

EDUCATION UPDATE

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Volume VII, No. 6 • New York City • FEBRUARY 2002
FOR PARENTS, EDUCATORS & STUDENTS

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Sylvia Woods
Owner, Sylvia's Restaurant



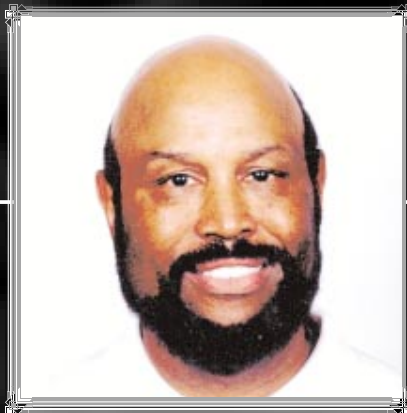
Clarence G. Robinson, MD
Physician



Marian Wright Edelman
Founder, Children's Defense Fund



Sheila Evans-Tranumn
Assoc. Commissioner of Education



Mike Jarvis
St. John's Basketball Coach



Beverly Withers
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MARIAN WRIGHT EDELMAN: CHILDREN'S ADVOCATE

By POLA ROSEN, ED.D.

Growing up in a family of 12 foster children tended to by her nurturing mother and minister father, Marian had to care about children. Her role as child advocate *par excellence* for the past 25 years has finally culminated in the landmark comprehensive legislation Leave No Child Behind. Both New York senators are behind it as are 80 House co-sponsors. There is still much work to be done before passage. The bill focuses on childcare and health care. "There are 12 million children living in poverty and 80 percent live with working parents that have no child care. There is no reason for that in the richest nation in the world," Wright avers forcefully. She adds, "Bush is using words but not putting the dollars behind the words."

The Children's Defense Fund, which Edelman founded and runs in Washington D.C., has

several branches in key cities that concentrate on state and local work, including lobbying for new laws and helping to implement those that have been passed.

Edelman was attracted to legal work after being part of the civil rights movement in the South. When she saw the great need of the poor people she "followed the need and decided she could help best by becoming an attorney." After Yale law school, she went to Mississippi as a civil rights lawyer interested in school desegregation, Head Start and the broader social and economic needs of the community. In the public arena, Edelman soon realized that passing a law was one step, making the law work was another, and that "all adults have to stand up and speak for children who have no voice." In that process, they affirm the struggle for social justice and enable the children to stand up for

their own rights as well. "We adults must leave no child behind."

In discussing difficulties in her life, Edelman cited the balance between work and family. Her own family in the South stressed that she could be and do whatever she wanted. Russian history beckoned but the pivotal point was the civil rights movement, which gave her an outlet for her anger.

Her mentors were those who fought for social justice: Dr. Martin Luther King, Jr. and Dr. Benjamin Mayes, former President of Morehouse College.

Edelman grew up with the clarity and cohesiveness of the family and community in the South. Religion was a strong force and the belief that "every child is sacred." That has been her credo and inspiration for her life's work. #



Marian Wright Edelman

SYLVIA WOODS: THE QUEEN OF SOUL FOOD

By MARYLENA MANTAS

Growing up as an only child in Hemingway, South Carolina, Sylvia Woods, owner of the renowned Sylvia's restaurant in Harlem, would break candy into several pieces and give it to the neighborhood children in exchange for playing with her. Her childish actions indicate that from early days, Sylvia possessed those qualities that later helped her pave the way to success: determination, business orientation and adoration for good company.

"I enjoy people," says Sylvia. "I try to get around to as many customers as I can...I love to say 'meet, greet and let's eat!'"

In August of 1962 Sylvia put her charismatic personality to the test and purchased the restaurant, which then was only a small luncheonette, from her own boss. Fifty years later, Sylvia's has become the landmark of 126th St. and Lenox Avenue and the one place where everyone knows they can get a taste of authentic Southern Soul food. The restaurant also serves to remind the community's residents that hard work, determination and love of family can lead to success.

"I want the world to know that I am grateful," says the 79-year-old, who continues to play an active role in the restaurant, carefully over seeing every activity and greeting customers, often by their first names. "I would not change anything—the good, the bad, and the ugly. All of it was a part of my success."

And, success was not easy to attain for this woman, who was raised by two widows, her mother and grandmother. "My mother never had an education, but she owned a farm and was a midwife...the men just weren't there," says Sylvia. Yet, the women of the family, whom she describes as "too strong" taught her perseverance, determination, but most of all the power of love.

"My mother said, 'Freely give and freely you will receive, but never give all of yourself.'"

Sylvia gave as much as she could. The doors to her five room apartment on 131st St. in Harlem, where she and her husband Herbert, her childhood sweetheart, raised their four children after moving to New York from South Carolina, were always open to family members and friends who were new to the City.

"That apartment was the underground railroad for everyone that was coming up," she said. "They all came to me."

A few blocks away from the "underground railroad" Sylvia has now established a soul food empire, but in 1962, she could not even conceive of the success of her decision. In order to purchase the luncheonette, she had to



Sylvia Woods

ask her mother to mortgage her family farm.

Fearing that her business might fail, she asked with trepidation. Her mother agreed immediately and gave her \$18,000 (in 1962). Sylvia became the owner of her own company, far from the cotton fields of South Carolina.

"The Havana Special [an express train] brought me [to New York], but the cotton field drove me out," she said. "I hated picking cotton with a passion."

She loves cooking, however, especially homemade food based on the recipes used by her mother and grandmother. Her food can now be purchased at most supermarkets, in containers and bottles packed in her plant in New Jersey. New customers can get a taste of her cuisine in her franchises in Kennedy Airport, New York and Atlanta.

"I look back and wonder how it happened. I am truly amazed at myself, my strength and my courage."

Over the years, Sylvia enjoyed the support and help of family, especially that of her husband, who passed away recently. Today she is surrounded by her four children and 18 grandchildren, most of whom began working in the restaurant in their early teens. At a small corner in the restaurant, one will find a small round table where members of the Woods family, most of whom retain grandma's sense of business, often gather. And, according to her granddaughter, Trieness Woods, that is where Sylvia sits and gives some of her pep talks.

"That's where she educates us," said Trieness. "Give time, time, time she often tells us."

Yet, her grandchildren are not the only ones who benefit from this extraordinary woman's wisdom. Students from local schools, who often dine at Sylvia's, have the opportunity to meet Sylvia, who usually sits with them and advises: "You have to work hard, respect your parents, and give love. Be the best you can be, do well or don't do it at all. If you don't enjoy what you are doing you won't do it well." #

Sheila Evans-Tranum: Associate Commissioner of Education

BY JOAN BAUM, Ph.D.

An interview with Sheila Evans-Tranum, Associate Commissioner for the New York State Education Department and a New Yorker with solid roots in the public school system, could not be more timely. The big word in her challenging professional life is "accountability" – the very "A" word Mayor Mike Bloomberg was invoking in his annual address on the state of the city on January 30th. "We must have mayoral accountability in education," he said, adding that his interest is "not about power. This is about accountability in education." He's all for "more opportunities for parents to participate in our educational system," but he doesn't think a central board or the continuing system of local school boards is the answer. The Commissioner, charged with statewide responsibility for "School Accountability" across the board— from schools performing way above standard to those "furthest from the standard" says her first priority is to ensure that all children improve by holding all adults involved in the state's educational plans "accountable."

Though Ms. Evans-Tranum points out that the State Commissioner and Regents have yet to issue a policy statement regarding the Mayor's criticisms, she does indicate that the wider sense of who is accountable for student performance, as measured by exams mandated at the federal level, has already made a difference in the city for the poorest performing schools. She is proud to point out in talks around the country that New York State annually takes 18 schools off its probationary list, 12 of them in the city. She wants to keep the momentum going and of course succeed even more. What's the trick? There is none, only hard work under a program called "extended time" where teachers work 15% longer (for pay) and cover more ground, proving that students can indeed learn, even under dire conditions. The results grew from the "privatization" initiative, which she credits with moving accountability to the forefront.

When the for-profits came along and said, we can do the job and you can hold us accountable for the results, she sensed the challenge, the model for the public schools here and nationwide.

Commissioner Tranum is clear, however, about separating private schools from the privatization of public schools, a movement that in some ways resembles the institution of charter schools. In response to the Mayor's general declaration that disruptive children must be removed from the schools, she says that, indeed, some youngsters do need to be pulled away, but she adds that some need only suspension while

others can be turned around by a rigorous academic program. The challenge is particularly hers since she is charged with overseeing state efforts at school improvement and developing action plans for a number of programs, including SURR (Schools Under Registration Review), New York State Pre-kindergarten, Community Schools, Extended Day, Improving Pupil Performance, Categorical Reading, Early Grade Intervention, Homeless Youth, Parent Involvement, Reading Excellence, Title I Compensatory Education and the Early Grade Class Size Reduction Program. Though she says she feels confident that disruptive incidents do not occur in schools that are strong in administration and curricula, she is supportive of the three-years-and-you're-closed-down policy that now applies to failing schools. Local officials have the power to remove 50% of teachers in a poor school and start anew or reconfigure. In the past only students were held accountable, she notes. Now it is the "adults."

Ms. Evans-Tranum, who is a graduate of North Carolina Central University, has a Masters from Long Island University and is working toward her doctorate at NYU, has been with the State Education Department since 1993. She is the recipient of numerous awards for excellence in education and is listed in various Who's Whos for prominent educators, women, black Americans and urban leaders. She can be seen on Channel 25 (WNYE-TV) hosting the weekly television program, Education Dialogue, airing Mondays 5:30-6:00. But Sheila Evans-Tranum has always known who she is, if not always what she would become. Impressed in the 80s with a principal in the city who really got parents involved in schools by requiring them to put in service hours, the Commissioner said that it was this dynamic woman— Adelaide Sanford— who inspired her to move into education. Earlier, a wonderful teacher at Erasmus Hall High School had made her fall in love with Shakespeare and she became an English teacher, with a double major in English and Math. She muses, originally, she had wanted to be a "brain surgeon." Ah, but she is, though she works at her profession with a heart. #



Sheila Evans-Tranum


EDITORIAL

WHERE ARE OUR FUTURE LEADERS?

By **DR. GERALDINE CHAPEY**

In a society in which the basic tenet is dramatic social, business and technological change, there are significant signs of crises in the leadership of every institution. Educational leadership is no exception.

The School Administrators Association of New York State reports the sobering information that over 50 percent of New York State Principals and over 45 percent of New York State Superintendents will retire within five years; it is also anticipated that in New York City almost half of its school leaders will leave the system within a short time. Further, the number of candidates responding to leader vacancies has dwindled precipitously. Questions that emerge are: "Where are our future leaders?" "What factors can help identify adaptive, effective school leaders?"

Acknowledging that school leaders are a key component in educational reform, the Board of Regents and the Commissioner of Education set in motion a sequence of actions to address the challenge. In 1998, a Blue Ribbon Panel on Leadership composed of representatives from public and nonpublic schools, higher education, unions, professional and community organizations was charged with exploring national, state and local leadership issues.

As a result of its deliberations, the Panel presented a series of recommendations for consideration by the Regents Task Force on School Leadership. These were approved by the full

Board of Regents who directed the State Education Department (SED) to launch plans for implementation.

The project to strengthen school leadership in New York State is in line with the Board of Regents strategic plan to raise educational standards for all New Yorkers, which began in 1996 with new graduation requirements and expanded in 1998 with revised teacher certification standards and reregistration procedures for every teacher education college and university program in New York State.

The current SED leadership project, of course, recognizes, embraces and will integrate the successful practices and wise tradecraft stories of excellent educational leaders whose students have demonstrated spectacular achievements and accomplishments in academic, cultural and sports competition, as well as in higher education and in the world of work. During the year 2000 the State Education Department applied for and received a 3.9 million dollar three-year grant from the Dewitt Wallace-Readers Digest Fund to engage all sectors of the University of the State of New York in setting standards for educational leaders. Activities developed as a result of the grant will address the following priority areas:

- A new vision for quality preparation programs for school leaders that will reset the balance between theory and practice and establish new relationships between higher education faculty and our most distinguished practitioners.

- A new certification and credentialing structure with new titles and new procedures for program validation.

- Innovative recruitment initiatives to attract a broader pool of candidates for Principalship and the Superintendentcy.

- A series of strategies and actions to involve the media, business and the community in raising the public image of administrators and teachers and leading to a creation of an environment where leaders can succeed in improving student achievement.

- Development of a school succession plan.

- A legislative agenda to raise the salaries of educators, improve pension benefits and pension portability.

With the Dewitt Wallace-Readers Digest funding, the Commissioner has created a New York Center for Educational Leadership and appointed Dr. Kevin McGuire, former Superintendent of Half Hollows Central School District, as its Executive Director. The Center will sponsor six Leadership Academies in the Big Five cities: two in New York City and one each in Buffalo, Rochester, Syracuse and Yonkers.

The SED is moving ahead with a number of additional supportive leadership grants made possible by federal funds and grants from private foundations.

With the spotlight on a powerful education agenda at the federal, state and local levels and the resources to support that effort future leaders can look forward collaboratively to meeting the challenges of educational change in the 21st century.

Dr. Chapey is a member of the New York State Board of Regents.

COMMENTARY

Restructuring Public School Governance

By **STUART DUNN**

With Mike Bloomberg assuming the office of Mayor of the City of New York, there is once again a drumbeat for eliminating the school board and placing the city schools directly under the mayor. The new mayor, like Rudy Giuliani before him, has indicated his desire for this change. This time, there is a real danger that it may happen.

It is not surprising that the mayor would like this change. Past disagreements between the mayor and the school board, and between the mayor and the chancellor (a school board appointee) have led to considerable acrimony. The school board is highly politicized, with the borough presidents each appointing one member and the mayor two members. The recent comment by three of the borough presidents that they might appoint themselves to the school board only makes this more patent. It is clear that something must be done, but turning the public school system over to the mayor is not the answer.

A primary argument for making the schools a mayoralty agency is that there should be an elected official whom the public can hold accountable for school performance. I agree, but the mayor is responsible for so many things that it would be

impossible to separate his responsibility for school performance from the rest of his job. In addition, a system of checks and balances is essential.

A viable alternative would be dividing the system into five borough-wide school systems, under the authority of the borough presidents. These elected officials have little responsibility under the current charter and could focus on the schools. They have a better understanding of the needs of the children in their boroughs than the mayor. Most important, they could be held directly accountable for the schools with no conflicting considerations in evaluating their performance. Funding should continue to come from the state and the city. Since the city would be responsible for a large portion of funds for the schools, the mayor would still have adequate oversight opportunity. At the same time, the local school boards, which have proven to be mainly a vehicle for local politics, should be eliminated. Placing the schools under the borough presidents would provide an ample means for local input and would save the cost of the operation and elections of the local school boards.

We need a change in school governance, but let's not move from the frying pan into the fire.#

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POSTMASTER:
Send address changes to:
Education Update
P.O. Box 20005
NY, NY 10001
Subscription: Annual \$30.
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Inside District 15 with Superintendent Carmen Fariña

“A District That Is Really Moving”

By MARYLENA MANTAS

On the first Tuesday of every month, parents and educators of Community School District 15 gather at local restaurants and dine together. The “dinner date” initiative, launched to support local businesses and the district’s public school system, which receives a percentage of the proceeds, has become possible after months of systematic meetings seeking to open the lines of communication among members of the district.

According to Superintendent Carmen Fariña, establishing this sense of community became her first priority when she was appointed approximately one year ago.

“It was very hard,” said Fariña, adding that it took six months to meet her goal. “We met, met and met until I got a good sense of what every-

one was worried about.”

Her experience in the field of education and familiarity with the district—where she lives and was a teacher for 22 years and the director of curriculum for five years—have given Fariña the management expertise, organization skills and networking abilities necessary to effectively administer one of the largest school districts in Kings County, serving approximately 21,000 students.

“You need to have people on board with information,” she said. “You can’t become a superintendent without many years in the field.”

Recently, the district has concentrated its efforts on staff development through developing a unique model based on collaboration with programs such as City College’s Math In the

City and the Reading and Writing Institute at Teachers College.

“District 15 is a place where a lot of professional development is taking place,” said Ernestine Volpe, principal of PS 295. “This is a district that is really moving. We are a group of people who are learning constantly. This openness allows us to grow professionally and educationally.”

In addition, elementary schools in the district have been placed into clusters that concentrate on developing a successful academic model for one academic theme. Clusters are responsible for sharing the expertise they acquire with other schools in the district that will replicate the successful model.

“Through the cluster system everyone has something to offer,” said Fariña. “It’s hard to go school-to-school to make change, but if you have three schools working together, change is more feasible.”

The principals of schools placed in these clusters meet at least twice a month and their schools share resources, such as staff development and afterschool programs. In addition, they often hold joint PTA meetings and school activities. Volpe, whose school participates in the Enrichment cluster, finds the system “very effective” and stated that it fosters “a lot of talking and collaboration.”

“In this neighborhood you find kids with mixed backgrounds,” she said. “The cluster system provides a balance. We create a school community where everyone is learning.”

A member of the Superintendent’s cabinet

oversees the progress made by each cluster. According to Fariña, the cabinet, which meets once a week, has become instrumental in facilitating change and progress.

“We really are a team,” said Fariña. “I don’t make all the decisions. I expect them [the cabinet] to come up with its own ideals and agendas. I want people with divergent views, but also people who are autonomous.”

Cabinet members assist the Superintendent in maintaining a hands-on approach and being aware of developments in the district’s schools, which she visits continuously. “When I leave a school I’ll say, I’m sending someone tomorrow to help you work on this problem,” she said.

The Superintendent hopes to expand the cluster system to middle schools by next year and to establish a centralized Pre-K system that will move all Pre-K programs to one site by September of 2002.

Although she wants to see an increase in reading and math scores, the Superintendent underscored that it does not constitute the basic premise of her vision. Rather, she will measure success by parents who opt to keep their children in the district instead of sending them to private school. Her goal is to foster self-esteem in students based on a strong academic background and a compassion for others.

“I’d like to see students have ownership of their own learning and develop a sense of independence,” she said. “My father instilled within me the basic belief that we don’t go to school to get the answers, but to raise the questions.”#



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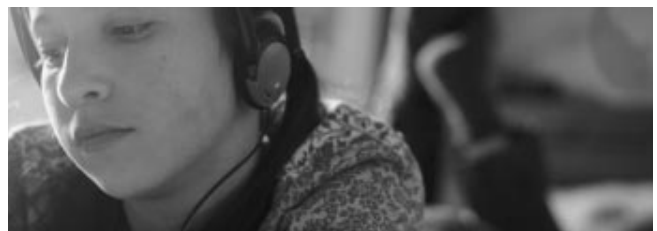


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It is Time to Reexamine the Responsibilities of Supervisors & Administrators



By **JILL LEVY**
 "You've got mail!" or some other signal on the computer demands your immediate attention. An entire ream of paper lies at the foot of the fax machine. The mailman

has left what appears to be his entire mailbag in your office. If you are lucky enough to have several phone lines, they have not stopped ringing since your arrival. Students, parents, teachers, and other staff members are lined up at your door competing for your undivided attention and the school day hasn't even officially started. Welcome to the world of the principal and the assistant principal.

Today's school leaders are expected to do more and more. They are held accountable for everything. But being an effective educational leader requires more than just organizing, budgeting, and managing a school. Not only are educational leaders expected to spend significant time in classrooms evaluating teacher performance, they must be able to interpret and use test data and other statistics and provide teachers with the expertise and resources to improve instruction.

