, choking up at times, how much the NYU Child Study Center has meant to them, how in fact, it saved their lives. Kate and Tony Alicea, Nancy and Michael Davis, Jeremy Snyder and Gabriel Shaikh were eloquent spokespeople for what NYU has already accomplished and thus prophets in a way of what the new 120,000 square foot facility might achieve with 12 laboratories, 500 research faculty, trainees and staff, and the largest child and adolescent psychiatry training program in the country, including “a comprehensive clinical and research Eating Disorders Program, a state-of-the-art Autism Center and a lab school for public school students at risk for violence and conduct disorders.” The Center will also operate in conjunction with a new Orangeburg, Rockland County Children’s Psychiatric Center. Board of Directors Chair Broker Garber Nedinich, of course, is thrilled, but the applause by those who crowded into the room to hear the announcement was spontaneous. The project means that the 2,000 children now attending the center as outpatients may triple, even quadruple, and that thousands of families will be trained to recognize and treat depression, anxiety and ASDHD, and many more encouraged to enter this growing field. Those seeking immediate information on the Child Study Center should log onto www.AboutOurKids.org.

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Canada Geese - Their Rise and Fall
Anne Muller, Wildlife Watch (www.wildwatch.org) What the government is currently doing in response to complaints from towns and NYC facilities during times of over-population. How bird lovers can become more involved in protecting this magnificent species.

Parrot Toy Making Workshop (for members only) Dawn Polichetti—Organizer. We will be making toys for Powder, a Cockatoo residing in the De Witt Nursing Home and for Foster Parrots Sanctuary (www.fosterparrots.org).

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Q: How is Goddard different from other schools?

Goddard is not a traditional undergraduate residential college. Since 2002 we have been exclusively for adult students. Twice a year, every student comes to Vermont or Washington State for 8 days. Then everyone, including the faculty goes home. Some students like to go off and work alone. We have no grades, we have no tests, we have no courses. Each student becomes the center of his or her curriculum. Also, every student has a commitment to social justice. Learning for learning’s sake, while that may be satisfying, is insufficient.

Q: How do students communicate with professors?

By email, by FedEx, US Postal Service, telephone. We don’t prescribe how that is done. We also don’t prescribe if the students feel it necessary to communicate with other students. If they feel like they need to be in contact with their peers they can set up chat rooms. We have been integrating much more technology into some students’ programs.

Q: What do most students study at Goddard?

The bulk of our undergraduate majors are in the individualized Bachelor of Arts. Students are responsible for describing their degree themselves. There is supervision and advising, and the student must have the distribution requirements that are part of a general education. The arts are very popular. Also social sciences, sociology; although it may not be called sociology when the student has completed their studies. There are those who come in for the psychology or education programs. We’re primarily a graduate institution. We do not award doctorates, though we’re actually thinking about that. About two thirds of our students are graduate students. We have MA programs and MFA programs.

Q: How do students get hands-on lab experience?

They might decide to take that course at a community college or find a laboratory and ask to be an intern for six weeks. Again, we help them to find the resources they need. The same is true with the library system. We’ve been very aggressive in building our electronic resources.

Q: Is it true that Goddard students have to be really self-motivated?

I would say it’s true, but I would quickly add that people have more motivation and resources than they sometimes know. The Goddard experience can be very overwhelming, even for the most resourceful and motivated students. The question you’re asking in your first semester is literally, ‘what do you want to learn and how do you want to learn it?’ That question, even for students who have been successful in traditional educational settings for their whole lives kind of throws them off. Goddard is not for everyone but it is for more people than you would think.

Q: What is your vision of the future of Goddard College?

A: We’re putting together what is called a ‘Green MA.’ Which is going to be in areas in sustainable communities and socially responsible business. That will be a new MA program we hope to start in the fall. We’re experimenting with a home school initiative. Our goal is to expand the size of Goddard. I would like to see it double its current size. We would like to be able to reassert ourselves as an innovator in higher education.

Q: How did you come to a career in higher education?

A: I’m more or less an accidental president. I dabbled in journalism and filmmaking. I went into higher education to have access to the media center and the equipment. I got engaged with teaching and setting up media studies, journalism and communications departments at different colleges. Because I was an effective academic administrator, I was asked more and more to be one. In retrospective it looks like a career path but I can’t say it precisely was. It was part of my commitment to both education and media and discipline within it. I’ve learned by doing.

Q: Was there a turning point in your life?

