

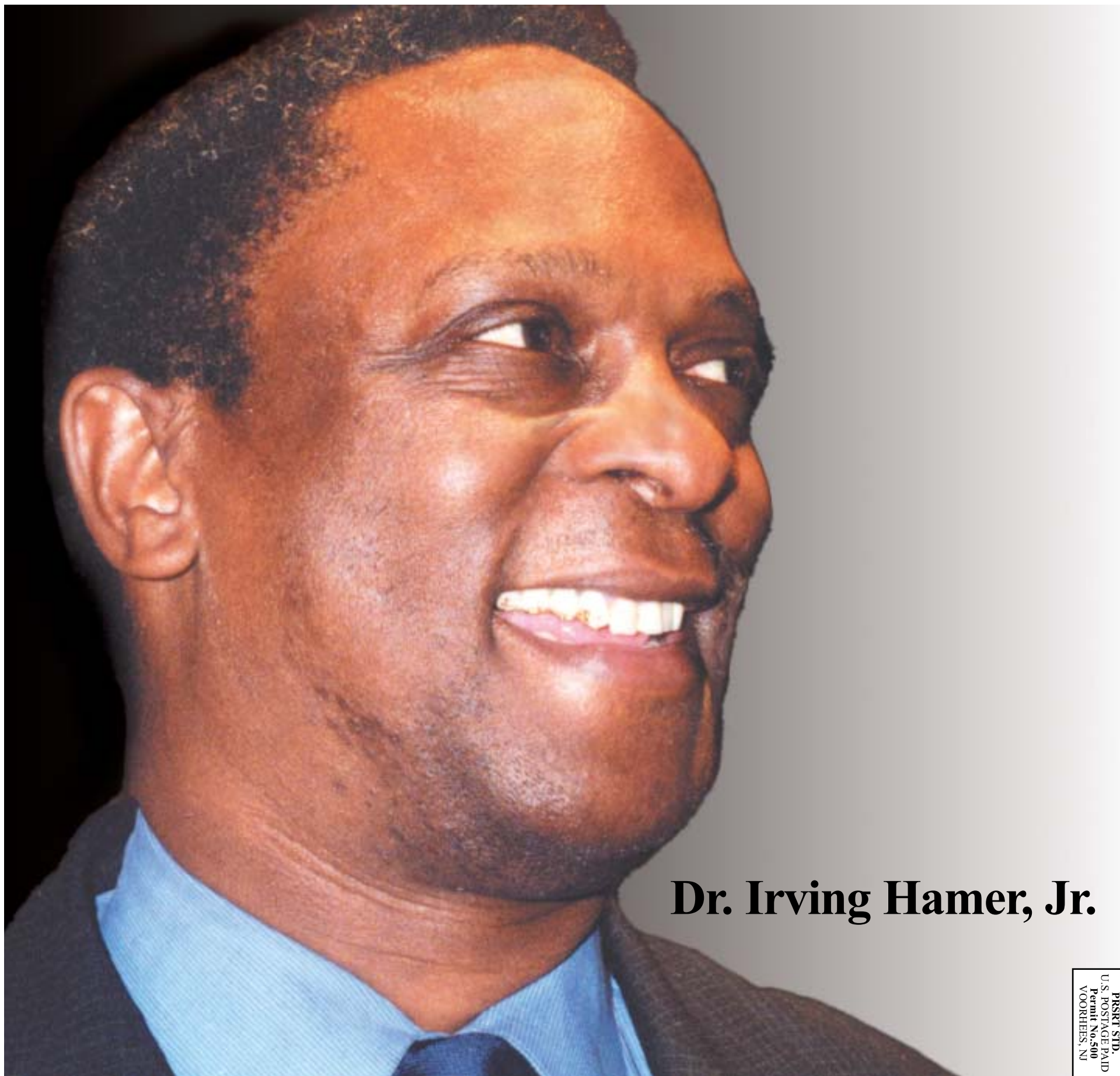
EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VII, No. 9 • New York City • MAY 2002
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com



Dr. Irving Hamer, Jr.

PSRT STD.
U.S. POSTAGE PAID
Permit No. 500
VOORHEES, NJ

Technology Leader



GUEST EDITORIAL

"ANALYZE THIS"

By STUART DUNN

In March 2002, New York State, for the first time, released school-by-school test score report cards showing the number of students tested and the percentage meeting state performance standards in English language arts (ELA) and mathematics in grades 3-8. The results were broken down by race (Asian, Black, Hispanic, White), and by income (low and mid/high). Although the breakdown is imperfect, this data can be very useful, but only if it is analyzed to determine the factors which contribute to the results.