In addition to instructional matters, school leaders are expected to maintain a safe and orderly environment, hold meetings with countless committees, effectively "market" their schools, develop and implement a school plan and budget, oversee renovations and custodial services, maintain appropriate records in a timely fashion, community outreach and fundraising, work with parents and answer all of the countless requests for information, and statistics thrown at them. Is it any wonder that more and more principals and assistant principals are saying the job is no longer doable?

It is time to seriously reexamine the roles and responsibilities of principals, assistant principals and other supervisors and administrators. Already there are reports coming from across the country that school administrators feel their working conditions and cumulative stresses are

becoming unbearable. Higher standards, critical media attention, lack of support, legislative wrangling over governance and the impact of budget reductions and technology demanding immediate feedback are contributing to the creation of a leadership crisis.

We cannot continue to insist that principals do and be everything. In the private sector, when business leaders set specific goals for their organizations, they acknowledge that a manager cannot oversee the entire operation without appropriate human resources, training, tools and technical assistance. Successful companies pride themselves on keeping their middle level managers well trained. Some even demand that a significant portion of an employee's annual work time be spent in professional training programs.

Unfortunately, our public schools seem to be doing it backwards. Instead of focusing on needed resources and professional support to encourage school leaders to excel, outrageous expectations and demands are causing principals and assistant principals to either retire or look to calmer and greener fields. This in turn causes aspiring leaders who understand the true nature of school leadership in urban schools to become more and more reluctant to apply for vacancies.

Research has shown that successful schools have principals who are immersed in instruction. Yet, job demands often distract principals from that primary focus. It is time for legislators, school boards, parents and communities to work with school leaders to determine what it takes to run a successful school and to encourage educational professionals to become school administrators and supervisors. Only by providing the support principals and assistant principals need to do their jobs will we insure the success of our students. #

Jill Levy is the President of the Council of Supervisors and Administrators which represents the principals, assistant principals, supervisors, and administrators in NYC public schools and day care directors.

From Horror to Hope



By **MATILDA RAFFA CUOMO**

In the wake of September 11, the children of New York City need, more than ever, to gain an understanding of other children's cultures. Structured mentoring

programs, like Mentoring USA, provide an ideal opportunity for children to learn about diversity from their mentors. Mentoring USA has made a special offer to counsel all participants in its program on how to best deal with the tragedy, in part by using it as a platform upon which to discuss the importance of tolerance and peaceful resolution.

Mentoring USA's BRAVE (Bias-Related Anti-Violence Education) program uses biographical and autobiographical material as a reading tool to enhance children's self-esteem and sense of cultural heritage, to open up discussions about the heroes and experiences of various racial, cultural, and ethnic groups and to facilitate discussions about diversity, overcoming obstacles, and the non-violent resolution of conflict.

On January 10, Bloomingdale's unveiled its newest window, celebrating the first National Mentoring Month and the store's long-term partnership with Mentoring USA.

For the past four years, 45 Bloomingdale's employees have spent an hour every week with at-risk third graders from nearby P.S. 59, offering the guidance and support every child needs. At the celebration, the children joined in painting pictures in the window that depict our society's rich cultural diversity, and a bright banner reminded onlookers that "Today's Children Are Tomorrow's World."

Mentoring USA's BRAVE program received a

powerful boost on January 10, when David McCourt, a father and husband who tragically lost his daughter and wife on United Flight 175 on September 11, appeared on the Today show with Al Roker, Michael Gould (President of Bloomingdale's), and with me, in front of the Bloomingdale's window. Mr. McCourt announced that he created the Juliana McCourt Educational Fund to memorialize his daughter, Juliana, and had donated \$90,000 to the BRAVE program, in order to help children learn to respect and value one another as human beings.

When Mr. McCourt describes his interest in the BRAVE program, he talks about his daughter: "Juliana, at four years old, was an extraordinary example of a person who displayed sensitivity to everyone's feelings. Her gift of love to all children manifested her mother's love. If we can pass that gift on to create more harmony among children, future generations will be more compassionate. Juliana will have given the greatest spiritual gift. We are awarding monies to the Mentoring USA program because it meets our objectives of striving to educate young people everywhere in the virtues of generosity, kindness and appreciation of differences among cultures, races, and religions."

On September 11, terrorists, who hated us so much that they would give their own life to take ours, murdered thousands of people and demolished our Twin Towers. But on that same day, while victims fled the building to safety, hundreds of valiant men and women—firefighters, police, and emergency workers—rushed into the smoke and flames because they loved us so much they would risk their own lives to save ours. David McCourt and BRAVE program represent this beautiful antidote to the horror of 9/11.

We must never forget the magnificent demonstration of the American spirit rising above the tragedy, as we embrace each other and look to the future with hope and togetherness. #

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Teachers College Holds a Teach-In for Educators

By BRUCE MYINT

New York public school teachers face tough challenges in the wake of the September 11th attacks. Their task: to help young people face the complicated issues surrounding 9/11 while promoting cross cultural awareness and understanding. It is a difficult undertaking, but at a recent Teach-In, hosted by Teachers College, Columbia University, roughly 500 school teachers and administrators from the metropolitan New York area met to do just that.

"We're trying to prepare children for a world that is in flux," said Arthur Levine, President of Teachers College, in a speech welcoming participants to the day-long event.

The Teach-In for Teaching and Learning in a New Global Environment offered participants an eclectic mix of over 50 small-group workshops and forums including such topics as: "Designing Curriculum in Response to September 11th," "The Impact of 9/11 on Kindergarten Students," "Muslims in New York," and "The Internet as a Vehicle for Helping Learners to Understand and Respond to Global Issues."

The event, organized in only a matter of months by a group of curriculum and outreach specialists under the leadership of President Levine, brought participants together with scholars, political leaders, and experts on teaching and learning in a rapidly changing global environment.

Keynote speakers included Carol Bellamy, Executive Director of the United Nations Children's Fund, Harold O. Levy, Chancellor of New York City Schools, and middle-school teacher Stacey Fell-Eisenkraft with members of her 8th grade class.

The need for the Teach-In was urgent. Keynote addresses described that in the weeks

following the attacks students asked questions that teachers often found difficult to answer. Chancellor Levy shared heartrending stories of young teachers, some in only their fifth day of their career, bravely guiding their students out of the chaos of September 11th.

Carol Bellamy underscored the immediate need for students "to think about war and political violence in an informed and open-minded way."

The Teach-In aimed at helping such teachers and their students cope with the effects of the attacks by emphasizing suitable content for a post 9/11 curriculum.

Acknowledging the trauma experienced by both teachers and students, Barry Rosen, Executive Director of External Affairs at Teachers College, remarked, "We see this as a community service for the teachers of the metropolitan area."

Making matters even more complicated for teachers is the fact that in order to create a post 9/11 curriculum, they must often include content not found in typical lesson plans. Topics such as the role of women in Islamic societies, globalism, and human and civil rights may be unfamiliar but are nevertheless crucial. "Schools can teach intolerance and anger just as they teach diversity and freedom," said Chancellor Levy. "We need to be cognizant of both."

Such complex curricular changes involve a long-term commitment. However, it is one that is well suited to the educators who play a vital role in helping the metropolitan area on its road to recovery. Says President Levine, "I don't know any slower way to change the world than education. But I also don't know a more effective way."

Although many workshops focused on cur-

riculum design, the Teach-In also included a panel discussion on civil liberties and human rights during war time. Panelists included Maxine Greene, Professor Emeritus of Philosophy and Education at Teachers College, Ira Glasser, former Executive Director of the ACLU, Norman Siegel, former Executive Director of the New York Civil Liberties Union, and Anne Nelson, Director of the International Program at Columbia University's School of Journalism. Darlyne Baily, Vice President for Academic Affairs and Dean at Teachers College, moderated the discussion.

Organizers of the Teach-In are planning a summit that will be held later this year on developing curriculum materials that will include experts in the field.#

Bruce Myint is an intern at Education Update



Chancellor Harold Levy spoke at a Teach-In for educators recently.

and a doctoral candidate at Teachers College.

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Student Journalist

Private Profits, Public Lands: Old-Growth Logging on National Forests

By SERA BILEZIKYAN

Only four percent of old-growth forests remain standing in the Northwestern United States. Old-growth trees are defined as being at least 32 inches in diameter, and ranging in age from 200 to 1000 years old. Despite the fact that many ancient forests are on public lands, these majestic trees are in immediate danger of being logged. Under federal timber plans, the majority of public forests are not protected. The United States Forest Service sells the timber on public lands at a cheap, publicly subsidized rate to multibillion-dollar timber corporations such as Weyerhaeuser and Boise Cascade. The corporations then clearcut the land, and sell the timber off at immense profits, whether it is to be made into paper or exported as raw logs overseas. The Global Free Trade Logging Agreement, under the World Trade Organization, made the international trade of timber easier than ever by reducing tariffs and increasing demand worldwide. The Salvage Rider, passed in 1995 and cleverly tacked on to a bill which provided relief for victims of the Oklahoma

City bombing, has further jeopardized national forests by allowing any healthy or fire-damaged trees to be logged immediately as salvage timber.

Clearcutting is a very expensive process, especially when compared with selective cutting of non-old growth trees. Old-growth logging on public lands costs taxpayers millions of dollars a year in public subsidies, adding up to \$407 million in 1998 alone. During that same year, the only forest in Oregon that turned a profit was the Siuslaw Forest, by cutting only second-growth and thinning, rather than clearcutting. The Siuslaw has added more money to the Federal Treasury than any other national forest. This proves the possibility of a successful transition from a boom-and-bust economy such as the one logging creates in communities, to a sustainable practice focused on forest restoration and the creation of high-skill, high-wage jobs in the woods.

Thousands of species of animals, plants, lichens, and fungi are dependent upon the old-growth forest ecosystem to thrive, from the fer-

ret soil to the upper canopy. Spotted owls, lynx, and red tree voles are just a few. The old-growth trees themselves, stretching from the northern coast of California to the Rocky Mountains are being clearcut at an alarming rate, leaving behind unsightly and barren scars on the land. In addition, nearby communities are left in danger of landslides or blowdowns. Soil erosion is often a consequence of clearcutting, and water and groundwater systems are also disrupted. No less crucial is the gaping hole the absence of our forests is leaving in the legacy of natural beauty that has come to define the wild lands of the American west.

There is a myth of protection when it comes to these forests on our public lands, and it is important that communities be aware that the threat to their forests is being funded by their taxes. There is no need to use old-growth lumber to make paper when there are various alternatives, from non old-growth trees to industrial hemp, which could all be used cheaply and effectively with less impact on the environment. Despite what timber interest group's claim, the logging of ancient forests is not necessary in order to prevent wildfires or disease. Powerful timber inter-

est groups are busy lobbying in order to lessen environmental regulations concerning logging, as well as to discredit environmental groups.

According to a recent survey by Davis & Hibbits, Inc., a Portland-based opinion and market research group, the majority of both urban and rural people in the Northwest support an end to old-growth logging on public lands; 75 percent overall and 67 percent in the areas where logging and other resource-extraction based activities are prevalent. In other words, most people are convinced that it is time for the Federal Government to stop selling our ancient forests to timber corporations. In every endeavor from tree-sitting to appealing timber sales, environmental activists are sending a clear message to the timber corporations as well as the government. Ancient forests should exist for future generations, and for those in search of the very roots of this land. #

Sources: Oregon Natural Resources Council, National Forest Protection Campaign.

Sera Bilezikyan graduated from Evergreen State College, WA in June 2001. This article is an example of the kinds of things which she believed in. It is published in her memory.

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AOL, Bank Street, UFT & NYU Help New Educators

By POLA ROSEN, Ed.D.

Judith Rizzo, Deputy Schools Chancellor, recently spoke at "The New Educator Support Team" (NEST) event, launched by a collaboration of AOL, the Bank Street College of Education, the UFT and New York University to ensure the success of new teachers. The NEST project will support, develop and retain new teachers. A team in each school consisting of experienced teachers, administrators, principals, a NEST facilitator, and UFT reps will provide plans and a program of activities. According to Rizzo, this initiative is one of several that helps align standards with assessments. "We are a standards driven system and therefore have to use every resource to make sure the

standards are followed." The focus on new teachers is particularly important because, as Rizzo indicated, they are vulnerable. The point of NEST is to make knowledge known, "not to keep it a secret. This model makes sense to me. This is the answer."

Responses from the group in attendance were varied and interesting.

While principal Joseph Tedesco, PS 89, Bronx spoke about the "brain drain" the flight of new teachers to the suburbs because of higher salaries, Superintendent Joyce Coppin cited that "reward and recognition are important. NEST will allow colleagues to take the time to talk to each other and to be creative. Educators are not just after money."

NYU Professor Anthony quipped that there are three lies we hear in life: "Darling I love you, The check is in the mail, and I'm an administrator and I'm here to help you." NEST, he indicated will make schools welcome places for new teachers. One principal from the Bronx cited the importance of her

school's retreats each fall and at the end of the year for new and old teachers. Curriculum is developed and important bonds are forged. This year, 27 out of 28 teachers returned to her school.#

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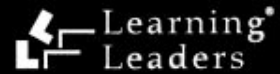
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Students At Old Saybrook HS Rebuild First Submarine

By TOM KERTES

It's no secret that educators in schools across the country are desperate for ways to kindle their students' interest with new and innovative lessons. But few can match the extraordinary project led by Scott Schoonmaker, the Principal at Old Saybrook High School, Connecticut. "We will build an authentic life-size, working replica of the *Turtle*, the first submarine ever used in warfare," Schoonmaker said.

In 1776, General George Washington, was determined to find some way to drive the English fleet out of New York Harbor. Washington enlisted the help of Yale graduate David Bushnell, who came up with the idea of building a one-man submarine. That submarine, called the *Turtle*, was designed to dive under the invading vessels and attach a bomb to the underside of the command ship.

While the attack was not entirely successful — Bushnell could not attach the bomb — the subsequent explosion did have a major psychological impact on the British and had a notable influence on the outcome of the war.

But why rebuild the *Turtle* over 200 years later? The town of Old Saybrook shares a special connection with Bushnell's invention. Located on Long Island Sound next to the Connecticut River, Old Saybrook High School is surrounded by water on three sides. More importantly, Bushnell once lived in the town and, in fact, his descendants attend the school to this day.

"That is why Fred Frese, the boat-maker who built the first *Turtle* replica in 1977, called me with the idea," Schoonmaker said. "As it was also a special anniversary of the submarine's original creation, I naturally grabbed onto it like it was manna from heaven."



The Turtle.

Schoonmaker immediately seized the opportunity to build a complex and engaging curriculum that revolved around the *Turtle* replica. The students will not only deal with the construction and testing process but they will also get a flavor of the events and psychology of the Revolutionary War. In addition, they will have the opportunity to confront the same math, science, and geometry problems Bushnell struggled with 225 years earlier.

"We also plan to stick with a boat-making curriculum once we're done," Schoonmaker said. "Next we plan to build kayaks and canoes, and learn of their history and the reasons for their existence."

Approximately 150 students in grades 9-12 will be involved in the *Turtle* project, which

will last over a period of about six months. The on-going construction, the re-creation of the original underwater attack, and the rest of the educational program will be broadcast, in real time, by web-cam to students across the country. "Along with major corporations like Coca Cola and Toyota, one of our other sponsors is the History Channel," Schoonmaker said. "So don't be surprised if you see a TV special on our project one day very soon as well."

The *Turtle* project is set to launch in about two months and should last throughout the spring semester. "I'm looking forward to this," Schoonmaker said. "But, even more important, I haven't seen the kids get this excited about something school-related in a long, long time."#

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Explore this 12-acre, indoor/outdoor interactive museum where kids can have hands-on fun and learn about plants, science, and the natural world. A World of Chocolate—Saturday, January 19 — Sunday, March 10, 2002; Tuesday – Friday: 1:00 p.m. – 4:00 p.m.; Weekends and Monday holidays: 10:00 a.m. – 4:00 p.m.; Special Holiday Week Schedule February 18 – 22, 10:00 a.m. – 4:00 p.m.; Do you know where chocolate comes from? Visit the Everett Children's Adventure Garden to make hot chocolate like the ancient Mayas did. Families discover the history and learn about the chocolate making process. Visit the Benheim Global Greenhouse and explore our tropical treats. Grind cacao seeds and add different spices and flavorings to make their very own recipes for ancient hot chocolate. Compare and contrast a warm cup of modern day hot chocolate to the ancient Mayas' recipe. Budding Botanist Early Learner Activities. Tuesday- Friday: 1:30 p.m.-3 p.m.; Weekends and Monday holidays: 11 a.m.-1 p.m.; Special Holiday Week Schedule February 18 – 22, 11:00 a.m. – 1:00 p.m. Bring children, ages 2-5, for nature discovery, crafts, mini nature walks, storytime, and music making. In celebration of Chocolate Month children, ages 2 – 5 engage in activities like: Grinding chocolate beans to make cocoa, Creating rainforest murals and collages, Making jumping jungle pop-up cards. For more information please call (718) 817-8700 or visit www.nybg.org. The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.

**US Poet Laureate Launches Project
to Encourage Poetry in High Schools**

US Poet Laureate, Billy Collins, has launched *Poetry 180*, a new website designed to encourage the appreciation and enjoyment of poetry in high schools around the country. The site, www.loc.gov/poetry/180, is featured on the Library of Congress's home page. The Poet Laureateship is an appointed office within the Library of Congress's Scholarly Programs Office.

The site contains the text of 180 poems, one for each day of the school year, that Collins selected. In addition, the site offers suggestions for different ways to present a poem in a school setting, as well as guidance on how to read a poem aloud. Most of the poems presented on the site were written by contemporary American authors and were selected with a high school audience in mind. The poems were chosen to be accessible upon first hearing, although students may wish to download them from the web site for later reading.

"The idea behind Poetry 180 is simple—to have a poem read each day to the student bodies of American high schools across the country," said Collins. "Hearing a poem every day, especially well-written, contemporary poems that students do not have to analyze, might convince students that poetry can be understandable, painless and even an eye-opening part of their everyday experience."

Collins was named Poet Laureate Consultant in Poetry to the Library of Congress in May 2001 by Librarian of Congress James H. Billington. The position has existed since 1936, when the late Archer M. Huntington endowed the Chair of Poetry at the Library. Since then, many of the nation's most eminent poets have served as Consultant in Poetry to the Library of Congress and, after the passage of Public Law 99-194 (December 20, 1985), as Poet Laureate Consultant in Poetry.#

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Teachers Gather to Learn High-Tech Methods at Thirteen/WNET National Teacher Training Institute

Approximately 225 educators from across New York City gathered at the Jamaica Learning Center/Auxiliary Services for High Schools Institute in Queens to turn stagnant two-dimensional lesson plans into fully engaging learning experiences with the click of a mouse or remote control. Adding the web and video to formulaic standards-based lessons is part of Thirteen/WNET New York's National Teacher Training Institute (NTTI). The Institute aims to use methodology in a segmented, interactive way to engage students and create enthusiasm. Lessons on the flat pages of a book take on a whole new dimension when viewed on video or investigated on the Internet.

The standards-based lesson plans range from radioactivity to a historic look at Coney Island and utilize video resources, such as public television's *The American Experience*, and numerous sites across the Internet. Spearheaded by Thirteen/WNET New York, NTTI is a partnership of 30 public television stations.

