

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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Women Shaping History



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Women Shaping History Today

Women's History Month is a time to reflect on the achievements of women in the past. It is also a time to recognize the achievements of contemporary women who have made outstanding contributions in various fields. *Education Update* interviewed 10 multi-faceted, fascinating, dynamic, intellectual women who have improved the lives of people all over the world. The following questions were asked of all the women: 1. What factors were instrumental in your choice of a career? 2. Describe a pivotal point in your career. What direction did you take as a result? 3. What achievements are you proud of? 4. What obstacles have you encountered? How did you overcome them? 5. Who were some of your mentors? How did they inspire you? 6. What advice would you give to young women in our society who are striving for success? 7. What are your future goals? Written and edited by Joan Baum, Marylena Mantas, Pola Rosen, Merri Rosenberg and Jessica Shi.

Captain Rochelle Jones, FDNY

Factors in Career Choice: Looking back I would have to say that firefighting chose me, more than I chose firefighting. My father was a firefighter. Our trips to the firehouse were always fun-filled. In those days, little girls couldn't grow up to be firefighters. Firefighters were men. In 1978 the Fire Department accepted applications from women for the first time. That is when I applied. It took four years before 40 women and I would be hired by the Fire Department of the City of New York, the first women to do so.

Pivotal Point: I believe that I am now experiencing a pivotal point in my career. On September 11th I lost 14 firefighters and officers from the firehouse that I am assigned to. I also lost a great many friends. I have had to be stronger than I ever knew I could be. Having reached my 20th year with the FDNY, I could retire but I am on a promotion list for Battalion Chief. I have decided to wait for the possible promotion and reevaluate my life at that time.

Achievements: Being promoted to lieutenant in May 1994 was personally satisfying for me. Competition in the FDNY for promotion is fierce. I studied for almost three years. My promotion marked the first time a woman had been promoted to a supervisory role in the FDNY. I scored very high on the examination for Captain and was ranked at the top of the list. I was promoted in June 1999.



Rochelle Jones

Obstacles: After being hired in 1982 all of the women firefighters faced adversity daily. We endured many months, even years, of ostracism, harassment, and humiliation. The women firefighters and I knew that we had to endure, we had to overcome, if we really wanted to be NYC firefighters. It was a personal decision not to be forced from our jobs.

Mentors: My father was my first mentor. He had encouraged my older sisters to take

tests for the police department. I believe that this sent a message to me that he believed women could do what was traditionally a male job. He also encouraged me to follow through on my application to the Fire Department.

My very first boss, Carolyn Holmes, taught me that a woman could succeed in a man's world. Carolyn, was in 1976, a Second Vice President at Chase Manhattan Bank and leader of a team of male treasurers. She always challenged me to do better, to dream bigger, to always set the next higher goal.

Once on the Fire Department there were several mentors, but the strongest mentor was my husband. He was a firefighter when we met in 1985. He has always encouraged me to study, and to seek assignments that challenge me.

Advice: I would tell young women that they should surround themselves with people who

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CHIEF JOANNE JAFFE, NYPD

Factors In Career Choice: Ever since I was a child, I felt a strong desire to work in a profession that makes a difference in the lives of everyday people. By the time I entered college, I had narrowed my options down to social worker or police officer. As I got to know several police officers and detectives, I realized that joining the police department would afford me the greatest opportunity to take a truly active role and become a positive influence in other people's lives.

Pivotal Point: When I first joined the police department, many male officers were hesitant to work with female officers on patrol. I befriended another female rookie officer and we requested assignment together as "sector (radio car) partners." Having two female officers on patrol together was very uncommon at the time (1980). There was a lot of pressure to back down from the request, but we stood our ground and got our chance. On our first radio car tour together we felt a tremendous burden to prove ourselves. We responded to an armed stick-up and made the arrest. We walked the gunman into the precinct past the disbelieving stares of our colleagues who had criticized our assignment. This was a pivotal moment mostly because we proved to others and to ourselves that we could do the job. That incident gave me confidence and made me more determined to strive to succeed.



Joanne Jaffe

Achievements: In my career I've been afforded many opportunities, including the command of three distinct police precincts, a patrol borough (Bronx), and a project to oversee the reengineering of the NYPD Intelligence Division. I've served as the executive officer of the Detective Bureau (city-wide detectives), and am currently assigned to head the office that carries out the NYPD's research projects, planning and policy development initiatives. I can sincerely

ly say that I am most proud to have had the opportunity to work for, lead, and be associated with so many hardworking, dedicated, and self-sacrificing individuals, in such an important cause.

Obstacles: In 1985, I was promoted to sergeant and transferred to a busy Queens stationhouse staffed with many "veteran" officers who had difficulty taking direction from a younger female. I drew on the strength of my friends and family and relied on my knowledge and ability. Over time, I believe that I earned their respect and changed many of their beliefs.

Mentors: Theresa Melchione was one of my teachers at the John Jay College of Criminal Justice and a retired member of the NYPD. She was a true pioneer for women in the police department and she generously shared her wisdom, experience and encouragement with all

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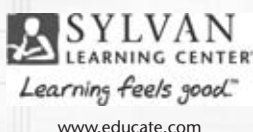
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On the College's main campus in New Rochelle — 20 beautiful acres 16 miles north of Manhattan — 20 major buildings surround historic Leland Castle. At the intellectual center rises Gill Library, where a just completed multi-million dollar renovation showcases a superb research collection of more than 200,000 volumes and up-to-the minute educational technologies. With spacious private study rooms and abundant work stations, this dynamic educational environment beckons students and scholars alike.

Today, with only 62 women's colleges in the United States, the School of Arts & Sciences offers over 20 degree programs in an environment where women take leadership roles in the classroom and in extracurricular activities, where women are surrounded by excellent women role models, where, in short, women flourish. Plus, students may take advantage of the multitude of

opportunities for internships and the cultural enrichment Manhattan offers.

A pioneer in adult higher education, the School of New Resources offers a baccalaureate program designed for adults where life experience is incorporated directly into the curriculum. Critical to the School's goal of providing access to higher education are its seven branch campuses in New Rochelle and throughout New York City, which bring the educational experience directly into the community where adults live and work.

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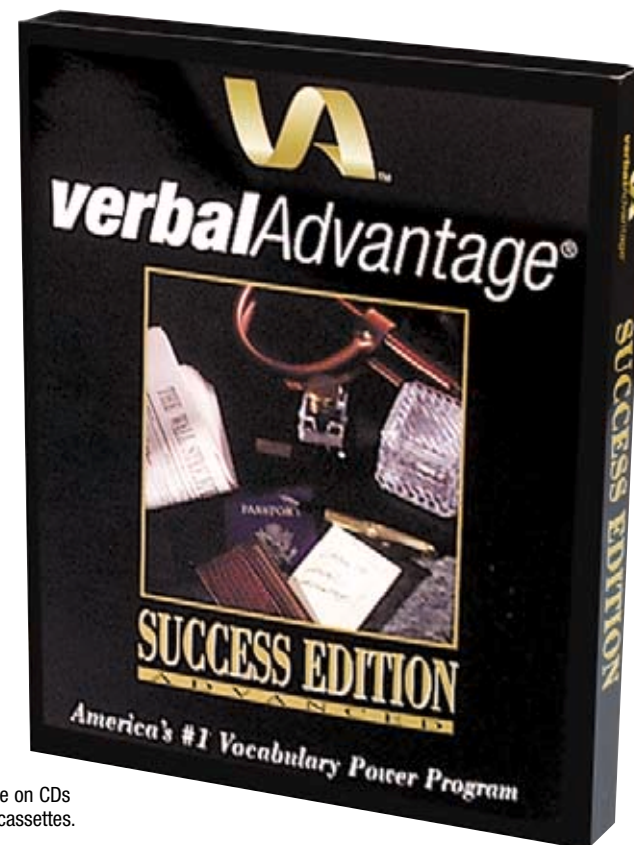
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SELFLESS GIVING

Women's History Month & Mentoring



By **MATILDA RAFFA CUOMO** and **LOUISA EFUA ESSANDOH**

As recently as the 1970s, women's history was a topic rarely discussed in classrooms. In March of 1978, an Education Task Force of the Sonoma County, California Commission on the Status of Women initiated a Women's History Week. The purpose of the week was to enlighten school children and the public about the role of women in history. Within a few years, several schools planned special programs and activities for Women's History Week. In 1981, in answer to the request of women's organizations, President Jimmy Carter instituted the first National Women's History Week. Six years later, in response to a petition by the National Women's History Project, the United States Congress declared March to be National Women's History Month.

The role of American women in history and the present is one of great importance. Women such as Mary McLeod Bethune, Susan B. Anthony, Elizabeth Cady Stanton, Maya Yin Lin, Hillary Rodham Clinton, Maya Angelou, Sojourner Truth, Condoleezza Rice, Dolores Hureta, Mother Theresa, Ruth Bader Ginsberg, Geraldine Ferraro, Dr. Rita Montalcini and others have made contributions to the growth and development of our nation and the world. We want to encourage everyone to visit the National Women's Hall of Fame located in Seneca Falls, New York State. Your visit is sure to be exhilarating, motivating and educational.

This year the theme for Women's History Month is "Women Sustaining the American Spirit." American women are of every culture,

class and ethnic background. They have been leaders in the forefront of every major progressive social change movement. Women past and present have been concerned about social issues and the welfare of others. Mentoring is one of the greatest and beneficial social movements of the 21st century. It is no surprise that women make-up the majority of our nation's volunteers. Mentors are dedicated volunteers who tirelessly and consistently give of themselves to children. Over 50 percent of the volunteer mentors at Mentoring USA are women. As mentors, these women give of their time, energy, and love to the children they mentor. The relationships that develop are precious and long-lasting.

A few years ago, to promote the recruitment of mentors for MUSA and to express appreciation for the volunteerism of these caring dedicated people, I compiled and edited the collection of essays called "The Person Who Changed My Life." There are 78 celebrities, women and men of every political persuasion who tell us about their unforgettable mentors. The mentors range from parents, grandparents, teachers, neighbors, friends and family members. I was fortunate to have the cooperation and enthusiasm of Senator Hillary Rodham Clinton, who offered to do the foreword to the book.

The month of March is dedicated to the myriads of extraordinary women past and present. We must all use Women's History Month to honor and appreciate the mothers, grandmothers, sisters, aunts, nieces, teachers, friends and leaders. We thank you for encouraging the next generation of great females to aspire toward greatness, for they are to be the leaders of tomorrow. #

Matilda Cuomo is the former first lady of NY and founder and Chairperson of Mentoring USA.

It's the Quality of Leadership That Cultivates a Learning Environment



By **JILL LEVY**

It is always a challenge to identify and implement the best practices in education. President Bush and the U.S. Congress tried to do just that in their latest version of the federal education legislation "Leave No Child

Behind." Yet their one size fits all approach from Washington simply cannot begin to approach the needs of students at the local level. That is why it is great to see local leaders take the initiative and focus on the educational needs of their communities and address their unique circumstances.

That is exactly what Bronx Borough President Adolfo Carrion did on January 29th. He challenged the Bronx to identify and then develop plans for implementing the best practices in education for his borough. At his request, each Bronx community school district superintendent was asked to participate and to identify a successful elementary school and middle school principal and to present their best practices to a taskforce of education and policy makers.

The taskforces goals — have 90 percent of the Bronx students graduate and either move on to post-secondary education or be equipped and qualified to hold a meaningful, lasting job. The taskforce also raised the education bar for the borough by aiming to reduce the borough's dropout rate to below 10 percent and have the Bronx student body place in the state's top 10 percent for reading and mathematics.

Of all of New York City's boroughs, the Bronx faces some unique challenges. As New York City Regent Cortes-Vasquez outlined to the taskforce, "there are over 230,000 students enrolled in the Bronx — 9,000 over capacity." To emphasize his point, he told the participants about the Bronx Community School District 10, the second most overcrowded school district in all of New York City at a whopping 70 percent over capacity.

Other statistics working against success for the Bronx include: the average annual income for Bronx wage earners is \$27,000 as compared to a city average of \$34,000 and a state average of \$43,000; over one third of the borough's population is under the age of 19; and 21 percent of the students come from single parents.

New York City Board of Education member Sandra Lerner tackled the issue head-on when she condemned the "6,500 temporary [students] seats in facilities not conducive to learn-

ing" and demanded that the taskforce focused its attention on the fact that "middle schools and high schools must be the priority."

She further iterated that students have a right to "have a certified competent teacher who remains in the classroom." Addressing the taskforce, she continued that in addition to competent teachers the taskforce must improve school facilities, promote better parental involvement and support strong leadership.

Yet, there is hope and a lot of potential for the city's northern borough. School leader participants highlighted practices as technology and student uniform policies. Other common elements that were discussed with the taskforce included the need for ongoing professional development, creating a community of learners, high performance expectations, nurturing a secure and safe learning environment, and strong parental involvement.

Bronx High School Superintendent Norman Wechsler presented a radical plan for his borough's high schools. He would "smash" the current high school admissions policy. He would then accommodate the needs of students by establishing 15 small high schools, that would create nurturing environments for the students. These small schools would also provide for sufficient staff planning time, emphasize high standards and provide for the staff's professional development needs.

What is most fascinating is the one thread that all the best practices presented that evening had — echoes and reflections of Effective Leadership, as defined by Ron Edmonds. Each of the schools has a culture that celebrates success with high expectations for students and adults. Each presents a safe and secure learning environment with a focus on data-driven instruction. Most importantly, school leaders, teachers, and their staffs believe in a culture of life long learning not only for their students, but for themselves.

Which comes to the point that I made to the taskforce — when it is all said and done, it comes down to the qualities of leadership — strong, informed, energetic, passionate leaders who are able to communicate their vision with consistency and clarity.

Thank you Rose Cloonie, MS/IS 368; James Duffy, IS 275; Betty Gonzalez-Soto, CS 211; Marjorie Rios, IS 162; Grace Navarro, PS 135; Rachel Donnelly, PS 121; Gary LaMotta, PS 280; and Pablo LaSalle, PS 161 for your outstanding presentations. The quality of your leadership and that of your colleagues in the Bronx is something to be respected and cherished. #

Jill Levy is the president of the Council of Supervisors and Administrators (CSA).

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EDITORIAL

VALUES TO LIVE BY

Over the years, I have held fast to the values I cherish dearly: public schools can provide an outstanding education for all our children. My own children attended public schools in New York and Los Angeles. Their education was successful if we look at the outcomes: one is a editorial director at a publishing company, one is a physician, and one is a medical student. More importantly, all are contributing members of society and have achieved inner satisfaction in their careers.

My values haven't changed; unfortunately, neither have some of our failing schools. We talk about technology initiatives, the digital divide and computers in every classroom. My recent conversations with Irving Hamer, Board of Education member and with a Microsoft executive have clarified the powerful directions we are going in, backed by federal and local government monies. Personally, I think computers and technology are great. I can email colleagues all over the world and exchange thoughts at any hour, in my robe with my coffee at my side. I have seen 4th and 5th graders

at the Marymount School in New York exploring the treasures of museums in foreign cities; I have seen young children learning what parts of the orchestra are producing the crescendos in Dvorak's New World Symphony from Carnegie Hall's new online programming. My adorable four-year-old granddaughter can point and click a mouse, learning about animals and ABCs from new software. Computers are complementary to the essential ingredients of great teachers, principals and books.

Can we improve our schools by vesting control of our schools in the mayor? The controversy has experts divided. Ninfa Segarra, Chair of the Board of Education, believes the Board should be abolished; Steven Sanders, Chair of the Education Committee in the State Assembly, believes in a balance of power. Proponents talk about the importance of vesting accountability in one person—the mayor. Adversaries believe that this is all a smokescreen to divert attention away from the real issues of better educating our children.

I have held fast to the value of having master teachers in schools to help inexperienced

teachers also become master teachers. I believe in the value of universal prekindergarten education so that working parents can have a safe, nurturing haven for their children to learn and play, so instrumental in their later development. I believe in early reading initiatives so every child can be an excellent reader by the third grade. I believe in a spirit of community where children can work in groups within the school as well as outside its walls, whether they are in elementary school or college.

I believe in the value of great leadership leaving its impact on teachers and students alike. Recently I visited two such leaders, Superintendents Carmen Farina in Brooklyn and Superintendent Shelley Harwayne in Manhattan. They are hands-on administrators who focus on teacher training, principal leadership, and the delivery of exquisite education to children. Both are first generation Americans as I am.

These educators and many others I have visited over the last quarter century are the catalysts that will ultimately make education work. I am proud to know them. They give me faith in the future of our children and grandchildren — yours and mine.

COMMENTARY

THE MAYOR GOT IT RIGHT, ALMOST

By STUART DUNN

On January 30, 2002 Mayor Bloomberg made his first annual address to the City Council on the state of the city. He followed this with his budget proposal on February 13. The Mayor was realistic in addressing the challenges facing the city, including the outsized growth of the municipal work force and the need for budgetary restraint in the face of an impending \$3 - 4 billion budgetary shortfall. He was too timid, however, in addressing revenues. In addition to raising the tax on cigarettes, he should have called for automobile licensing fees, especially on gas-guzzlers, for a commuter tax and for an increase in real estate taxes on private homes to levels comparable with the tax rates on co-op and business properties. The mayor should also focus on getting the State to fund the City's schools on an equitable basis. Had he done these things he could have avoided cutting public school and library budgets, and still had a balanced budget. He also failed to realistically address the city pension and insurance programs, which are totally out of line with private industry. The time to do this is now, when he is negotiating new contracts with the unions. The existing pension program (which municipal employees don't discuss when comparing their salaries to private industry), in addition to its excessive cost, encourages experienced police officers, firefighters and teachers to leave the system prematurely, thus depriving the city of some of its best workers.

It was particularly encouraging to hear the mayor emphasize education. "Fundamental

reform of our school system is essential if we are serious about educating our children," he said, adding, "The Board of Education does not work." Unfortunately, his solution, like that of Mayor Giuliani before him, is to make the schools accountable directly to him. I accept the fact that this is not a power grab by Mayor Bloomberg, that he would indeed be a force for improving our public education system. However, another mayor might not be as supportive of public education, might have a different agenda and priorities. (Giuliani, for example.) Once a change is made it has to work with any mayor.

A good start would be to eliminate the local school boards. This would save millions of dollars in unnecessary cost.

The mayor got it right when he said, "We must remove disruptive kids from the classrooms. We must strengthen teacher evaluation and training. We are not able to deploy our most experienced and talented teachers where they are most needed. We must improve teacher retention by focusing compensation on those educators just starting their careers. [He should have added, and also, on the most skilled teachers.] We must give the principals the authority to match the responsibility they already have to run their schools so as to produce the results the parents want. [Toward this end, we should consider the broad implementation of school-based management.]" While there are additions and changes required to the mayor's vision, all-in-all, he made a very good start. #

QUOTES OF THE MONTH

Young women can't make it without mentors.

Marie Wilson, President, Ms. Foundation

It's important to expand the role of women in the military.

Claudia Kennedy, General (ret.), U.S. Army

Two areas that we need to improve and do more research in are domestic violence and child support.

Janet Reno, Former U.S. Attorney General

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SHOULD WE ABOLISH THE BOE?

By DEBORAH YOUNG

With the new mayoral administration now in place, the longstanding debate over who should call the shots in New York City school district is once again at the forefront of public discussion. Mayor Bloomberg has picked up where Rudy Giuliani left off—pushing for the last say in all decisions affecting the 1.1 million students in the system.

At a policy conference about educational change held at Baruch College recently, Democratic Assemblyman Steve Sanders questioned the prudence of such a move. His words of caution came on the heels of his admission earlier in the week that some mayoral control of the school district now seems inevitable.

Sanders, chairman of the Assembly Education Committee, has long fought against installing the mayor at the head of the district. He made it clear that he has not softened philosophically on the issue during the conference, at which New York City Board of Education President Ninfa Segarra argued in favor of the mayor and city councilwoman Eva Moskowitz also spoke.

"I don't believe it's the magic bullet," Sanders said. "We need to build in more accountability and balance so that his is not the only voice or opinion that matters."

The 200-year tradition of civic engagement in education sets it apart from other mayoral-controlled areas of government, Sanders said. "There has to be a place where parents and the people have access to the system."