A: I’ve taken a great number of risks in my life, even as I got older when you’re supposed to become more conservative. I gave up a tenured faculty position at CUNY, which you’re not supposed to do. When you’re comfortable, that’s the moment when you need to examine whether or not that’s the life you want to live.

Diane Ravitch continued from page 12

book, Ravitch bought a lot of the most popular young adult literature now used in schools, and was shocked to find that “some of it is just plain junk…Someone has decided that these grown-ups who write books for children have to put junk…Someone has decided that these grown-ups have to be partly tongue-in-cheek and partly a serious guide for parents and teachers who are negotiating the system. And she’d like to do a book about that condone, even encourage, abuse is a disgrace. Increasing public awareness is critical. The Commissioner is particularly pleased to be the keynote speaker at Hostos Community College’s graduation Ceremonies this June, where she will ensure that the work of her office is recognized and supported. Meanwhile, those interested in serving as volunteers for the Family Justice Center and the equipment. I got engaged with teaching and setting up media studies, journalism and communications departments at different colleges. Because I was an effective academic administrator, I was asked more and more to be one. In retrospect it looks like a career path but I can’t say it precisely was. It was part of my commitment to both education and media and discipline within it. I’ve learned by doing.

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—Randy Weingarten, President, UFT

Yolanda Jimenez continued from page 12
Challenges of Motherhood

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

We are now celebrating Women’s History Month. It brings to mind a conversation I used to have with my own children. It came up every May and June when we observed Mother’s Day and Father’s Day. They would ask, “Why isn’t there a Children’s Day?” To which we, as so many other parents also responded to their children, “Every day is Children’s Day.”

The role of women in our society has undergone such an evolution that every month could also be Women’s History Month. However, it is fitting to take the time to honor the legacies of the many great women throughout history and at the same time, to acknowledge the women of today and how they are continuing to transform traditional roles into futures in which our daughters and granddaughters can be whatever they choose.

Being Superintendent of an extraordinary school district is an enormous responsibility and a privilege for which I am very grateful. My greatest joy, however, comes from seeing my own nine grandchildren begin to navigate their worlds. My grandchildren have three wonderful mothers, each of whom is choosing her own path regarding career, parenting, and educating the children. All three mothers have advanced graduate degrees of their own.

Erica has the oldest three children, a girl and two boys ages nine, six, and three. Laura, the mother of a five year old, a three year old, and a one and a half year old, is currently back in school pursuing a graduate degree in educational guidance. Tracy is a graduate of Wharton and a full-time executive. Her daughter is five and her sons are three years old and seven months old. Regardless of their job or school status, all three of these women are full-time mothers with many concerns about how to ensure their children receive the best educations possible. Each is also fortunate to have a supportive, involved husband and father to share the joy of parenthood.

I asked Erica, Laura, and Tracy to share with me and with the readers of Education Update, what most concerns them about their children’s educations, and what they believe should be a parent’s role in school. This is what they had to say:

Erica: Staying home full time with my children has enabled me to see how important a role the schools play in their overall development. Parents should be involved in their children’s school without being intrusive. The role should be as a helper. The same is true for a child’s schoolwork. Parents need to let the children do their own work and enable them to take pride in their accomplishments.

Laura: My children are young and very close in age. My biggest challenge is to give each child the individual attention they might need from me. I’m an advocate of early and preschool education and also the importance of physical ability skills. I’ve enrolled the kids in dance now and hope that I can continue to keep them involved in activities that will serve them well.

Tracy: As a mother of three who works full time in a demanding corporate position I face the stress of having to juggle the school’s schedule with my work schedule. I am hoping that schools will continue to be more sensitive to working mothers, although I realize that it is an issue that has no easy remedy.

To be continued…

Dr. Hankin is Superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.

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Conductor Marin Alsop

By JOAN BAUM, Ph.D.