Only 23 percent of public school teachers reported feeling "well prepared" to use computers or the Internet in the classroom, accord-

ing to a 1999 survey on public school teachers' use of computers and the Internet, commissioned by the National Center for Education Statistics. Only 33 percent indicated that they were "very well prepared."

With a wealth of educational television programming and a universe of material on the World Wide Web, NTTI has stood in the vanguard of professional development for teachers since it was founded in 1990 and continues to lead teachers in the use of educational media.

"Classrooms across the country are equipped with computers and VCRs. All the equipment is in place. Some teachers remain intimidated by such technology. We need to encourage teachers to familiarize themselves with these tools and use them in an interactive, dynamic way that contributes to the classroom learning experience," said Marsha Drummond, Thirteen's National Project Director for NTTI.

By the end of 2002, more than 140,000 teachers will have been trained in this national program. Founded in 1990, NTTI methodology emphasizes a variety of collaborative, technology-based, hands-on projects. #

Calendar of Events February 2002

Open Houses

Although it is not specifically requested by every school, readers are strongly advised to call schools to confirm dates and times and verify if appointments are needed.

Adelphi Academy,
(718) 238-3308, Extension 213;
8515 Ridge Boulevard, Brooklyn, NYC 11209
Tue., Feb. 5 ~ 12 pm - 2 pm; Thu., Mar. 14 ~ 7 pm - 9 pm
Thu., Apr. 9 ~ 12 pm - 2 pm; Sun., May 19 ~ 1 pm - 3 pm

**Community School District 3:
Gifted & Talented Program,**
(212) 678-2897, Marilyn Carella
300 West 96th St., NY 10025.
Program is available at 8 different schools in Manhattan.

**Sundays At JASA -
Continuing Education for Adults 60 and over,**
Spring Semester, Feb. 24 - May 19, 2002
Martin Luther King, Jr., High School
122 Amsterdam Avenue (65th Street)
Comedy-Computers-Current Events-Estate Planning-Exercise-Art-Genealogy-Shakespeare-Opera-Acting-Lectures & more!
Register for the Spring Semester - \$35 (small additional charge for art, computer and opera classes). Register by mail (form in catalog). You may register in person on Feb. 17 from 10:30 to 1:30. Phone (212) 273-5304 for information and catalog.

Poly Prep Country Day School The Lower School,
(718) 768-1103;
50 Prospect Pk. West, Brooklyn
NY Lower School: Feb. 6
from 9 am to 10:30 am.

Smith School: (212) 879-6354
7 East 96th Street (between 5th & Madison Ave.),
NYC. Call for appointment.

The Sterling School: (718) 625-3502
299 Pacific Street
Brooklyn, NY 11201.
Open House -Monday, February 11, 2002: 10 am - 12 pm
Friday, February 22, 2002: 5 pm - 8 pm
Tuesday, March 12, 2002: 9:30 am - 12 pm

Conference

The Northeast Conference on Teaching of Foreign Languages; April 18-21, 2002, Hilton New York
Call (717) 245-1977 or email: nectll@dickinson.edu

For exciting and useful professional development opportunities, language teachers in the five boroughs should attend this nationally-recognized conference held right on their doorstep.

Workshops

CEO&I Teachers College, Columbia University
Call 212-678-3987 for more information,
or e-mail: mail_ceoi@tc.columbia.edu

**Cognitive Therapy of Depression and Anxiety Disorders:
Earth 2 Class:**
Spring: Feb. 9, March 9, April 13, May 11
Instructors: Michael Passow & Christiana Assumpcao

The ADD Resource Center

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for a schedule at 212-724-9699 x59 or 914-763-5648.

Special Event

Ladies and Gentlemen, Children Of All Ages -
Mark your calendars for the ALL NEW 132nd Edition of the Ringling Bros. and Barnum & Bailey® Educational Performance - The Most Amazing Show Trip Ever!
This uncut, unedited, unbelievable edition of The Greatest Show On Earth® provides the ultimate experience for your class to gain insights into four NEW educational themes: Animal Care, Goal Setting, Teamwork and Trust & Science. During this two-hour performance your class will be immersed into a fun-filled, three-ring realm of turbo charged thrills and gravity-defying grace with David Larible, The Clown of Clowns; Sara, The Tiger WhispererSM; Jumpin' Jon Weiss, The Human Cannonball; and Sylvia Zerbini, with her beautiful Arabian horses!
To help better prepare students for their day at the circus, each educator will receive FREE with the purchase of class tickets an Educational Packet containing engaging activities for before, during, and after the show.
Don't let this year go by without your class experiencing the nonstop excitement, awe-inspiring thrills, and Clown Alley hilarity only found at The Greatest Show On Earth!
This year's circus will be at The Continental Airlines Arena March 6-10, Kathy Kirk (201) 460-4370; Nassau Coliseum March 12-18, Michelle Neider, (516) 794-9303, ext. 272; and at Madison Square Garden March 21-April 7th, Group Sales Department, (212) 465-6080.
Educational performances at select times and venues only. Call today to see if your class can attend!

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Summer Seminars



Museum for African Art: Relevant and Alive

By TOM KERTES

Pop quiz time: How many institutions in the United States deal with the exhibition, appreciation, and interpretation of African art? The logical answer would be, oh, maybe 20? 30 Even 50?

Try two. "And the other one is a part of the Smithsonian Institution," says Anne Starke, Deputy Director of the Museum for African Art (MFAA). What's left, of course, is the quaint Soho Museum — located in an obscure nook of downtown Broadway, near Prince Street. It is the only independent institution of its kind in the country.

This fact is stunning, especially when you

consider that the MFAA, in its current location, is too small to house a permanent exhibit. "We're in the process of securing funding for a new, far larger space in Northern Manhattan," Starke says. "But that building won't be ready for at least a couple of years. In the meanwhile, we're doing the best we can."

And their efforts are admirable, indeed. Even while changing exhibits every 3-4 months, the MFAA has deeply impacted the community with its consistent cultural and educational excellence. "Education is indeed a large part of our mission," said Heidi Holder, Director of Education at MFAA. "When you think of it, it all hangs together. Learning about African art

and culture, and doing it in a quality fashion brings African-American children far more in touch with their origin and heritage than they otherwise would have a chance to be. We want them to acquire a sense of self, ask questions, and make connections."

In order to do so, each exhibit—the MFAA has had 40 in its 18 years of existence, most receiving universal acclaim—is carefully designed to achieve a profound cultural and educational purpose. Some of the recent ones have dealt with the history of hair, and the meaning and mythology of masks. The current wildly successful exhibit, running through March 3rd, is entitled "Bamana: The Art of Existence in Mali."

"The Bamana people believe in the existence of a 'force'," Holder said. "This force is inside every person and every object; it is some kind of a deeply spiritual entity. Such a force, once harnessed, can take many forms. They can be political, cultural, create resonant symbols, even cure pain or unite communities toward a common goal."

Through a combination of school tours, after-school programs, workshops, booklets, and specially prepared Teachers' Guides, students not only learn to appreciate African art but are acquainted with the geography and economy of Mali, as well as its cultures and customs. "We try to make the programs as interactive, as all-encompassing, as hands-on, as possible," Holder said. "People, especially students, tend to think of African art as something old, out-of-date, purely traditional. But we want them to get rid of that misconception: in fact, this art is vibrant, alive, always changing, constantly impacted by our times. It is tremendously relevant to everything that's going on in our lives, right here, right now."

The museum's work does not stop there. The MFAA also aims to emerge as the leading publisher of school-books and academic texts on African art. "We want to be the preeminent resource on the subject in the United States," said Starke. "And I think we're well on our way of getting there." #

WINTER AT LIBERTY SCIENCE CENTER

Teachers: Chancellor Levy lifted the ban on out-of-borough field trips. Many of you've been to see us, and we're glad to have your students here and look forward to welcoming more school groups this winter and the coming spring.

New Exhibits:

A Question of Truth

(January 26 - May 5, 2002)
What's your point of view? Everybody has one, including scientists. Most people consider their points of view to be the "truth," but even ideas we think are incorrect can be valid and useful if we are open to new ways of interpretation. Some beliefs can lead to discrimination, distorted views of history, and inaccurate beliefs about science. Do you hold some of these points of view without even being aware of it? Find out in *A Question of Truth*.

Experiment Gallery

(January 24 - May 5, 2002)
What's electricity? Where does light come from? Why does the weather change? How does sound travel? Explore these questions and more while testing hypotheses about sound, warp time, create rainbows, and control Earth's climate by altering its orbit and rotation speed in a computer model. Individual areas provide enough flexibility for everyone, young and old, to conduct experiments, discovering how the world works.

In The IMAX® Dome Theater:

The Human Body
(Through September 2002)
Extraordinary technology reveals the incredible story of human life. In minute detail, *The Human Body* looks at biological processes that go on without our control and without our notice. Follow a family as they go about their daily routines. See inside delicate alveoli of the lungs and watch single nerve cells bob and weave to music, allowing us to hear. Observe babies swim by instinct a few weeks after birth, and learn about changes that take place as we mature. *The Human Body* offers a scientific look at human anatomy including biological aspects of procreation and maturation and may not be appropriate for children under 10.

Also showing:
Journey Into Amazing Caves
(Through March 2002)

Ocean Oasis
(Through June 2002)

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MUSIC MUSEUM/MUSIC EVENTS

Children's Museum of Manhattan

January 12-September 2, 2002
Where the Wild Things Are: Maurice Sendak in His Own Words and Pictures
Get inside Sendak's books and discover a world of imagination with insights into the artist's Jewish heritage.

January 19-April 9, 2002
Exhibition of Father & Son: Jerry & Brian Pinkey

In honor of Dr. Martin Luther King, Jr.'s Birthday and African-American History Month.

Opens March 2, 2002
Kevin Henkes: Lily and Friends
In the Helena Rubinstein Literacy Center.
February 3, 10, 17-22, 2002
Cendrillon

A Caribbean Cinderella story in a 1-person theatrical performance featuring the work of Brian Pinkey (20 minutes).

Saturday & Sunday, February 23-24, 2002
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For more information visit www.CMOM.org or call call (212) 721-1223.

Museum of American Financial History
January 22-March 6, 2002
"America's Coin Banks"

The national debut of a traveling exhibition of antique, unique and contemporary coin banks. 26 Broadway, New York, NY 10004.

February 15 & March 15, 2002
Drachmas, Doubloons and Dollars
Guided tours of the American Numismatic Society's exhibit on the history on money. Federal Reserve Bank of NY, 33 Liberty St., 1:00 PM. Reservations required, space may be limited, bring photo ID. Free.

February 21, 2002
Lecture and Book Signing
Gregory S. Bell, *In the Black: A History of African Americans on Wall Street*.
NYU Stern School, 44 W4th St., Rm. KMC 1-70, 6 PM. Free.

For more information call (212) 908-4110 or visit financialhistory.org.

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MUSIC FESTIVALS IN ISRAEL: SOLACE FOR THE TROUBLED

By IRVING SPITZ

Israel's musical life, always strong, is flourishing, in spite of its economic and political troubles. One reason is that the country has received a tremendous boost in the last two decades by the influx of a large number of competent musicians from the former Soviet Union. Partly as a result of the availability of this new talent, a number of new orchestras have been set up and older established institutions have been strengthened. All of these orchestras give regular subscription concerts; in addition, Israel hosts several international music festivals.

First and foremost is the annual Israel Festival. The most memorable event at the most recent festival was the appearance of soprano Kiri te Kanawa, on her first visit to Israel. Her program comprised arias by Handel and Mozart as well as those from the French and Italian repertory. At 56, she is nearing the end of an illustrious career, but remarkably her voice still retains all the brilliance of the high notes although some of the lower register has gone. She attained heavenly heights in her rendering of Handel's *Piangero la sorte mia* (*I Shall Weep For My Fate*) from his *Giulio Cesare*. She concluded with an encore, her show stopper, *O Mio Babbino Caro* (*Oh My Beloved Father*) from Puccini's *Gianni Schicchi*. She was accompanied by the Symphony Orchestra of Rishon Letzion under conductor Asher Fisch, who successfully captured the subtle nuances of the scores in the diverse repertory. Her rapport with conductor, orchestra and audience was extraordinary; this was a concert to remember and cherish.

An equally impressive festival event was a performance of Verdi's penultimate opera, *Otello* by the Israel Opera, which was staged at the spectacular Roman amphitheatre in Caesaria. Like many other outdoor venues, this has the

usual drawbacks with uncomfortable seating and problematic acoustics, compounded in this case by the gentle lapping of the waves and the occasional drone of an overflying aircraft. The part of *Otello* was taken by tenor Gaby Sadeh. He was most convincing and conveyed the requisite arrogance, pride, jealousy and pathos characteristic of the role. Iago, sung by Boaz Senator, was effective but despite amplification, his voice was frequently drowned out. Desdemona was sung by Larissa Tetuev, a light soprano. She displayed the required air of innocence, as a balance between the evil Iago and the complex Otello, her willow song and Ave Maria being especially poignant. Alexander Lisiyansky's sets were dramatic and grandiose, possibly even a bit overwhelming, and Avi-Yona Bueno's lighting was particularly effective. The staging also featured a ballet scene at the arrival of the Venetian ambassador at the conclusion of Act 3. Not often included in regular performances, this was well suited to an outdoor venue, contributing to a performance which would be a credit to any international festival.

An outstanding Israeli musical tradition is the annual chamber music series established by the renowned pianist Elena Bashkurova, wife of Daniel Barenboim. Many prominent international soloists and recognized chamber musicians participate, contributing their talents on a voluntary basis. The festival is currently in its fourth year. Most concerts in this series are given at the Jerusalem Khan, an old Turkish building with an intimate theatre well suited to chamber music. The program is built around a theme, which on this occasion was transcriptions and transformations of well-known pieces by their composers or by others.

The festival usually lasts about 9 days and amongst the most memorable highlights was the

appearance of Emmanuel Palud, the former principal flutist of the Berlin Philharmonic Orchestra who gave a masterful account of Debussy's *Prélude à l'après-midi d'un faune* and his *Serene* for flute. He was joined by the outstanding solo oboist, Francois Leleux, in duos by WF Bach and Mozart. Lelaux himself gave an inspiring performance of Telemann's fantasy for oboe. Matthias Glander, principal clarinetist from the Staatskapelle, joined pianist Elena Bashkurova and the exceptional cellist Boris Pergamenschikow in an exciting performance of Beethoven's own arrangement of his *Septet Op 20* for trio. There was also an interesting performance of Bach's *Goldberg Variations* transcribed for string trio by violinist Dmitry Sitkovetsky, who was joined by violist Gerard Causse and cellist Jean-Guihen Queyras in this exciting, unusual rendition. Other prominent performers included violinists Nikolaj Znaider and Renaud Capucon. They joined violist Michael Tree, a founding member of the Guarneri Quartet, and cellists Boris Pergamenschikow and Sennu Laine, the principal of the Staatskapelle, in an unforgettable performance of Schubert's profoundly eloquent string quartet in C major, D. 956. This was specially added to the program and dedicated to the memory of the victims of the September 11 terrorist attacks. There could be no more memorable tribute than the soaring harmony, epitomizing despair, melancholy, but also hope, that characterize the adagio movement of this great masterpiece.

Another annual musical festival is a Liturgical series hosted by the Jerusalem Symphony Orchestra in which local and international soloists and choir groups participate. This year the choral groups were the Budapest Academic Choral Society and the local Philharmonia Singers. I heard an excellent rendition of



Kiri te Kanawa

Brahms' *Deutsche Requiem* under conductor Lawrence Forster, musical adviser of the Jerusalem Symphony Orchestra, with Israeli soprano Michal Shamir and American bass-baritone Thomas Carson. Carson was joined by Italian soprano Fiorella Burato, Israeli mezzo Susanna Poretzky and Italian tenor Vicente Ombueno in a dramatic, taut performance of Verdi's requiem, which was led by Dan Ettinger, conductor in residence of the Israel New Opera. He led a lively and impressive performance that managed to coax the maximum from orchestra, choirs and soloists, all contributing to a memorable account of the work. Soloist and choirs all acquitted themselves admirably but the highest accolades must be given to the Jerusalem Symphony Orchestra, whose playing has improved dramatically over the last few years.

Because of the current unrest, Israel is going through a major crisis. There are few tourists, hotels are all but empty, and restaurants are closing. The buoyant optimism seen only 18 months ago has dissipated; bringing in its wake sadness and failed aspirations. Nevertheless, despite or possibly because of this, the rich music life of the country continues. Israelis require some antidote to turn them away from the grim news on radio and TV.#

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THE CAT AND THE FIDDLES
May 18 & 19

Spend a weekend in the country with Bang and Bow as they travel to Stringfield and visit the world-famous musical resort "The House of Strings"!

MUSIC TELLS A STORY
June 8 & 9

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African History Month Events in NYC

"I REMEMBER HARLEM"

February 7, 2002. 6pm; Donnell Library Center; 20 West 53rd Street, 10019. (212) 621-0618

Influential documentary filmmaker Bill Miles and producer Juanita Howard will present and discuss their films on African-American history, including *I Remember Harlem* (1981), their in-depth social, political, and religious history of Harlem, New York City. Titles to be screened to be announced. Adults.

"CELEBRATING LANGSTON HUGHES'S 100 BIRTHDAY, 1902-1967"

February 12, 2002. Tuesday 4pm; New York Public Library, Harlem Branch; 9 W. 124th St. [between Fifth & Lenox Aves.]; New York, N.Y. 10027. (212) 348-5620

Thelma Thomas will pay tribute to the literary work and career of Langston Hughes, one of the foremost African American poet and writers. In celebration of African American Heritage Month. All ages.

MUSICAL TALES FROM AFRICA

February 13, 2002. Wednesday 4:30pm; Queens Borough Public Library, Kew Gardens Hills; 72-33 Vleigh Place, Flushing NY, 11367. (718) 261-6654

Storyteller Tammy Hall and percussionist Hasan Bakr take the audience on enchanting journey, displaying cultural link between music, stories steeped in beauty and the wisdom of Africans. Mbirra, djembe drum, shekere are featured. For children, all ages/families.

THE UNDERGROUND RAILROAD IN FLUSHING

February 19, 2002. Tuesday 6:30pm.; Queens Borough Public Library, CEL.; 89-11 Merrick Boulevard, Jamaica, NY, 11432. (718) 990-0700

Join James Driscoll of the Queens Historical Society for a lecture/slide presentation on the Underground Railroad in Flushing.

A TRIBUTE TO ZORA NEALE HURSTON

February 19, 2002. 6pm.; Donnell Library Center; 20 West 53rd Street, 10019. (212) 621-0618

Every Tongue Got to Confess is a recently discovered volume of folklore that Zora Neale Hurston collected (and later transcribed) while driving through the south in the late 1920s. These rescued folk tales represent the first new manuscript by Hurston to be published in over half a century. Speakers will include authors John Edgar Wideman, actors Ruby Dee and Ossie Davis, author A. J. Verdelle, niece Lucy Hurston, and *The Revelations*, a story.

LANGSTON HUGHES "KEEP THE FAITH, BABY": The Adam Clayton Powell, Jr. Story

February 19, 2002. Tuesday 6:30pm.; Queens Borough Public Library, CEL.; 89-11 Merrick Boulevard, Jamaica, NY, 11432. (718) 990-0700

Exclusive film screening of this Showtime/Paramount film starring Harry Lennix, Vanessa Williams, Lance Reddick, Russell Hornsby. Guest speaker: producer/East Elmhurst native Geoffrey L. Garfield. In 2nd floor Auditorium.