Although the state legislature is considering how to reshape the administrative structure of New York City's public schools, dismantling the Board of Education is not an option, Sanders said.

But in what is a recent policy shift, Sanders said he does agree with more mayoral oversight in the school board.

Albany legislators could work out a compromise to keep the idea of a school board intact, but also allow Mayor Bloomberg to appoint more members or to select the chancellor. But Sanders did not discuss the specifics of any proposals on the table.

Regardless of the administrative structure of the system, New York City schools students need more resources to be successful, he said.

"With expectations we have properly set high, we need more resources," he said. "A blackboard, chalk and a book is no longer the technology we need."

One possible tradeoff for giving the mayor more control could come in the form of increased fiscal oversight from the state.

City budget cuts undermine the quality of education for students, and so does the bureaucratic and inefficient distribution of funds, said Board of Education President Ninfa Segarra.

"I am quite clear the central board should be abolished," said Segarra, one of two mayoral appointees on the seven-member board. "It's a pit of inequity."

Segarra, who has sat on the Board of Education since 1991, has pushed for dismantling the institution since becoming Giuliani's mayoral appointee in 1994.

The system charged with educating the city's children is so complex that most parents do not know where to appeal for change, she said. Many people go to the mayor because they believe he controls education the way he does other areas of city policy, she said.

"I've never been to a town hall meeting with the mayor where somebody didn't mention education," Segarra said. "That would be the expectation, that the mayor makes the decisions."

But most parents are less concerned with who makes policy than the quality of their

children's education, said Councilwoman Eva Moskowitz, a former fifth-grade teacher and chair of the City Council Commission on Education.

"I'm not sure that's the point at which parents desire input," she said. "They want to have a say at the school in what affects their child day to day."

Moskowitz said that no single individual can transform an entire system. "I'm opposed to the 'great man' theory of history," she said. "It's a question of management."

Moskowitz and the city council held a week of public meetings on the subject, inviting leaders in the field of education, Mayor Bloomberg, former Mayor Ed Koch and Chicago's Mayor Richard M. Daley who oversees education in that city, along with teachers, administrators and parents to speak.#

Jaffe, NYPD

Continued from page 2

her students, but mostly with me and other women considering careers in law enforcement. Kathy Burke an experienced investigator also inspired me. She overcame traditional barriers and achieved a true leadership role among her colleagues in the Detective Bureau. I found her courage and dedication inspiring.

Advice: Believe in Yourself. Self confidence is at the root of personal success. Trust your instincts and ability to accomplish tasks. Work hard. Take the necessary steps to achieve your goals. Success doesn't just happen to people. It requires constant discipline, effort and dedication.

Continue to improve your skills. Never be satisfied. Never compromise your personal values. Put things in perspective and realize that even successful people have setbacks. Never surrender to obstacles. Successful people persevere and continue to move forward. Be supportive and surround yourself with supportive people. Be loyal and share the credit.

Goals: My goals haven't really changed from when I first joined the NYPD. Although I've moved up in rank, and have taken on larger tasks and different responsibilities, I always continue to seek out, and focus on real solutions that make a difference to keep people safe and improve their quality of life.#

Jones, FDNY

Continued from page 2

also want success. People like yourself who want to be the best at what they do. If you consistently do your best, you will succeed. You should always challenge yourself to reach the next level.

Goals: At the moment I am on the promotion list for Battalion Chief. After the promotion I will have to evaluate whether I will continue my career or plan for an early retirement. September 11th has given me cause to reevaluate my priorities, and focus on living a personally more meaningful life.#

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Inside the Superintendent's Office

INSIDE DISTRICT 2 WITH SHELLEY HARWAYNE

By **MARYLENA MANTAS**

"Your children will not just learn how to read and write, they will choose to read and write. Now and forever," reads a quotation written on a poster hanging on the office door of Shelley Harwayne, Superintendent of District 2. When the door opens, a cozy, inviting space greets visitors who soon realize that this room looks more like third grade classroom than an administrative office. Light blue and maroon walls decorated with children's artwork create a warm atmosphere, complemented by ABC blocks and a lollipop stand sitting on a cabinet.

"I made it seem like home. I think I miss being a principal," says Harwayne, who served as the principal of Manhattan New School for eight years and was recently appointed as the Senior Superintendent for Manhattan by Chancellor Harold Levy.

Appointed in July of 2001, Harwayne has been leading a district that serves about 23,000 students, divided among the district's 40 elementary and middle schools and four high schools. A fifth high school, on the Eastside, is expected to open in September.

Citing the high school initiative as one of three elements that take priority on the district's agenda, Harwayne thinks that "the presence of secondary schools in our district changes everything because we have the unique opportunity to articulate with our colleagues what they want the kids to be able to do when they get to high school."

An emphasis on English Language Learners constitutes a second focus area, primarily because the district, which extends from



**Shelley Harwayne:
Superintendent, District 2**

Tribeca to the Upper East Side, has a diverse student body whose members speak about 105 languages.

"I want everyone to see second language learning as a strength, not a weakness. I want people to be jealous of people who speak more than one language. I want teachers to marvel at kids who walk through the door speaking another language," said Harwayne. "Then we also have a job to do for those kids, making sure they learn English. I want the public schools to do for those kids what it did for my mom and me. I am first generation American. I care very much about what we do with English

Language Learners."

Providing great support for students who struggle academically has been the Superintendent's main priority for the more than 30 years that she been involved in public education.

"On the front burner for me, always, is the struggling child," she said. "You could come up with some wonderful programs but if it does not work for the struggling child it's not good enough."

District 2 has established a tradition of providing students in the public school system with quality education. According to the 1999-2000 Annual District Report, when Harwayne was the Acting Superintendent, District 2 ranked second among the City's 32 school districts in reading and math scores.

Harwayne attributes this success to the pedagogical philosophy driving the district's teachers and principals and to the emphasis on professional development.

"We think long and hard about how to help teachers maintain their air of scholarship," she said. "Helping new teachers and helping experienced teachers keep growing is what keeps us alive. Professional development is our job and the way through which we improve everything."

Almost everyone in District 2, "a very tight knit community," according to Harwayne, appears to be taking advantage of the structures set in place to encourage intellectual growth. Parents help in classrooms and school offices and organize PTA meetings. About 80 administrators, staff and teachers recently participated in a "The Picture Book You've Been Meaning

to Write" workshop. Teachers meet regularly and are strongly encouraged to attend workshops and conferences; both new teachers and new principals have mentors. In addition, the principals meet with Harwayne monthly. The subject matter at the meetings is not administrative but rather pedagogical. "We take courses together, we read books together, we bring teachers in to talk about their practices, we observe classrooms together...the business issues are the small issues, the big issue is instruction," she said, adding that principals and teachers in District 2 recognize that learning never ends.

The Superintendent underscored that the district "wraps [new teachers] in support." Principals spend a great deal of time ensuring that new teachers have grade level support, attend workshops, and have the guidance of staff developers. "For me the question is how many safety nets can I put under brand new teachers so that they don't fail. That is how we hold them. We've been very privileged in District 2. We get a lot of people applying for jobs here."

Harwayne considers the notion of educators having "non-negotiables" a powerful concept. "Reading in the class," she says, must be a non-negotiable for every teacher.

"Part of what I want is for kids to imagine a life doing interesting things. So, classes should be filled with interesting conversations, messy projects, interesting people to interview, places to go in NYC," said Harwayne. She wants students to imagine that when they grow up some of these areas of interest will become lifetime pursuits. "That to me is very important."#

A New Era At Toy Fair

By **M.C. COHEN**

It was "cyber-optic" city for sporting goods at Toy Fair 2002. It seemed like the unofficial theme of this year's sporting goods, displayed at Javits Jacobs Center recently, were bats that talk, flying discs with sirens, footballs that look more like UFO's with flashing lights and the countless number of glow-in-the-dark balls. While all these toys are fun to look at, and certainly add a new dimension to playing, simple may still be better. A sporting goods star of Toy Fair was a larger adapted remake of the 1960's classic "frisbee," called Beamo. This 30-inch diameter, flying hoop shaped like a beautiful flat donut - is made of spandex and offers an open invitation for everyone to jump right in.

"It glides through the air," says Victoria Akins, an 11-year-old from New York City. "It's spectacular. The visual effects are so pretty."

What's truly wonderful about the Beamo is its rare combination of size (approximately 6 times larger than a regular frisbee) and soft-

ness. Because of this unique blend, it's ideal for younger children and children with disabilities. Beamo is especially good for kids who are visually impaired, allowing for a high success rate.

A great start-up product for beginning grippers, catchers and throwers, is the "Oball". The challenging part for most beginning catchers is gripping the ball. Because it is hollow, the tips of youngsters fingers can fit neatly into the interior of the Oball, thus turning the initially potential painful throwing experiences into a pleasurable skill.

Who wouldn't be in the market for fancy feeling colorful balls in a variety of different types- football, volleyball, and junior size balls. Two standout companies that produce great balls are CoopSport and Saturniani. Coop's products are waterproof and made of the same material as wetsuits. Saturniani ball's, while just as colorful, have a raised rubber feel that allows you to make the great grab seem easy while at the same time providing the grip nec-

essary to throw a steady pass.

As usual, "Americas Favorite Pastime," was highly represented at Toy Fair. Baseball bats were in abundance. Franklin made a statement this year with a line of bats for beginning hitters. With the "Oversized Foam Bat," and the "Areo-Strike Bat" and ball set-a clear bat that actually stores 3 balls inside of its barrel - there should be big time "hits" this season. Another bat that has a wood-like appearance, but is actually plastic, and has a real good swing to it is from Classic Sports. It features the Diamond Zone plastic baseball. A different recommended product is the Yomega Quick ball - a small-

er sized durable plastic ball really jumps off Yomega's hard plastic bat.

Smaller sized items that can make a large impact on family fun include the adorable line of spider products from Monkey Business Sports. The balls are cleverly disguised as spiders complete with a spider face and rubber legs. One more neat little product is the neon colored Aeromax 2000 toy parachute. The parachute is simple to toss, fun to watch and even better to catch. Bunjeez Ballmerang's stayed in line and came up with their own version of the beeping electronic ball that glowed in the dark and made noise.#

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Education Update Online Survey Results

Education Update's online website receives 750,000 hits per month. Our online survey has brought many varied responses to an extremely important topic in education: Universal Pre-Kindergarten. Respondents were asked to vote as well as share their opinions. Here are some of their insights.

Survey Respondent Comments:

"Pre-kindergarten teaches much more than academic skills. It prepares students for basic needs." - Primary Teacher

"The myths about pre-kindergarten—let children be children, don't rush them, there is plenty of time — are not ideas for this day and age. Times have changed and education must change with the times. The day-care centers offer coloring, cutting, pasting, alphabetizing, recognizing 20 to 25 of the first basic reading words, spelling some of them and napping. Why should a child go into pre-kinder in the school districts doing the same things? The transition from preschool to primary school should be more challenging and offer more variables that predict success in school. The teacher helps set the child to his or her pace. All children do not progress at the same pace. They will progress if not held back according to traditions." - Educator

"Too many children are at a disadvantage by not having Pre-K training! This is an important time in the life of these young children who are eager to learn and it's not fair for some to start kindergarten with the advantage of knowing more than others. All children need the advantage of being able to learn at an early age." - Teacher

"Actually, my parents are willing to pay the taxes. I attended a pre-kindergarten in Belgium and it was an overall positive experience. I think pre-kindergartens allow children to go from the hands of babysitters to the hands of educators...those early years are not wasted for

children whose parents work, for example." - High School Student

"I do not support academic pre-kindergarten programs. Children need time to enjoy their childhood with many opportunities for guided discovery and play. As a kindergarten teacher, I have seen too many children burn out by second grade. The burnout resulted from excessive demands for high performance of pushed down curriculum that they were not emotionally ready for. Improving teacher education and implementation of standards is the best medicine for preparing our children for the 21st century." - Early Childhood Specialist

"Pre-K works for children in helping them learn and be prepared for kindergarten and the future as learners for life."

"Universal Pre-K is needed. However, the programs must be developmentally appropriate and not just watered down kindergarten."

"Such a program would only subtract from the amount of money available for regular education. Regular education has already lost funding to special education and after school programs."

"I think Universal Pre-K is extremely important, but not with a 'strong academic focus' as your survey asks. We should not insist on four year olds knowing how to read! If they do, that's great. But we all know that children all learn differently, and some may take until first grade to be able to read—this should not be seen as a bad thing. Instead, Universal Pre-K

Question #1

In your opinion, would universal pre-kindergarten, with a strong focus on academics, better prepare our children for the 21st century?



Question #2

Would you be willing to pay additional taxes for excellent, secure, pre-kindergarten programs?



should focus on the the process of learning and instilling a love for it through hands-on, interactive activities such as art and music and just playing."

"If I have no kids, why should I pay?"

"I believe academics ought to be connected to classroom behaviors. Certainly academics would play a strong part of the child's educational growth. What I see in classrooms are behaviors that prevent students from learning. Currently there are educational and political ambitions to begin after-school classes. I believe time in classrooms ought to expand, — similar to other countries around the world, but

disruptive behaviors will interfere with academics. I strongly believe disruptive behaviors are, at least partially, learned at home. Behavior management in classrooms does help, but is only temporary in stopping bad behaviors. What is missing is the parents part of the equation. They, ought to be held accountable for their child's behavior. I would be interested in paying extra taxes, but only if parents learn to parent."

Survey Participants Included:

Full time teachers (public and private), substitute teachers (public school), students, doctors and a graphic designer.#

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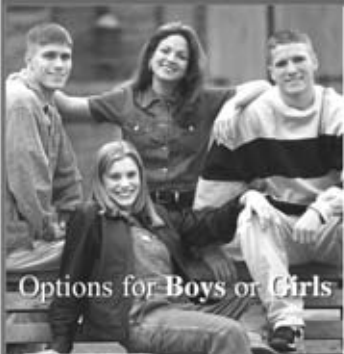
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NY ACADEMY OF SCIENCE & CUNY SHOWCASE HS SCIENCE PROJECTS

By MARIE HOLMES

Hundreds of high-school students carrying giant pieces of posterboard traipsed through the gates of the City College of New York recently to take part in the 65th annual New York City Science and Engineering Fair. High-school seniors presented the results of months of sophisticated research with professional mentors while a number of 9th and 10th grade students arrived with elaborate project proposals in hand, searching for mentors of their own. A total of 861 students from public, private and parochial schools in all five boroughs competed for over \$180,000 in prizes and awards.

While the \$10,000 grand prize was certainly an incentive to participate in the science fair, most students were motivated mainly by the opportunity to showcase their work and expand their educational opportunities.

Howard Schneider, a science teacher at Curtis High School in Staten Island, came to serve as a judge as well as to show his support for students from his science research class who were there presenting their projects. As Freshman, Curtis students have the opportunity to participate in a school-wide science fair, and students with promising projects are then encouraged to continue their work in the research course. Students representing Curtis

High School at the science fair were there with "the best projects in the class," Schneider said proudly.

The projects were organized by topic and ranged from behavioral science and botany to zoology. The students, smartly dressed, stood beside their projects, ready and willing to explain their scientific processes to judges and passers-by.

Anna Wong, a senior at the Bronx High School of Science, worked with Dr. Becky Gee at Long Island University's Brooklyn campus to research the effectiveness of vanadia-tungsten catalyst, a substance that proved useful in accelerating the breakdown of harmful airborne substances. Although Wong says that she plans to be a humanities major, her experience working with an x-ray diffractometer will certainly make her college application stand out from the rest.

Rosanna Reda, a 10th grader at Francis Lewis High School in Queens, presented a project proposal on the relation between a woman's lifestyle and her risk for developing breast cancer. Reda's background research has already led her to believe that high melatonin levels resulting from exposure to light at nighttime increase a woman's risk for developing

Continued on next page



Open Society Institute

Applications for the 2002
New York City Community Fellowships

The Open Society Institute (OSI) is currently accepting applications from community activists interested in establishing public interest projects that address critical social justice issues throughout New York City. OSI established the New York City Community Fellowship Program to support individuals from diverse backgrounds to use their creativity and passion to provide opportunities for disadvantaged communities. The program supports progressive public initiatives that provide advocacy, direct services, or organizing efforts for marginalized communities to participate in an open society. OSI will provide a fellowship stipend award, over 18-months, and other resources to support the development of each selected project.

Applications are due by Friday, April 19, 2002 by 5PM.

For an application, please contact CommunityFellows@sorosny.org, or visit our webpage at www.soros.org/fellow/community.html for additional information regarding information workshops.

The Open Society Institute, a private operating and grantmaking foundation, works to strengthen democracy and civil society in the United States and more than 50 countries around the world.

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Calendar of Events March 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,
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Thu., Apr. 9 ~ 12 pm - 2 pm; Sun., May 19 ~ 1 pm - 3 pm

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Asphalt Green will officially reopen the landmarked Murphy Center following an extensive nine month, \$9 million renovation on Sunday, March 10th, 2002. From 12 Noon - 4 PM, parents and children of all ages are welcome to come to "Murphy's Fun Day" and join in the day's festivities. The celebration includes games, clowns, arts & crafts, music, gymnastics and prizes. Additionally, puppet performances of the "Three Little Pigs" by Liz Joyce and a Couple of Puppets will be held at 1:30 & 3 PM. Storytelling by the animated April Armstrong will be at 12:30 and 2 PM and the Sing-a-long Storytellers will read stories and sing kids' songs at 1:30 and 3:15 PM. All of these activities are free to the public.

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\$2.4 BILLION EDUCATION BUDGET SHORTFALL RINGS IN NEW YEAR OF FINANCIAL TROUBLES

By **BRUCE MYINT**

If the New York City Board of Education's 2000-2004 capital budget were a math test, the board would have needed a re-take. Their 1999 estimates for school construction projects undershot the rocketing costs of school construction, resulting in a \$2.4 billion shortfall, according to a recent report issued by the New York City Independent Budget Office (IBO). Worse, the miscalculations will delay school construction projects citywide; news that will come of little consolation to those districts burdened with overcrowded classrooms, crumbling masonry, and broken windows.

School construction and renovation costs have exceeded the BOE's 1999 estimates by more than 70 percent. Due to the higher costs, the BOE lacks funding for its projects which means that it must defer a range of vital projects in all five boroughs: building of new schools, school renovations, and the construction of additions.

The BOE's five-year capital plan, written in May 1999, underestimated school construction costs by as much as 90 percent. For instance,

when the board estimated costs for building Frank Sinatra High School in Astoria it was originally set at \$48.9 million. Since then, the cost has rocketed to \$90.5 million. School renovation costs grew as well. For example, renovating the roof of John Jay High School Annex in Park Slope—originally estimated at \$1.1 million—has risen to \$1.9 million.

Why the shortfall? Last summer Chancellor Levy cited a litany of reasons including: higher than expected construction bids; delays in project start dates; and low cost estimates due to inadequate knowledge of work scope, location of project, or particular difficulties associated with selected sites.

No matter what the cause, the BOE addressed the disparity by amending the budget in December. The outlook is grim. According to the IBO, the revised plan will result in construction delays for eight new schools, two additions to existing facilities, one building conversion, and improvements for seven schools in leased facilities. In total, the revised budget will postpone the creation of over 11,000 seats.

To be fair, the board could have done little to

anticipate the soaring costs of construction brought on, in some part, by the flagging economy. However, the current shortfall is not without precedent. Costs for school capital projects exceeded estimates in both the 1990-1994 and the 1995-1999 capital budgets. Deficits from both budgets snowballed into the current plan. Without additional funding, some projects from the current plan will likely be pushed into the next five-year plan.

In December, Chancellor Levy announced the need to make changes to the capital-budget planning process, "With the need for school seats so acute, the pressure on school capital finances so intense, and the city's real estate market so unpredictable, particularly following the World Trade Center attack, it is essential that we find ways to make better use of our existing buildings." The chancellor also cited a need to "devise new ways of building and renovating schools promptly, efficiently and with full public knowledge and accountability." To do so he proposed scrutinizing the capital budget more closely and revising it more often. In addition, the Chancellor has brought into the fold experts

in building design, construction, real estate, finance, and business management to identify new strategies to "do more with less".