Although she is quoted as having said on her appointment last July as Music Director of the Baltimore Symphony that she was not only “thrilled” and “honored” at the opportunity to lead one of the country’s largest orchestras, and that she hoped being the first woman to head a major American orchestra would point the way “for the women who follow,” Maestro Marin Alsop does concede that progress so far has been slow. In the twenty years she’s been in the field, she says, “the number of women on the podium has not changed radically, however, the excitement over her selection and her critically acclaimed recordings and video-taped performances (a stage production of Candide) have come in for her lyrical interpretations of contemporary American composers—Copland, Barber, Bernstein. Reviews of her concerts stress her energy and passion but also her controlled elegance, wit and warmth of sound. Her success in the U.K. particularly as Principal Conductor of the Bournemouth Symphony, led to numerous awards, and wherever in the world she has appeared as guest conductor, the media responses have been consistently laudatory. Her tenure as Music Director of the Baltimore Symphony formally begins in 2007, but she will be continuing as Conductor Laureate with the Colorado Symphony, where she has been Music Director for the last 12 years. Maestro Alsop also gives master classes, though not to her two-and-a-half year old son, who often sits with her at the piano doing “fun” with “The Plink-Plonk.” He also attends rehearsals and will call out, “good job, Mama.” This July Education Update readers will have a chance to consider his judgment, when his mother, a native New Yorker who attended Juilliard, leads The New York Philharmonic as part of the summer program in the park.

There were at least two major turning points in my life. The first was motherhood. I have two fabulous daughters and my life is infinitely richer as a result. But they have been important to my work, as well, giving me four additional valuable lessons studying music—how to budget time, how to develop self-esteem. A Violinist who studied with the legendary Ivan Galamian and Margaret Pardee, Marin Alsop fell in love with conducting at the age of nine, inspired particularly by Leonard Bernstein, whose “charismatic, engaging, all embracing” personality and iconic lectures on music for youngsters confirmed her own leanings. She studied with Bernstein at Tanglewood, as well as with Seiji Ozawa and Gustav Meier. Though she never considered any discipline other than music as a profession, she always wanted to have a leadership role, and conducting offered a way to be involved “in the architecture of pieces,” beyond playing an instrument. Like Bernstein, Maestro Alsop says she enjoys people, and no doubt her disposition to address audiences and build community was central in her selection by the Baltimore Symphony Trust Board which, reportedly, went to unusual lengths in the winnowing process, including polling local residents and holding town hall meetings.

She loves the Romantics, Brahms and especially the Russians—Tchaikovsky, Stravinsky, Prokofiev Shostakovich—but recent raves also have come in for her lyrical interpretations of

Katie Haycock:
Director of the Education Trust

How did you choose your career?

Most of the time, I feel like my career chose me, rather than the other way around. What that means is that I literally can’t remember a time when I wasn’t galled by injustice, especially in regard to getting positions with major orchestras. Maestro Alsop attributes her success to being “a superb student”—putting in long hours of dedicated practice, a “work ethic” that began with “a superb student”—putting in long hours of practicing, even as a student....
**INCARNATION CAMP**

Founded in 1886, Incarnation Camp offers both overnight and day camping to boys and girls ages 7-15. Incarnation Camp is located in Ivoryton, Connecticut on 700 wooded acres, which surround a mile-long private lake. Camp alumn and New York Times columnist David Brooks calls Incarnation “The most successful institution I’ve ever been involved with.”

In the spirit of the traditional camp experience, Incarnation Camp offers a well-rounded program including boating and swimming instruction; ropes course; archery; hiking; drama; land sports; arts and crafts; horseback riding; and more. Off-site camping and canoe trips are also offered during the summer. Sessions for children ages 7-15 include 2, 4, 6 and 8 week options.

Pioneer Village offers two 4-week programs for boys and girls ages 14 and 15. Leadership and personal respon- sibility are at the core of this program. Teens take part in Adventure Tasks, which include hiking the Appalachian Trail, biking throughout New England and canoeing the Connecticut River. Campers learn to cook on open fires and work in teams as they plan and prepare for these trips.

Many parents claim that the strongest element of Incarnation Camp’s program is its team of counselors and staff. Members of the staff are carefully chosen on basis of maturity, responsibility, and experience. Training is provided to further develop leadership skills, personal sensitivity and a special understanding of children’s needs. The ratio of campers to staff is less than 5 to 1.
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Before you get the feeling that there is so much "stuff" at The Learning Wheel that you’ll be overwhelmed, let me tell you that helpful staff knows where everything is at all times. When you walk in the front door you'll be greeted and asked "do you need any help?" So you have the option of saying "no just browsing", which is fine with us, or of saying yes, "do you have a copy of...?", or "what can I use with a third grader who is learning...?", or any one of a thousand different questions that pop into your head. I guarantee that one of our experienced staffers, Mary, Chris, Lada, and Sam, will be able to answer just about any question with respect to the right educational products for the right age, grade, and setting.