CELEBRATE AFRICAN AMERICAN POETS

February 25, 2002. Monday 6pm. Free. Brooklyn Heights Library, 280 Cadmon Plaza near Boro Hall, Brooklyn Heights, NY. Info: (718) 623-7100. daniela@garden.net Featuring T'ai Freedom Ford & Mae Jackson. Daniela Gioseffi hosts a new series, "Celebrating Literary Brooklyn" and starts off with a Langston Hughes Centenary Event starring two African American women poets of Brooklyn for African American History Month. Sponsored by Poets & Writers, Inc.#

CAREERS

SUSHI CHEF TADEO MIKAMI: THE APOGEE OF ART & FOOD

By LAURA PRETTO

As a child, Tadeo Mikami wanted to be a policeman, but when he was 16 he was drafted into his family's restaurant where he found his real passion: designing, creating, and serving Japanese cuisine.

At the age of 17, Mikami joined a group of exceptional chefs licensed to prepare Fugu (blowfish), which is considered one of the greatest delicacies in Japan but is poisonous if prepared incorrectly. It is prepared in 20 minutes under the supervision of two judges.

"[It is] an extremely hard skill to acquire," according to Keita Sato, the manager of Hatsuhana, where Mikami is the chef. "Three out of four cannot pass this test. He was in an extremely select group."

Mikami brought his cooking expertise to New York 26 years ago and for the past three years has been head chef at Hatsuhana, a Kappo Kaiseki bar. As the restaurant's menu simply explains, "Kappo is a variety of small, savory dishes served to complement sake. Kaiseki cuisine consists of the day's freshest ingredients in a tasting course format."

While Mikami is preparing a dish, an observer gets an idea of how focused he is. His move-

ments are controlled, precise, and unhurried (but amazingly swift). Behind the Kappo bar is a limited amount of space, about 10 feet long and three feet wide. He and his under-chefs move deftly around the small space and in and out of the kitchen continuously preparing dishes.

Mr. Mikami loves his work because of the constant changes and innovations it requires. Yet, teaching his craft to others also gives him satisfaction. At one point, he was teaching Japanese cuisine to classes of up to 40 students at a time.

"I love [to teach], if people are interested in learning," said Mikami. "If they are not, I never teach."

According to Mikami, a chef who learns from a master Japanese-trained chef tends to remain faithful to authentic Japanese cuisine.

"If you learn directly from a Japanese-trained teacher, you will get more authentic food," Mikami emphasized, adding "if you study under the right chef, you won't have trouble learning." He added, "[You are] unlimited in how much you can expand [creatively and technically]."

Great chefs need advisors too, according to Mikami. He gets most of his advice from the owner of Hatsuhana. Some elements of Japanese cuisine always evolve. Mikami explained that Japanese cuisine is not concerned only with taste, but also with stimulating the other four senses. Following a path that has become traditional for Japanese chefs, he took classes in Japan on the art of flower arranging, calligraphy, and tea ceremonies, which he says are very beneficial to mastering Japanese cuisine. These skills have helped him in making dishes that have themes because they give a better idea of what is going to please the senses.

Often, customers do not understand that the selection of food in a given dish is not random, but that each item represents something. Mikami often takes the time to explain the meaning of a dish, consequently compounding everyone's enjoyment.

When a customer takes the time to look at the dish before eating it, he is aware of the artistry of Mikami's work. "Customers are the ultimate judges and when people say 'wow,' then I feel great," says Mikami. #

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For further information, call (212) 496-8400, ext. 48. Erica Piche, Summer Program Director.

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Ball-Stick-Bird's unexpected successes with challenged adults and children raised questions about the validity of intelligence theory and IQ tests, eventually leading to a new theory of cognition. The Ball-Stick-Bird data and the cognitive theory it generated were reported and discussed at Annual Meetings of the American Psychological Association.

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For further information, call 1-860-738-8871 or email BSB@snnet.net.

Resources For Children With Special Needs, Inc. publishes two new important directories February 1, 2002.

The *Comprehensive Directory*: Programs and services for children and youth with disabilities and special needs and their families in the metro New York area.

The *Comprehensive Directory*, includes more than 2,600 agencies and over 5,000 programs and services covering every need for children with disabilities.

Education programs, from Early Intervention through postsecondary; Child Care Services; After School programs; Adoption and foster care; Health care - home health care, hospitals, skilled nursing facilities, therapies, medical expense assistance, and more; employment services; counseling services; residential programs; recreation; battered women's shelters and homeless shelters; housing information; help lines; legal and advocacy services; mediation, mentoring, parenting skills and parent and mutual support groups.

The *Comprehensive Directory* covers programs for children with physical, mental or learning disabilities. Geared to families in the New York metropolitan area, this book will allow parents, caregivers, and professionals to find the services they need instantly.

Arranged alphabetically, and indexed by service and by disability for easy searching. Each entry includes contact information, population, ages and area served, a brief description, and wheelchair accessibility, as well as services offered by the Agency.

The *Comprehensive Directory*, 1096 pages, \$55.00 plus \$7.00 shipping and handling.

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and teens with special needs includes descriptions of New York City Metro area day camps, sleep away camps in the Northeast and travel programs throughout the United States. More than 350 special and mainstream programs included. Also provides a special section on the key questions parents and caregivers should ask when interviewing a camp director and selecting the right program for a child or teen. An essential resource for parents and caregivers of children and teens with special needs, as well as for professionals who need to recommend such programs to others. The directory covers all disabilities in a single, inclusive volume.

Camps 2002 is written in both English and Spanish, and is indexed both alphabetically and by disability.

Camps 2002, 280 pages, \$22.00 plus \$5.00 shipping and handling.

Both books are available from Resources for Children with Special Needs, Inc., 116 East 16th Street, New York, NY 10003, Phone 212 677-4650, FAX 212 254-4070, info@resourcesnyc.org, http://www.resourcesnyc.org and at local booksellers.

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THE COURAGE TO FACE DYSLEXIA: A PERSONAL STUDENT'S VOYAGE

By POLA ROSEN, Ed.D.

Adam Koplewicz, a sophomore at Columbia Grammar and Preparatory School, speaks candidly about living with dyslexia. His research, reading and experiences have enabled him to share his knowledge with the expertise of a graduate student. In fact, he recently gave a 15 minute presentation on how teachers can help dyslexic students at the Dalton School. As Adam explained, dyslexia refers to the inability to decode or read; words and letters appear as a jumble. Recent research has indicated that it is a genetic disorder frequently affecting more than one family member. Dyslexic individuals are often bright achievers who have to work much harder than their peers to accomplish the same level of work. Adam emphasized that frequently, frustration and anger can accompany the learning process.

As a nursery school student, Adam remembers that he talked and talked and was enthusiastic, but his speech didn't make sense. At about age 3 he was tested; the diagnosis was a learning disability. His parents were told that he would only have difficulties when he went to 3rd or 4th grade and was given more complex work or had to take standardized tests.

A speech therapist who played games was very helpful when Adam was 4 years old. Adam remembers one of them: he had to take photographs on the weekend and then tell what happened in each picture. This would help enhance his verbal skills.

"I was always a strong student and as smart as my friends," Adam states confidently. "When school situations occurred that made me uncomfortable, I learned tricks to either

compensate or avoid work. For example, in kindergarten, if the questions were too difficult, I would go to the bathroom just before it was my turn. By the time I came back, it wasn't my turn anymore. I even calculated, when I got older, how many minutes it would take until they called on me, and figured out how long I had to be gone. There were times I felt very frustrated."

Adam started phonics the summer between 3rd and 4th grade. He attended a program called Lindamood-Bell for 4 hours a day and it "helped me drastically." During the 4th grade he attended Lindamood after school for 3 weeks. As a result his reading improved.

Seventh grade was the worst, according to Adam. He had a history text, had to take notes, read poetry and write English papers. It was a very frustrating year, requiring a great deal of effort on his part. Fortunately, he received a great deal of support from his parents, siblings and a phonics tutor (which he has to this day). A family decision was made to transfer Adam to Columbia Grammar Preparatory School, which is more structured than his previous school. In addition to his spending so much time on his studies and tutoring, Adam has someone look over his papers before he hands them in. He takes class tests on the computer and has just begun using software by Kurzweil that scans text and reads it aloud.

"It's terrific," says Adam. "Dyslexia makes you feel dependent on others," he explains, and these tools help you gain confidence in your own abilities."

Favorite classes now are science research, a 3-year course, in which Adam and 7 other stu-

dents can choose any topic they want, study for 1 and 1/2 years and then do field research. There are 3 teachers to guide and advise them. Adam's research concentrates on dyslexia and he plans ultimately to do a type of PET scan to uncover what part of the brain is activated by reading.

Adam's advice to parents is useful and practical. "Seek remediation as soon as possible and as much as possible; minimize the learning disability and maximize the strengths of your child; let your child participate in sports, art, science, social activities, whatever they do well in; explain to the kid what's going on and never say you're a bad reader, reiterate you're smart and you're intelligent. Self-esteem is very important. It's also helpful to 'hear' stories about dyslexic people who are successful."

Adam recommends a book, *Learning Between the Lines*, which deals with a dyslexic student who goes from one school to another and later becomes a superstar at the University of Pennsylvania. Adam also met an inspiring man from Goldman Sachs who has dyslexia. Many people don't know that Governor Nelson Rockefeller (NYS) as well as the famous poet William Butler Yeats were dyslexic and yet climbed to the pinnacle of their professions.

Tips for teachers from Adam are excellent:



Adam Koplewicz

1. Teachers should tell students exactly what's expected of them. As soon as you know the dates for term papers, tell your students so they can budget their time.

2. Write all information on the board.

3. Try not to take points off for spelling or grammar. Look at the content. Quality is what should be graded.

4. Try to specify which words must be spelled correctly.

Some school accommodations are in place now: allowing double time for the SAT exams and help by getting a reader or writer are invaluable for dyslexic students.

Adam Koplewicz illustrates the courage, persistence and endurance that are required to overcome the odds. #



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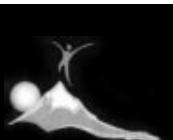
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Transitional Programming for Students with Disabilities

By **STEPHEN C. LUCE, Ph.D.,**
GEORGE LINKE, Psy.D., AND
BERNADETTE R. MCNULTY, Ph.D.

At a recent Melmark staff meeting, we discussed transitional planning for "John," an eight-year old student with a traumatic brain injury (TBI) who resides at our school for children with developmental disabilities and TBI. John has made incredible progress at Melmark, pursuing special education classes as well as physical, occupational and speech therapy goals while recovering from injuries related to a childhood accident. Staff have begun preparing for a state-mandated interdisciplinary team meeting where John's parents/guardians and professional staff will begin developing goals for meeting John's future educational and residential needs.

Federal and state laws mandate conditions for the education of children with special needs; one condition ensures they are educated in the least restrictive setting necessary to meet their educa-

tional needs. Settings range from a few hours of special education instruction or speech therapy to placement in a separate special classroom or school. Any special setting designed for children such as John must be *transitional* in nature—so John's educational curriculum must be focused on teaching him skills that promote success in less restrictive environments. For example, John's goals should be designed to transition him gradually to an environment appropriate to his age and intellectual and physical abilities.

We use several sources of information to determine what skills will most benefit John or any child in his situation. Before setting transitional objectives, we consider 1) the research literature; 2) the deficits that necessitated his original placement in special education; and 3) the skills he will need in future environments.

The **research literature** suggests that community living opportunities are greatest for those who are more independent and free of dysfunctional

behaviors that make others uncomfortable; independence in hygiene and other personal care skills are also crucial transitional objectives. When students are placed in special education settings, they must have proven they could not succeed in a less restrictive setting. A **survey of past settings** by special education teachers receiving new students should assess what specific skill deficits compelled the referral to yield important information about needed transitional skills.

A **survey of future settings** also proves important in cases like John's, where he was

referred from one pre-injury setting (a regular 2nd grade classroom), receives special instruction at Melmark, and then prepares for transition to a new setting, such as a special education classroom in a community public school. The interdisciplinary team will determine what skills John needs to succeed in the anticipated setting. A future environment assessment is particularly important in cases where a student has been placed in a restrictive setting for an extended period of time or where a natural educational

Continued on next page

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Transitional Programming for Students with Disabilities

continued from prior page

transition is involved, like a teen planning for life after graduation. Visiting the future setting and observing the skills of people succeeding in that setting will help to clarify the highest priority skills necessary for future success.

Our work with children and adolescents in residential care at Melmark suggests that some essential transitional skills cannot be addressed in less restrictive settings. "Tom," for example, needs close supervision throughout the day because he wanders. He may succeed in many special education settings in the community while living at home, but if he requires "awake supervision" throughout the night, he may need residential placement, as many communities do not have the resources to address nighttime disruptive behavior. Therefore, nighttime independence becomes a very high transitional priority

for Tom. If the residential program can teach better overnight independence, he will most likely return home to a less restrictive placement.

In conclusion, all special education placements are transitional in nature. A child's interdisciplinary team must identify—from past settings as well as future transitional settings—priority skills in which the student must develop competence.#

Stephen C. Luce, Ph.D. is Vice President of Clinical Programming, Training and Research for Melmark, Inc. George P. Linke, Psy.D. is the Senior Executive Director of Programs and Operations for Melmark, Inc. Bernadette R. McNulty, Ph.D. is Director of Foundation Relations for Melmark, Inc. Melmark is a day and residential program for children and adults with developmental disabilities in Berwyn, Pennsylvania just outside of Philadelphia.

Parents With Developmental Disabilities

By DR. JOEL M. LEVY

Hollywood has finally learned that characters playing the role of people with developmental disabilities don't have to be seen as misfits. No longer does a character have to encompass virtually every stereotype associated with a particular disability.

Perhaps that explains why so many of us in the field of social services are praising the movie *I Am Sam* as ground breaking. Here is a rare glimpse into the life of a person with mental retardation, who is shown holding a job, socializing with his friends and contributing to his community.

Sean Penn's performance as Sam Dawson, a single-parent with mental retardation raising his typically developing daughter Lucy, is com-

PELLING. As Lucy's cognitive abilities begin to rapidly eclipse those of her father's, Sam's life is shattered when authorities try to take Lucy away from him.

Unfortunately, nationwide, there are many parents with developmental and/or learning disabilities who, like Sam, lack the support needed to help keep these families together.

"The assumption that parents with developmental disabilities can't benefit from reunification services just isn't true," said Megan Kishbaum, Ph.D., founder and executive director of Through the Looking Glass, a California-based organization dedicated to helping parents with all types of disabilities raise children. "Based on our experience, it's a lot better to have

Continued on page 36

Screening Companies for Socially Responsible Investments

The first step in deciding on a socially responsible mutual fund is to look within yourself and think about your own values. There are over 200 socially responsible mutual funds in the United States and they're not all the same. Some of these funds concentrate solely on environmental issues, some may include religious issues, and many embrace a wide range of issues. You can find information on how a socially responsible fund company chooses companies for its portfolios on their website and in their literature. It's best to review this information to make sure the fund is investing in companies that coincide with your values. What is a "social screen"? It's how the fund reviews companies for investment from the socially responsible point of view. All of the companies undergo a rigorous financial analysis and then must pass a series of social screens in order to be considered for investment. For example, Pax World Funds excludes companies that derive revenue from the manufacturing of weapons, liquor, tobacco or gambling. Those types of companies are "screened out." However, the process doesn't stop there. Pax World also looks at a company's environmental impact and fair hiring policies and practices. Once a company passes the social screens and the financial analysis, it may be added to the portfolio. However, it doesn't end there. Socially responsible funds continue to monitor the companies within the portfolio. When issues of concern come up, the fund companies may engage in "shareholder activism." As a shareholder, the funds may start a dialogue with corporate management to bring their concerns to the table. If that doesn't work, the funds may file a shareholder resolution at an upcoming stockholder meeting. If all efforts fail with a company, it may be taken out of the portfolio. Keep in mind that no company is perfect. Many companies fall into a gray area. Socially responsible funds review a company as a whole, weighing the strengths and weaknesses, and looking for those who behave as good corporate citizens. For further information, call 1-800-767-1729 or visit www.paxfund.com. Next month: Resources to learn more about socially responsible investing.

The Business of Education

Total spending on education and training in the United States is estimated at about \$800 billion, making it the second largest sector of the nation's economy next to healthcare. According to the U.S. Department of Education, total elementary and secondary education spending is projected to have constituted about \$406 billion of that total in the 2000-2001 school year, an increase of about 4 percent over the previous year. It is estimated that about \$30 million (7 percent) of these resources are for private schools, while the remaining \$375 billion (93 percent) is for public schools.

Education technology spending has been fueled in recent years by the nation's overall education investment, led by several years of record-level federal increases but also by state

and local spending made possible by the strong economy. However, the scale and scope of the state technology funding in the 2001-2002 and 2002-2003 school years will depend largely on the economic and fiscal climate within each state.

The National Conference of State Legislatures reported in November, 2001 that revenue shortfalls and/or expenditures exceeding budgeted amounts has caused at least 36 states to implement or consider mid-year budget cuts or holdbacks to address fiscal problems in FY2002. On the positive side, many such states have either exempted or are considering exempting K-12 education either in whole or in part.

Excerpted from 2002 Education Market Report: K-12

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BEVERLY WITHERS: ONE WOMAN'S JOURNEY TO THE OPERA

By MARIE HOLMES

Beverly Withers, a soprano in the Metropolitan Opera Chorus, has been making music for as long as she can remember. She began taking piano lessons at the age of seven, and "practicing was always a delight." Since the piano stood in the family living room, well within everyone's earshot, Withers' family often had to force her to *stop* practicing. "I actually remember the day that they had to peel me off the piano bench," jokes Withers. Her love of music soon blossomed into what Withers herself describes as a "driving, relentless urge to sing."

Withers' early repertoire included mainly gospel and spiritual songs. "Some of the fondest memories I have of my youth are of singing in my church choir." By the age of 17, Withers was playing the piano and the organ at her church as well as serving as choir director. She also sang in a local rock and roll group.

While the church provided her with certain outlets, musical opportunities in Somerville, NJ were limited. "I grew up in a blue-collar town where there was actually no exposure to classical music at all," describes Withers, "so people really didn't know where I could take my

talent."

Withers married and pursued a career in business, but soon realized that "something was missing." She credits a number of mentors and role models for leading her to a career in classical music. Alfredo Filipigni of the New Jersey State Opera "had such confidence in my ability," recalls Withers. "He was influential in getting me to study seriously." Withers also studied with Dorothy Maynor, a famous recital artist who turned to the concert circuit because racial barriers prevented her from performing in opera companies, even though she had learned a hundred operatic roles. She describes Maynor as "very demanding—because she knew that we could deliver," and says that she was "inspiring in every respect."

Withers also admired artists such as Leontyne Price and Marian Anderson, "for their voices and their dignity."

The hectic lifestyle of a solo singing career was not a possibility for Withers at this point in her life. "I had been married, and I found myself a single mother; the logical career option for me was the chorus of the Metropolitan Opera. That year, fortunately for me, there was a soprano

opening."

"Having to support my family was the most important thing to me and that was a great obstacle," explains Withers, who considers herself lucky to be counted among the small number of musicians who make a living with their art.

"I feel very proud and privileged to have been a member of the Met chorus for the past 20 seasons, and I will continue to give it my all until the time I retire, at which point," she adds, "I would like to mentor some younger singers."