While the changes look promising, they may not be enough. For even as steps are taken to improve the capital-budget planning process, the Mayor's Office of Management and Budget has ordered reductions to capital programs starting in 2002. Furthermore, Governor Pataki's Executive Budget proposal is expected to worsen matters; the BOE may stand to receive \$157 million less than it anticipated for next year. As a result, the BOE may need to revise the already-amended plan which may result in further delays. However, those decisions are still pending.

"Now with the proposed budget cuts we are reviewing the program; the chancellor and the board will make a decision. None has been made as of yet," says Board of Education Press Officer Margie Feinberg.

With a future bleak and uncertain, even the present is still up in the air.#

Bruce Myint, a doctoral student at Teachers College, and is an intern at Education Update.

Science Projects

Continued from prior page

breast cancer. She hopes to study the effects of other risk factors, such as stress and alcohol consumption, and to continue her project under the guidance of a mentor.

"I want to educate women about prevention," explained Reda, who hopes to become "a breast cancer consultant and to teach women to educate women." She believes that "education is the best prevention."

Monica Vazirani, an 11th grader at Franklin Knight Lane High School, was also at the science fair to present a project proposal and search for a mentor. She has been collecting information about possible genetic causes for patterns of adolescent behavior. Like most scientific discoveries, Vazirani's project began with a troublesome question: Why do parents seem to understand the motivations behind teenage behavior while teenagers themselves often don't? Vazirani began to suspect that genetics might play a role in human behavioral

and psychological development after having learned about the spread of disease through the human genome. "If diseases could be passed on by genetics, what if behavior has something to do with genetics?" Vazirani asked.

As the students were setting up their displays in the auditorium, volunteer judges met in teams and discussed the day's task over a catered breakfast. Over 220 scientists and engineers, had volunteered to serve as judges

for the Science Fair.

For the second year in a row, MIT alumni in the New York area served as judges. Approximately 20 MIT alums were in attendance that morning, said Stacy Nemeroff, the alumna who organized the group. "It's a way for them to reconnect with what excites them most - science and technology," she explained.

Paul Siroto, of Sun Chemical in New Jersey, has been a Science Fair judge for "a long time."

"I love to judge," says Siroto, "The kids have some novel ideas. You see really interesting presentations."#

Marie Holmes is an intern at Education Update and a senior at Columbia University.

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CAREERS

OCCUPATIONAL THERAPY

By SYBIL MAIMIN

"I have so much fun and satisfaction on my job that sometimes, at the end of the day, I can't believe I'm being paid to do it." This enthusiastic affirmation of her career choice comes from Trish Pelc, OTR (Occupational Therapist Registered), a vivacious young woman born and trained in Canada, who now works at the Hand Therapy Service of the Hospital for Special Surgery in New York City. She discovered the field of occupational therapy (OT) while in high school when she worked as a volunteer at a multi-care nursing home. At the University of Toronto, where she received a BS after completing the four-year OT program, she was drawn to the specialty of hand therapy when she realized, during a hospital internship, that it involves a high degree of creativity and improvisation. She always loved arts, crafts, and making things and recognized a natural fit with the specialty. She honed her skills during a six-month fellowship at the Philadelphia Hand Center. The OT field is very broad, however, and many concentrations are possible, including: neurological, mental and physical disabilities, ergonomics, pediatric and developmental problems, rheumatology and research.

Occupational therapists "get people back to activities of daily living." This involves looking at a problem that limits functioning and figuring out how to reacquire needed skills. For example, a patient with an injured hand might be unable to pull a zipper or use a pen, functions necessary in his or her life. The OT will break down the activity and rebuild and strengthen necessary muscles, little by little. She may fabricate a splint or mold a cast using moist heat and thermoplastic material. Appropriate exercises with equipment such as

objects to squeeze, turn, push, and pull are employed. It is important that the patient not be limited by a particular apparatus; techniques and tricks to replicate equipment at home, where exercises must be continued, are devised by the therapist. She is "always on a discovery mode," quipped Pelc, relishing the creative side of her job. She must come up with and teach strategies for doing particular tasks and give psychological support. She must educate her patients about what happened to them, their current condition, and what to expect. Her greatest satisfaction and one of the perks of the field is seeing people get better, generally a realistic expectation.

Therapists can work in hospital settings where advantages include educational opportunities, interaction with surgeons, broad support staff, and research options. Private or group practice are alternatives which can be more lucrative (hospital therapists can expect about \$40,000 to start with advanced salaries in the high \$60's). Training in the United States usually involves a 2-year master's program. Before practicing, therapists must pass an exam given by the National Board for Certification in Occupational Therapy and obtain a license from the state in which they plan to work. The field is growing dramatically and the job market is excellent. More information can be obtained from the American Occupational Therapy Association (www.aota.org).#



Trish Pelc

SPECIAL EDUCATION

A Parent Asks About Amblyopia

What are the educational implications of amblyopia? I have a primary-aged student (six years of age) with amblyopia and want to know if this condition would affect his reading and writing. I would appreciate any information you have on this condition.

Carole R., Brooklyn, NY

Robert Wertheimer, M.D., Answers:

Your question calls attention to one of the most common under-diagnosed eye conditions leading to decreased vision in our society.

Development of the visual system begins in utero (before birth) and continues through age eight or nine. Anything which interferes with normal development of good vision before age eight or nine such as a "lazy eye" or cataract, can result in a permanent problem with vision, or amblyopia. In fact, amblyopia is one of the most common causes of decreased vision in this country. Many cases of amblyopia can be

corrected if identified and treated before the visual system fully matures. Beyond the age of eight or nine amblyopia cannot be corrected. This is one of the reasons visual screening tests are so important in young children.

Carole, your student with amblyopia is six years old, which means that there is still two to 32 years remaining before full maturation of the visual system and, therefore, still time to try to correct the problem. This may include glasses, patching, or even surgery.

Most of those who have amblyopia have it in only one eye. Since the unaffected eye is usually normal, reading and writing are not affected and these students can go on to have successful, productive careers and lives.

Robert Wertheimer, M.D. is a board certified ophthalmologist in practice in New Jersey. For additional questions about vision problems or lasik he can be reached at ednews1@aol.com.

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Windward is a co-educational, independent day school for learning disabled students, grades one through twelve, located in White Plains, NY. Established in the 1920s, Windward has focused exclusively on the needs of learning disabled students since 1976.

Windward selects students of average to superior intelligence who can benefit from the unique educational approach that the school provides. The program includes a specialized, language-intensive curriculum, small class settings and highly trained teachers who are accomplished at building and strengthening academic skills and creating a warm, supportive environment that fosters self-reliance and confidence.

Before attending Windward, many students do not have the benefit of appropriate teaching methods or of teachers who understand their true potential. At Windward, children learn the strategies to work with and conquer their learning problems in a nurturing environment. For youngsters who have struggled in other settings, a safe, understanding place to learn is essential.

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realize their academic potential; understand their learning disabilities; enjoy opportunities for social and emotional growth; become effective advocates for themselves; and develop the confidence, skills and knowledge to return to mainstream schools and succeed.

Windward Teacher Training Institute: In order to share its instructional program with other professionals, The Windward Teacher Training Institute was founded in 1988. It provides professional development based on scientifically validated research in child development, learning theory and pedagogy. Courses, workshops and lectures address a broad range of developmental and curricular topics, appropriate for both mainstream and remedial settings. The goal of the Institute is to disseminate reliable and practical information for educators seeking to enhance their knowledge and expertise. A number of colleges offer graduate credit for the courses, the New York State Speech-Language-Hearing Association grants Continuing Education Units, and the New Jersey Department of Education offers Professional Development Hours. For further information call: (914) 949-6968 ext. 225.

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The campus includes a licensed children's specialty hospital that provides medical and residential services for medically involved children. The hospital also specializes in services to children who are recovering from surgery and traumatic injuries, as well as those with developmental disabilities. The hospital offers post-acute rehabilitation services, residential assessment and respite care.

On our lovely campus we have modern student residences and apartments for more independent living, a media center, an aquatics center featuring therapy and lap pools, and the Family Resource Center. Lodging is available for visiting family members.

Some of the conditions the School can provide for include, but are not limited to: autism, brain injury, medically fragile conditions, seizure disorder, spina bifida, visual and hearing impairments.

Established in 1953, the philosophy of Crotched Mountain is to work in partnership with families and communities to achieve the highest degree of educational, physical and social independence possible for every student.

The School is licensed by the State of New Hampshire and other New England states, New York and New Jersey, and is accredited by the New England Association of Schools and Colleges (NEASC). The Community Living Services Program is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF). For more information, call (603) 547-3311; Website: www.crotchedmountain.org, or email: admissions@cmf.org.

Resources For Children With Special Needs, Inc. publishes *Schools for Children With Autism Spectrum Disorders: A Directory of Education Programs in New York City and the Lower Hudson Valley*. This important new directory, coming out in April which is Autism Month, will be an invaluable resource for parents and professionals seeking schools and educational programs in New York City and lower Hudson Valley, including the counties of Westchester, Putnam, Dutchess, Orange, Rockland, Sullivan and Ulster.

Each school or Early Intervention program listing contains essential information including

- Name of program or school
- Contact information
- Disabilities served
- Ages and grade level served
- Educational approaches used
- Support services provided
- Description of programs, staff training, and transition and inclusion services

Designed to provide significant, useful information, in an easy to use format, *Schools for Children with Autism Spectrum Disorders* also contains a useful overview of Autism Spectrum Disorders and Education, a glossary, a bibliography, a listing of websites and a listing of resource and advocacy organizations. In addition to an alphabetic index, there is an index by grade level and a county location index.

The *Directory* is the result of a collaboration between the New York City and Lower Hudson Valley Regional Center of the New York Autism Network (NYAN) and Resources for Children with Special Needs. The Regional Center is a program of the Westchester Institute for Human Development, based at the Westchester Medical Center in Valhalla, New York. The Regional Center was funded by a grant from the New York State Education Department as one of four NYAN sites.

Resources for Children with Special Needs, Inc., is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for all kinds of programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. Resources is one of a national network of more than 80 Parent Training and Information Centers designated by the US Department of Education.

Schools for Children with Autism Spectrum Disorders is available at local or on-line booksellers or can be ordered by sending a check for \$20 plus \$5.00 shipping and handling to Resources for Children with Special Needs, Inc., Dept. EDU2, 116 East 16th Street, 5th FL., New York, NY 10003. For more information or details on multiple-copy discounts, call Resources for Children with Special Needs at (212) 677-4650.

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—Brent Reagan '93
Crotched Mountain School

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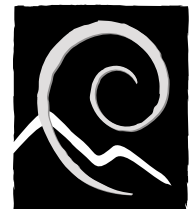
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David Santiago: A Student Deals With Blindness

By M.C. COHEN

David Santiago, a Guild School student who is blind, arrives at his school at 8:00 in the morning. As he uses his cane to make his way through the lobby, it's clear that this 19-year-old student makes a difference in people's lives. "Good morning," says one security guard. "What's up," replies David. As David continues through the reception area, the elevator operator spots him and with a big smile greets David. "Hey David, big win for the Knicks last night."

"I think we can take Jordan and the Wizards tonight," says David with confidence. As David makes his way up the stairs, a teacher passes him on the way down.

"How's it going big David?"

"Great," Dave says, "Mike Piazza is swinging the bat really well this spring."

If David sounds like your typical, talkative New York sports fan, that's because he is. "Sports has meant a lot to me," says David. "It's something I really enjoy. I have a passion for it."

David would like to turn his love of sports into a career when he graduates next year from the Guild School at the Jewish Guild for the Blind in Manhattan. He already spends one day a week working at the New York Mets Clubhouse Shop in midtown Manhattan.

"I love working at the Mets store," says David, a lifelong Mets fan. "It's a lot of people who have similarities. We all like the same team."

"As far as the future, I would like to stay in a sports-related field, because that appears to be my strong suit. There's talk of Yankee Stadium, Modell's or some other stores that have sports clothes."

So, can someone who has never seen a touch-down or watched a game ending double play have such a deep appreciation for the nuances of sports? It's not uncommon for David to talk about a baseball player making a great diving catch over the third base bag or a basketball player soaring for a thunderous dunk.

"I've followed sports very closely through the years," says David. "I listen very well. People tell me. It's on TV. I hear people and the announcers describing it in their own way... My dad also taught me a lot since I was young."

David's success can be directly traced to his positive attitude. He has learned to travel independently around the school and with the help of Stu Filan, his Orientation and Mobility instructor; he's learning to navigate the busy city streets and the complicated public transportation system.

"He's the star traveler of the Guild School," says Filan. "His immediate goal is subway and bus travel. Right now he knows how to get to the local stores, the post office, and the bank."

David says he views his disability the same way the Mets would if they were down by a run in the last inning of a game. Never give up. "Just because you're blind," he says, "it doesn't mean that you're not smart. I've learned that I can do more than most people think I can do. Sometimes you just need a little more help than others."

David has indeed accomplished a great deal. From his skill in physical education class to taking a high school English course at the Beacon School and his ability to prepare food for his himself and his family, David has worked to make the most of his capabilities.

"He's gone from a very dependent adolescent to a very independent young man," says Filan.

"He has so much heart and enthusiasm and he's willing to tackle any task head on. As for his future, the sky's the limit."

Whether greeting people at the door of the Mets Clubhouse store, making a great catch in baseball, or reading *Catcher in the Rye*, David has proven that he is a true achiever.#

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MEDICAL UPDATE



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

• 16

WEILL CORNELL MEDICAL COLLEGE ADVANCES

EDITED By HERMAN ROSEN, M.D.

Newborns Learn to Distinguish Speech Sounds While Asleep

The old idea of putting foreign-language cassettes under your baby's crib, or playing Mozart on the stereo to help the baby learn, is based on studies that are "largely anecdotal," says Dr. Amir Raz, at the Sackler Institute for Developmental Psychobiology of Weill Cornell Medical College. But now, Dr. Amir and eleven Finnish scientists have carried out a study that shows that babies less than a week old can learn to distinguish between speech sounds by hearing them while they are asleep. The results, published recently in the journal *Nature*, may one day lead to innovations in the nursery.

The investigators, led by Dr. Marie Cheour of Turku, Finland, studied 45 newborns, all less than one week old. Fifteen were in an experimental group, and 15 were in each of two control groups. The babies had electrodes placed on their scalps, and speakers near their heads gently played a randomized sequence of two similar Finnish vowel sounds as they slept. Through the electrodes, a computer measured how well the brain distinguishes between the two sounds, without requiring the subject to perform any behavior (or even to be awake).

In the first, hour-long session, held in the evening, the experimental group and the two control groups all showed no recognition of the two sounds. Over the following night, for between two-and-a-half and five hours, the experimental group had a "training" session of exposure to the two sounds. One control group did not have this exposure, and the other control group heard two different sounds. Then, in the morning, all three groups underwent another hour-long testing session. The results were that, after the overnight training, the experimental group had learned to distinguish between these two vowels in Finnish speech.

The two control groups, however, still showed no recognition. Moreover, when the two sounds were presented to the experimental group at a different pitch, the experimental group was still able to distinguish between them. And, when the experimental group underwent a third session on the following evening, it retained its ability to distinguish between the two sounds, showing that the effect "lasted for some time." The authors write, "We have shown that newborns can assimilate auditory information while they are sleeping, suggesting that this route to learning may be more efficient in neonates than it is generally thought to be in adults."

Dr. Raz says that a big question that remains to be answered is whether this learning while asleep can carry over any effects to the waking state. That is next on the research agenda. He says that it is possible the effect may prove to

be like that of a dream in adults—which we experience intensely while we are asleep, but which we often half-forget upon waking up, and which does not have any important effect. But he suspects there will be some carry-over effect.

Another question still to be answered is, up to what age do children retain this ability to learn while asleep? This study is preliminary, but it could lead to several potentially significant consequences.

How Tubercle Bacillus Evades the Body's Immune System

One of the challenges posed by the tubercle bacillus, which causes tuberculosis (TB), is to understand how the bacillus, once it infects tissue, persists for a lifetime despite the attack of the body's immune system. *Mycobacterium tuberculosis* (Mtb) survives despite prolonged forces that the immune system uses to kill many other invading pathogens. Dr. Carl Nathan and others at Weill Cornell Medical College have now found that Mtb defends itself against destruction by using a "bucket brigade" of proteins—including two proteins involved in essential metabolism.

"This may be the first known instance in which essential metabolic enzymes also support antioxidant defenses," the authors write in their web-based pre-publication issue of *Science*. They add, "one or more [of these proteins] may hold interest as a drug target for tuberculosis."

Mtb infects one-third of the people in the world, five to ten percent of them will eventually develop the disease. Before 1952, when the first effective anti-tuberculosis drug was introduced, there was about a 50% mortality rate from the disease. Today TB is still the leading cause of death from bacterial infection, about 3 million dying of it each year. AIDS makes TB worse. Moreover some Mtb strains have developed resistance to existing drugs.

The article describes the discovery of new functions for three proteins, which together with a fourth protein, act sequentially in a "bucket brigade" to block the human immune system's macrophage cells which act to destroy invading bacteria. The Mtb uses proteins already present in human cells along with unique versions of proteins of its own. Thus if a drug could be found that blocks the tubercle bacillus' proteins, it could make the pathogen more susceptible to destruction by the immune system, without harming the body's own cells. Dr. Nathan also suggests that interfering with these enzymes might cripple Mtb's ability to build its unusually thick and hard to penetrate cell wall, thus further exposing it to medicines and to the immune system's "killer" cells.#

Dr. Herman Rosen is Clinical Professor of Medicine at Weill Cornell Medical College.

BEYOND THE STETHOSCOPE

POEMS By D. A. FEINFELD, M.D.

The Codicil

(*conchicula hereditaria*)

A sea-creature so small,
seeming an afterthought
of the Creator, it calls
the ocean floor to reach
one final resting stone.
It struggles on by sheer will,
tiny feet jiggle forward,
propel the amber shell
into a proper niche.
The shell flaps helpless
like a hobbled angel-wing
in the ocean's chill downdrafts.
Anchored at last, the Codicil
survives between sand-ridges
worn by waves of the past
long since blotted on shore,
and, gathering on bits of flotsam,
mates in haste and dies;
the trace of its armor
leaves one last gold dab,
testament to a brief stay.

Blue Bells

Of course they're weeds:
no one plants blue-winged wasps
(two anthers shamming the antennae)
between yellow doilies of wool sorrel.
One day there's nothing—
look again, shiny lancet leaves
in afternoon green poke through;
morning showers blue sparks on the yard.
They're street flowers, casual friends
you nod to on your way: too small
to buttonhole, too abashed
to pose for a centerpiece.
Street kids that slip outside each July
to play hide and seek, stoop tag,
sporting blue headbands and green trees,
they skip through our alleyways.



Temple of Luxor, Egypt
Photo by Harshan Weerackody, M.D.

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HAROLD KOPLEWICZ, M.D. ADVOCATE & CHAMPION OF CHILD MENTAL HEALTH

By BRUCE MYINT

One look at the warm lights and pastel colored interior of the New York University Child Study Center and all the images you have about mental-health facilities begin to fade away. Lush lounge chairs replace old, leather couches. Where you expect inkblot tests and musty books, there are sleek computers and glossy magazines. And it's no accident. The Center symbolizes a deliberate effort to change the way we think about the field of child psychiatry—a vital goal in a culture ill at ease with the topic of mental health.

"More teenagers will die of suicide this year than AIDS, infectious disease, pneumonia, cancer, stroke—all of those combined," laments Dr. Harold Koplewicz, founder of the NYU Child Study Center.

"Teenagers are still dying unnecessarily and the only way that you will improve that is to improve the science of psychiatric illness, which means that you'll understand the warning signs and the treatment of depression. But you have to destigmatize depression. You have to make it a real illness before parents and teachers will help kids identify it."

Dr. Koplewicz is determined to persuade Americans to acknowledge the 'realness' of childhood mental illness. His goals are timely. Since graduating from Albert Einstein Medical Center in 1978, he has watched parents and students struggle to cope with school violence, teen depression, and, most recently, the trauma of the World Trade Center attacks. Three years ago, the Surgeon General reported that 10 million children and teenagers suffer from psychiatric illnesses. Although such cases have received more attention than in the past, the stigma of psychiatric disease endures—curtailing efforts to advance the science of child mental health and improve the treatment of psychiatric illnesses.