This formula for success, which includes the warm environment, the best selection of educational materials at the lowest prices, and the friendly, attentive staff, has been working for The Learning Wheel for thirty years now. And the store has been in its present location on Avenue Z near the corner of East 10th Street for more than twenty years. Interestingly, as established as the store may be, the ownership is new.

The Learning Wheel was acquired by Rob and Clare Beinick, a husband and wife team with a combined sixty plus years of experience in all facets of the education business. In fact, both Rob and Clare started teaching in the New York City schools back in 1969-70, but at a middle school in East New York, Brooklyn and she at an elementary school in Crown Heights, Brooklyn.

During her long career in education Clare worked as a first grade teacher, a fourth grade gifted teacher, a school librarian, and a staff developer at the district level. When you visit the store be sure to ask her advice if you have any questions about teaching Reading/Language Arts or about teaching gifted children, or about anything in the world of education that's on your mind.

Rob started out teaching Science and Math at the middle school and high school levels while he completed a Ph.D. in Experimental Psychology. Following that he taught Psychology at the college level, and then went to work for McGraw-Hill. After many years in the educational publishing industry he started his own business, Education Market Research, in 1995. Be sure to check in with Rob at the store, especially if you have questions about how to do that tricky Science Fair project.

During his thirty years teaching at the Lycee or in our after school program. Each group of children will be based in a classroom that is well equipped to satisfy your child's natural curiosity.

Facilities: Our brand new building includes two gyms with walls padded by mats, as well as access to John Jay Park across the street. A smaller gymnasia is equipped with ballet bars, tricycles, and gross motor climbing structures.

Daily Schedule from 8am to 5pm/Monday-Friday (1/2 option for children who have completed kindergarten).

Activities: soccer, basketball, gymnastics, karate, fencing, swimming, circus, and many more groups. New this year we will have an interactive French music class with both the exposure to and the opportunity to play real instruments, a new approach to reading music, singing, and dancing. We will also offer classes for the children who have completed 5th grade. Our art program will include many opportunities for creativity and artistic freedom through various materials. Each group of children will participate in a daily French course. French cooking lessons will allow the children to taste a new cuisine. Swimming will take place on a regular basis with Lifeguard supervision and our WSI certified swimming teacher, as well as private bus transportation to and from the pool.

Trips: All of our field trips will be as a group on private buses provided by the school: visits to the Museum of Natural History, The Intrepid Museum, Marionette Theater, Central Park Zoo, Little Shop of Painters, and the New York Hall of Science. Registration Information: applications on a first come—first served basis. We urge you to register as soon as possible. Return your application form with a check made out to the Lycee Francais, 505 East 75th Street, New York, NY 10021, or you may download and complete the application online. Further information: 212-369-1400 ext. 5141 or email at summercamp@flynyc.org.

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BOOK REVIEWS — EDUCATION UPDATE — MARCH 2006

Logos Bookstore’s Recommendations

By H. Harris Healy, III, President, Logos Bookstore
1575 York Avenue (Between 83rd and 84th Sts.), NY, NY 10028
(212) 517-7292, Fax (212) 517-7197
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As the winter winds it way down, a good cure for those winter blues are Ruth L. Williams’ prints and original paintings of hearts and flowers and angels. The vibrant colors and flowing forms of her pictures will lift one’s spirits during this changeable time of messy weather. Small prints go for $10, large prints for $15, framed large prints for $20 and original paintings on canvas go for $20. Ruth L. Williams has exhibited at the New York City International ARTEXPO to name one of many places that have been graced by her work.

‘Here And Now— Live In Concert’
Caribbean Jazz Project, Dave Samuels

The mixture of jazz and Caribbean sounds of the trumpets, congas, piano and percussion create a sense of heat and undulating waves and being at the beach. ‘Romantica’ features the lyrical guitar of Steven Pasero, founder of Sugo Music. ‘Hecho En Cuba’ is a real deal. It is a three cods collection of Cuban music featuring previously unreleased works of Raben Gonzalez, Compay Segundo and Ibrahim Ferrer as well as Celia Cruz, Eliades Ochoa and the Afro Cuban All Stars for only $25.98. ‘Cosmopolitan Jazz & Cocktails’ is as it sounds a smooth bright ren-
dition of popular standards from the Jazz Age through the age of Rock.

‘The Scarlet Letter’ by Nathaniel Hawthorne

The Scarlet Letter is well—worth reading.