Withers says that before becoming a mentor she would like to study vocal pedagogy, for she believes that music teachers have a great responsibility in shaping a student's voice—"that fragile and precious gift that God gave them."

Her advice to young students of music and other subjects, is "to learn as much as you can. Never stop asking questions of those with the knowledge to help you." With a wealth of community and junior colleges, state schools and scholarship programs, Withers believes

that "education is affordable to everyone." She urges students to "stay in school and find a way to go to college. "There is a way for you."

Withers would advise young musicians to join as many musical organizations as possible, to study an instrument such as the piano, and, of course, to find a mentor. #



Beverly Withers

Mike Jarvis:

St. John's Basketball Coach

By M.C. COHEN

Mike Jarvis believes in education. Just listen in on one of his press conferences after a St. John's basketball game. Win or lose, Jarvis never fails to mention that a basketball arena is just another type of classroom and that an educational experience just took place.

"I'm most proud of the fact that I've been coaching and teaching since I graduated from college," said Jarvis, who coached basketball and taught at Cambridge Rindge & Latin High School in Cambridge, Mass. for 17 years. "When I was a high school coach, all of my kids, with the exception of two, went on to higher education; and of those two, one became a policeman and one a fireman and we know how important they are today."

"I've always tried to create the proper balance and teach my kids. Or at least attempt to teach my kids the necessary skills for life," he said.

Jarvis' own life lessons began in Cambridge, Mass. where he was born and raised. He attended Cambridge Rindge & Latin and went on to play baseball and basketball at Northeastern University. When he graduated from college in 1968, there were few openings for African-American coaches on the collegiate level at that time.

"First of all, the main factor was that I wanted to stay involved in the thing I really loved, and that was sports," said Jarvis, who went on to become the elected president of the National Association of Basketball Coaches (NABC) at the conclusion of the 1997-98 season. "Once I thought I was going to be a player; then reality struck and I realized I wouldn't so I decided I was going to be a coach. In those days, the only real opportunity an African-American had was coaching high school, so I decided to go back to my high school, where in order to coach, I would have to teach."

And teach he did. At Cambridge Rindge & Latin he coached his squad to three consecutive state titles (1981, 1980 and 1979) while registering a 77-1 record during that time. It's no wonder, considering that his star player during those years was Patrick Ewing. Jarvis went on to coach at Boston University and George



Mike Jarvis

Washington University before landing the prestigious St. John's job in the summer of 1998. While with the "Johnnies," Jarvis has led the team to an elite eight appearance in the 1999 NCAA tournament and a Big East Tournament Championship in 2000. With all the success that he has achieved, Jarvis, perhaps more than anyone, realizes that young African-American coaches that want to follow in his footsteps will not have it easy.

"My biggest advice [to young African-American coaches] would be that in order to be successful, there are certain skills for life that you have to learn no matter what you do," said Jarvis. "You have to understand the world we live in, and the world we live in is not run by African-Americans. So you have to learn, number one, what game you're playing, and then the strategies necessary to play that game. And that means you have to learn those necessary skills for life."

For Jarvis and his St. John's players these lessons are an everyday reality. "He understands everyone's situation," said senior guard Sharif Fordham. "He takes into account where a person is from. He's a well-rounded father figure." #

IN MEMORIAM: CLARENCE G. ROBINSON, MD

By HERMAN ROSEN, M.D.

I was fortunate to have been closely associated with Dr. Robinson for many years, working with him on many of his endeavors. I recall fondly spending time with him at New York Police Department events at Rodman's Neck and seeing his delighted face at a surprise 75th birthday party his family planned for him. Dr. Robinson had a smile and a friendly hello for everyone and everyone responded in kind.

Dr. Clarence Robinson was born in Chicago on September 19, 1920, the son of a physician, Clarence, Sr., and Mary, a teacher in the Chicago Public Schools System. He attended public elementary and high schools and graduated from the University of Chicago. He received a medical degree from Meharry Medical College in 1945, where he met his wife, Dr. Theima Lennard. Following graduation, they both came to Coney Island Hospital in Brooklyn for internships. After their internships, Dr. Lennard, who later became a psychiatrist, withdrew to raise their family, while Dr. Robinson stayed on at the hospital to complete residency training in internal medicine. He subsequently opened an office for the practice of medicine in Brooklyn.

There were many "firsts" during his illustrious career. He was the first black physician in Brooklyn to be certified by the American Board of Internal Medicine. Later he became a Fellow of the American College of Physicians. He was the first black to be appointed to the Medical Board of Coney Island Hospital and subsequently was elected president of the body. He

also was the first black physician to head a department there, Ambulatory Care Services. In 1973, the hospital dedicated the "Clarence G. Robinson, M.D. Self Teaching Room" which remains an information source to medical students and physicians at Coney Island Hospital.

Dr. Robinson was the second black physician to be appointed as Police Surgeon with the NY Police Department. His predecessor was the renowned Dr. Louis T. Wright, Former Chief of Surgery at Harlem Hospital. Later, Dr. Robinson became Supervising Chief Surgeon of the NYPD, the first on a full-time basis. He devoted much time to police medicine, becoming Chairman of the Police Physicians Section of the International Association of Chiefs of Police. During his later years, Dr. Robinson served on the Medical Board of the NYC Employees' Retirement System, eventually becoming its chairman.

Clarence and Thelma, we will always remember you.#



Clarence G. Robinson, MD

MEDICAL UPDATE



New York City • FEBRUARY 2002
FOR PARENTS, EDUCATORS & STUDENTS

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INTERVIEW WITH DR. HERBERT PARDES, PRESIDENT, NY PRESBYTERIAN HOSPITAL

By JOAN BAUM, Ph.D.

He seems to know everyone—the operative words are “know” and “everyone”—“know” because Dr. Herbert Pardes has been a distinguished psychiatrist and department head for so long that he’s developed a sure intuitive sense of the staff, faculty, and students he meets, and “everyone” (or just about) because his incredibly extensive résumé indicates a lifetime of scholarship, medical practice and high-level administrative appointments.

Two years ago, when he became President and Chief Executive Officer of the New York Presbyterian Hospital and its Healthcare System, he assumed one of the most prestigious medical administrative positions in the country—he’d probably say the world. Referring to that merger, which took place five years ago (“a smart move”) when New York Hospital (Weill Medical College of Cornell University) allied itself with Presbyterian Hospital (Columbia University College of Physicians and Surgeons), he says he is well aware of the extraordinary role he plays in advancing biomedical research, comprehensive high-quality education, outstanding clinical care, and community outreach. Two minutes in his company and it becomes clear that the powerhouse union has a powerhouse captain at the helm, professionally skilled and politically savvy.

The energetic CEO talks fast, without missing a beat, unerringly picking up his train of thought after having been called to the phone any number of times. He’s focused, intent, eager to promote the “rare” if not “unique”

complex he heads, a powerful network that reportedly serves close to 25 percent of the patients in the New York metropolitan area. He concedes that at least one reason for the merger was financial—saving money by reducing administration, but he ardently insists that the essential reason has to do with providing more and better care. Case in point—Pediatric Cardiology had been in trouble at Cornell but with the merger the discipline has grown strong. Case in point—Presbyterian had been weak in Plastic Surgery but through Cornell has become number one. Summary of cases in point: in numbers there is strength. Merged major medical institutions have a lot of “leverage” at the federal, state and city level.

His priorities? To ensure the continuance of what had begun shortly after he came to Columbia University College of Physicians and Surgeons (P&S) as Director of Psychiatry Service in 1984 and later as dean—the admission of greater numbers of women (approximately 40 percent now) and minorities (8-10 percent). Another is to get P&S to inch up from being “the 2nd most selective school in the nation” (Harvard being number one). He also wants to make sure that education, research and service continue to attract strong candidates. Aware of criticism about the cynical and venal twentysomething generation, he counters that the students he sees are drawn to medicine for “altruistic reasons.” Although Cornell and Columbia retain separate curricular oversight, Pardes is delighted that students who come to New York Presbyterian Hospital have “broad

vision” as well as rich training (“a classical pianist here, a writer there”), though he also wants to make sure that the new doctors are also caring individuals. His own mentors, he recalls, were “great teachers,” smart, sensitive to behavior, encouraging, exciting. He notes that he is particularly supportive of the Teacher Education Center at Columbia.

Years at the head of the National Institute of Mental Health and as Assistant Surgeon General of the U.S. Public Health Service show: Pardes is devoted to advancing research. Forty years ago, for example, persons with colon cancer were automatically condemned. Now, because more people are living longer, there is need for accelerated research into treatment, if not cure. There must be national policy so that “jewels” such as New York Presbyterian can continue to shine. He’s concerned about reported impending cuts to schools and hospital, not only for what reductions will mean for medical care but for what they may signal to prospective medical students. Like everyone, doctors want to make a living and be happy, he points out, a reflection that would sound commonplace were it not for the fact that it is followed, Pardes-style, with rapid-fire examples of what makes doctors unhappy: bureaucracy, bureaucracy, bureaucracy, a disease he feels that is responsible for the recent slight but telling drop in medical school applications. He understands the need for con-



Herbert Pardes, M.D.

fidentiality, for filling out forms attendant on managed care, but the paperwork is depressingly burdensome—a conclusion reached by patients as well as doctors, of course, he might have added.

Dr. Herbert Pardes, psychiatrist and author of, among hundreds of studies, the well known book he authored with Richard Simons, *Understanding Human Behavior*, understands the behavior of market forces, but he remains confident that he can attend to both cyclical and essential medical needs. As for his new domain, “The place is hot,” he says, and it’s obvious that the compassionate but demanding CEO intends to keep the temperature up, if not rising. #

WEILL CORNELL MEDICAL COLLEGE ADVANCES

The Immune Deficiency Causing Type 1 Diabetes

EDITED BY HERMAN ROSEN, M.D.

An article recently published in the *Journal of Clinical Investigation* by lead authors Drs. Noel Maclaren and Anjali Kukreja of the Department of Pediatrics at Weill Cornell Medical College investigates 60 patients with immune-mediated type 1 diabetes. The study addresses what predisposes to this condition, and the latest measures for diagnosis and therapy. The authors suggest a new strategy for combating the disease: stimulate rather than suppress the patient’s immune system.

In immune-mediated diabetes, a genetic predisposition to autoimmunity destroys the pancreatic beta cells that secrete insulin. Type 1 diabetes can also occur, less commonly, without autoimmunity. Insulin therapy is always required in type 1 diabetes, which accounts for about 10 percent of all diabetics.

In all their subjects, the authors found a deficiency in certain kinds of white blood cells, called T regulatory cells, because they regulate the immune system and protect the body from being attacked by its own defenses.

The deficiency is an absolute requirement for immune-mediated diabetes, but not everyone with the deficiency will develop the condition, but may develop other autoimmune diseases, such as thyroiditis, Addison’s disease, vitiligo

or multiple sclerosis.

Testing for this defect in T regulatory cells is useful in diagnosing the immune form of type 1 diabetes, and predicting whether a relative might develop it. First, the family member is tested for antibodies to their own islet cells. If the test is positive it indicates that the person is progressing toward diabetes, but not necessarily clinical disease. Then the family member is tested for T regulatory cells. Finding a deficiency at this time is strongly predictive that type 1 diabetes will occur.

For years, physicians have tried to treat this autoimmune disease by suppressing the immune system, and results have been disappointing. The need for insulin persists and suppression of the immune system predisposes to various infectious and malignant diseases. However, results of this study suggest a new therapeutic strategy: instead of sup-

pressing the immune system, stimulate a select part of it, the T regulatory cells.

To accomplish this stimulation of T regulatory cells, the authors point to a substance, alpha-

galactosylceramide, found in sea sponges near Japan, which has turned out to be such an immunostimulant. Reports of its trials in non-obese diabetic mice have been encouraging say the authors. They suggest human trials of synthetic forms of the stimulant soon. #
Dr. Herman Rosen is Clinical Professor of Medicine at Weill Cornell Medical College.

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MD-PhD Training Program for Minority Students Receives \$500,000 Challenge Grant

The Andrew W. Mellon Foundation has pledged a \$500,000 challenge grant over the next three years to help create a \$1 million endowment for the Gateways to the Laboratory Program, a joint endeavor of the Tri-Institutional M.D.-Ph.D. Program of Weill Cornell Medical College, The Rockefeller University, and Sloan-Kettering Institute. Gateways is a unique summer internship program which gives college students from underrepresented minority groups, who have completed their freshman or sophomore years with distinction, the opportunity to acquire one or two summers of experience in a leading laboratory.

The goal of Gateways is to provide students who have outstanding potential in the biomedical sciences the opportunity to test and develop their interest in pursuing a combined degree program, while providing the hands-on experience that ranks so high among the criteria for admission to M.D.-Ph.D. programs.

Students perform individual research projects at any one of the three institutions for a 10-week period. The program includes research

presentations, seminars, journal clubs, clinical rounds with members of the Department of Medicine at New York Presbyterian Hospital, workshops, career guidance, peer advisors, and mock interviews and MCAT exams.

Since it was established in 1993, as the first minority outreach program of its kind to be hosted by an M.D.-Ph.D. program, Gateways has enrolled 75 undergraduates. Of these, more

than half have gone on to M.D., Ph.D., or M.D.-Ph.D. programs. Five Gateways alumni have been enrolled at top M.D.-Ph.D. programs. Twenty-four Gateways alumni are still completing their undergraduate education.

"The Andrew W. Mellon Foundation has provided a critical vote of confidence to Gateways to the Laboratory, for which we are extremely honored and grateful," said Dr. Antonio M.

Gotto, Jr., the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College. "This gift will create an endowment to sustain the program for years to come, and help us invest in the future of underrepresented minority college students." #

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Dr. Ettinger assists student with a processing speed procedure



Teaching the Dream to Preschoolers

By MARGARET BLACHLY

In our multi-ethnic, multi-cultural, inclusion classroom of three and four year olds at the Bank Street Family Center, we teach the children from the very beginning that every single one of them is special and unique, and that differences are something to be valued. We also teach them to use their words to negotiate problems and we help them to respect each other's feelings. The classroom is an ideal environment, and we hope to send them into the world with these same values. This year our class was invited to an assembly to celebrate the life and work of Dr. Martin Luther King Jr. As a team of teachers, we reflected on how to introduce this piece of history and the importance of the work of a great leader to our children. We realized that the children were already familiar with the teachings of Martin Luther King, Jr. because they are taught his teachings in the classroom every day.

The history of segregation and the Civil Rights movement is complex, and we needed to present it to the children in a concrete way that they could relate to. We decided that a combination of literature, discussion and song would give the children images, words and key vocabulary to hold onto as they worked through the concepts.

We started off the circle-time by asking the children what they knew about Martin Luther King, Jr. and only a few of them shared any information. With the help of the illustrations from Faith Ringold's book *If A Bus Could Talk: The Story of Rosa Parks and the Civil Rights Movement*, we told the children that many years ago in our country, before many of their parents were even born, things were different. There were some rules called laws saying that

white children and black children couldn't go to school together, and that people with darker skin had to ride in the back of the bus. We asked the children "what would you feel like if you came to school and you were told that because you had brown hair (to a girl with brown hair) or blue eyes (to a boy with blue eyes) or because you were a girl, that you weren't allowed to come to school?" Immediately the children chorused that they would feel bad, sad, angry, and that they might even cry.

One child said that you have to follow rules even when you don't like them. We had to tell her that most rules are important, for keeping people safe, but that this time the rules were wrong, the laws were unfair. The looks on the children's faces showed their processing of this information. We then told the children that Martin Luther King was like a teacher, who spoke to many people, both black people and white people, Latino, Asian, every kind of person, and taught them to stand up and say that the laws were wrong. Martin Luther King, Jr. had a dream that all kinds of children would go to school and be friends, and that when people worked together, they were able to change the laws.

As the children absorbed these new ideas, our music teacher taught us the songs we would sing at the assembly. Lyrics of the songs that repeated were "Hold the dream of Martin Luther King...he was a peace loving man...change that law." At the assembly, parents, teachers and children sang these words together.

What is the most rewarding is that weeks later, when they request the *Hold the Dream* song, we know that they now have a concrete

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From the Superintendent's Seat The Making Of A Museum

By Dr. Carole G. Hankin with Randi T. Sachs

A number of years ago, children at a Syosset elementary school found what appeared to be animal bones in the schoolyard. They brought them to their teacher and asked how they could find out where they came from. The teacher turned to her principal, who in turn asked her colleagues if anyone could help. An administrator at one of our middle schools said she knew a paleontologist and he might be able to help. He did. Dr. Bryn Mader told us that the bones were from a deer and praised the students for their discovery and curiosity.

Dr. Mader, who teaches at a local college, had been working on his own project for years. He had amassed a collection of prehistoric bones, fossils, and cast replicas and had obtained accreditation to form "The Long Island Natural History Museum." He asked me if I could help and the idea intrigued me. Could a school district house a museum?

Our district has established partnerships with the finest museums in New York. Our students learn from professionals at the Metropolitan Museum of Art, The American Museum of Natural History, and the Museum of Modern Art. These museums are truly institutions of education and the programs that we have designed with them can be modeled by other school districts across the region. Now we had an opportunity to be a part of the beginning of a new museum for Long Island.

One of the many great assets of the Syosset School District is the way we work together. Many people were involved with this project, and they all responded enthusiastically and capably. First, I discussed the idea with our

Board of Education. They are always willing to provide our students with special opportunities and this was no exception. We agreed to house the museum in exchange for the use of facilities by our students and faculties, and the consultation services. We identified a room we could convert in one of our middle schools, which could spare the space.

Of course, our science department worked on a lesson guide that teachers could use to link the exhibits on display to their own curriculum. We quickly saw that students could use the museum not only to study science, but that the teachers could plan lessons on just about any subject.

Our art teachers got involved, and the result is a wall of wonderful drawings of dinosaurs by our middle school students. This month, after about six months of planning and preparation, we celebrated the opening of The Long Island Natural History Museum with a ribbon cutting ceremony. At the ceremony I remarked that it was especially nice to have this museum open in the district at a time where one of our priorities is building a computer/communications network that will provide our students with state-of-the-art technology. It's still nice to take a break in our museum and imagine a time when dinosaurs inhabited this world.

The first students to visit the museum were kindergartners, and the looks on their faces told it all. Wow! Here were giant skulls and fossils in a school right near their homes. Imagine the drawings they would create back in their classrooms and the stories they would tell their families.

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BOOKS

A Saving Grace

By LILLIAN L. SHAPIRO

In these days of bewilderment and a struggle to understand what has happened to us in a world we usually took for granted we keep looking for some balance, reassurance and courage to meet the demands of our daily responsibilities. It is almost impossible to escape the endless special television reports plus the running ribbon beneath the program with staccato announcements of what is happening without absolute confirmation of those events. What has always been a necessary escape for me—from my childhood on—was to turn to some book which would take me away from what was distressful in my daily life.

In recent months I have had release in three books among which was the newest title by Jose Saramago, Portugal Nobelist. In *All the Names* the writer chooses as his "hero" an unimportant clerk, who takes it upon himself to check some forgotten entry on one of the thousands of cards in the Central Registry where he works. He risks not only his job in clandestine activities—falsifying a government identification in order to question possible neighbors of an unknown young woman; breaking and entering (!) a school building at night in order to learn about her through her school reports and, finally risking being caught by the head of his bureau. It is a tour de force of showing how there can be heroism in the "ordinary" human when impelled by sympathy.