Currently, only one out of five children with a diagnosable disorder gets any kind of treatment.

"Isn't that amazing?" asks Koplewicz, emphasizing the fact that this happens in the richest country in the world.

Since opening the NYU Child Study Center in 1998, Dr. Koplewicz has been fighting to remedy this situation through savvy public awareness campaigns and a concerted effort to bridge the gap between scientific research and clinical practice.

When school shootings erupted in the mid-90s, specialists from the Child Study Center spoke on morning television, advising parents and teachers on how to identify warning signs of aggressive behavior. After 9/11, their advice on coping with posttraumatic stress appeared in newspapers and magazines nationwide.

The Center's website, www.AboutOurKids.org, attracts 100,000 visitors every month. Through these efforts and others like them, the Center has begun to lift childhood mental health out of the same dark cloud that once obscured AIDS and cancer. In fact, their outreach efforts were inspired by the successful AIDS quilt project and the cancer-awareness programs of the 90s.

"By destigmatizing they were able to change the way people thought about [diseases] and thereby increased research dollars and led to better care."

Public education is only one stage, however. At the end of the day, it is the NYU Child Study Center's pioneering research that aims to push the science of child psychiatry forward and improve care. At the midtown center, Koplewicz's staff conducts rigorous research and clinical treatment. Their mission to apply science to practice ensures that patients receive state-of-the-art care and only treatments that they have developed or that have been proven effective elsewhere. They embrace a unique fusion of clinical care and front-line research that Dr. Koplewicz envisioned from the very



Dr. Harold Koplewicz

beginning:

"When I came to NYU," explains Koplewicz "my dream was the idea that we could create a center that was going to advance the science of child mental illness and the treatment of those illnesses."

Over the last four years, the Center has grown from a modest three-room facility to a 20,000 square foot office housing a legion of research institutes and programs, each investigating a critical area of child mental health, such as: anxiety and mood disorders, ADHD, learning and achievement, and pediatric neuroscience.

The Center's unique approach is epitomized in one of their most innovative projects, Parentcorps, a government funded program headed by the Institute of Children at Risk. The goal of Parentcorps is to identify naturally good parents in low-socioeconomic areas and teach

them to train parents of preschoolers on how to play with and discipline their children in order to decrease aggression—a behavior that can be alleviated with improved parenting-skills. The Center plans to extend Parentcorps to New Jersey next year and, if successful, expand the program nationwide.

In large part, the Center's success can be traced to Dr. Koplewicz's talent for rallying broad public support. Dedicated board members and key partnerships in the medical community help explain the Center's rapid achievements. While Al Roker stars on an instructional video for ParentCorps, Senators Schumer and Clinton fight for improved insurance coverage of mental health treatments. Koplewicz makes it a point to acknowledge the Center's broad base of local and national supporters who shared his passion for helping children.

Still, their most natural partnership, says Koplewicz, has been local educators who spend their days working with kids. Before opening the center, he organized the Education Advisory Council in order to keep an open and ongoing dialogue with the city's educators. The Council meets with educators regularly during the year to address mental health issues affecting city students—explaining why Chancellor Levy contacted the center for advice immediately after the September attacks.

On September 11th of this year, the New York University Child Study Center and the Museum of the City of New York will open an exhibit titled "The Day Our World Changed" showcasing artwork created by New York metropolitan-area children in response to 9/11. The Center hopes to build on the success of its hugely popular "Childhood Revealed"—an evocative collection of art generated by youngsters who have mental disorders. Originally planned as a single showing, "Childhood Revealed" continues to draw crowds. To date, it has visited 15 cities around the nation, spawned a book, and reached an audience of 30 million. A cornerstone of their outreach effort, it has been embraced by the public—a promising sign for an organization seeking to bring child mental health out into the open.#

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-Amril Ogiste-



Dr. Ettinger assists student with a processing speed procedure



IS THE CULTURAL PENDULUM SWINGING WEST TO CHICAGO? VISUAL DELIGHTS AT THE ART INSTITUTE AND HEAVENLY SINGING AT THE LYRIC OPERA

By IRVING SPITZ

Art lovers have always held Van Gogh and Gauguin in fascination, and over the last two decades there have been numerous exhibitions devoted to these two masters. The Metropolitan mounted *Van Gogh in Arles* in 1984 and two years later *Van Gogh in Saint-Remy and Auvers*. There was the huge Van Gogh retrospective in Amsterdam in 1990, the centennial of his death. Gauguin had his turn in 1988 at The National Gallery in Washington and the Art Institute of Chicago. These shows were encyclopedic in scope and content. All were good, some were outstanding, but the current exhibit at The Arts Institute of Chicago, *Van Gogh and Gauguin: The studio of the South* has outdone them all. The curators of this landmark show took a different approach and analyzed the complex personal and artistic relationships between these two giants, who lived together in Arles for nine weeks in 1888. Indeed, this is the first show to explore this interesting theme. It was Van Gogh who conceived the idea of establishing a studio of the South and invited Gauguin to join him, although this proposal never came to fruition. Severe differences in temperament and working habits led to an inevitable split, which culminated in the well-known episode whereby Van Gogh cut off part of his ear. Gauguin left Christmas Day, 1888 and the two artists were never to meet again.

This show demonstrates the scholarship, intelligence and perseverance of its curators. It was reported to have taken over 11 years in preparation. Particularly interesting are the varied work techniques of the two artists. Gauguin

Painted slowly and meticulously. Van Gogh, in contrast, painted rapidly, even ferociously, immediately applying oil to canvas. These differences in style are dramatically evident in their series painted at the Alyscamps, a lane of old Roman tombs where they set up their easels side by side. The curators even recreated the studio where the two artists worked. All this is brilliantly chronicled by curators Douglas W Druick and Peter Kort Zegers in their 418-page catalog. Van Gogh was probably the most prolific artist of all time. His total creative art span was less than 10 years, but his output comprised over 1500 paintings and drawings. Of the two artists, Van Gogh had the most profound influence on future artists. Eleven years after Van Gogh's death, Gauguin painted a series of sunflowers in his tribute. This outstanding show is co-curated by the Van Gogh Museum in Am-



I Capuleti e i Montecchi at Lyric Opera of Chicago

sterdam and will also travel to Amsterdam, its final stop. Lucky are those privileged to attend such a visual and intellectual extravaganza. As every opera buff is aware, 2001 was the centenary of the death of Verdi. Not so many know that this was also the 200th anniversary of the birth of Vincenzo Bellini, the Sicilian composer who died at age 34 and composed nine operas. In honor of this, there were new productions of *La Sonambulla* in Vienna and *Norma* at The Metropolitan. The New York City Opera put on its first production of *Capuleti e i Montecchi I* (the Capulets and the Montagues) while the Chicago Lyric mounted a revival of their 1985 production of this opera. Without question, the Lyric production was the pick of the bunch.

Bellini's librettist was Felice Romani, one of the foremost Italian poets of the day. Romani

adapted the Romeo and Juliet story for his opera; indeed, he had already done this previously for an opera on the same theme by the composer Nicola Vaccai, an older contemporary of Bellini. Romani's text has only a remote resemblance to Shakespeare's play. Romeo is sung by a mezzo and to carry this off convincingly, a mezzo of real stature is required. The Lyric was fortunate to have an artist available to deliver the goods, the Bulgarian Vessilina Kasarova. Her Juliet was Hungarian soprano Andrea Rost. Whether alone or in their passionate duets, these two consummate artists pulled off a real coup and complemented each other beautifully. Both sung with flawless musicianship. Kasarova has a wonderful low register that few other mezzos around can match, and she demonstrated an extraordinary control of dynamics. Post's silvery soprano was the stuff of dreams. There was a strong supporting cast with Italian tenor Fabio Santori as Tebaldo. Capellio, Giulietta's dominant father and Lorenzo the priest were competently sung by basses Jeffrey Wells and Umberto Chiummo. But this was a woman's night. Conductor Bruno Campanella, in his Lyric debut, managed to coax the beautiful bel canto lines from the orchestra. The sets, designed by Ulisse Santicchi, consisted of shining black marble walls, staircases and floors. *I Capuleti e i Montecchi* did honor to both Bellini and Chicago.

I only spent one day in Chicago, but the visit to the Art Institute followed by the performance at the Lyric Opera, left me with the impression that Chicago is a serious challenger to New York for US cultural supremacy.#



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Wynton Marsalis and Lincoln Center Release Jazz Appreciation Curriculum

By MARIE HOLMES

Wynton Marsalis, renowned jazz musician and Artistic Director of Jazz at Lincoln Center, divided the auditorium of MS 44 into two parts and taught the audience a simple call and response — "How are you?" "I'm fine" — to demonstrate the *clave*, a common rhythm in Latin Jazz. The middle-schoolers that joined Marsalis onstage, who were selected for their perfect attendance records, had already mastered the *clave* and other elements of jazz music. They wowed the audience with their improvisational skills as they demonstrated the *break*, scat-singing and playing their kazoos with aplomb.

Marsalis and others came to MS 44 to promote their Jazz for Young People Curriculum, a joint effort between Jazz at Lincoln Center, the Louis Armstrong Educational Foundation and Scholastic, Inc. Mayor Bloomberg stopped by to congratulate Marsalis and his colleagues and to officially proclaim February 26, 2002 Jazz Education Day in New York City.

Marsalis explained that the curriculum grew out of the Jazz for Young People family concert series and outreach work in the schools. The curriculum, Marsalis explained, "travels without us" and has "an impact that lasts far beyond us being in a city or a school for a day or an hour."

Members of the Board of Education have promised to purchase a curriculum package, which contain 10 CDs narrated by Marsalis with music by the Lincoln Center Jazz Orches-

tra and written materials for teacher and students, for each district arts superintendent. Marsalis emphasized that the curriculum is designed to teach music appreciation, not how to play music. "It's not really for music students, it's for general students," he said. Neither are the materials designed for specially trained music educators. "Anybody, really, can understand it and teach it," said Marsalis. Laura Johnson, of Jazz at Lincoln Center, described the materials as a "curriculum for how to listen to jazz," mentioning the need to create new jazz audiences as well as musicians.

Mayor Bloomberg and spokespersons from Jazz at Lincoln Center all underscored the uniquely American development of jazz, which was referred to as "one of America's greatest creations" and "one of the centerpieces of American culture."

The 4th-9th graders for whom the curriculum is designed are, of course, more likely to be listening to the all-American voices of Britney Spears and N'Sync rather than Billie Holiday or Dizzy Gillespie albums. No matter, explained Marsalis. Music education can cultivate good taste as well as analytical thinking. He encouraged teachers to have students share examples of their favorite music. "Whatever the kids like, it'll have breaks and responses," he explained. "I'm not into teaching them my own prejudices."

Marsalis takes a more pedagogic approach. "Instead of saying, 'I hate rap music' — and I do hate it — I say, 'this is what a break is.'"#



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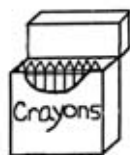
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Women Shaping History Today

Women's History Month is a time to reflect on the achievements of women in the past. It is also a time to recognize the achievements of contemporary women who have made outstanding contributions in various fields. *Education Update* interviewed 10 multi-faceted, fascinating, dynamic, intellectual women who have improved the lives of people all over the world.

The following questions were asked of all the women:

1. What factors were instrumental in your choice of a career?
2. Describe a pivotal point in your career. What direction did you take as a result?
3. What achievements are you proud of?
4. What obstacles have you encountered? How did you overcome them?
5. Who were some of your mentors? How did they inspire you?
6. What advice would you give to young women in our society who are striving for success?
7. What are your future goals?

Written and edited by Joan Baum, Marylena Mantas, Pola Rosen, Merri Rosenberg, Jessica Shi

Edith Everett, CEO, Gruntal & Co., Philanthropist, CUNY Trustee Emeritus

Pivotal Points: After teaching elementary school and staying home to raise my children, the pivotal point was changing careers to work in the investment business. I had no formal training and it was very different from what I was doing before. But, it added a dimension to my knowledge base and that was very important.

Achievements: I had the opportunity to use the background of the education and business worlds together in a meaningful way when I was invited to sit on the City University Board of Trustees. That brought me back to my basic, first and probably over-riding interest, which is education.

Obstacles: Working in the investment field was an opportunity for women. There were very few of us in the business at the time. If you were a broker, as I was, you were a kind of independent entrepreneur and if you developed the clientele, it didn't matter if you were a man or a woman. In the early days I used to do a lot of independent research and speak to company presidents. It was interesting because to some extent they were disarmed by a woman and I often felt that they were more forthcoming with me than they would be with a hard pressing male caller. I encountered few obstacles.

Later, as my career advanced, there were the ups and downs in the market. One of the difficult things in this recent year was realizing the excesses in the market. It was hard to sit back, see stocks rising continuously and knowing that something was wrong. It took a lot of diligence to say, "I will not fall into that trap and will protect my people because they cannot afford to lose their money."

Mentors: I would say from a professional point of view in the financial business it was clearly my husband who was the most helpful. I learned a great deal from him (he is an economist and has an MBA in finance) because my formal education was not in that field. I really had to apply myself and study independently. It's hard to point to mentors in my life, frankly. I do believe that people have important impacts on other peoples lives, but I can't point to any single one. My parents were wonderful: supportive, thoughtful, and loving. They were very important to me in terms of who they were, what they stood for and their value system and their love. These are the things that gave me the courage to try the things that I have tried and to be bold in places where I needed to be bold over the years.

Achievements: I think that the non-business aspects of my life are the most satisfying ones. From the business point of view I am very pleased that we developed strong relationships with clients. I think that the most important thing that happened—both in philanthropy and in business—was the level of trust that we were able to engender. My clients knew I was doing the very best I could do for them. I tried to be thoughtful in terms of their needs. I don't think I've ever lost a client. When you have relation-

ships like that you feel very good.

In general, in my personal life and philanthropic life we've been multiply blessed. We are fortunate to have two wonderful children and three lovely grandchildren. My husband and I work closely together and have a common value system. Our philanthropic life has been exceedingly rewarding. In terms of education, which is my first love, at CUNY I was able to be helpful on various projects and speak up on behalf of students and that was a wonderful opportunity from me.

I am now working on a new education initiative through CUNY, which is designed to restructure public school administration. Administrators will be trained to take care of financial and administrative matters so that the principal can focus on educational leadership. The big problem for teachers these days is that no one supports them. We need that knowledgeable principal in the classroom to work with teachers and help hone their skills. We thought fourteen years ago it would be important to encourage college students to look at the nonprofit world as a possible profession. We provided the opportunities for them to work at organizations and paid them for 10 weeks over the summer. Today, 200 interns work at 60 nonprofit organizations as a result of this program. [Everettinternships.org]

Advice: Young people should understand that in order to succeed they need to become knowledgeable and be prepared to work hard. The person who stays at the job the extra half hour to get it done, is the one who will be noticed. Young people have to know when to speak up and when to wait for the right moment.

Goals: I want to do more philanthropic work. It gives us a great deal of personal satisfaction. It's extraordinarily gratifying to say 'yes we can impact.' We try to convince other people, especially young people, that they have the capacity to be philanthropic. Irrespective of one's resources, each person can do things that can make a difference.

In the next couple of years I will leave the investment business to others. Having worked full time throughout my adult life I have not had a chance to do many things. I'd love to have more time to visit museums and take courses in subjects just for my general interest and pleasure that don't have direct outcomes. Maybe a philosophy or science course.

[Among the many programs that have benefited from the Everett's largesse is the Everett Lounge at Teachers College, the Everett Children's Garden at the NY Botanical Gardens, Teach for America, the National Board of Hillel, a school grades 1-12 that they built and maintain currently in a small town in Israel, and the Everett Performing Arts Center of Dance Theater of Harlem.]#



Judith Shapiro, President Barnard College

Factors in Career Choice & Pivotal Point: "I knew about my vocation as a teacher early," President Shapiro says. "My mother was a teacher and as a child I played school. Remember, I went to college in the early 60s. Women were not thinking as broadly about their choices. I didn't consider being a captain of industry, for example.

"As a scholar, I think I'm more of an intellectual than a specialist. It's hard for me to specialize. I think I've chosen my career moves as ways of moving away from doing just that. I'd much rather broaden my experience."

Perhaps it was that fateful lunch with Bryn Mawr's President Pat McPherson, now a vice-president at the Mellon Foundation, that propelled Dr. Shapiro into a career path that ultimately led her to the presidency of Barnard College. "It's not so much that I chose my particular career as it chose me," she recalls. "Pat McPherson asked me to be acting dean of the undergraduate college at Bryn Mawr. It was a pivotal moment. At the time, I was a senior faculty member and chairman of the anthropology department. It was a low-risk way to try being a college administrator and it was not a difficult decision to make."

Achievements: After serving as acting dean for a year, Dr. Shapiro went on to become the college's provost for 8 years. Then, in 1994, she was selected to head Barnard College, the women's college affiliated with Columbia University.

It was the latest leap in the career of the former history major at Brandeis University who earned a Ph.D. in anthropology from Columbia and was the first female anthropologist at the University of Chicago. Her training remains a powerful influence. "There's a way in which, when you're an anthropologist, you're always an anthropologist," she reflects. "It's a way of looking at the world."

Among her proudest achievements, says Shapiro, "is the presidency of Barnard. It's the high point of my professional life. When I came here, it was a very specific move to a specific place. Ideally, a president is a living embodiment of the institution and its values."

Among her accomplishments at Barnard, Shapiro takes special pride in "maintaining and building on Barnard's relationship with Columbia, establishing relationships with the faculty, and developing the college financially."

Obstacles: In addition to the obstacles faced by anyone as successful as Dr. Shapiro, gender was also a factor. "I had no women among the faculty who taught me," she concedes. "At Chicago, I was young, insecure, and not established. I hadn't finished my dissertation. Everybody in my department was a male, senior faculty member. It was intimidating."

Advice: Based on her experiences, Dr. Shapiro would urge young women to "understand that life doesn't follow a straight path; that it's not mapped out. I would like them to think about how long they'll live, and realize that they don't have to cram their entire life into the next several years. We're front-loading our lives just as our lives are getting longer. I would hope they would look for the best way to combine their career and family goals."

Mentors: Dr. Shapiro credits her mother with being a powerful influence and mentor in her life. "My mother worked. She got dressed nicely to go to work, not just for her husband. Many feminists are conflicted about their mothers and may see them as victims. I've always felt support and drawn inspiration from my mother." Other strong influences include Pat McPherson, Herbert Marcuse and other faculty at Brandeis, who gave Dr. Shapiro "very positive images of intellectuals. I always had warm feelings about the academic world."

Goals: Dr. Shapiro is looking forward to remaining at Barnard College for the next few years, and anticipates an active and involved retirement in which she'll travel widely, spend time with close friends and family, and hopes to work with various non-profit organizations, particularly National Public Radio.



Carol Anne Riddell, President NY Press Club, NBC Education Correspondent

Factors in Career Choice: From grade school forward, I loved to write. I vividly remember re-writing a favorite book for the stage in 5th grade. I then directed it and gave myself a leading role. That early passion led to my interest in journalism. Both my parents were very supportive, encouraging me to attend graduate school and do as many internships as I could. That real-world experience was instrumental because once I started working in television, I knew it was the course I wanted to take permanently.

Pivotal Point: A defining moment for me occurred while I was working as an intern in the investigative unit at a local Chicago television station. The reporter asked me to do some undercover work as part of a story on a company allegedly taking advantage of aspiring young actors. I found the work incredibly rewarding and really began to see how good journalism can impact people's lives.

Achievements: I am very proud of the work I've done here at WNBC. I cover education and as a result have had the opportunity to do some very significant stories that have had a direct effect on children. For example, we chronicled the horrible conditions at a Bronx school, spurring officials to get desperately-needed repairs done. We also documented

schools throwing out large amounts of edible food from school lunch programs. That series led to a food donation program at the Board of Education. I'm currently serving my second term as president of the New York Press Club. The club has been at the forefront of freedom of the press battles, as well as providing a forum for journalists across the city to come together. I recently started a project that brings volunteers from the press corps into the public schools. I'm very proud of the work the club has done and it's been a great honor to serve as its leader.