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WOMEN SHAPING HISTORY

WOMEN AND MUSIC

By JERROLD ROSS, Ph.D.,
Dean, School of Education, St. John’s Univ.

Reading the New York Times “Arts and Leisure” section of Sunday, February 19, I was reminded of just how far women still have to go to be recognized in the music profession. There were no women conductors listed among the major orchestras scheduled to perform over the next several weeks in New York. There were no works of women composers on the programs of these orchestras.

In another set of articles this past week, the Times detailed major changes at the Metropolitan Opera. It will devote more performances to contemporary music, but no new commissions or conducting positions are going to women. This adds to the lamentable record of opera. Even in her heyday, the great operatic conductor Sarah Caldwell was I believe only once invited to occupy the Met’s podium.

Nor has the attention devoted to lyricists ever equated artists such as Betty Comden and her stunning predecessor Dorothy Fields with their male counterparts Oscar Hammerstein, Ira Gershwin, Irving Berlin or Lorenz (Larry) Hart.

In another field, choral conducting, there are no works of women composers on the programs of the past—Fanny Mendelssohn, Clara Weisz Schumann, Lili Boulanger, even Mrs. H.H.A. Beach who wrote lovely choral anthems in her time.

One of my great teachers, a woman, Modena Scovill, used to say “The older you get the more you shrug your shoulders and the less you wring your hands.” This is the prevailing attitude about women musicians today. While it is acknowledged that a shortage of women conductors exists, especially those who dominated the Met in the past (Sutherland, Horne, Scottos, Callas, Price) and the newly minted superb and gorgeous (here goes some male chauvenism) Renee Fleming, Angela Gheorgiu and Anna Netrebko. Male singers who equal their acclaim, such as Placido Domingo, Bryn Terfel, and Robert Alagna (husband of Ms. Gheorgiu) are fewer in this realm.

While it is heartening to look at American orchestras to see them largely populated by women—as opposed to many European orches-

tras—these are relatively secondary roles, and mainly anonymous.

In another field, choral conducting, there are now few, if any, women to equal the conduc-
tors who once occupied prominent positions at universities (Elaine Brown, Helen Hossmer or Margaret Hillyer). Women pianists have also just about vanished except for, in my opinion, the greatest pianist on the stage today, Martha Argerich. Gone are the likes of Guinomi Novaeas, Myra Hess, Rosalyn Tureck, Gina Bachauer or Alicia De Larrocha whose performances mesmerized audiences.

In the early 1990’s the greatest American woman pianist Claudette Sorel approached me to initiate a Women In Music series at NYU where I was then Associate Dean in the School of Education; the series was begun. Women hon-
ored at the University included Ms. Falletta and Quelet, and the superb popular artists Margaret Whiting and Judy Collins.

I haven’t mentioned other forgotten women of the past—Fanny Mendelssohn, Clara Weisz Schumann, Lili Boulanger, even Mrs. H.H.A. Beach who wrote lovely choral anthems in her time.

What we need is a good jolt from a woman to seek a cure for this occupational disease. Is there anyone out there?#
What 20/20’s Vision Didn’t See

By RANDI WEINGARTEN, PRESIDENT, UFT

Recently, the ABC News program “20/20” devoted an hour-long broadcast to the subject of public education. In a segment called “Stupid in America,” commentator John Stossel purported to analyze what’s wrong with our nation’s public schools, choosing to focus, in part, on New York City. But instead of a thoughtful, objective analysis of one of society’s most urgent challenges, he presented a simplistic, erroneous and demonizing assault on teachers’ unions, blaming them for all that ails the public schools.

It’s unfortunate Mr. Stossel didn’t look a little closer because what he would have found here in New York City is a group of dedicated educators who work hard every day to provide the best possible education to our public school children. It’s easy to sit on the sidelines and judge. The real challenge—and reward—comes from rolling up your sleeves and helping kids achieve.

Had Mr. Stossel looked closer, he also would have found that, even while we have our differences, the UFT and the DOE are working together to improve education in the nation’s largest public school system and we are producing real results.

Earlier this month, for example, new tutoring sessions for struggling students were implemented in our schools. After 2 1/2 years of an often difficult and contentious contract negotiation, the UFT and the DOE came to a contract compromise that reconfigured the school day to include four 35-1/2-minute tutoring sessions. The UFT wanted a uniform 6-hour-50-minute day, spreading additional time across the school day for all students, but the negotiated settlement included the additional tutoring sessions for struggling students. Implementing such a change in a school system so large is a challenge, and it has understandably caused some anxiety for students, parents and educators. As the department fields these parent concerns, teachers will do everything they can to make the tutoring sessions effective and meaningful for struggling students. We hope the department will work with parents and teachers to address issues that arise during implementation and will show flexibility in allowing individual schools to craft solutions that work best for their students.