Another book which took me away from the present is a new title by Joan Didion, well-known and widely acclaimed novelist. *Political Fictions* takes a sharp look at our democracy between 1988 and 1999. Her critical remarks are on events like Dukakis' campaign, Gingrich's plans for a better America and Clinton's style of running his race for the presidency. With attention-grabbing titles for the various chapters she identifies them in a snappy way. For example, "The West Wing of Oz" is her characterization of the Reagan regime; "Clinton Agonistes" is the terrible time of what she entitles "Political Pornography." The Starr drama with unlikely stars is "Vichy Washington" in Didion's lexicon. She does not condone, for example, Clinton's behavior but she also makes clear that the prosecution (persecution) of a sitting president went beyond the civility of what one hopes attends legal and civil procedures. Taking us back to that period between 1988 and 1999 is a therapeutic exercise to help us with the necessary strength to recover—but probably not yet enough for September's horror.

James Fenton's *The Strength of Poetry* is a book which should be bought and owned because of its wealth of information and the felicity of its prose. These lectures were delivered at Oxford where Fenton followed Seamus Heaney as Professor of Poetry from 1994 to 1999. An important running theme is a question of what creates the poetic spark. The chapters cover a wide period which includes Wilfrid Owens, Dryden, Whitman and much, much about Auden. I enjoyed especially the chapters on Marianne Moore, Elizabeth Bishop and Sylvia Plath referred to here as "Lady Lazarus." The wealth of quotations from the poetry of the authors named makes for incentive to read further by and about these writers and the style of Fenton, who has been a theater critic and a foreign correspondent, is an added delight.#

Lillian Shapiro is a retired supervisor of libraries in the NYC public school system.

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Mathew Ridyard, inventor of the Study Saint internet organizer for English learners, presented the Golden Halo Award for "Best English Language Site in the World" to englishclub.com founder Josef Essberger, saying: "englishclub.com has overwhelmingly been voted the Study Saint user's popular choice. From a total poll of 7,000 votes, englishclub.com was preferred by 28 percent of the voters. A remarkable achievement."

Founded in 1997 by Josef Essberger, an English-born writer/photographer and teacher with 10 years' experience teaching English in Europe and Asia, englishclub.com is a Cambridge, England site that has quickly developed into one of the leading language instruction sites on the Web.

"I think of englishclub.com as a real 'club' that belongs to the visitors, who can participate online in a friendly environment that encourages 'learning by doing'," explains Josef Essberger, who sees no conflict between free online sites like englishclub.com and conventional language schools and publishers. englishclub.com has 24 main sections covering the four language skills plus grammar, vocabulary

and pronunciation, as well as interactive areas such as eFriends, Forum and Chat, and special sections for teachers. Its 24-hour HelpDesk is loved by students who ask grammar questions online and receive answers from HelpDesk Teachers such as Alan Bunyan in Japan or Sandra Goronas in Argentina. One of its most popular email services is "7 Secrets for EFL/ESL Students".#

Home Page: <http://www.englishclub.com>
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Besides being the month for Valentine's Day, President's Day, Mardi Gras/Carnival and the beginning of Lent, February has also been designated as African-American History Month for the last several years. It seems, though, that many people are not aware to the full extent of the participation of this ethnic group in the history of the United States, especially from the requests I have received over the years at Logos: slave girls who become free, Malcolm X, Martin Luther King.

Famous Firsts Of Black Americans by Sybil Hancock, illustrations by Shelton Miles, a very readable book for all ages is a very good place to start to learn

Famous Firsts of Black Americans
by Sybil Hancock,
illustrated by
Shelton Miles
Pelican, \$11.95

about African-American History started before the 19th century. In this book the reader will learn about Estevanico Dorantez who with some Indians scouted out lands to the north of Mexico City where they discovered Indian pueblos four stories high. These lands were the territories that became New Mexico and Arizona. Crispus Attucks was killed leading the colonists against the British in the Boston Massacre. Benjamin Banneker at the age of thirty invented the first striking clock in America. Years later, in 1791, President George Washington appointed Banneker to help with the planning of the city of Washington after Pierre L'Enfant walked off the job taking the city plans with him. Banneker knew the plans by memory, drew them up again, and completed the planning of Washington D.C.

Jean Baptiste Point Du Sable built a trading post in an unsettled area the Indians called Chikagou in 1772. He built a large house for

his family, the first home in a new settlement that came to be called Chicago. The now well-known poet, Phillis Wheatley lived in the 18th century. *Famous Firsts Of Black Americans* entries for the 19th and 20th centuries are also quite informative with chapters on: York, who was part of the Lewis and Clark expeditions, George Washington Carver, who found many uses for the peanut and the sweet potato, Matthew Henson, who accompanied Robert Peary on his discovery of the North Pole and Marian Anderson, the opera singer.

In the 21st century, African-Americans continue to make substantial contributions to American society and culture. Photographer Jeanne Moutoussamy-Ashe's *the african flower*, a moving black and white photographic meditation on life draws one into the daily events of life and focuses one on the contemplation of these events through the stillness, serenity and peace-like atmosphere of its photographs.

Transit: #4 OR #6 Lexington Avenue Subway to 86th St., M15 Bus (First & Second Aves.), M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.).

Upcoming Events At Logos

Wednesday, February 6, 2002, 7 P.M., KYTV Reading Group will discuss *The Wasteland* by T.S. Eliot.

Wednesday, March 6, 2002, 7 P.M., KYTV Reading Group will discuss *Les Miserables* by Victor Hugo.

Children's Story time every Monday at 3:30 P.M.

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by Jeanne
Moutoussamy-
Ashe
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\$25

Special Education Book Review

DEALING WITH CHRONIC ILLNESS

By MERRI ROSENBERG

Few experiences can be as daunting for a parent as raising a child with a chronic illness. When that illness is hemophilia, the challenge quotient gets ramped up considerably. The specter of a child having potentially life-threatening bleeds, figuring out how to allow that child to enjoy childhood's ordinary moments and milestones, and confronting one's own anxieties is potentially a minefield fraught with scary missteps.

Fortunately for the relatively few parents who have children with hemophilia, a blood clotting genetic disorder that affects about 17,000 people in the United States, Lauren A. Kelley's informative and useful book should help them navigate successfully through the process.

As the mother of a hemophilic son, as well as two younger daughters, Kelley manages to be both reassuring and realistic. She doesn't shirk from describing, sometimes in painstaking detail, the medical procedures that hemophiliacs endure or how to manage complications that may occur—but she does so in a brisk, chatty tone that conveys the unflinching message that parents don't have to be afraid, and that they can raise a happy and well-adjusted child. There's a particularly engaging photo gallery of children with hemophilia, doing everything from karate and baseball to swimming and scouting, as a visual message that hemophilia doesn't have to prevent a child from living as normal a life as possible.

As Kelley says, "Your child can have solid, healthy self-esteem despite hemophilia—solid enough to handle life's joys and disappointments." While Kelley never shortchanges the importance of managing the illness through preventive measures (like removing coffee tables with sharp edges, putting padding around the family fireplace, keeping sharp silverware at the back of the dishwasher, having a child wear a protective helmet when he's learning to walk,

making a child wear a MedicAlert bracelet) she is also emphatic about being confident that a child can participate in sports, summer camp and other activities.

What Kelley does particularly well is present her information in a cogent and easily digested form that skillfully combines intimate anecdotes from other parents of hemophiliacs with scientific data and end-of-chapter summaries for quick reference. With its ample appendices listing everything from books and magazines, targeted towards parents and children; web sites; advocacy organizations; hot lines, and even sources of possible college scholarships, the book's self-help features are clearly spelled out.

Kelley is also quite resolute about the need for parents to educate themselves about the disease and its treatments so that, in turn, they can be effective advocates for their child, whether dealing with emergency room personnel, school nurses, or even other family members and the parents of their child's friends.

Especially useful is the chapter on schools, which provides very specific strategies on how a parent can reassure classroom teachers and other school personnel about the needs of a hemophilic child. Kelley cautions parents to be alert to any signs that a teacher might be over-protective of a hemophilic student, or in some way singling out that child in a way that might be harmful to his interactions with peers.

Kelley celebrates the role of the school nurse in helping a child with hemophilia thrive in school, and recommends that parents become respectful partners with the school nurse. She also recommends that parents do their part by informing school personnel whenever a child has to be absent for an extended period of time because of the illness, and be sure that arrangements are made for tutoring in school work so that the child doesn't fall too far behind his classmates.

This is a valuable resource for anyone who has a child with hemophilia, or whose professional lives bring them in contact with these children.

Merri Rosenberg is a freelance writer and editor specializing in educational issues.

February Book Reviews

Enjoy the great scholarship of literature available for Black History Month.

By SELENE S. VASQUEZ
BIOGRAPHY: AGES 8 THRU 12

Martin's Big Word: The Life of Dr. Martin Luther King, Jr.
by Doreen Rappaport. Illustrated by Bryan Collier.
Hyperion, 40 pp.
\$16.95

A straightforward and moving style of biographical narration. All the pivotal events in the life of this great leader of the twentieth century are related with breath-taking collage illustrations that inspire a greater depth of feeling for the civil rights movement, the magnificent march on Washington, and King's incomprehensible assassination.

POETRY AND SONG: AGES 10 - 12

Rock of the Ages
by Tonya Bolden
Illustrated by R. Gregory Christie.
Knopf, 32 pp.
\$18.99

A vigorous poetic tribute to the Black Church: "Cradle, too, was she for creative fire: where Aretha, Leontye, Sam, Dinah, Della first found voice..." Lively words set in bold type with the directness of caricature artwork. The resilience of the African American community is made clear with each rolling verse.

FICTION: AGES 8 THRU 12

Bintou's Braids
by Sylviane Diouf.
Illustrated by
Shane W. Evans
Chronicle, 40 pp.
\$14.95

With "four little tufts" of corn-rowed hair resembling more of a bird's nest, Bintou longs for the braids of the older women of her West

African village. Rhythmic sentences and dramatic folk style art accompanies this exploration of ethnically defined ideals of personal beauty.

NON-FICTION: AGES 6 THRU 8

Uncommon Traveler: Mary Kingsley In Africa
by Don Brown
Houghton Mifflin,
32 pp., \$14.95

A child without schooling, Victorian era Mary Kingsley cared ceaselessly for her invalid mother. With books as her only childhood companions, the persevering Kingsley eventually journeys to the unexplored territories of Africa and finds that giant of all continents to be her suitable home forever.

Selene S. Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida. She is formerly a children's librarian for the New York Public Library.

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Movie Based On Pulitzer Prize Book: Newspaper Life In Small Town



The Shipping News, Julianne Moore (l), Kevin Spacey (r).

By JAN AARON

Must a movie adaptation mirror its literary source? This is a question educators might ask students, suggesting they see these films before reading their books.

Director Lasse Hallstrom's lovely film, *The Shipping News*, from a screenplay by Robert Nelson Jacobs, based on the Pulitzer Prize novel by E. Annie Proulx, has been widely criticized for casting Kevin Spacey as Quoyle, the novel's fat protagonist. He is convincing, although he doesn't look like his literary counterpart.

Quoyle's troubles link to a childhood incident when he nearly drowns after his father throws him off a pier as a way of teaching him to swim. Quoyle still drowns—in his troubled life. He has a dead end job as a newspaper ink

setter; an unfaithful wife (wonderful cameo by Cate Blanchette) who saddles him with a child. His parents commit suicide.

When Quoyle's wife dies, the middle aged loser hits the road with his aunt (a solid Judi Dench) and daughter for a new life in their battered ancestral home in frozen Newfoundland. Hired by a local paper to write the shipping news, he is helped by his eccentric colleagues to sharpen his writing skills, and, with each article, he seems to stand straighter. His growing love for widow Wavy Prowse (a sweet Julianne Moore) also helps Quoyle gather the strength to repair his wounds.

(The Shipping News, 111 minutes, released by Miramax, R; Scotland PA, 108 minutes, released by Lot 47 Films, R. Call 777-FILM.)

ANTICS: SNOW DOGS & WAYDOWNTOWN

By JAN AARON

While saluting Black Heritage, let's praise many entertainers like Cuba Gooding Jr., who, as Ted Brooks, makes the whole family laugh in Brian Levant's *Snow Dogs*. It's a pleasant outing for these times, avoiding violence, sexy scenes and unsavory language.

Gooding's Brooks is a successful dentist in Miami who discovers he's the main beneficiary of a will. But his dreams turn to mush when he finds his inheritance is a shack and a team of Siberian sled dogs in a tiny Alaskan town. The dogs greet the city slicker by ripping his red parka to shreds.

Ted has other problems. The town's bully, Thunder Jack (James Coburn), seems to hate him on sight and wants to buy his dogs at a ridiculously low price.

Ted wants to head back to Miami, but he falls for a local beauty, Barb (Joanna Bacalso), a warm hearted barmaid, who tutors him in local life. Also, Ted is here to find his real father. (His Miami mother never had the courage to tell him he was adopted). Imagine the surprise to this African American that his dad is Caucasian—the meanie, Thunder Jack. The two reconcile, of course. That's about as serious as it gets.

Most of the time Gooding smiles, falls and slips on the ice and flails his arms, pitching his performance to the youngest in the audience. In one memorable sequence, he insists on showing his prowess and rides his team of dogs over a steep ledge onto an extremely thin sheet of ice.

For more sophisticated comedy, see Gary



Snow Dogs

Burn's *WayDownTown*, a sleek Canadian prize-winner about a group of young office workers in an interconnected series of office and apartment buildings and food courts who have staked a month's salary on a bet to see who can stay indoors longest. The movie covers lunch hour day 24 of the wager when everything is falling apart and everyone would pay a price for freedom.

(Snow Dogs, 95 minutes, Walt Disney Pictures, PG, mild crude humor; waydowntown, 87 minutes, released by Lot 47 Films, R; call 777-FILM.)

SAVE THE DATES

CREATE 'READING MAGIC' WITH MEM FOX AT BANK STREET COLLEGE

Saturday, February 16, 2002, at 11:00 a.m.
Internationally respected literary expert Mem Fox will discuss the importance of reading aloud to children and will share ideas from her latest book, *Reading Magic* at the Bank Street College of Education, located on 610 W. 112th St. A book signing will follow the discussion.

Mem Fox has written over 25 picture books for children. Her first book, *Possum Magic*, the best-selling picture book in Australia, sold over a million copies in its first 10 years of publication. Among her personal favorites are *Koala Lou*, *Time for Bed* and *Wombat Divine*. She has also written several books for adults, the latest of which is *Reading Magic*, (Sydney: Pan Macmillan, May 2001; San Diego: Harcourt, September 2001), and the acclaimed *Radical Reflections: Passionate Opinions on Teaching*

Learning and Living, (Harcourt Brace, 1993). Many of her books are popular in the United States as well. For example, *Time for Bed* (which was on best-seller lists for over a year) has sold over a million copies and is on Oprah's list of the twenty all-time best children's books. In addition to writing, Mem Fox has been teaching teachers since 1973 and is much in demand as a keynote speaker at national and international literacy conferences. Half her life, until the end of 1996, was spent teaching literacy studies as an Associate Professor at Flinders University in Adelaide. Mem Fox has been presented with many awards including the 1990 Dromkeen Medal for distinguished services to children's literature; a 1991 Advance Australia Award for her outstanding contribution to Australian literature; a medal in the 1993 Australia Day Honours Awards, for services to the cultural life of Australia, and an Honorary Doctorate of Letters from the University of Wollongong, Australia, in 1996. #

Children of Uganda Perform in New York City


In the wake of terrorist attacks on the United States, a remarkable group of children will travel to the U.S. to share their timely message of triumph over tragedy. Children of Uganda—an award-winning dance troupe of 20 AIDS orphans aged 6-17—will tour the country January through April of 2002 as part of The Kennedy Center's African Odyssey, including upcoming New York performances at Queens Theater in the Park on Saturday February 23rd and Sunday the 24th. The money raised on tour will go to support nearly 1000 children in Uganda, an East African country where the

devastation of AIDS has left 1.7 million children without one or both parents.

Children of Uganda won "Best Performers" at the International Children's Festival in Wolf Trap, was hailed as "first rate" and "inspiring" by *The New York Times*, and in 2000 performed at The White House and on "The Late Show with David Letterman." Their performance is a mesmerizing program of historical, social and festival dances, sung in multiple languages with authentic instruments and costumes. Although the children have experienced tragedy, they dance with joy and an overarching spirit that appeals to audiences of children and adults alike. #

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ICE HOCKEY SCHOOL: THE NEW YORK RANGERS ARE CHEERING FOR CHILDREN

By TOM KERTES

The New York Rangers may be struggling a bit as a hockey team, but their commitment to the community in general, and education in particular, is well-thought-out and organized.

"We want to be known as more than just a bunch of guys who skate fast and body-check hard," said Rangers star Brian Leetch whose team is in third place in the NHL Eastern Conference Atlantic Division. "We want to counter the fighting stereotype, you know the 'I went to a boxing match and the hockey-game broke out' stuff. This organization understands that we, the players, are role-models to children and the importance of giving back to people who may not be as fortunate as we are."

To honor that commitment and to best utilize its vast resources in this area, Madison Square Garden formed the Cheering for Children Foundation in January of 1998. The Foundation partnered with the non-profit organization The After-School Corporation (TASC), and assigned to each of its five entities a different borough as its focus. The Rangers are responsible for Queens.

"We decided to focus on after-school programs," said Rangers PR Director Jason Vogel. "Study after study point to the centrality of after-school options in solving many of the problems plaguing the city's young people. It's a key to inspiring young people to think beyond their circumstances while acting as a deterrent to the very real roadblocks of crime, teenage pregnancy, drugs, alcoholism, and delinquency."

To achieve its goals, Cheering for Children has sent over 1,000 players—superstars Leetch and Mark Messier have been particularly popu-

lar—staff members, on-air talent, and famous former stars, such as Rod Gilbert, to schools in Queens for up-close talks, lectures, meetings and, of course, hockey clinics. But, that's not all. The team has gone way beyond these basics.

The Foundation also established MSG New York Rangers Clubs and funded an educational curriculum that includes an instructional guide and student workbooks. "We tried very hard to build on the students' basic interest in sports and sports stars in order to achieve a multi-faceted curriculum," said Vogel.

The curriculum includes geography lessons, taking advantage of the fact that hockey is the most international of the four major American sports these days—Ranger players hail from Russia, the Czech Republic and many other corners of the universe. The curriculum also includes far-ranging lessons, such as "How to Make a Media Guide," "How the Body Works," "How to Merchandise a Sports Franchise," and, of course, the "Importance of Exercise" and "Basic hockey lessons."

Art projects and story writing, all involving the New York Rangers, are also an important part of the often interactive, always hands-on, activities.

"The lessons are all student-centered and project based," said Vogel. "Though they're all connected to the regular school curriculum, they are specifically designed to be different, exciting, and fun."

The curriculum, created by Scholastic, is particularly focused upon strengthening reading and writing skills. "They are the basics," said Leetch. "And just like in hockey, you can't possibly win in life without the basics."#

A Very Special Olympics

By TOM KERTES

Throughout the 1960s Eunice Kennedy Shriver—President Kennedy's sister and the wife of Sargent Shriver, the creator of the Peace Corps—maintained a day camp for children with special needs on her farm in Maryland. The activities that took place at that camp were the original impetus for the special Olympics, an event that leaves no one who watches it unmoved.