Obstacles: Perhaps the greatest obstacle I've encountered was also my first. When I first decided on this career path, I was told countless times how difficult it would be, how few people actually succeed—the odds seemed daunting. I overcame that by simply ignoring those who discouraged me and listening intently to those who offered more constructive advice.

Mentors: One of my mentors was the investigative reporter Pam Zekman in Chicago. She was a true inspiration to me as a journalist—



Augusta Kappner, President, Bank Street College of Education

Factors in Career Choice: Growing up in a Jamaican household, a high value was always placed on education, although no one in the family before me had gone to college. In my South Bronx neighborhood, I had many committed teachers in my school. One particularly memorable teacher was Mrs. Sherman who spent her lunch hours and afternoons coaching several of us for the Hunter admissions test. With Mrs. Sherman's guidance, I passed the admissions test and continued my studies at the Hunter College Junior and High Schools, then an all-girls school, which provided me an outstanding high school education. Just as important, Hunter took me outside my South Bronx neighborhood and brought me into contact with all the diversity and lifestyles of New York City. From there I attended Barnard College, which gave me the financial support to make college possible and allowed me to remain in New York where I could care for my mother. Barnard also instilled the philosophy that every woman could "do it all." A major in sociology proved stimulating, but frustrating in the distance between theory and practice. One professor, Dr. Gladys Meyer, bridged the gap for many of us by helping us to understand that we could study and learn the workings of society and still work toward changing that society. The ability to test this idea out in internships during college helped to choose social work as a profession.

Pivotal Point: When I discovered that colleges and universities as institutions could be used for the social good and that teaching other adults could be as satisfying and meaningful as direct social action. This new career direction was most clearly set by my joining LaGuardia Community College to head up the Human Services academic area. At the time, community colleges were a relatively recent phenomenon. What attracted many of us to this movement was the potential, not just for LaGuardia, but for all community colleges to provide opportunities otherwise closed to many, and their potential for serving the greater needs of a community. The central aspect of the decision to go to LaGuardia was that it set me on the path of working in and from academic institutions to create greater opportunity for previously excluded populations. By creating partnerships between those institutions and others, we could expand that net of opportunity, equity and hopefulness even further.

Achievements: I am proud of having been the first African-American female President in the City University of New York, but as I have always said, the goal is not to be the first, but rather to insure that you are not also the last. So I am prouder of having counseled and mentored many good women, toward achieving their aspirations. I am proud of having expanded the horizons and opportunities for thousands of New Yorkers by my work in CUNY. I am also proud of having helped to create opportunities for thousands of young Ameri-

cans to develop career pathways through the School-to-Work Opportunities Act. And, I am proud to be helping to change the face of teacher education and improve the lives of thousands of children across the United States through our work at Bank Street. On a more personal note, I am proud of being married to the same guy for 35 years and having two wonderful human beings for daughters, not to mention a granddaughter.

Obstacles: Starting out in poverty was certainly an obstacle, as was having a dependent mother to care for. The decision about college came down to the line – could I go or would I have to go to work immediately. What a different path my life might have taken had I gone directly to full time work.

Over the course of my career, race and gender were obstacles to overcome in reaching for leadership positions. A reluctance to accept women as leaders in higher education was pervasive. Committees were always questioning whether female candidates were "tough enough" to do the job. This meant that one was always dragging up examples of some "tough" action one had engaged in. There was also, and still is, a reluctance to accept the varying styles of leadership that exist. This was to change with the years, but still exists today.

Mentors: There were many mentors along the way, some living, some now gone, both men and women. The mentors from history provided the insights upon which to build the present, and the inspiration of knowing that whatever you attempted today, it would be infinitely less daunting than the circumstances faced by your forebears. The historical mentors also provided the conscience, and the responsibility not to squander the hard won gains of those who came before us. The mentors from the present were the Deans and College Presidents who permitted me to see their work up close, to learn that I too could do this work and who trusted me to take on ever increasing responsibilities and to do it right.

Advice: I have what some may view as rather old-fashioned advice for young women. First, not only complete your education, but use it to the fullest to explore areas that you may not be familiar with. Travel if you can, learn at least one second language, learn not just the United States but learn the world. Whatever job you have learn it well and do it well – and learn about the work of those above you. Ask for assignments that will broaden your perspective, and that will allow you to demonstrate your talents.

7. What are your future goals?

Right now, all of my energies are focused on Bank Street College and its potential to improve the education of children and the model it offers for preparing excellent teachers.#

aggressive, relentless and fair. I also learned a great deal from my first employer Ed Planer – a well-known former NBC executive. He was the first person to really help me learn to craft a story. Each time he criticized my work, he also offered a suggestion to improve it. That's a quality I greatly appreciate and look for in myself and others.

Advice: Don't listen to those who tell you what you dream of is impossible, set high goals and be your own worst critic when you don't meet them. I also think it is extremely important to find a mentor – someone who will guide you through the pitfalls and encourage you to

move past them. What I learned from my mentors was more valuable than anything I learned in school. Finally, as a woman, don't believe career and family are mutually exclusive. It can work, if you make it work – as I am now learning with my nine month old son!

Goals: Professionally, I hope to be the best journalist I can be. I would like to spend as much time as possible on the kinds of stories that change lives and policy. On a personal level, having a child has made those goals even more real to me. I've learned that universal lesson of motherhood—we want to improve the world for the sake of our children.#



Astrid Heger, M.D., Founder Violence Intervention Program, U. of Southern California School of Medicine

Factors in career choice: The major factor in my decision to become a physician was the theme put forward by my parents that life should involve making choices that have an impact on individuals and potentially society as a whole. Medicine presented unique opportunities to be involved on both fronts.

Pivotal point: It came after I had my first child while in my senior year in medical school. Up until that point I had always envisioned myself in clinical research in an academic environment. However when Andy was born, I became intrigued by the question of why children are abused and/or neglected.

Achievements: After choosing to become a pediatrician who specialized in Child Abuse—I was faced with a new challenge of establishing standards for the evaluation and diagnosis of children who had been sexually abused. The use of photodocumentation in cases of sexual abuse and sexual assault changed how victims are evaluated, became the basis for research and established a scientific basis for diagnosis. When I started in this field children commonly were subject to having multiple genital examinations in the course of a legal proceeding. I am most proud of the fact that the new technology was used to establish case law that prevented children from having such exams.

Obstacles: There have been two major hurdles in my career. First was being a woman in medicine at a time when there were few of us and I was also a mother of three during my residency. This required enormous levels of energy as well as careful time and priority management. Income was not important. Second and probably more important in my career, was the

challenge of making the issue of violence against both children and women an important priority in the field of medicine.

There is an ongoing differential in the quality and availability of medical services provided to victims of family violence and sexual assault, especially women. However, I found that if I could identify creative funding resources to establish a service that I was often successful in asking the local government to fund the program as a permanent entitlement to the community.

Mentors: Probably the person who had the greatest influence on my life was my father. He was a profoundly spiritual man who epitomized service to others. In medicine I credit Shirley Anderson, a pediatrician in Seattle, with challenging me to stay in the field of child abuse, to think creatively and to never compromise patient care or the quality of scientific research.

Advice: Define success not by income, but by how you make your life significant to others; never settle for average; think outside the box and practice your craft with a sense of generosity and unselfishness. Come to the end of your career knowing that you made a difference!

Goals: Currently, I am working on a book that tells the stories of children who have grown up with violence. I realize that they will probably never be empowered to tell these stories, but I do not want them to be forgotten. #



Rita Kaplan: COO, Kaplan Family Foundation, Philanthropist, Social Worker

Factors in career choice: Fast-talking, fast-acting Rita Kaplan didn't so much choose a career in social work as plunge into it, following the model of her strong, encouraging, and compassionate mother. Turning to social work was inevitable. "I like working with people," particularly with families, most especially with mothers. Rita had contemplated a career in medicine. While her parents encouraged her choice of careers, they felt medical school admission would be closed to a woman.

Pivotal points: Her career and the new directions that came from them included going to the University of Wisconsin at Madison and marrying the equally irrepressible Stanley H. Kaplan whose educational enterprise, and later, Foundation, made them among the most generous husband-and-wife benefactors of the arts, medicine, health care, and Jewish studies. (They have been married for 53 years.)

Obstacles: It took a great deal of courage to face the death of their son Paul, from AIDS some years ago. Rita prides herself on having that fact reflected in *The Times* obituary. Her mother and father "did not raise her to hide the truth." Gay causes have since occupied much of her time, in this country and in Israel. Other obstacles? There are none when Rita goes into high gear. She meets challenges head on and either vanquishes them or changes course in such a way that they are co-opted.

Achievements: Of a lifetime of accomplishments, she is most proud, she says, of being able to support organizations and work whose

values she respects. She practices a fiercely focused and educated giving, in all senses. "Women get shafted." They couldn't have a stronger, more determined advocate than Kaplan coming on, which is just about always. She's proud to recall a recent remark about her, "Rita stands up and talks from the gut." The Kaplan Cancer Research Center is just one of her and Stanley's many major achievements.

Mentors: They began with her immediate family, though roots matter in an ambient but influential way: 87 family members died in Poland, she points out. Her support of Jewish causes, and particularly those that deal with family and children's services is an almost genetically programmed commitment.

Advice: "Don't be afraid, let yourself be heard, fight for what you believe in." She advocates going away to college because of the independence it fosters. She recalls fondly the fear and thrill of looking for a room with her first cousin, Lauren Bacall because dorms were not available. She was turned down numerous times because she was Jewish, but she would not give up.

Future goals: "I'll always fight battles, you'll hear my voice."#



Barbara Gordon, New York State Teacher of the Year 2002

Factors in Career Choice: I had always loved words, perhaps a genetic gift from my mother and grandmother who were always reading and doing crossword puzzles. It is also important to remember that in my adolescence I did not "see" women in roles other than housewife-moms, secretaries, nurses, and teachers. My strongest influence and supporter was my mother. A bright woman who never had the opportunity to go to college, she spent her life working in relatively unchallenging jobs. She was my role model of a working woman, wife and mother. It is she who convinced my father that college was worthwhile for a girl! My high school Latin teacher was a favorite with his tales of Roman gods and goddesses, his linguistic challenges as he used sophisticated Latin-rooted English words to describe us and our teenage world. My college years in the 60s brought many influences including the civil rights movement and the feminist movement. I began to see teaching as a powerful means for personal growth and societal impact.

Pivotal Point: I've always been proud to be a teacher and more specifically a French teacher. And yet, I reached a point when after hearing for the umpteenth time "Oh, I took French in high school and can't remember a thing" that I questioned my career choice and my personal worth in a society that did not particularly value a liberal education, nor the ability to understand another language. I did not want to dedicate my energies to a worthless endeavor. It is during this period of self-evaluation and doubt that I realized my most important work was to form caring citizens of the world. I use French to do this; to expose young people to other cultures, cuisines, religions, viewpoints; to teach tolerance while opening their minds to a different

set of symbols, a different way of expression, perhaps even a different way of thinking; to share my joy as I, too, continue to discover the world and myself.

Achievements: In the last few years I have received several honors that are highlights of my professional and personal life. To have colleagues choose you worthy of an award is awesome: my foreign language community honored me within the state as an outstanding FL teacher and my school district chose me as the district teacher of the year. My colleagues' admiration and respect is ultimate praise in my estimation and I have been very proud to represent them this year as New York State Teacher of the Year 2002.

Obstacles: My greatest obstacle might be my choice of subject. Foreign languages are not perceived as necessary or vital in the American educational system nor in our culture at large. The teaching of French is also a constant defensive position. I try to counteract these negative feelings by modeling the excitement of language learning and stressing the goal of greater global understanding.

Mentors: My first department chair—a diminutive, grey-haired, lively Latin teacher—was wonderful! A veteran teacher of limitless energy and enthusiasm, excited by new ideas, she showed me how to be a caring and conscientious teacher by her actions, her suggestions, her steady support.

Advice: Ask yourself: What is your passion? What do you love to do? That love is your future. For me it was words, then languages. Study your favorite subject. If you love it, you will succeed. Find others who share your love and they become your mentors and your



Sheila Wellington, CEO, Catalyst

Factors in Career Choice: Thirty years ago I thought I'd build a career for myself in and around public health and academia. If you had told me then that I'd be running the most influential think tank on women in business and addressing standing-room only audiences of business leaders in the Waldorf-Astoria ballroom for Catalyst annual awards ceremony, I would have referred you to a very fine mental health center for which I worked and helped you check yourself in. But the business world has changed since then and so have I. Women populate business in record numbers. And we have six women CEOs in the Fortune 500, triple the number in 2000.

Pivotal Point & Mentors: I didn't have a lot of mentors when I was building my career—one didn't, back then. But there was one, Steve, a distinguished professor of Psychiatry at Yale, who gave me a professional nudge when I needed it. I had been working with one of his colleagues building a community mental health facility. For several years in the 1970s I took over running the mental health center, while my boss wrote his way to tenure. When my boss was appointed Head of President Carter's Mental Health Commission he requested a leave, which was granted. Yale started searching for a new director, while I kept running the shop. And I have to tell you that back then, I didn't even think twice about it. Then one day Steve called me into his office. He said in that classic, flat analyst's voice: "Don't you want to be the director?"

friends. Share your knowledge with others and you continue the cycle of support.

Goals: I want to continue to share my experience and knowledge with others, including children, future teachers, businesses, service organizations. I enjoy presenting workshops and reaching out to new groups. I've recently

It never occurred to me that Yale might actually give me the director's job. Even though it was the job I'd been doing in all but name for years. Steve said, "Just go to the Dean and the Department Chair and tell them you're very happy they're looking for a director and that after they find someone, and you orient him, you'll move on." So I did. And a funny thing happened—they stopped recruiting. They gave me the job. I did it just as well as I'd done it before they gave me the director's title and paycheck.

Achievements: Since assuming the presidency of Catalyst in 1993, Catalyst has doubled in size and initiated annual measures of women's progress in the uppermost ranks of corporate America. Under my leadership, Catalyst has spearheaded the most comprehensive research to date on women of color in corporate management.

Advice: Don't be afraid to take risks. Don't be afraid of change. Don't be afraid to ask for and take on high-visibility assignments. And, don't be afraid to fail. You can't win without failing.

Goals: To spend time with my grandson. There is nothing better than being a grandparent! I've always been a mission-driven person. Professionally, my work has always been "cause" related. I don't see that changing. It's ingrained in my character. I want to continue to have an impact where I think there is a need.#



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From the Superintendent's Seat



Make Travel Time Count

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

This is the time of year when spring break is right around the corner, and soon after follows summer

vacation. If at all possible, try to schedule some travel time with your children. The opportunities for learning are nonstop, and the memories you make will last forever.

Involve your child in planning a trip and you'll quickly see how you can't help teaching them new things. Start with a map and show your child where you are going. Discuss the different types of transportation you would consider using, and decide on a route to travel.

Whether you are taking a car trip or going by plane or train, make the journey as meaningful as the destination. Put in a little math lesson when you fill up the car and have a contest to see who can guess how many miles it will be to your first stop, or how many miles you will get per gallon of gas.

In the car or plane, engage the whole family in such time-tested games as "Geography" and "License Plate Poker." Another game your children will enjoy is to create a funny story by each taking turns adding something new to the adventure. If you prefer a little more structure, check out the travel games at the store before you go. You'll find trivia games and more that you can play together as a family.

At airports and train stations, look for signs in more than one language and see if your child can recognize the foreign words or learn some

new phrases. Of course, if you are traveling to a country where another language is spoken, this is the time to get your children a phrase book and encourage them to speak the language of the land. You'll most likely have to spend a lot of time waiting at airports, so be prepared to put that time to good use. Also, make sure to have some books for your children in your carry-on luggage.

If your vacation involves touring museums or historical sites, your children will be exposed to many exciting and interesting discoveries. Sometimes, you can arrange your itinerary to complement what your children are studying in school, or their current interest. Most big cities have wonderful science museums, aquariums, zoos, art museums, children's museums, and much more. Plan your excursions with the age and stamina of your children in mind. Schedule in time for resting, eating a picnic lunch, or shopping for a souvenir to avoid overtaxing the children, even if it means you may miss an attraction or two.

Don't be surprised if after touring the Louvre and the Eiffel Tower your child's favorite stop was the hotel with the lumpy beds or the restaurant with the great desserts. Remind yourself that all new experiences are part of the trip. The most important part of a vacation away from home is spending time together while putting aside daily routine's and chores. Enjoy your children and your family, be aware of the great learning experiences that travel affords you and make the most of it. Bon voyage.#

Dr. Hankin is the Superintendent of the Syoset School District in Lon Island.

e-Toys and Learning:



CAN E-TOYS FIND A PLACE IN THE CLASSROOM?

By LORRAINE MCCUNE, Ph.D.

Reading, Writing and Mathematics have supplanted play as the primary concern of kindergarten teach-

ers. Gone is the relaxed playful notion that the first year of schooling should be an informal easy entrance into school routines, with an emphasis on skills deferred until first grade. By the end of kindergarten children are expected to write their names, know their letters and understand basic number concepts. Research I presented this fall at the Los Angeles meeting of the National Association for the Education of Young Children (NAEYC), conducted with Dr. Elizabeth Young of the Old Bridge Township New Jersey School District, has demonstrated that children playing writing and alphabet games with the Alphy Pad made greater improvements in learning to write their names than children limited to more traditional learning experiences. This innovative play and learning tool incorporates a patented handwriting recognition system that identifies letters and numbers, as children write, correcting their errors and praising their success.

Recent research by Dr. Michelle Havens of Rutgers and Kean Universities has demonstrated that between four and five years of age, most of the perceptual and motor skills needed

for writing are available to children. Current kindergarten practice calls for children to write their names by the time they leave kindergarten, so finding playful strategies suitable to the children's age and skills is critical. As yet there is scant research addressing the usefulness of e-toys in the classroom, but the potential is surely there!

Toyfair, the world conference of the toy business world, held in New York City in February saw the introduction of Thinkpad, successor to the toy we studied, which extends the handwriting technology to include numbers, and offers practice in spelling and math as well as writing. This toy, one of a new set of offerings from General Creation intended to assist learning in elementary school, joins the roster of educational e-toys noted in the Circuits Section of the New York Times on January 3, 2002. Until recently e-toys from such companies as V-tech, LeapFrog, and Neurosmith have been aimed at preschoolers and the home market. With children spending more time in daycare and after school programs, products blending learning and fun can find their place. Developmentalists quoted in the Times' article expressed skepticism regarding the value of these toys. I believe teachers' incorporating e-play into the curriculum and research evaluating the outcomes may lead to ever more effective use of technology to enhance school learning through play.#

Shaping Tomorrow's Leaders: Global Kids

By JAN AARON

Do you want your kids to become world leaders? Then, get them involved with Global Kids, Inc., a non-profit youth organization that "turns today's students into tomorrow's community leaders and global citizens," says executive director, Carole Artigiani. "Our mission is to get kids of all backgrounds and all levels of society to participate in their communities and the larger political process," she explains.


Members have led workshops on democracy and peace building for youngsters in Croatia, Japan, Denmark, and Northern Ireland; participated in the UN World Conference Against Racism in South Africa; The Hague Appeal for Peace in the Netherlands, and numerous other important international gatherings. Since September 11, the organization has run workshops on such topics as bias awareness, civil liberties, security, and US foreign policy.

This month, Global Kids will conduct its Annual Youth Conference, March 26, at Tishman Hall at the New School University auditorium.

Kid-led workshops will include local and global responses to September 11; strategies to promote international understanding, mutual respect and the role of youth in promoting an equitable and just world. Members plan their conference, based on kids' concerns, after school at the organization's Soho headquarters.

A former educator, Ms. Artigiani created and founded Global Kids in 1991. Since then, her organization has been widely recognized for its work in promoting interracial harmony, violence prevention and school-to-work programs.