Educating 1.1 million school children in a city like New York is a multifaceted challenge. Tens of thousands of our students are in poverty. Thousands more have limited or nonexistent English speaking skills. Even with crime at record lows, many live in neighborhoods where violence and despair are daily parts of their lives. Underlying these challenges is the chronic under-funding by the state of our city’s schools. The Campaign for Fiscal Equity lawsuit resulted in a landmark decision affirming that our city’s schools were not getting their fair share from the state and the city. We must end this gross inequity to give our kids the resources they deserve.

Many of the reforms the UFT would like to see implemented in our schools require a state investment and, with a $2 billion state budget surplus, now is the time to invest. We want every child in the city to have access to full day pre-kindergarten to give them the running start they need to compete. We want to reduce class size so every child can get focused, individual attention. And we want to increase opportunities for career and technical education. Not every child will go to college. We need to give them options for their future so they can contribute to society and lead productive, happy and healthy lives. We also need more money to build schools, science labs, gyms and playgrounds.

Our world is changing rapidly. Preparing children to compete in an increasingly global economy is an enormous challenge faced by all schools, public, private and parochial. Certainly public education can be improved, but it is far too important a topic to be co-opted by politicians or treated superficially as in Mr. Stossel’s brand of simplistic and derogatory finger-pointing.

Solving problems and making improvements require thoughtful discussion, open minds and hard work. It requires parties that don’t always agree with one another to come together and work out solutions. If Mr. Stossel had approached the subject of education with that in mind, he would have seen those ideals at work right here in New York City.

Let Albany Know Schools Matter

By MAYOR MIKE BLOOMBERG

Over the last four years, we have made great progress in reforming our public school system because teachers, parents, principals and elected officials have joined together to ensure that every child receives a sound education. Unfortunately, our State leaders are now making decisions that jeopardize that progress.

I made an announcement that no Mayor wants to make: we will not be able to break ground on a number of important new school projects because of the State’s refusal to comply with a court order mandating a substantial increase in State funding to City schools. The failure by our leaders in Albany to resolve this issue comes at a tremendous cost to NYC’s school children.

Twenty-one new school buildings with 15,000 new seats will now be delayed indefinitely, as well as nearly 40 new science labs, more than 40 new art facilities, nearly 60 new athletic facilities, 15 new libraries, nearly 20 technology upgrades, and almost 20 new heating systems. We had planned to start every one of these projects this year with the money that the State is legally obligated to pay us.

We are asking for what legally belongs to our children. In 1993, a group of parents and advocates called the Campaign for Fiscal Equity sued the State on the grounds that its funding formulas short-changed City schools. In 2003, the courts ruled in the City’s favor and ordered Albany to finally meet its obligations. But more than two years have now passed and the City has still not received any additional State funding for school construction and repair. That’s not just a bitter pill we must swallow today, but a direct blow to our future.

The City has moved forward on its historic school reforms, even without this State funding. When I came into office we increased our contribution to the schools’ capital budget by $2 billion—and maintained that commitment through a recession and a fiscal crisis. Last year, as we waited for the billions that we are owed by the State, we advanced $1.3 billion of City funding to keep badly needed projects afloat. But this year, we cannot afford to continue covering the state’s share—particularly when we already send $11 billion more in taxes to Albany each year than we get back in State services.

What will it take for our leaders in Albany to live up to their responsibility? They must know that New Yorkers—all of us—are determined to hold them accountable. And how do we show them that?

Call your Assemblymember. Call your State Senator. Call the Governor’s Office. (And if you need their phone numbers, just call 3-1-1.)

Tell them, “Enough is enough!” Enough excuses. Enough politics. Enough hope we’ll go away. We’re not going away. The future of our children is too important.

New Yorkers are all in this together, and our unity on this issue can be our biggest strength. Over the past four years, we’ve improved the educational system by bringing accountability to the schools and to City government that the days of tolerating failure are over. But now, we also have to hold the State accountable and not let it off the hook for the funds that rightfully belong to our children. So make your voice heard—and help us create the first-rate school system our children need and deserve.

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