"The idea was to enable children with mental (and some physical) challenges to compete in organized sports just like the rest of us do," said Neil J. Johnson, president and chief executive officer of Special Olympics New York. "The challenge would obviously be so beneficial and enriching to their lives. Yet don't think for a single minute that bringing to life this obviously wonderful plan was simple or easy."

Johnson added, "You have to see the films of the first Games, which were held at Soldier Field in Chicago... They built an outdoor pool for the swimming events and, at every five feet or so, there was a lifeguard panicking big-time, practically ready to jump. In 1969, people actually thought that persons with mental retardation had no buoyancy, that they couldn't possibly swim a lick. The common fear was that they'd just sink and drown."

Of course America, and other countries, have come a long way since—and, in many ways, they have the Special Olympics to thank for that. Today, the Games are a global movement, encompassing 170 countries.

"In many developing countries, there was no recognition of mental retardation at all before the Special Olympics came in," Johnson said. "They would just say 'we don't have any people like that.' And even here in the U.S. it took

some time to realize that these games are not only wonderfully important for the competitors — in the way of acquiring self-esteem, the joys and pride of achievement, socialization, etc. — but to their families as well."

"You know how Moms and Dads take tremendous pride in their kids' participating in Little League or excelling in other sports?" Johnson asked. "Well, it's no different for the families of children with mental retardation. Not one bit."

He added, "It is a very healing, very important thing. It strengthens families."

Over 33,000 volunteers help make possible the Special Olympics, which now has both Winter and Summer Games, held at regular Olympic intervals. The objective of the Games, which provide year-round training for competitors, is not victory but participation.

Although medals are awarded, the competitions operate on a "divisioning" basis. "Everyone can compete, regardless of ability," said Johnson. "And the 'divisioning' concept assures every participant that they'll compete against others at the same level."

The Summer Games offer competitions in 22 sports making them a program almost identical to the regular Olympics. "Some of our athletes have really proven their stuff," said Johnson. "This last year, two of our young women have actually competed in the Colgate Games (a major track and field competition for 'regular' athletes)."

He added, "Then, just last week, we had a golf tournament in Florida and one of our competitors shot a hole-in-one! This would have been a big deal, except a half-hour later another kid shot a hole-in-one. I'm telling you, the PGA Masters Tournament may not have two holes-in-one in one year... But we did. We surely did."#

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Sky Rink's Spring Youth Hockey League begins March 25th and runs through June 16th. Sky Rink's Youth Hockey Program offers children ages 6-17 the best on and off-ice training in New York City. Beginner players are taught the fundamentals of skating, puck and stick handling, shooting and basic team concepts while intermediate and advanced players master these on-ice skills and focus on offensive and defensive team strategy, cardiovascular conditioning and strength and agility training. Experienced Sky Rink instructors make practices and games both fun and rewarding. Sky Rink also welcomes schools interested in scheduling ice-time for school practices or Learn to Skate Programs. Sky Rink currently works with Buckley, Stuyvesant, Allen Stevens and Brooklyn Tech. For more information about the 2002 Spring League or for contracting ice-time, please contact Chris McGinnis, Youth Hockey Director at 212.336.6100 ext. 6172 or visit our website at www.chelseapiers.com.

During the months of February and March, Sky Rink will be celebrating Salt Lake 2002. Visit Sky Rink and enjoy Olympic coverage parties during ice hockey, figure skating and speed skating television coverage, daily Games updates and trivia contests, free skating tips during select general skating sessions, skating exhibitions and surprise guest appearances. For more information and a schedule of events, visit our website, www.chelseapiers.com.

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The Second in a Series on New College Presidents

PRESIDENT BOB KERREY HARNESSES THE NEW SCHOOL

By JACOB M. APPEL

After only a few minutes chatting with New School University President J. Robert "Bob" Kerrey, one might easily forget that he heads a university and not a country. The former Nebraska Governor and two term United States Senator quickly steers the conversation to national politics, weaving a policy tapestry in which funding for higher education and the economic welfare of the country are inextricably intertwined.

"Say you're not a compassionate conservative," says Kerrey, his eyes dancing and his words rolling quickly. "Say you're not a compassionate liberal. You don't have to be a compassionate anything. On a purely economic level, we cannot afford to shortchange education. If you're 50, if you're 60 years old, you're going to be depending on young workers for your Social Security and your Medicare—and if we don't spend more now, they're going to be earning less."

There is intensity and passion behind Kerrey's words, but also a hint of impatience that reminds one of Adlai Stevenson: he appears genuinely puzzled that his views, particularly those on the long-term economic value of education, aren't more widespread. Of the current President's plan to slash education spending, the fiscally conservative Democrat holds no punches. "It's stupid," he warns.

If Kerrey sounds more like a politician in shirt sleeves than an ivory tower academic, then his presentation dovetails neatly with his understanding of higher education. "I love

higher education," explains Kerrey. "It's been at the forefront of my agenda ever since I was a governor working to improve the University of Nebraska system. One cannot underestimate the importance of higher education in building a liberal democracy."

Kerrey observes that both our political system and our market capitalist economic system depend on education for college-age students and also ongoing training for adults. "Our way of government and a market system may be preferable, but it's not obvious that they're going to succeed," he says. "If they do, it's not accidental; it's not like oxygen. It's the result of hard work."

Yet the benefits of achieving those goals transcend even our own national borders. "If we're trying to persuade the rest of the world to follow our example...in Afghanistan, in the West Bank and Gaza...to make democracy work...then we have to offer leadership and provide inspiration."

The New School University may be the right forum for Kerrey's approach to higher education. Founded as the New School for Social Research by a group of intellectual notables who broke away from Columbia University in protest against World War I era loyalty oaths, including historian Charles Beard, economist Thorstein Veblen and philosopher John Dewey, the school has historically taken an interest in issues of global social justice. Its five divisions—Eugene Lang College, Actors Studio Drama School, Milano Graduate School, Mannes School of Music and Parsons School of

Design—are renowned for their willingness to accommodate adult and non-traditional students. And its hallmark philosophy, a blend of independent thought and pragmatic liberalism, appear to mesh neatly with Kerrey's own political leanings. "We don't want to become a different university," Kerrey notes. "We want to do what we do and we want to do it better; we don't want to do what someone else does."

He seems acutely aware that the New School serves as a niche for bright, motivated students in the arts and social sciences who want (or need) a less traditional education than those afforded by Columbia or N.Y.U. Kerrey sounds partly proud-parent and partly knowledgeable historian as he explains how Alvin Johnson built the college in an act of rebellion against the educational establishment. Yet while Kerrey appears wedded to that maverick radicalism, he can't help adding—like any savvy administrator—that Johnson's move "was also a tremendously sound business decision."

Kerrey's goals for the New School are ambitious, particularly when it comes to integrating technology into the curriculum. Unlike many





President Bob Kerrey, The New School

johnny-come-lately college presidents, his credentials in this area are immaculate: As a senator, Kerrey served as Co-Chairman of the Congressional web-based Education Committee that championed high-speed internet access for all the nation's classrooms. The committee's report gained widespread recognition for warning that Internet access alone wasn't enough,

continued on next page

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Bob Kerrey

continued from prior page

but that the service had to be rapid and complete. Otherwise, the report stated, "those with mere access will be left behind as if they were taught from outdated textbooks."

Now Kerrey is determined to build the New School into a national leader in distance learning. "This isn't just about on-line courses," he is quick to point out. "It's also about saving administrative costs, about cutting down on data entry. A million dollars saved on administrative costs is like 10 million more in endowment"—funds the university can then use on other educational projects. Kerrey also explains that distance learning is sometimes the tip of the iceberg. At a time when many students in the social sciences attend three or four colleges before earning a degree, distance learning can be the gateway to full-time study. "A woman will sign up for one on-line class while attending another school and soon she'll be a full-time student," says Kerrey.

Kerrey's own career has been far from traditional. He originally trained as a pharmacist at the University of Nebraska, inspired to pursue a career in the sciences by a high school chemistry teacher named Bob Reese. Upon graduation in 1966, he joined the Navy Seals and lost a leg serving in Vietnam; his heroism earned him the Congressional Medal of Honor in 1970. Kerrey returned to Nebraska and built a highly successful chain of health clubs and restaurants. A tremendously popular Democratic governor in a heavily Republican state, he inherited a three percent budget deficit and a deep recession in 1982, and by 1987 he had managed to amass a seven percent surplus. During his 12 years in

the Senate, he championed early childhood education and Head Start programs, a strong farm economy and universal health care. Yet Kerrey also has drawn national attention for his abortive 1992 presidential campaign and his 1996 description of President Clinton as an unusually good liar. Although he may be the most intellectually gifted individual to seek the White House since Woodrow Wilson, his sharp mind and brisk speaking style haven't yet translated into votes at the national level. So at the age of 58, Kerrey has traded in his politi-

cian's pinstripes for a cap and gown.

Kerrey admits that the transition from the Senate to academia didn't come easily. "For the first few months I felt like I was trying to air-condition my house in July with the windows open," he quips. "Three o'clock on Friday would roll around and I'd be ready to head out to National Airport for the flight back to Nebraska." Life in the Senate has a rhythm to it, says Kerrey, and there's a very different feel to running a university. "A CEO can't be a tyrant," he explains. "He needs to be humble;

he needs to recognize that others have better ideas than he does."

Yet soon Kerrey is back on course, systematically shredding President Bush's budgetary priorities. "We have 10 million children receiving criminally substandard educations," he laments. "We have 15 million children for whom access to health care isn't an option." The ex-Senator is both affable and persuasive. Yet Kerrey's zeal leaves one to wonder whether he will ever be truly content to run a university of 27,000, albeit a highly distinguished one, when he may still have a shot at guiding a nation of 270 million. #

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A New Series on College Deans

ENTERING THE DEAN'S OFFICE: ALFRED POSAMENTIER, DEAN, SCHOOL OF EDUCATION, CCNY

By POLA ROSEN, Ed.D.

Entering into Dean Alfred Posamentier's office, the eye is tantalized by a splendid array of gem-like antique maps, prints and memorabilia of the composer, Richard Wagner, all so closely displayed that one cannot see the color on the wall. Reflections of the dean's deep interest in music and mathematics abound, reflecting his deep abiding respect for learning and education. Indeed, according to Posamentier, "education reflects who we are, what we want to do and our mission." His comments are inspiring to his students for they are the ones to go out in the world to teach others.

Now in its 80th year, the School of Education at City College, the first school of education founded in the City University of New York (CUNY) system, is the educational home of over 2500 graduate and undergraduate students aspiring to join the teaching profession. And, most of the school's graduates offer their services to the urban public school system. In an effort to better equip graduates for the professional world, the school recently completed the re-registration process required by the State of New York, which redesigned its requirements for teacher certification. To meet the new requirements the school had to revamp its own curriculum and standards.

"It forced us to redefine our goals and to conduct a total reevaluation of what we do as a school of education," said Doris Cintron, Chair/Deputy Dean of the School of Education.

The process took two years and encountered several obstacles, which according to Cintron

included "Getting a group of people together, validating their ideas, respecting their field, but saying that change has to happen."

In addition to revamping the curriculum, raising standards and providing students and staff with more support services, Posamentier sought to give the school greater visibility through enhancing publicity and strengthening recruiting efforts. Changes included "the tenor of the place" to give the school "immediate credibility," limited because only 40 percent of students passed the state LAST exam in 1999 when he was appointed. "The college staff was demoralized because we had the almost the lowest passing percentage of graduates in the state," Posamentier stated.

His efforts produced results: two years later, scores rose to an 87 percent pass rate. Citing the novel approach to revamping the school, the dean stressed as his goal, "to create from our professional point of view the best teachers we can." In describing the size of the faculty, Posamentier indicated that it was continuously increasing, indicating "a favorable future that fostered stability and dedication." The future also holds remarkable innovations. The faculty has unanimously voted to partition the school into three departments—Language and Litera-



Alfred Posamentier, Ph.D.

cy, Curriculum and Instruction and Administration, Supervision and Special Education. Other new initiatives include the inauguration of a national, quarterly education journal, *The New Educator Journal*. This peer review journal will soon be launched.

Other future plans that Dean Posamentier will implement include a center for Science and Math education, which will further enhance its already strong math and science teacher development programs, and builds on CCNY's strengths in science and engineering.

"One of the things we have strived for is to

become the leader in CUNY in Science and Math Education," said Posamentier.

"I want especially to use our fine programs for science and math teachers to help the NYC Board of Education solve its shortage of teachers in these areas and to provide direct enrichment for the students in the schools."

According to Cintron, "We are educators for the city... We have a faculty that really knows and understands urban education," said Cintron. "We know the needs of inner city schools and student populations and prepare teachers and leaders that will effectively meet all challenges."

Dean Posamentier introduced Prof. Catherine Fosnot and her innovative work with elementary math teachers. This will definitely warrant a future visit to the halls of academia uptown on Amsterdam Avenue and 135th Street.#

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Furst on First in Marymount Manhattan College's 2002 Best-Selling Authors Series

By JOAN BAUM, Ph.D.

As Marymount Manhattan College's irrepressible Writing Center Director Lewis Burke Frumkes puts it, Alan Furst, master of espionage and intrigue, has been called the new John Le Carré—not that there's anything wrong with the old one. In fact, however, though not as well known, as Carré, Furst, a well published journalist and author, to date, of six published novels (there are more, I don't acknowledge them), has, with the recent paperback issue of his latest book, *Kingdom of Shadows*, claimed the spotlight with a shining all his own. His books, centering on Central and Eastern European intrigue in the years 1933-44, are to a growing number of rapt fans an exciting blend of old-fashioned suspense-cum-romance, and authoritative, researched history. As with all fine fiction, Furst's tales leave readers well informed as well as wonderfully entertained. As much can be said of the author, to judge

from his appearance at MMC recently as the opening guest in the college's Best Selling Authors Series, 2002. He wore learning with wit and grace and charmed with an easy informality.

Furst had just returned from a book tour, the 17th in a two-month period that also included time out for making an Absolut Vodka ad, he whispers, with a delicious sense of conspiracy, making his way to the stage. Tired? No doubt, but not to know it from the



Alan Furst

lively talk and generous amount of time he spent with an audience that crowded after him into the nearby reception area. Without notes but with a controlled casualness, Furst talked about how story ideas come to him — a chance glance at a column on a Tarot card morphs into a working title that revisits in some way the dark and shadowy world of spies and counter-spies. A realization that the Danube

extends to Istanbul ignites a new setting (and research). And themes keep emerging as political and moral questions arise in his obsessive reading of early WW II history — why, for example, did Hungary stay out of the war until relatively late? Delighted with his own ignorance, he pursues answers by way of cynical, sophisticated protagonists. Books for our time, it might be said, resonant as they are of an era of idealism, passion, and emotional values. A time of heroes.

Now in its 12th incarnation, MMC's Best Selling Authors Series runs once a month at 7:30 in the Theresa Lang Theatre. Introducing the event, MMC President Judson R. Shaver called The Writing Center talks a jewel and said he was thrilled to inaugurate the new series.

On February 6, best-selling novelist Rick Moody (*Ice Storm*, *Purple America*, *Demonology*) will speak. For reservations, call (212) 774-0780.#

GEOGRAPHY CORNER

By Chris Rowan

Question: *John Gutzon Borglum (1871 - 1941) is best remembered for which National Monument? Where is it located, how big is it and what does it represent?*

Answer: Mount Rushmore, in the black hills of South Dakota, 23 miles southwest of Rapid City — the geographic center of the United States (including Alaska and Hawaii). The monument depicts the faces of four Presidents: George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt. The faces average 60 feet from chin to forehead — designed for a man 465 feet tall, nearly the size of the 66 foot Sphinx of Giza, Egypt and over three times the size of the Statue of Liberty's face. They represent: The Creation of the Country (Washington), the Expansion (Jefferson, for the Louisiana Purchase of 1803), the Preservation (Lincoln) and the Conservation (Roosevelt, because of his interest in protecting the environment). The monument is carved in a mountain at an elevation of 5,500 feet above sea level and 500 feet above the valley — higher than the great Pyramids of Egypt.

Background: John Gutzon Borglum created

this monument by using the controlled use of dynamite. He began blasting away in 1927, but it would take 14 years to complete, primarily because it was difficult to scrape up money to continue work during the Great Depression. It cost \$1 million (that's right, only one million) and was paid for largely by the Federal Government. Borglum hired 400 miners, and despite perilous conditions, work was completed in October 1941 without a single loss of life. New Yorkers can find examples of Borglum's work that are closer to home than South Dakota. They include: a head of Lincoln in the Capitol's rotunda in Washington, D.C., a statue of Lincoln at a Newark courthouse and the Sculpture of the Apostles at the Cathedral of St. John the Divine in New York City. He died seven months before his most famous work was completed, and the project was handed over to his son — Lincoln Borglum.

Although John Gutzon produced his share of Lincolns, he also worked on a memorial to the Confederacy in Georgia (but withdrew from the project). The memorial included plans for a larger than life statue of Robert E. Lee.#

Museum

continued from page 24

It will be exciting to see how the students in the entire Syosset district use this museum. There are lessons available for every grade level, and we look forward to our high school students getting involved in research with our consulting paleontologist.

One of the most important things in education is to teach our children to keep their minds open to possibilities. This museum is the first of its kind in any school district. We saw a possibility, gathered our team together, and can now point to the results with pride. #

PreSchoolers

continued from page 24

connection to this great person who worked to change laws that were "unfair." We remember Martin Luther King when we discuss differences, when we use words and peaceful methods to solve problems. As one four-year-old pointed out, "when someone had good ideas and then they died, we can still use their ideas." Martin Luther King has been brought to life again for the next generation. #

Margaret Blachly is a 3's-4's Teacher at the Bank Street Family Center.

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Founded in 1996 to extend the historic mission of Teachers College locally, nationally, and globally, The Center for Education Outreach & Innovation builds on the many and diverse talents of the TC Faculty and professional staff to conduct over 250 Lifelong Learning programs each year in a variety of formats, including traditional classes and distance learning courses, institutes and lectures, symposia, conferences, film series and debates.

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FEBRUARY IN HISTORY

Compiled by Chris Rowan

The Romans added February to their calendar around 700 B.C. February is named after Februus, the Roman god of Purification.

Valentine's Day

During the middle ages, February 14th was believed to be the day when birds started to mate. Valentine's Day was named after Valentine of Rome, a Christian martyr thought to have been executed February 14, 269 A.D.

President's Day

The third Monday in February is President's Day (Feb. 18th, 2002), a legal holiday honoring our first President, George Washington (born on February 22, 1732) and Abraham Lincoln, our sixteenth president, (born on February 12, 1809).

Freedom Day

In 1865 (on February 1) President Lincoln approved the 13th Amendment to the US Constitution, abolishing slavery. This day is commemorated as "Freedom Day."

On Lincoln's Birthday

In 1909 the National Association for the Advancement of Colored People (NAACP) was founded by W.E.B. Dubois and Ida Wells-Barnett. Dubois, author of *Souls of Black Folk*, was born on February 14, 1817.

In 1939 black contralto Marian Anderson (born Feb. 27, 1897), was prevented from singing at the Lincoln Memorial by the Daughters of the American Revolution because of her race. Her performance was rescheduled, and 75,000 people heard her sing on the steps of the Memorial on April 9 (Easter Sunday).

Other Events in Black History

On February 3, 1870, the 15th Amendment

was ratified, guaranteeing the right of citizens to vote, regardless of race, color or "previous condition of servitude."

In 1895 (on February 20) abolitionist writer and former slave Frederick Douglass died.