Global Kids currently serves youngsters in seven schools in Brooklyn, the Bronx, Queens, and Staten Island. Program activities take place in school, after school and during school vacation. Scholastically, Ms. Artigiani says, 95 percent of Global Kids graduate from high school and 80 percent go on to college - many on scholarships based on leadership ability and commitment to service. "Many are first in their families to go to college." *For more information call, 212-226-0130.#*




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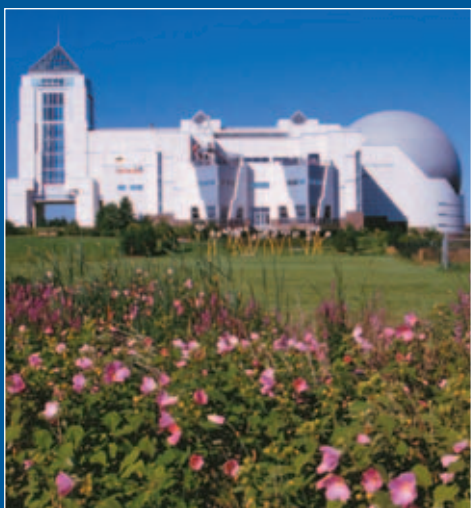
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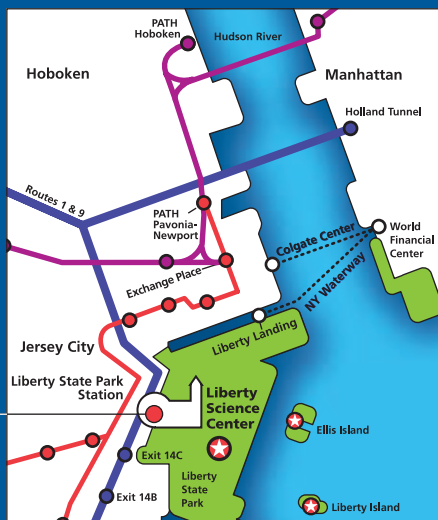
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New Exhibits:

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)

The Brooklyn Children's Museum Expanding for the Future...of NYC's Kids

By CAROL ENSEKI

The Brooklyn Children's Museum (BCM) is launching a capital expansion project that will create a world-class educational resource for generations to come. The expansion will add over 25,000 square feet to the building and house new galleries for science and cultural exhibitions, education workshops, a new media center, and a much-needed Kids Café. It will enable us to continue our century-long tradition of pioneering and expanding museum education for children.

In recent years, BCM's attendance has been growing by double-digits. Currently, however, due to space constraints, we cannot open for family visits when school groups are in attendance. The expansion will enable BCM to increase its public hours and school group capacity, opening up the doors to thousands more young people each year.

The capital expansion is made possible by an outpouring of support from all facets of the community: elected officials, individuals, and corporations. During our three-year Centennial Capital Expansion fund raising effort, over \$32 million has been raised to date, including:

- Over \$25 million from the City of New York, with support of the New York City Council and its Brooklyn Delegation, the President of the Borough of Brooklyn, and the Mayor of the City of New York.
- \$1.5 million from New York State's Community Enhancement Facilities Assistance Program, with the support of the New York State Assembly and its Brooklyn Delegation.
- Over \$5 million in private funds for BCM's

Centennial Campaign to support the Capital Expansion and related program initiatives, with major funders including the Charles Hayden Foundation and the Independence Community Foundation.

In the wake of September 11, there is an enormous need for a place where children can enjoy learning about the world in a positive and safe environment. For over 100 years we've been promoting children's sense of worth and their confidence in the future. Now our mission seems more important than ever.

With the downturn in the economy and city-wide budget cuts, this is a difficult period for educational and cultural institutions in New York. But Brooklyn Children's Museum has been through troubled times before: WWI, the Depression, and WWII, to name a few.

Throughout all the changes and trials of the 20th century, we've maintained our vision: an inclusive environment where children's minds can grow and imaginations can soar. By announcing our expansion at this time, we are proudly affirming our commitment to a strong cultural, educational, and economic future for our city. #

Carol Enseki is the President of the Brooklyn Children's Museum. The Brooklyn Children's Museum is located at 145 Brooklyn Avenue on the corner of St. Mark's Avenue. For more information, call 718-735-4400 or visit www.brooklynkids.org.



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— Mr. J. Todd White
Principal
The School District of Greenville County

MoMA's New COMM. DIRECTOR

Kim Mitchell has been appointed to the position of Director of Communications at The Museum of Modern Art (MoMA). Mitchell, who succeeds Mary Lou Strahlendorf, will lead a staff of five to promote the Museum's exhibitions, programs, activities, and events to the national and international media, including the opening of MoMA QNS on June 29, 2002, and the reopening of The Museum of Modern Art in 2005.

Mitchell joined the museum in 1997 as a publicist and was promoted to Senior Publicist in 1998, then to Assis-

tant Director of Communications in 1999. Exhibitions for which she managed publicity include *Love Forever: Yayoi Kusama* (1998); *Tony Smith: Architect, Painter, Sculptor* (1998); *Aleksandr Rodchenko* (1998); *Fame After Photography* (1999); and *Different Roads: Automobiles for the Next Century* (1999), as well as all of the MoMA2000 exhibitions. For *Different Roads*, Mitchell initiated and co-produced an award-winning video news release that garnered a national television audience of eight million viewers.#

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NEW TV SHOW FOR HISPANIC CHILDREN

Designed for a pre-school aged audience, "Mi Casita" (My Little House) now runs every morning on Hispanic cable network Galavision. The show follows the daily imaginative adventures of Lulu, a 5 year-old girl, and Benjamin, her teddy bear friend. As soon as Lulu returns from school, she runs to her playhouse, where she puts on a new "TV show" each day, singing songs, playing make-believe and preparing snacks.

"Mi Casita" was recently given the "Award of Excellence" from the Film Advisory Board. Board director Elaine Blythe said, "This program can teach English-speaking children Spanish." She added that "the stories have

great morals" and "the music is very pleasant."

The show, written in both English and Spanish, is designed for bilingual children. Recent census figures show that Spanish-speaking children constitute about 18 percent of the total child population in the United States. Fifty percent of all babies in the Los Angeles area are born to Hispanic parents. "We want to provide programming that reflects their world," explains Galavision's General Manager Lucia Ballas-Traynor. "At the same time," she adds, "English-speaking children who want to learn a little Spanish can tune in."#



NYC BOARD OF EDUCATION HAS A NEW PARENT HOTLINE! 718-482-3777

As part of the Board of Education's ongoing effort to provide better service to parents, Chancellor Harold O. Levy has established a Parent Hotline to answer telephone calls from parents of New York City public school students. The Hotline operates Monday through Friday, from 6:00 AM to 9:00 PM, and 9:00 AM to 5:00 PM on weekends.

The Hotline is designed to provide parents access to every bit of information they need related to the education of their children in a courteous and timely manner.

Multilingual telephone operators have a list of commonly asked questions with concise answers available. If they are unable to answer a question, there is a designated Parent Hotline Liaison in each central office, district and superintendency to receive referrals from the operators. All referrals will be tracked to ensure that parents get the response needed in a timely fashion.

**PARENTS WITH QUESTIONS OR CONCERNS ARE URGED
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Wednesday, April 2, 2002, 7 P.M., KYTV Reading Group will discuss *A Beautiful Mind* by Sylvia Nasar

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Of Shakespeare's Sonnets, and frequent contributor to *The New Yorker*, *The New York Review Of Books*, and *The New Republic*. This Signet Classic costs only \$3.95 and can fit inside a coat pocket or a purse and includes, in addition to "The Waste Land," such poems as "Ash - Wednesday," "Journey Of The Magi," and "The Love Song of J. Alfred Prufrock," among others. In addition, Vendler's annotations are most helpful in understanding the many words and ideas of the poems, especially "The Waste Land," that might not be so familiar to 21st century readers, but were to English readers of the early 20th century. As for the poems, they are memorable and worth rereading several times. Copies of this book are readily available at Logos.

Also available at Logos are many other fine books including biographies, histories, mysteries classics, fiction, poetry, philosophy, Judaica, children's books, cookbooks, parenting books as well as science and nature books, bibles, books on the saints, psychology, spiritu-

CHILDREN'S BOOK REVIEWS

By SELENE VASQUEZ

A tribute to remarkable lives for Women's History Month:

BIOGRAPHY: Ages 7-10

Prudence Crandall: Teacher For Equal Rights by Ellen Lucas. Illustrated by Kimanne Smith (Carolhoda, 48 pp, \$21.27) Despite fierce opposition in 1832, a Quaker teacher battles courageously to preserve the first school in the United States for African American girls. Easy-to-read text rendered with realistic full page paintings that enhance the essential drama

of this struggle for equal rights.

Jane Goodall: the Chimpanzees I Love: Saving Their World and Ours by Jane Goodall (Scholastic, 32 pp, \$17.95). With keen scientific reporting and deep affection, Goodall offers her unique style of research into the heart of the animal world. Excellent photos from 40 years of research at Gombe National Park highlight observations that are absorbing in their message of compassion for all living things. This book is an inspiration for all girls interested in the sciences.

SCHOOL DAYS IN 1960

By TOM KERTES

Ruby Bridges is no professional author. Then, again, she doesn't have to be.

Through My Eyes

Ruby Bridges

Scholastic, 64 pp., \$16.95

When you tell a story as fascinating, as that Bridges tells in *Through My Eyes*, a no-frills, less-is-more style is probably the best way to go.

Through My Eyes, much like *David Copperfield*,

starts in the womb, with Ruby's birth on September 8, 1954. At first, hers was a simple life on a Mississippi farm in the loving fold of a poor sharecropping family. But, at the age of four the Bridges moved to the old seaport city of New Orleans where, two years later, the "Civil Rights movement came knocking at the door and history pushed in and swept me up in a whirlwind."

Too many years after *Brown v. Board of Education*, schools finally began to get desegregated even in the deepest South. Ruby was one of the few African American children in New Orleans who passed the qualifying test for attending a white school.

Thus, on November 14, 1960, a tiny, six-year old black child with a gleaming white bow in her pigtails, surrounded by federal marshals, walked through a mob of screaming segregationists and into her school. She was the first African American child to do so. It was Ruby.

She was making history. And it was scary.

The book, well-illustrated by dramatic quotes and pictures from current newspaper clippings, shows "some 150 whites clustered along the sidewalk across William Frantz

School, chanting obscenities and throwing things". A wall of policemen protects the tiny child but only half-heartedly at best. "They were not exactly in favor of integration themselves," Bridges said. "You could never be confident in their support."

All week long, screaming mothers rush into school, arguing loudly while pointing at Ruby, taking their children out of William Frantz in droves. One woman shouts daily, "I'm going to poison you! I'll find a way!"

Ruby, though suffering horrible nightmares, perseveres. She has first grade all to herself as no white child dares to attend class with her. A few who try get ostracized right out of town. "I was not even sure what all the commotion was all about," said Bridges. "Not until the end of the year, when some white children would drop by once in a while. The light dawned on me one day when a little boy refused to play with me. 'My mama said not to because you're a nigger,' he said."

By second grade, the school is integrated and no one says anything. "But my teacher clearly did not like me," said Bridges. "I guess, in her eyes, this was somehow all my fault."

Bridges, now a lecturer nationwide, has established the Ruby Bridges Foundation to help inner city schools. "I go back to William Frantz," she said. "The kids are being re-segregated again. There aren't enough resources for them. And why is that?"

"As a society, we must do something about education," added Bridges. "If kids of different races are to grow up to live and work together in harmony, then they are going to have to begin at the beginning: in school."#

FOLK TALES: Ages 7-10

Maiden of the Mist: A Legend of Niagara Falls by Veronika Charles (Stoddart, 32 pp, \$13.95). No longer the submissive girl of European renditions, Lelawola of the Seneca Tribe is a courageous and outgoing heroine eager to save her ill stricken people from the mysterious and threatening horned god snake poisoning the Niagara River.

Steamboat Annie and The Thousand-Pound

Catfish by Catherine Wright. Illustrated by Howard Fine (Phiomel, 32 pp, \$15.99). A tall-tale heroine of gigantic proportions baits and tackles a hot-tempered heavyweight of a whiskered catfish. A stomping success of a story with exaggerated villainous plotting gone awry. #

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.

Michigan State University Press

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Ann Finkelstein, Ph.D.

The first book of its kind, *Science is Golden* discusses how to implement an inquiry-based, problem-solving approach to science education (grades K-5). This book shows parents and teachers how to help students investigate their own scientific questions. Not a set of recipes for science fair projects, this book presents a method for helping students expand their creativity and develop logical thinking while learning science. *Science is Golden* is consistent with the National Science Education Standards proposed by the National Academy of Sciences, and the Michigan Essential Goals and Objectives for Science Education (K-12) from the Michigan State Board of Education.



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WOMEN IN SPORTS by Tom Kertes

Renee Brown, VP, Women's Basketball Assn

Sometimes it pays to listen to mom. And to your old high school teacher, Matty Smith, as well.

"My mother always told me to believe in myself, no matter what happens," said Renee Brown, Vice President of the Women's National Basketball Association. "And Ms. Smith — who still call whenever I need to make a professional decision till this day hammered home the idea that success is all about self-discipline. She said, 'take each lesson life offers you and learn from it'."

Smith taught at Basic High School, in Henderson, Nevada. "A very fitting name," smiled Brown. Brown became the first African American executive in the WNBA in March 2000.

"I was a coach going on 20 years at that point at every level — high school, college, and Olympic — learning the game under some of the best basketball brains in the country," says Brown. "Then, in 1995, I became chief scout and assistant coach for the women's Olympic basketball team, the one that won the gold medal in Atlanta."

A week after conquering the world, Brown was in the fledgling WNBA offices interviewing with CEO Val Ackerman. "She presented a vision to me that I was very impressed with," Brown says. "It was the vision of a quality women's basketball league that would allow

our great American players to play for pay in front of their friends and family at home. Our women — who were the best players in the world, after all — would not need to go abroad any longer in order to make a living playing basketball."

A quality league needed quality talent. That's where Brown's extensive experience came into play. "My main function was, and still is, to find the best talent anywhere in the world," says Brown. "I just worked the Olympics, seeing the top women from everywhere. So I guess I was ideal for the job."

After just five years, Brown is extremely encouraged with the state of the women's professional game. "Our talent level is just getting better and better," she said. "If fans come to see us, they get addicted. And no wonder: in many ways, we offer superior basketball — from the point of view of team play and fundamentals — than the men do."

The success of the WNBA allowed Brown to live her dream. "If I am to tell anything to little girls that might follow me is to dare to dream," she said. "Women can literally be anything they want to be these days. But you must be self-disciplined and self-motivated. And you must have a great passion for what you do, whatever it may be."#



Renee Brown

TIFFENY MILBRETT: SOCCER STAR

Tiffeny Milbrett's only problem is that she's not Mia Hamm. Ironic, as the two U.S. National soccer team stars happen to be fast friends on and off the pitch.

"I could have never become as good as I have without Mia," the good-natured Milbrett said.

"There would be no women's World Cup, no U.S. woman's soccer league without her. She's meant everything to me in the way of opportunities and development."

Still, the aggressive, fast-dribbling, mercurially dynamic Milbrett is clearly the New Wave in Women's Soccer—it's just that the game's gray officialdom has decided to stay solidly in the past. Thus, due to Hamm's long-standing almost-mythical reputation, Milbrett's "Top Women's Soccer Player in the World" title remains unofficial.

This irks fans who've watched the 28 year old Milbrett simply destroy opponents in WUSA games this season to the tune of 16 goals and three assists. Milbrett, with her Midas scoring touch, has actually done an excellent impersonation of the great Hamm in her hey-day, which was a couple of years back in the mid-to-late 1990s.

Combining sizzling speed, great vision, and outstanding technical ability, Milbrett pretty much single-handedly carried the New York Power into the WUSA playoffs this season. She scored more goals than all the rest of her teammates put together — an unprecedented

achievement at this, the game's highest level. In the process, Milbrett has also become the fourth highest scorer in U.S. soccer history and only the ninth woman to ever make 100 appearances for the National Team.

"It was a good year," said the unassuming Milbrett. "I'm very happy with what we've been able to do as a team. That other, 'best player in the world', stuff is not important. It's something for the media to argue about."

Still, insiders of the game couldn't help but notice the injustice. "It's a disgrace Milbrett was not selected FIFA Player of the Year," a source close to the U.S. National Team said. "She was our engine this season, for sure. What more does she have to do? I was shocked at the foolishness of Hamm's selection."

The coach-able forward — "Tiff is the fastest learner on the team," U.S. coach April Heinrichs said — remains serenely above the fray. "I play for my own satisfaction — the only recognition I crave is from my teammates," said Milbrett. "But in a way I welcome the controversy. I'm glad people are talking about us. We are still a new professional sport in this country working our way toward a wider recognition. Women's soccer can use all the publicity it can get."#



Tiffany Milbrett

Photo provided by the U.S. Soccer Communications Department

VONETTA FLOWERS: BOBSLEDDER

After sliding down the murderous Olympic course at 80-miles an hour in a fragile bobsled — faster than any other woman in the universe — Vonetta Flowers was too hysterical to realize just how historic her feat had been. "We did it, we did it, we did it!" she screamed at her partner, Jill Bakken. "I can't believe we won!"

No one else could either. It was the first women's bobsled competition ever at the Olympics — but no U.S. man has as much as medaled in the bobsled in 46 years. Plus, pre-Olympics, Flowers and Bakken were only rated as the second-best U.S. team. Yet Flowers, a 28-year old track standout from Alabama who's only been in the sport for a year and change, became the first black athlete ever to win a gold medal in the customarily snow-white Winter Olympic Games.

"I am so blessed to be here," she said. "To win a gold medal for your country is simply awesome. Hopefully this will encourage other African American boys and girls to give winter sports a try. You don't see too many of them out there."

Flowers herself was only "out there" by pure coincidence. After finishing 12th in the long jump in the 2000 U.S. Olympic Trials in Sacramento, her husband Johnny persuaded her to attend a nearby bobsled tryout as a lark. First she almost lost her lunch. "No one told me about the G-force," she laughed. But quickly, she proved herself faster and stronger than any other brake-woman in the world.

Still, she was the long-shot to end all long-shots. "The only thing I knew about the Winter Olympics was the movie *Cool Runnings*," said Flowers. "You know, the one about the no-



Vonetta Flowers, Right

chance Jamaican bobsled team. And, of course, Debi Thomas was one of my heroes."

Thomas was the first black athlete to win a medal at the Winter Games, a figure skating bronze in Calgary in 1988. Minority participation did not markedly increase after that.

"We hope to change that with a number of creative programs," U.S. Olympic spokesman Mike Moran said. Flowers, a personable champion with both charisma and modesty, will spearhead the historic effort."#

Chris Witty: Gold Olympic Speed Skater

"Whatever, man."

Chris Witty's favorite saying, reflecting her legendarily laid-back attitude, served her well in winning the gold medal in the 1,000 meter speed-skating event at the Salt Lake City Winter Olympics last month.

Yes, in order to win her third Olympic medal—she has also won a silver and a bronze in the 1998 Games in Nagano, Japan—Witty had to overcome a lot. Mainly mononucleosis, a disease she did not even find out she had until a month before her big skate. "All I knew was I was tired all the time," she said. "And so were my times in practice. I was actually relieved to find out something was really wrong with me. I was going to cry, but then I said to myself 'that's stupid. You just have to push your way through this like you've done with everything else.'"

Witty has already proven she can push herself to miracles. Besides being the most decorated woman speed-skater in the U.S., the 31 year old from West Allis, Wisconsin has also competed in the Sydney Summer Olympics in cycling — finishing fifth in the 500-meter time trial — an almost unbelievable exacta.

"Actually, it's no big deal," Witty said. "The workouts for both sports are almost the same."

In spite of her easy going nature, Witty can stand as the poster child of the possibility of getting to the top in a "different way." She

sports a tattoo of the Notre Dame leprechaun on her left hip. She loves to wolf down pizza and ice cream, giving the U.S. team leaders constant conniptions. She also has a pierced navel, plays grunge rock on her electric base guitar, and admits to an unquenchable desire to own a Harley-Davidson bike. "Maybe when I retire," said Witty. "You can break a leg on one of those, you know."