In 1956 (on February 22) Martin Luther King Jr and Rosa Parks (born February 4, 1913) were placed under arrest for organizing a three-month-old bus boycott in Montgomery, Alabama.

In 1960 (on February 1) black students in Greensboro, North Carolina, sat down at a Woolworth's lunch counter and were refused service. This event sparked a protest across southern states that resulted in more than 1,600 people being arrested before the end of the year for participating in sit-ins.

In 1965 (on February 21) Malcolm X, black leader and founder of the Organization of Afro-American Unity, was assassinated at the Audubon Ballroom in New York City.

Other Events in U.S. History

In 1848 (on February 2) the Mexican War formally ended when Mexico and the U.S. signed the Treaty of Guadalupe Hidalgo.

On February 6, 1911, Ronald Reagan, fortieth President, was born.

On February 19, 1945, Marines landed on Iwo Jima, to begin fighting the bloodiest battle in U.S. Marine Corps history.

On February 20, 1962, astronaut John Glenn became the first American to orbit the earth.

On February 21, 1972, Richard Nixon became the first U.S. President to visit China.

World History

In 1950 (on Valentine's Day) Communist Dictators Joseph Stalin (of the Soviet Union) and Mao Tse-tung (of China) formed a military alliance.#

Literary Riddles

By Chris Rowan

Question #1

"It is not as this mouth should tear this hand for lifting food to it"

This passage is from: (a) a book of the Bible (b) a book of Shakespeare.

Question #2

Which poet of the Harlem Renaissance was born on February 2, 1902?

Question #3

Which black American author wrote a novel set in Chicago on Lincoln's birthday in the 1930's?

Next time: The monster Grendel and his mother get killed in which piece of English literature?

See Answers Below

ANSWERS: 1) B. From King Lear; 2) Langston Hughes; 3) Richard Wright (the novel: *Lamb to the Slaughter*)



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Dear Teachers and Administrators:

On January 1, 2002 the fiscal year for the New York City Board of Education began! It is at this time that budgets and vendors' lists are formulated and released.

As we enter the new year, we give thanks for all that we have and might have lost. We also reflect on what we hold so dear: the education of our children. This is the time that education dollars are allocated for the best materials, books, equipment and services to enable our students to achieve state

standards.

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Best Wishes for an Academically Successful New Year,

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Pola Rosen, Ed.D.
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PRODUCT PROFILE: PC TABLETOTE

By MITCHELL LEVINE

Blame it on the new millennium, future shock, or just successful marketing, the reigning concept in education procurement today is "technology." While some might argue about the ultimate utility of this current spirit of technical acquisitiveness, the only thing no one seems to be able to do is ignore it. With massive initiatives like the New York Board of Education's experiment in distributing laptops to the 4th grade students of districts 6 and 10 already in play, our administrators intent to bridge the "digital divide" has never been clearer.

Unfortunately, since public education is predominantly funded on the basis of local property values, schools in lower-income districts, which need the access most, also have the least space in which to house it. Spending vast amounts of money on hardware does little good if it can't be used, so a major battle in the war to equalize opportunity is being fought in the effort to optimize space. One solution that deserves serious consideration is the PC TableTote.

Robert Scott, marketing manager for The Gibbs Group, tells the story of the product's inventor, a bona-fide traveling salesman, who discovered that his supposedly "portable" computer was next to impossible to use within the confines of a typical airport's waiting area.

To maximize his ability to sell one product, he created another. Doug Gibbs, the principal design engineer, combined a polycarbonate desktop with telescoping leg assemblies made from aircraft-grade aluminum into a compact, portable folding workstation. His implementation was so effective that freestanding the prod-

uct can support either desktop and laptop computers or AV equipment, while still maintaining a form factor capable of fitting into a 10 3/4" by 12" case, when folded. A typical classroom closet can easily contain a stack of thirty or forty of the units.

Even better, with its adjustable, collapsible design, the TableTote workstation can quickly be configured without tools to accommodate heights from 13 to 30 inches—covering dimensions appropriate for students from grade school to higher education. At a net weight of about three pounds, it comes with standard safety features like non-skid rubber feet and desktop areas—something which certainly cannot be said about the "legacy furniture" now in use in most classrooms.

The company offers a series of progressive discounts for institutional buyers: *Education Update's* administrative readers mentioning this article will receive an initial 15% off the suggested manufacturer's retail price of \$49.95, with even further savings on high-volume orders. Furthermore, the company provides significant customization options for interested schools, like unique colors and name imprinting.

Readers on the West Coast are invited to check it out themselves at the Camex trade expo, being held at the Los Angeles Convention Center from the 20th through the 24th of February. For those that can't make it, more information on this state-of-the-art functional design concept can be found on the company's website at www.pctabletote.com, or by contacting Robert Scott or Doug Gibbs directly at 877-318-2253.#

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MetroBEAT



Dr. Pola Rosen (center) receives Board Member of the Year Award from the Manhattan Chamber of Commerce. Don Winters, President (L), Nancy Ploeger, Exec. Dir. (R)

TEACHERS COLLEGE ANNOUNCES 2001 ALUMNI AWARD WINNERS

Each year Teachers College in New York City honors its distinguished alumni. The following individuals were honored recently for their outstanding contributions to society.

Dr. Betty L. Sullivan, co-founder of Use The News Foundation and its affiliate, Sullivan Communications, Inc., in San Francisco. Dr. Sullivan received an Ed.M. in 1984 and an Ed.D. in 1991 from the Department of Languages, Literature and Social Studies of the College. Additionally, she holds undergraduate and masters degrees from the University of Mississippi.

Dr. Darlene Yee, a Professor of Gerontology in the College of Health and Human Services at San Francisco State University. In addition to her professorship, Yee is Coordinator of Long-Term Care Administration and Director of the Health, Mobility and Safety Laboratory. She is

interested in gerontological health education, long-term care administration, and safety research and education.

Dr. Edmund W. Gordon, who received an Ed.D. in Child Development and Guidance from Teachers College, Columbia University in 1957, is the John M. Musser Professor Emeritus of Psychology at Yale University and the Richard March Hoe Professor Emeritus of Psychology and Education at Teachers College. While at Teachers College he was Chairman of the Department of Guidance, Trustee of the College Entrance Examination Board, Director of the ERIC Clearinghouse in the Education of the Disadvantaged, and Director of the Institute on Urban and Minority Education. He also returned to Teachers College in September of 2000 to act as Interim Dean and Vice President for Academic Affairs.#

Parent with Disabilities

continued from page 19

prevention and support services in place, so no one ever has to get involved with child protection agencies. Reunification services can be very effective."

According to Through the Looking Glass, 430,257 people with mental retardation or other developmental disability have children. That represents nearly 28 percent of all people who have a developmental disability.

Lula is a 46-year-old mother with a learning disability, raising her eight-year-old son alone. She was so impressed with *I Am Sam* that she encouraged all her colleagues at work to see it.

"This is something more people should see because then they'll learn that people with disabilities have needs and desires," Lula said. "They can provide love. And when you're rais-

ing a child, you need to have love and support."

Lula is one of the lucky ones who is receiving support. As a member of YAI/National Institute for People with Disabilities' Parents with Special Needs Program, Lula can get help by calling her parent counselor. If she feels frustrated, she attends the program's parents support group.

Let's face it, parenting, at best, is a challenge. And every new parent, regardless of ability, needs support—be it the help of a neighbor, friend, family member, a "how-to" book, or social service agency.

As the movie *I Am Sam* points out, being a loving parent has little to do with educational diplomas, bank accounts, or job titles. Michelle Pfeiffer, who plays the role of Rita, Sam's pro-bono attorney, has all the trappings of affluence and success but excruciatingly little time to sit down and just "be" with her son. Sam is a bus boy for Starbuck's. His job in no way appears

Pataki's Budget Would Cut \$25M from City Schools



By STEVEN SANDERS

Governor Pataki's latest budget proposal for State aid to education occurred almost on the one-year anniversary of Supreme Court Justice DeGrasse's

historic decision that declared the State's funding formula to be both unconstitutional and inadequate to provide necessary education resources to New York City.

The Governor could have taken the opportunity to propose a revamping of State education aid or to propose additional funding to address the critical shortages in resources for high need school districts. The Governor did neither.

Instead, the Governor merely proposed block granting most of last year's aid into fewer aid categories and refused to provide any increase in funding in the statewide aggregate total. For New York City schools, the news is even worse.

The Governor's budget proposal for the coming fiscal year once again shortchanges New York City's public schools, actually cutting school aid by approximately \$25 million. As chairman of the Education Committee, working with the Speaker and my colleagues, I will remain steadfast to restore these cuts and to fight for appropriate funding for our students. We simply cannot go backwards, especially with tougher academic standards and a more rigorous curriculum at all grade levels.

Last year, the Assembly passed a budget resolution that contained a landmark two-year plan to ensure that schools would have the resources they need and the ability to plan for the future. It would have increased State funding to our schools by \$3.4 billion over two years, and it would have given schools the ability to do appropriate strategic planning for our children's education that is just not feasible in a climate of perpetual uncertainty.

But the Governor's refusal to negotiate with the Legislature forced the adoption of a budget in August that cut \$1.1 billion from what

schools were scheduled to receive under present law.

Governor Pataki's latest proposal of State education aid in the amount of \$14.2 billion provides no additional resources to help schools meet the demands of new academic standards or to address problems from overcrowding to attracting and retaining qualified, certified, quality teachers.

The Governor's education proposal also reneges promises to fund critically needed early childhood programs contained in the Assembly's innovative and effective LADDER program. Since 1998, LADDER has helped schools reduce class sizes, improve teacher training, establish universal pre-kindergarten, provide full-day kindergarten programs and modernize computer technology.

There are virtually no credible critics of the proposition that reducing the size of classes, especially in the early grades, has a profound effect on later educational growth and student outcomes. His proposals also cut teacher salaries by \$45 million, Teacher Centers by \$20 million and the Teacher Mentor program by over \$3 million, denying working teachers the opportunity to improve their skills so that they can most effectively prepare our children for the far more rigorous requirements established by the Regents for graduation. These are valuable programs that help recruit and retain teachers.

Finally, the Governor demonstrates little concern about taking bold actions to improve the physical conditions of our schools so that they can all be well-equipped with everything from well lit auditoriums, to modern science labs, and modernized libraries.

I will fight hard to make sure that school districts, New York City in particular, get adequate and equitable funding at a level that can nurture excellence and give our children the best education possible.

Steven Sanders is Chairman of the Assembly Education Committee. He can be reached at (212) 979-9696 or by e-mail at sanders@assembly.state.ny.us.

BROOKLYN EVENTS FOR STUDENTS

District 21, Brooklyn, Juvenile Diabetes Seminar for junior high school students. Held at Coney Island Hospital, 10th floor lounge, 2601 Ocean Parkway, Feb. 15th, 9-3.

Teen forum, HIV/AIDS at Carey Gardens Boys and Girls Club of Coney Island, 2315 Surf Ave (between W. 22 and W. 23 St). Feb. 28, 6 pm. Sponsored by Coney Island Hospital.

to compromise the quality time that he spends with his daughter, Lucy.

And, what we have found is that a parent's love for his or her child provides a powerful motivation for learning skills. Many parenting skills can be taught, coached, and modeled over time. And where they can't be learned, the skills may need to be supplemented by other supports, including: in-home supports; financial; health supports; transportation assistance; and, work assistance.

The key to the success of YAI's Parents with Special Needs Program is the parent's desire to

improve his or her skills. The in-home training is tailored to the individual. It is my hope that *I Am Sam* prompts every state funder for social services to see that parents with special needs require the kind of supports that will offer practical help and an ear to listen. The bottom line to the story of Sam and Lucy is that no loving parent and child should be separated because social services are not available.#

Joel M. Levy, D.S.W., is Chief Executive Officer of YAI/National Institute for People with Disabilities.



Resource & Reference Guide

To most people R & R means rest & relaxation. To Education Update, R & R means Resources & References around the city. The listings that follow will help you gain greater knowledge of the city's enormous and enriching array of offerings.

BOOKS

Bank Street Bookstore,
112th St. & Bway; (212) 678-1654
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

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CAMPS

Sol Goldman YM-YWHA of the Educational Alliance,
344 E. 14th Street, New York, N.Y. 10003,
(212) 780-0800
The New Town Day Camp, for children ages 2.9-6.0 years, is located at the Sol Goldman Y of The Educational Alliance, 344 E. 14th Street. The camp provides outdoor activities including rooftop playground and sprinkler time, and indoor fun with music, arts & crafts and drama. Field trips to The NY Aquarium, CP Zoo, and other interesting places play an integral part in the camp program. Call 212-780-0800 Ext. 241. The New Country Day Camp, for children ages 5-11.5 years, is located at the Henry Kaufman Campgrounds in Staten Island. The campgrounds feature two swimming pools, boating ponds, athletic fields, and hiking and nature trails. Call 212-780-2300, Ext. 357. The Edgies and Torah Tots Day Camps are located at the Educational Alliance, 197 E. Broadway. Both camps are for children ages 2-5 years and provide outdoor/indoor play, art activities, dramatic play, music, water play, trips, picnics, and more. Torah Tots features strong emphasis on Jewish practice. Call 212-780-2300, Ext. 360.

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COLLEGES

Sarah Lawrence College
CONCERT-
Les Thimmig in Woodwind Concert Wednesday, February 6 Reisinger Concert Hall 8 p.m. \$10 regular/\$8 senior citizens Les Thimmig, a composer and woodwind performer, will play flute, clarinet and saxophone works, composed by Loesser, Borden and Thimmig. For more information please call (914) 395-2411.

READING-
Elizabeth Alexander Reads from Her Work Wednesday, February 6 Pillow Room, Esther Raushenbush Library 6:30 p.m. Free Poet Elizabeth Alexander, author of *Antebellum Dream Book* (2001), *Body Of Life* (1996), and *The Venus Hottentot* (1990) has been anthologized in over twenty collections. A recipient of a National Endowment for the Arts Fellowship and a Pushcart Prize, Alexander's poems, short stories and critical writing have appeared in journals such as *The Paris Review*, *American Poetry Review* and *The Kenyon Review*. For more information please call (914) 395-2411.

READING-
Sarah Lawrence College Alumnae/Prose Writers Read from Their Work Wednesday, February 13, 2002 Pillow Room, Esther Raushenbush Library 6:30 p.m. Sarah Lawrence College undergraduate and graduate alumnae/read from their prose works. Gwendolen Gross received her MFA from Sarah Lawrence in 1998. She published her first novel, *Field Guide*, in 2001, and a second is expected in the spring of 2002. David Hollander earned his MFA from Sarah Lawrence in 1997. His novel *L.I.E.* was published in 2000. Penny Wolfson received her BA from Sarah Lawrence in 1976 and her MFA in 2000. St. Martin's Press will publish her first book in 2003. For more information please call (914) 395-2371.

CONCERT-
Broyhill Chamber Ensemble in Concert Wednesday, February 13 Reisinger Concert Hall 8 p.m. \$10 Regular/\$8 Senior citizens. The Broyhill Chamber Ensemble is an association of internationally acclaimed musicians who play both traditional concert works and experimental compositions. Ensemble members include Gil Morgenstern, violin; Darrett Adkins, cello; Linda Chesis, flute; Brian Zeger, piano; and Shirley Irek, piano. The ensemble will play works by Mozart, Schumann and Tsonlakis. For more information please call (914) 395-2411.

CONCERT-
New York Consort of Viols in Concert Sunday, February 17 Reisinger Concert Hall 4 p.m. \$10 Regular/\$8 Senior citizens. The New York Consort of Viols performs "From Landin to Legrenzi - a Program of Music and Readings from Italy, 1350 to 1650." The program will include music played by the Consort on vielles and viol with acclaimed lute soloist Andy Rutherford. Actor John Genke will read from *The Notebooks of Leonardo da Vinci* and Galileo to provide a historical context. For more information please call (914) 395-2411.

CONCERT-
Dan Laurin: Works for Recorder in Concert Wednesday, February 20 Reisinger Concert Hall 8 p.m. \$10 Regular/\$8 Senior citizens Dan Laurin, recorder soloist, has taught music at Scandinavian, European and Japanese Universities, and conducted master classes in the United States. He has an interest in baroque music and contemporary works for the recorder. For more information please call (914) 395-2411.

LECTURE-
Lecture on the Privatization of Genetic Material Friday, February 22 Pillow Room, Esther Raushenbush Library 12:30 p.m. Free Ian Boal, a social historian of science who teaches environmental history at the Department of Geography, University of California, Berkeley, will compare the privatization of land in 18th Century Britain with the current privatization of the world's genetic material. This lecture critically examines the discourses of improvement (or "development"), which justified the 18th Century British "Land Enclosures," and now rationalizes attempts by biotechnology firms to privatize the world's germplasm. Boal will argue that the privatization of genetic material is inconsistent with the flourishing of life. For more information please call (914) 395-2411.

AUCTION-
Annual Students for Student Scholarship Fund Auction to be Held Friday, February 22 Reisinger Concert Hall 8 p.m. Free Student organizers will auction an eclectic assortment of items from friends and alumnae/i of the college to raise money for scholarships. For more information please call (914) 395-2577.

CONCERT-
Carsten Schmidt to Perform Works for Piano and Harpsicord Sunday, February 24 Reisinger Concert Hall 4 p.m. \$10 Regular/\$8 Senior Citizens Carsten Schmidt, a Sarah Lawrence College faculty member, will perform piano and harpsicord works, including those by Jacob Froberger, Franz Schubert, John Hilliard and Sarah Lawrence College faculty member Chester Biscardi. Carsten Schmidt has performed as a soloist and chamber musician with orchestras and ensembles throughout Europe, North America and Japan. For more information please call (914) 395-2411.

READING-
Lan Samantha Chang Reads Wednesday, February 27 Pillow Room, Esther Raushenbush Library 6:30 p.m. Free Lan Samantha Chang's novel, *Hunger*, about the relationships within Chinese immigrant families in America, was nominated for a PEN/Hemingway Award and a Los Angeles Times Book Prize. She has published stories in *The Atlantic Monthly* and *Story*, and her work has twice been selected for *The Best American Short Stories*. For more information please call (914) 395-2371.

LECTURE-
Pain Management and End of Life Care Thursday, February 28 Living Room, Slonim House 6:30 p.m. \$10 As part of the continuing lecture series, "Understanding the End of Life," Kathleen Foley, M.D., Professor of Neurology, Neuroscience and Clinical Pharmacology at the Weill School of Medicine of Cornell University and Attending Neurologist at the Memorial Sloan-Kettering Cancer Center, will speak on managing pain and End of Life Care. For more information please call (914) 395-2371.

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Resource & Reference Guide

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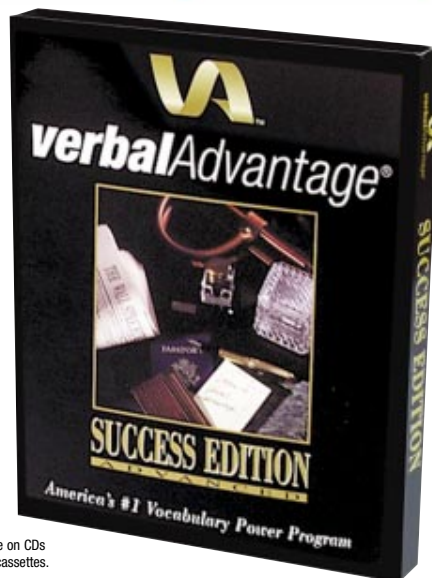
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