In spite of it all, Witty claims she only gained her rebellious rep due to the inevitable comparisons to America's previous speed-skating great, Bonnie Blair. "She was the girl next door," said Witty. "I'm from the next garage."

Straight-laced or pierced to distraction, "this is a great time for girls and women in sports," said Witty. "Girls don't have to be cheerleaders any longer in order to participate. They can reach the greatest heights with commitment and work."#



Chris Witty



Murphy Center at Asphalt Green Reopens

Asphalt Green will officially reopen the landmarked Murphy Center following an extensive nine month, \$9 million renovation on Sunday, March 10th, 2002. From 12 Noon-4 PM, parents and children of all ages are welcome to come to "Murphy's Fun Day" and join in the day's festivities. The celebration includes games, clowns, arts & crafts, music, gymnastics and prizes. Additionally, puppet performances of the "Three Little Pigs" by Liz Joyce and a Couple of Puppets will be held at 1:30 & 3 PM. Storytelling by the animated April Armstrong will be at 12:30 and 2 PM and the Sing-a-long Storytellers will read stories and sing kids' songs at 1:30 and 3:15 PM. All of these activities are free to the public. The celebration will kick off with an official ribbon cutting ceremony at 11:30 AM by prominent members of the community. The Murphy Center is the site of the former municipal asphalt plant.

The Murphy Center will now house five multi-purpose spaces including two gymnasiums and a theater. The not-for-profit sports, fitness and arts center was transformed into a warm, playful sports and fitness facility with state-of-the-art equipment. Renovation highlights include handicapped accessible bathrooms on each of the four floors, new insulation, repair of water damage, and air conditioning throughout the building. The renovation provides an additional 3,200 sq. ft. of usable space for programs, a 50 percent increase.

Asphalt Green's Murphy Center is home to many of the city's best programming for youth, including championship gymnastics, soccer and basketball teams. The Murphy Center also hosts free community partnership programs that bring much needed fitness and physical education to public schools and not-for-profit agencies. Over 24,000 children and adults use the Murphy Center each year. The City of New York and private donors funded the \$9 million renovation.

"The Murphy Center is where Asphalt Green started. We look forward to continuing its service to all New Yorkers," said Carol Tweedy, Executive Director of Asphalt Green.

Constructed in 1942 as an Asphalt Plant, the parabola shaped building stands out from every other building in Manhattan. It has inspired powerful reactions, both positive and negative. When intentionally built, Robert Moses, czar of public construction, thundered that it was "the most hideous waterfront structure ever inflicted on a city." At the time it was landmarked in 1976, Paul Goldberger, former architecture crit-

ic of The New York Times, called it "inadvertent but great monumental architecture."

In 1968, the City consolidated all of its asphalt production at one plant in Queens, condemning the mixing plant to demolition. In the 1970s, the City planned to convert the asphalt plant into yet another high-density, high-rise residential complex. However, both the building and people of the community successfully fought the City's plan. The concrete arch resisted the wrecking ball for three weeks. "When the wrecking ball came to knock down the building, people stood holding hands to prevent it," recalls resident Susan Stackleberg. In 1984, Asphalt Green completed the initial transformation of the building to a privately run not-for-profit sports, fitness and arts center. The City retained ownership of the land and buildings. In return for rental exemption, Asphalt Green provides 1/3 of its services free to the community.

Asphalt Green is a 5.5 acre campus on 90th Street between York and East End Avenue. In addition to the Murphy Center, Asphalt Green includes Manhattan's only Olympic-standard swimming pool, a state-of-the-art fitness center, an Astroturf field, and two public outdoor parks open to the public. Asphalt Green is dedicated to assisting people of all ages and backgrounds to achieve health through a lifetime of sports and fitness.

For more information about the Grand Reopening of the Murphy Center, contact Asphalt Green at 212-369-8890 x 228 or visit www.asphaltgreen.org. Asphalt Green's Murphy Center is located at 555 East 90th Street, between York and East End Avenue.

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New Presidents Series

JOAN STRAUMANIS: PRESIDENT, ANTIOCH COLLEGE, OHIO

By POLA ROSEN, Ed.D.

President Straumanis has the unusual perspective of having been a student at Antioch College during its centennial year and coming back as President in its sesquicentennial year after a career spanning three deanships, work at the Department of Education in Washington D.C. and a deep interest in political science and mathematics. "Changes over the intervening years are remarkably few. It's amazing how the college has kept its character," notes Straumanis. "However, it's much smaller than it was and is under capacity now. The students look different than when I was here but they sound the same," she adds. "Students are very connected with the outside world. They are activists who feel a sense of responsibility. The physical plant is similar; the small town environment is much the same. There are big differences in faculty composition. Years ago, President Straumanis did not have any female professors except in physical education. Now about 50 percent of the faculty is women."

Historically, Antioch was the first college to grant equal degrees to men and women, in 1853. If women worked after graduation, they became teachers or activists in the women's movement or civil rights. Often they were the daughters of the affluent who simply desired an education and a symbolic degree.

President Straumanis had a double major in political science and mathematics. Few women majored in math or science (there were only two women in her math class). Today Antioch has a slight majority of women, as do most liberal arts colleges. However, according to Strau-

manis, while there is current national parity for women in mathematics and biology, that does not exist for chemistry, physics and engineering. "Women still have a way to go."

Part of President Straumanis' mission is to increase enrollment, build financial stability and enhance the public visibility of the institution. Antioch's educational outcomes are measurably still wonderful. Students are oriented to academic excellence and achievement. The student body has a balance between academic, social, political and work lives. "That is what is so unusual about Antioch. Students think about the problems of the world and their responsibility to address them. They come here partly because they know Antioch will support that," according to the President.

"In my current job I have authority but not resources so the challenge is to develop resources."

In discussing the uniqueness of Antioch College, President Straumanis underscored three elements: the co-op program, which combines classroom and outside work. The program requires a very substantial commitment of time.

Work is perceived as part of a liberal arts education. The co-op program incorporates the work experience with the curriculum. President Straumanis wants to help increase the number of professional level and well-paying jobs for students.



President Joan Straumanis

Student government is also unique here. Students are involved in the governance of the college; they are on the tenure committee as well as the budget committee, and the labor committee. Students and faculty have a significant

voice in community government which is part of the educational experience here.

Unusual here too is that students leave with a sense of optimism and responsibility and with the feeling that they can effect change in the world. Antioch is at the top of the list when it comes to student engagement in the community. About one third of the students are engaged in community service.

Antioch has five branches around the country. Two are in Yellow Springs, the others in Seattle, Los Angeles and New Hampshire. Each campus has its own president and operates in a semi-autonomous manner.

President's Straumanis' mentors in her own life did not include women; in fact, she had relatively little mentoring and few women of her generation did, she averred. She encountered "many roadblocks in [her] career because of being a woman. The women's movement was a great help later on providing mentoring by peers rather than by older professionals." Her achievement as the first woman president of Antioch College becomes even more remarkable.

Her advice to the students of today: "a critical mass is two. If you have a friend, you can make things better. It doesn't take many to make a difference." Certainly, President Straumanis has made a difference in education and the lives of young people and will continue to do so over the years to come.#

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Sandy Weill is the Chairman and Chief Executive Officer of Citigroup Inc. and a recipient of the McGraw-Hill Prize in Education. He serves as Chairman of the Board of Trustees of



Joan Weill & Richard Parsons

Carnegie Hall, and is Chairman of the Board of Overseers for the Joan and Sanford I. Weill Medical College and Graduate School of Medical Sciences of Cornell University, which they established. Long a proponent of education, Sandy Weill instituted a joint program with the New York City Board

of Education in 1980 that created the Academy of Finance, which trains high school students for careers in financial services. He serves as

Chairman of the National Academy Foundation which oversees more than 394 academies that operate across the country, and is the principal sponsor of New York City's High School of Economics and Finance.

Joan Weill serves as Chairman of the Board of the Alvin Ailey American Dance Foundation Inc. She is Co-Chairman of the New York Weill Cornell Medical Center Women's Health Symposium.

"It is clear that the level of the Weills' commitment to New York, to education, and to social welfare is in keeping with Bank Street's mission," said Dr. Augusta Souza Kappner, President, Bank Street College of Education.#



(l-r) Sanford I. Weill, Elizabeth S. Pforzheimer, Augusta Kappner, Joan Weill & Felicia Taylor

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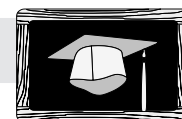
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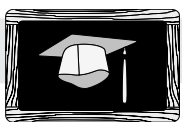
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MARCH 2002

The College of New Rochelle Appoints New Dean of School of New Resources

Dr. Stephen J. Sweeny, President of the College of New Rochelle (CNR), recently announced the appointment of Elza Dinwiddie-Boyd as Dean of the School of New Resources (SNR). Ms. Dinwiddie-Boyd, formerly the Campus Director of the Rosa Parks Campus of SNR, has been serving as Acting Dean of the School of New Resources since July, 2001.

"Elza Dinwiddie-Boyd has had a long and distinguished history with the School of New Resources and the College," said Dr. Sweeny in making the appointment. "As a teacher and administrator, she has gifted us with her considerable talents and profound passion for our mission. She is a woman of wisdom, energy, commitment and a passionate educator."

Throughout her career, Elza Dinwiddie-Boyd has worked tirelessly to open the doors of higher education to the non-traditional adult student. Ms. Dinwiddie-Boyd came to CNR's School of New Resources New York Theological Seminary Campus in September 1981, as a faculty member in the writing program and in 1985 was appointed to the instructional staff. In June, 2000, she was appointed Director of the Rosa Parks Campus of the School of New Resources.

In 2001, Ms. Dinwiddie-Boyd was honored at

the Harlem YMCA 31st Annual National Salute to Black Achievers in Industry (BAI).

Prior to coming to the College of New Rochelle, Ms. Dinwiddie-Boyd was a member of the founding team of Wayne State University's groundbreaking Community Extension Centers, an academic program designed to serve adult learners. She served as Assistant Director of the Community Extension Centers for nine years while earning her M.Ed. at Wayne State University. She has also done post-masters work in the field of linguistics.

Ms. Dinwiddie-Boyd is an author, editor, and an educator. She is the author of seven non-fiction books and most recently published *In Our Own Words: A Treasury of Quotations From The African American Community and Proud Heritage: 11,001 Names for Your African Baby*. Her articles have appeared in a number of national magazines, including *Essence* and *Gospel Today*.

The School of New Resources (SNR) was established in 1972 at The College of New Rochelle's main campus and the District Council 37 Campus (44 East 2nd Street – temporary location) and has, since then, expanded to five other branch campuses throughout New York City, providing a four-year college degree pro-



Elza Dinwiddie-Boyd

gram within the City's neighborhoods. The first Catholic college for women in New York State, The College of New Rochelle was founded in 1904 by the Ursuline Order. Today, it comprises the all-women School of Arts & Sciences, and three schools which admit women and men: the School of New Resources (for adult learners), the School of Nursing and the Graduate School. The main campus of the College is located in lower Westchester County, 16 miles north of New York City. The College maintains six other campus locations in New York City. Visit the College's website at www.cnr.edu.

Union Institute & University/Vermont College Merger Results in Unique Post-Graduate Opportunities

As the result of a recent merger between Vermont College and Union Institute & University, post-graduate learners can enter a doctoral track through the Certificate of Advanced Graduate Study (CAGS) program in a low-residency model based in Brattleboro, Vermont.

Weekend Option learners spend one weekend each month and National Option learners spend two five-day residencies each year at the University's Brattleboro Center in southern Vermont. The Program features individualized studies in Human Development and Learning, Leadership, and a cross-disciplinary concentration called Integrated Studies, as well as endorsement in Education Administration. It is also possible to pursue the CAGS for licensure in psychology, including School Psychology, Guidance Counseling and Educational Psychology.

During the CAGS program, learners work under the supervision and guidance of two mentors: a Cooperating Practitioner who is a specialist in the learner's field of study and a member of the University's Core Faculty. A cross-disciplinary community of learners and faculty meet together during residencies on the Brattleboro campus for an exchange of learning.

Following a CAGS program of three or four six-month semesters (totaling 36 to 48 credits), learners can then apply for doctoral studies, also in an independent, self-designed format which allows a wide range of choice of directions based upon personal needs and professional interests. The doctoral program begins with a ten-day colloquium at a location chosen from among a dozen national sites and continues with a selection of five-day seminars offered nationally, and a series of individually arranged peer days.

For information on these programs, call 800-336-6794, email vcadmis@tui.edu or visit www.tui.edu. Union Institute & University is accredited by the North Central Association of Colleges and Schools.



PRODUCT REVIEW: KLEAR SCREEN

By MITCHELL LEVINE

I've owned three laptops and I use one almost every day. Typically, I review several in a year. Throughout this entire length of time, the same thing has kept happening. No matter how clean I keep the environment I use my laptop in, nor how much care I take with a machine itself, it will still keep building up what technological cognoscenti such as myself refer to as "screen gunk." No procedure detailed in any manufacturers' documentation describes what, if any, course of action might be conceivably taken to effectively neutralize gunk. FAQs on a product sites have repeatedly failed to satisfactorily indicate any potentially emergent resolution to gunk. In fact, a careful scrutiny of the relevant secondary literature undeniably reveals a static vacuum of validated technical analysis on the stated problematic. Accordingly, over the years, many have approached me to ask "Mitchell, what can I do about screen gunk?" In the past, I've just had to stand there and look stupid (this is the approach still adopted by Neil Schuldiner). Today, I recommend Klear Screen.

The Klear Screen product is a polymer-based liquid screen cleaner specifically designed for use on virtually any type of computer display screen, from flat-panel monitors to PDA LCDs. To service the intended device, you simply spray it with a Klear Screen bottle, or wipe it down with a pre-packaged Klear Screen Single; the latter being much like a Chinese restaurant's moist towelette. Then, dry it with a Klear Cloth polishing cloth until shiny. In just a couple of moments, the screen will be completely

free of dust, lint, static build-up, and finger oils transmitted by keyboard contact - all the major constituents of gunk. Plus, that screen will have essential fluids replaced and replenished, adding significantly to its lifespan.

Note that a number of solutions offered in the past, including some by specialty outlets, should not be used. For example, some other products advanced for this use contain alcohol and ammonia, both of which can crack and damage displays made with plastic compounds. Certain dusting sprays marketed on television claim to be safe for cleaning laptop displays, but are chemically identical to products that both computer and cleaning spray manufacturers admit are hazardous to such items. According to the company's website, vinegar and water might be safe for plastics, but they don't remove static and finger-prints, or replenish screens with necessary liquids. By their reckoning, simply using glass cleaner and paper towels on a laptop screen usually results in damages averaging \$2000. Packs of the very convenient Wet-Dry Klear Screen cleaning singles, by comparison, start at \$5.95

I use Klear Screen. You should too. It's inexpensive, it works, and it comes highly recommended to Education Update readers. A small investment in this product will go a long way towards protecting your big investment in computing hardware. More information about it, as well as online ordering, can be found at the company's website www.klearscreen.com, or by calling 1-800-505-5327.#

Mobile Computing Review: Handspring Visor Edge, Pro & Prism



(1-r) Handspring Visor Edge, Pro & Prism

By NEIL SCHULDINER

With the recent introduction of mandatory Personal Digital Assistants (PDAs) for students at the University of South Dakota, mobile devices are finally expected to become obligatory for most institutions of higher learning. To meet the growing demands of the education market, Handspring has recently lowered the prices of their three premium PDAs.

For the scholar on-the-go, the Handspring Visor Edge offers students the pinnacle of portability. Featuring a swift 33 Mhz Motorola Dragonball VZ processor and equipped with 8 megs of memory, the Edge manages to compress its substantial power into a slick metallic casing, measuring less than half an inch thick and weighing a meager 4.8 ounces. To withstand the wear and tear this slim unit is sure to endure, the Edge's monochrome screen is protected by a metallic "cool slip" which effortlessly slides on and off. The Edge easily connects to most computers (PC/Mac) through a USB port connected cradle, and can both synchronize and recharge simultaneously. The Edge's stylus has a well designed slot and the unit retains the Fast Lookup feature found in Handspring's more advanced models.

While the Edge's portability features are impressive, users will have to sacrifice some conveniences. While most Handspring devices are compatible with Springboard modules (expansion cards containing additional hardware or software which conserve memory), the Edge's small size prohibits its ability to easily utilize such modules. Users wishing to employ modules must first slip on an expansion slot which renders the "cool slip" cover unusable

and significantly increases the weight and size of the Edge. But for most students, these sacrifices will be inconsequential considering that once a module is installed, users can potentially listen to music or connect to the Internet wirelessly.

For educators and administrators who require more power, Handspring's Visor Pro contains twice as much memory (16 megs) as the Edge, enabling greater storage for larger programs. Its fixed Springboard module slot permits users to transform their device into a digital camera, mobile phone or MP3 player. Especially convenient is the Pro's LED alarm, which provides visual alerts, rather than most PDAs audible alerts. While its slightly bulky size downgrades its portability factor, power users and Springboard junkies should opt for the Pro.

For users who are not only looking for a full-featured PDA, but also a portable game machine, the Visor Prism is Handspring's top-of-the-line color PDA. Almost identical to the Visor Pro, the Prism's stand-out feature is a bright screen yielding 65,000 vibrant colors. To compensate for the added cost of color, the Prism only features half the memory of the Pro and is noticeably heavier and bulkier than other PDAs.

While all three PDA models come equipped with the latest processors, it is slightly disappointing that they come bundled with the older Palm OS 3.5, rather than the newer 4.1. Still, with street prices ranging from \$199 to \$299, Handspring is providing feature-rich digital assistants within the budget of most scholars and educators.#

Literary Riddles

By Chris Rowan

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

See Answer Below

Next time: "... Her heart was troubled by a kind of terror. The fact that she was alone, away from home, rushing into a great sea of life and endeavor, began to tell. She could not help but feel a little choked for

Answer: Beowulf, the eighth century English epic poem.

breath — a little sick as her heart beat so fast. She half closed her eyes and tried to think of nothing, that Columbia City was only a little way off."

This passage describes a character from a 20th century American novel. Which novel? Which character? Who was the author — and when was the novel published?

MARCH IN HISTORY

Compiled by Chris Rowan

March was named after Mars — the Roman god of productivity and protection of the state. It was the first month on the Roman calendar until Julius Caesar decided to base the calendar on the solar year, dividing the year into 12 months instead of 10. (Julius Caesar was assassinated on March 15th 44 B.C.)

St. Patrick's Day

On March 17, 493 AD, Patrick, Second Bishop of Ireland died in Saul, Ireland. He was later canonized as St. Patrick. On March 17, 1766, New York City held its first official St. Patrick's Day parade.

Firsts In Women's History

On March 4, 1933, Francis Perkins became the first female cabinet member when she was sworn in as Secretary of Labor in the administration of Franklin Delano Roosevelt.

On March 6, 1934, Babe Didrickson became the first female athlete to play on a major league baseball team when she pitched a full inning for the Philadelphia Athletics against the Brooklyn Dodgers.

Other Events in Women's History

On March 13, 1906, Susan B. Anthony died. She was the leader of the women's movement for full citizenship rights, including suffrage (the right to vote).

On March 22, 1972, the Equal Rights Amendment was passed by the U.S. Congress and sent to the states for ratification.

Labor History

On March 25, 1911, 125 workers, mostly

young women, were killed in the Triangle Shirt Waist Factory Fire. The fire led to the passage of city, state and federal legislation to compensate workers for occupational injuries and to promote safer working conditions. (The last survivor, Rose Freedman, died on February 15, 2001. After escaping the fire, Freedman became a life long advocate for better working conditions, and she lived an active life until her death at age 107).

On March First...

In 1872, an act of Congress designated Yellowstone as a national park — the first area in the world to be designated as a national park. Most of Yellowstone is in Wyoming, the remaining sections are in Idaho and Montana.

In 1961, President John F. Kennedy established the Peace Corps.

Our Bloodiest War (the Civil War)

On March 9, 1862, two ironclad ships engaged in battle at Hampton Roads off the coast of Virginia. They were the U.S.S. Monitor, the Union ship, against the Merrimack (a Union ship stolen by the Confederates, given iron siding and renamed the Virginia). The battle ended in a stalemate.

Corrections

Last month's printed edition of February in History gave an incorrect date of birth for W.E.B. Dubois, a founder of The National Association for the Advancement of Colored People (NAACP) and author of *Souls of Black Folk*. He was born February 23, 1868.

GEOGRAPHY CORNER

By Chris Rowan

In which State was Nellie Tayloe Ross elected to public office? When was she elected? Why was this election significant? What other political milestones made this State stand out on the map?

Answer: In 1924, Nellie Tayloe Ross was elected Governor of Wyoming, the first woman to be elected Governor of a State. She succeeded her husband, William B. Ross, who died in office.

Background: Wyoming is known as the "Equality State." The Territory of Wyoming was established in 1868, and on December 10, 1869, it became the first Territory or State to grant women the right to vote, serve on juries and hold public office. Wyoming was admitted to the Union as the 44th State on July 10, 1890. It ranks ninth in area (97,818 sq. mi.) but least in population (over 470,000).

Next time: Where was Montford Point? And why was it significant?

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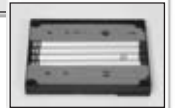
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Software Review

Typing Pal Junior

By LAURA PRETTO

Any teacher worth their salt (and teaching a typing class) should definitely check out *Typing Pal Junior*. This comprehensive program is great for kids and helpful for adults as well. Anyone who would like to learn to type should check out this software.

Designed for children of ages 7 and up, its instructions are simple and direct, and the progress you make is based solely on how well you are learning. Unlike other typing-software (i.e. *College Keyboarding and Document Processing for Windows*, published by Glencoe/McGraw-Hill), *Typing Pal Junior* does not allow you to continue to the next lesson until you have mastered the previous one.

Typing Pal Junior is engaging, helpful, and constructive. Your kids and/or students (and maybe you, too) will enjoy its two fun games: a Pong™ hybrid that helps you practice keying the right stroke while bouncing a ball around a square, and (I really enjoyed this one) a spaceship game where the pilot has to type out words

in order to shoot asteroids. Each of these games are easy to play, but difficult to master, unless your typing skills are precise.

The software comes with lessons for each character on the keyboard, practice dictations, a journal to help keep track of the progress you have made, and a spy that follows your progress outside the program (in other word processors), not to mention a statistics file that measures each finger's accuracy and a section on ergonomics (study of proper positioning of the body while interacting with a machine). Every part of the program is helpful; it is obvious the author(s) put a substantial amount of effort towards making this program interesting and entertaining for children, while still going through the learning process in a straightforward way.

Installing the program was quick and painless. The process takes less than two minutes. Running the program is a point and click away. #

Laura Pretto is an EdUpdate intern.

Studying Abroad

Studying abroad is an option many students choose to take during college and even high school. An experience in another country is invaluable to students as they learn not only the culture and language of another country, but also how to be independent, responsible and culturally accepting. Students who have studied abroad almost unanimously say that it is an experience that bettered them and one which they will never forget.

Studyabroad.com, the #1 online resource for study abroad programs, provides an information portal for college and high school students wishing to study abroad. There is an incredible amount of information here including a directory of study abroad programs, searchable by subject and country. This directory contains each program's contact information, description and a link to those who advertise. Academic Year, Semester, Summer, Language, TEFL and Volunteer programs are all included in this directory.

Easy to use, Studyabroad.com also provides country information such as history, government, culture, weather and currency. Each country page also links to its respective State Department Information Sheet so that students can get up-to-date information on our relationship with each country. Studyabroad.com is the ideal place for any student who is planning on studying abroad or just wants to explore available options.

For more information, go to <http://www.studyabroad.com>.

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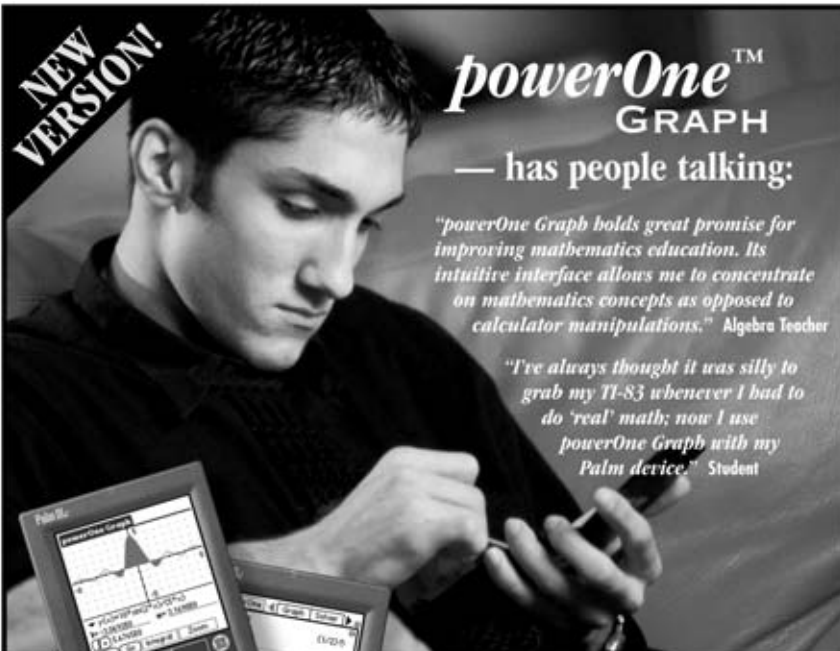
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Assembly Against School Bullies



By ASSEMBLYMAN
STEVEN SANDERS

The Dignity for All Students Act, landmark legislation which I introduced in the Assembly to prohibit discrimination or harassment of students and to

prevent bullying in public schools, has been reported out of the Education, Codes, and Ways & Means Committees in the Assembly. A full vote in the Assembly is expected soon.

Two years ago, the State Legislature took an important step toward preventing violence in schools with enactment of the landmark Project SAVE. Dignity for All Students is a logical and much needed next step, since bullying, taunting, intimidation and harassment—including bias-driven harassment—are very often precursors to violence. But, even without the relationship to violence, they have no place in a school at any time. Dignity for All Students will help foster civility in every public school by providing for an environment that is conducive to learning, free of harassment and free of discrimination.

The bill states that such acts are to be prohibited, including when based on a person's actual or perceived race, color, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

People are targeted sometimes as a result of world or local events. Just recently, Arab-American students suffered terrible abuse in the wake of September 11th. And all students, whether gay or straight, are negatively affected by anti-gay harassment—one of the most common forms of in-school harassment, with the average high school student hearing anti-gay epithets 25 times a day.

According to the Empire State Pride Agenda, gay and lesbian students—and those perceived to be lesbian or gay, in particular—are the victims of severe and widespread discrimination and harassment in our public schools. Ninety percent of lesbian and gay youth regularly hear homophobic remarks in school, with almost half saying they experienced verbal harassment daily. A 1993, 14-city study of lesbian and gay youth ages 14-21 found that 44 percent were threatened with physical attack, 33 percent had objects thrown at them, 30 percent were chased or followed and 17 percent were physically assaulted. Most alarmingly, one third of the youth surveyed reported that no one, not even teachers or administrators, intervened in these circumstances. It may come as a shock that

New York State Education Law does not contain any explicit prohibition against harassment of any kind in primary or secondary education. While some New York localities have passed anti-discrimination and harassment policies for their schools, there is no comprehensive statewide protection from harassment in schools under New York State law.

In order to concentrate on their academic and personal growth, students need a safe and non-threatening school environment. They should never have to be preoccupied by the threat or actual occurrence of harassment or discrimination, be it verbal or physical, either from school employees or fellow students.

The bill would promote civility among students and between students and teachers. It will also help create an atmosphere where learning is paramount and distractions to learning are minimized—more important than ever as we expect students to meet higher standards and pass high-stakes tests. The bill provides a response to the large numbers of harassed and stigmatized students skipping school and engaging in high-risk behaviors like drug use, alcohol abuse, and perhaps even suicide.

No child or teen should ever be pushed to such extremes because of an intolerable environment in his or her school. By prohibiting harassment in public schools and establishing the appropriate procedures and policies to prevent and deal with such incidents, the bill will be a major step in creating more nurturing environments in all our schools.

The bill is not punitive in focus. It certainly doesn't require that everybody "like" each other. Dignity's focus is on learning, about keeping an environment in a school civil and conducive to learning, where no student should be expected to have to endure bullying, intimidation or harassment based on personal characteristics, real or perceived.

Our principals need Dignity for All Students so that a school building can be a non-threatening place. Our teachers need this, to ensure the right climate for learning—in every classroom.

But most of all, our students need this bill. We demand a lot from them, and that is correct. And true, the world is a rough place. But schools shouldn't be. Let's provide our young people with the safety and the security they need to succeed in school and beyond. Dignity for All Students can make that 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.

City Council News



By COUNCILWOMAN
EVA MOSKOWITZ

State Assembly Speaker Sheldon Silver's taskforce on mayoral control of the public school system is getting ready to wrap up its work. From all indications, it seems as if this special committee will offer a compromise solution, one in which the mayor is likely to gain more power within the context of a slightly reformed Board of Education.

Of course, this is unfortunate for the Mayor, who has said repeatedly that he wants to have full control of the schools in the context of an abolished Board of Education. But Mike Bloomberg's desires and wishes aren't the only things to suffer as a result of Albany's fear of reform. In fact, the biggest victims may end up being the hopes and dreams of the more than one million children enrolled in New York City's public education system.

Whether you're a Republican or a Democrat, everyone knows that our public schools are in deep, deep trouble. Last year, three out of four kids in the public schools failed to meet the state's minimum standards for reading and math. How much longer do we have to wait before Albany finally gets the message that we

need real reform now? Is it reasonable to expect that New York City will continue to be the "Capitol of the World" if the vast majority of its citizens can't read or calculate?

As both a graduate of and a former teacher in New York City's public schools, I know that we are running out of time before we reach the point when it will no longer be possible to save our schools and, by extension, save our city. All the signs coming from Albany today point toward a compromise solution, one that will probably involve an expanded Board of Education with the lion's share of appointments being left to the Mayor. While such a proposal holds some potential for improvement, it is still a far cry from what we need in order to raise standards, enhance performance, and enforce accountability.

School reform isn't a Democratic issue or a Republican issue. Partisan bickering in a time of crisis will only lead to further deterioration for our schools and for our children's prospects. For the sake of our children's future and for the future of New York City, let's hope Albany can find the courage to overcome its fear of radical reform and clear the way for the kind of changes that are desperately required to save public education. #

Eva Moskowitz is the Chair of the Education Committee in the NYC Council.

Controversy Continues Over Teaching Evolution

By MARTHA MCCARTHY, Ph.D.

More than 75 years after John Scopes was convicted for teaching evolution in violation of Tennessee law, such instruction remains controversial. Indeed, about 20 states considered anti-evolution measures in the 1920s and in the 1990s!

After the Supreme Court struck down an Arkansas law barring instruction in evolution in *Epperson v. Arkansas* (1968), some proponents of the Genesis account pursued different strategies. They pressed for disclaimers in texts and curriculum guides, stipulating that evolution is a theory and cannot be taught as fact, and they had some success in this regard. Also, they argued that the Biblical account deserves equal treatment whenever evolution is taught, as both are theories. The Supreme Court addressed this argument in 1987, striking down a Louisiana "equal-time" statute in *Edwards v. Aguillard*. The Court reasoned that the intent of the law was to advance religious doctrine in science classes and not to protect academic freedom as asserted.

Given the Supreme Court's position, those challenging evolution have recently focused on political remedies. The Kansas State Board of Education attracted national attention in 1999 when it rejected proposed science standards emphasizing evolution and adopted an alternative set eliminating the requirement that local school districts teach or test students about evolution. The standards removed any references to evolution or the earth being billions of years old, but did not actually ban teaching evolution, and most Kansas school districts continued to teach this subject.

Developments in Kansas received the most publicity, but the Kentucky Education Department deleted the word "evolution" from the state science curriculum and replaced it with

the phrase "change over time." Other states, such as Alabama and Nebraska, changed their policies to allow for discussion of theories that challenge evolution. But the New Mexico State Board in 1999 voted to endorse the teaching of evolution as the only approach to the origin of life in the statewide science curriculum, which was a direct response to the contrary action in Kansas.

And success of anti-evolution forces in Kansas was short lived. In the 2000 state board election, there was a shift in power to create a moderate majority that approved new science standards reinstating the study of evolution. More recently, a Colorado local board of education voted that a charter school had breached its contract when it adopted a policy prohibiting teaching human evolution. Also, the Supreme Court declined to review a Minnesota court's decision that teachers cannot refrain from teaching evolution simply because they have religious objections.

The newest argument is that instruction in evolution should be augmented by the theory of "intelligent design," which denies natural selection but recognizes that the earth is older than stipulated in the Bible. The Ohio State Board of Education is considering the claim that the state science standards should include intelligent design, but critics view this as another ploy to insert theism in public schools. Although current policies favor evolution, controversies over this topic are likely to continue, and possibly the issue will still be unresolved a century after the famous Scopes "monkey trial." #

Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana Univ.

LEARNING ABOUT SOCIALLY RESPONSIBLE INVESTING

Socially responsible investing, social investing, socially aware investing, ethical investing, mission-based investing and natural investing are all terms used to describe the same concept. They all describe an approach to investing that combines your social/environmental concerns and your investment decisions. Socially responsible investors put their money to work in ways designed to achieve financial goals while working to build a better, more just and sustainable economy.

Interested in learning more? There are many resources available to learn more about socially responsible investing. Two books recently published that are full of practical information are: *Socially Responsible Investing: Make Money While You Make a Difference* by Amy Domini and *Investing With Your Values* by Hal Brill, Jack A. Brill and Cliff Feigenbaum.

Co-op America is a national non-profit that provides "practical tools for businesses and individuals to address today's social and environmental problems." Co-op America issues two annually updated handbooks, the *National Green Pages*, which contains thousands of green, environmentally friendly, and socially responsible businesses, products and services and the *Financial Planning Handbook for Responsible Investors*, a 50-page guide complete with worksheets and tips on tax saving, investment and smart shopping. You can contact Co-op America at 1-800-58-GREEN or visit their website at www.coopamerica.org.

In addition to Co-op America's website, there are also several websites that provide information about socially responsible investing and include listings of socially responsible mutual funds. The Social Investment Forum, www.socialinvest.org, is a national nonprofit organization that promotes the practice of socially responsible investing. SocialFunds.com offers a comprehensive website covering mutual funds, community investing and shareholder action. If you want to learn more about the issues being addressed by the socially responsible investment industry, visit the Shareholder Action Network site at www.shareholderaction.org. "Socially responsible" can mean many things to many people. It's important to seek out those investments that reflect your personal values and your financial goals.



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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.

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COLLEGES

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LECTURE

Paul Loeb, Author of *Soul of the Citizen, to Speak*; Tuesday, March 5; Reisinger Concert Hall; 1:45 p.m.; Free Paul Loeb, a scholar at Seattle's Center for Ethical Leadership, has written on social involvement for a number of newspapers including *The New York Times* and the *Washington Post*. His recent book, *Soul of the Citizen: Living with Conviction in a Cynical Time* explores what leads some people to become involved with community issues and activism. For more information please call (914) 395-2411.

CONCERT

Roerich String Quartet - Music by Bartok, Borodin and Haydn; Wednesday, March 6; Reisinger Concert Hall; 8 p.m. \$10/\$8 students and senior citizens; The Roerich String Quartet: Renee Jolles, Joanna Jenner, Sarah Adams and Dorothy Lawson, will play Haydn's Sunrise Quartet in B Flat Major, Bartok's Quartet No. 2 and Borodin's Quartet No. 2 in D Major. For reservations or more information please call (914) 395-2411.

FILM

"Life and Debt" - The Role of the International Monetary Fund in the; Global Economy; Thursday, March 7; Film Viewing Room; 7:30 p.m.; Free Stephanie Black's documentary illustrates the devastating effect of globalization on third world countries. Shown initially at the Walter Reade Theater, "Life and Debt" focuses on how international lending organizations have affected local agriculture and industry in Jamaica. Rather than lecturing the viewer on the impact of globalization in economic terms, the film goes directly to farmers and factory workers whose lives have been deeply affected by the lending policies of the World Bank and the International Monetary Fund. The voice-over narration is provided by Jamaica Kincaid. For more information please call (914) 395-2411.

FILM

"The Ladies Room" - A Documentary; Friday, March 8; Reisinger Concert Hall; 8 p.m.; Free As a part of Women's History Month, "The Ladies Room" will be shown with director Cynthia Salzman Mondell available to answer questions after the screening. "The Ladies Room" shows what happens 'behind closed doors' in a ladies restroom, where women share stories of love, sex, marriage and divorce. Salzman Mondell is an independent filmmaker whose previous films include documentaries on housing, "Promise and Practice," and "Funny Women," a film celebrating women comedians. For more information please call (914) 395-2411.

DANCE CONCERT

Dance Concert - Dances by John Jasperse, Jennifer Monson and Eliza Miller; Friday, March 8; Saturday, March 9 and Sunday, March 10; Bessie Schoenberg Dance Theatre, Performing Arts Center; 8 p.m.; Free; Reservations Required. The Spring Alumnae/i Dance Concert at Sarah Lawrence College will showcase dances by noted alumnae/i John Jasperse, Eliza Miller and Jennifer Monson. Award-winning choreographer John Jasperse is the 2001/2002 Viola Farber Artist in Residence at the College, and this concert will feature a showing of "Clear Field," developed during his residency. Eliza Miller founded the Eliza Miller Dance Company in January 2000, and performed at Danspace, St. Mark's Church in 2001. Jennifer Monson is the recipient of a Bessie for "Sender" (1997). For reservations or information please call (914) 395-2433.

CONCERT

New York New Music Ensemble - A Program of English Theatre Music and New; Chamber Music; Sunday, March 10 Reisinger Concert Hall; 4 p.m.; \$10/\$8 students and senior citizens. The New York New Music Ensemble, comprised of innovative performers under the leadership of conductor Robert Black, will perform contemporary English Theatre Music and New Chamber Music. The concert will feature work by Anthony Cornicello, Alba Potes and Smaldone's *Rituals: Sacred and Profane*, for flute, cello and piano. Works by Alexander Goehr, Michael Finnissy and Marcel Duchamp will also be performed. For reservations or information please call (914) 395-2411.

LECTURE

Darlene Clark Hine - The Black Professional Class: Two Generations of Black Women Physicians, 1890 to 1950; Tuesday, March 12; Pillow Room, Esther Raushenbush Library; 6 p.m.; Free Darlene Clark Hine is the John A. Hannah Professor of History at Michigan University and president of the Organization of American Historians (OAH) for 2001-2002. The author and editor of numerous publications, including *A Shining Thread of Hope: The History of Black Women in America* and *Black Women in America: An Historical Encyclopedia*, Hine has written extensively on black women in the medical profession. For more information please call (914) 395-2411.

CONCERT

Sarah Lawrence College Orchestra in Concert; Tuesday, March 12; Reisinger Concert Hall; 8 p.m.; Free, Reservations Recommended Graduating members of the Sarah Lawrence College Orchestra will be featured in this concert, including Emily Scott, who will perform the premiere of a chamber concerto for trombone by student composer James Welsch. Kristin Jarvis, cello, will accompany a shadow puppet play with Faur's *Elegie* for cello and piano, and Mary Martha Kobus, violin, will present her new music video. Flutist Susanna Quilter, will perform movements from Telemann's *Suite in A Minor*. The concert concludes with a performance of Messiaen's *Quartet for the End of Time*. For reservations or information please call (914) 395-2411.

READING

Mary Gordon; Wednesday, March 13; Titsworth Lecture Hall 6:30 p.m.; Free Mary Gordon's most recent book, *Seeing Through Places: Reflections on Geography and Identity*, is an exploration of the psychological landscapes of places where Gordon has lived. *Seeing Through Places* also examines how these places contributed to Gordon's development as a person and a writer. A novelist, essayist and memoirist, Gordon has received a Guggenheim Fellowship and an O.Henry Award, and teaches at Barnard College in New York. This reading is underwritten through the generosity of the Elaine Oakley Behr Writing Fund. For more information please call (914) 395-2411.

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