The data raises a number of interesting questions. For example: In Manhattan, why are the results in District 2 so much better than those in Districts 1, 3 and 4? At first, this might seem to be due to the racial and income mix in each district, and on an over-all basis, I'm sure these are factors. But, why do the Black, Hispanic and low-income students do so much better in District 2 than in the adjacent districts?

Why do the schools within every district show such variable results? It can't all be explained by racial and income difference alone. PS 6 is an outstanding school, but, just what are they doing to have 83 percent of the Hispanic students, 80 percent of the black students, and 58 percent of the low-income students meet state ELA standards? (Within District 2, PS 77, 234, MS 114, and 255, and 412 Lab also do well, while PS/IS 111, MS 131, and IS/HS 887 do poorly. Why the differences?)

In Queens, similar comparisons can be made between District 26, and Districts 25, 28 and 29. If District 26 can have 52 percent of the Hispanic, 62 percent of the Black, and 63 percent of the low income kids meet ELA standards; and 53 percent of the Hispanic, 49 percent of the Black, and 62 percent of the low income kids meet math standards, why can't the other districts?

The differences probably result from a number of factors, including: the quality of the administration and the teachers, parental involvement, facilities and resources, student

diversity, and the overall educational approach. But let's not guess, let's find out. The Chancellor should establish a special committee, preferably made up of people outside the school system, to evaluate the data and determine the underlying causes of the differences and what changes need to be made to reduce them.

Data analysis is not the end of the process, we have to do something with the information or we are wasting everyone's time. This could involve personnel reassignment, resource reallocation, and organizational changes. It will certainly involve additional funds to motivate the best teachers to take the more difficult assignments, attract and retain qualified teachers, reduce class size in troubled schools, and pay for special services and additional in-school time. Let's set as our first objective the raising of student performance for all racial and income categories, in all schools, to at least 50 percent meeting state standards. We are doing a lot more testing now. Let's make use of the data that comes from these tests to improve our children's education. #

COMMENTARY

FIRST MATHEMATICIAN TO WIN A NOBEL PRIZE

There is much talk these days about Dr. John Forbes Nash after his life was presented to the general audience in the film "A Beautiful Mind." There is no Nobel Prize in mathematics, so it is interesting to note that John Forbes Nash is only the second mathematician to win the Nobel Prize. The first mathematician to win the Nobel Prize (Chemistry '85) was Dr. Herbert A. Hauptman, who upon graduating CCNY in 1937 (fortunately), failed the speech test for a math teacher license because of a Bronx dialect. Dr. Hauptman, spurned from teaching in the New York City high schools, went on to a distinguished career as a research scientist.

After serving in the armed forces during World War II, he went on to collaborate with Chemist Dr. Jerome Karle (also CCNY class of 1937) with whom he shared the Nobel Prize. Interestingly enough, the two scientists did not know each other at City College. They collaborated to solve a 40-year old problem in crystallography, with Dr. Hauptman providing his superb mathematical skills to crack the problem. Dr. Hauptman is still a very active researcher at the young age of 85, and is also the CEO of the Hauptman-Woodward Medical

Research Institute in Buffalo, NY.

But perhaps most noteworthy for the education world is that in recent years he has contributed to the teaching profession by coauthoring a book with Dr. Alfred S. Posamentier, Dean of the School of Education at City College, entitled *101 Great Ideas for Introducing Key Concepts in Mathematics* (Corwin, 2001). This book presents unusual and clever ideas for developing concepts and teaching mathematics in the secondary schools. In 1998, he wrote the foreword to another book for math teachers coauthored by Dr. Posamentier and Dr. Stephen Krulik entitled *Problem-Solving Strategies for Efficient and Elegant Solutions: A Resource for the Mathematics Teacher* (Corwin, 1998). This book presents ten problem-solving strategies that can be used to deal with everyday life situations as well as to solve mathematics problems adeptly. Many of these illustrations are very motivating since they present many unusual solutions, after which the reader is often caught saying, "Why couldn't I think of that extraordinarily clever solution."

Dean Posamentier is the Dean of School of Education at The City College - C.U.N.Y.

LETTERS

To the Editor:

The students at Oak Grove Elementary are so proud of Vonetta Flowers, and many wrote essays and cheered her accomplishments [*Education Update*, March, 2002]. We would like to invite her to speak to our school in Atlanta, Georgia, but are having trouble contacting her. Do you have a telephone number

for her agent or manager?

We were named a 2001 National Blue Ribbon school, and this year would be the perfect chance to commemorate her accomplishments, while celebrating ours.

*Melanie Sapp,
Oak Grove Elementary School,
Atlanta, GA*

IN THIS ISSUE

Editorials & Letters	2
Commentary	2
Spotlight on Schools	3-9
Conferences, Workshops & Events	9
Careers	10
Special Education	11-13
MEDICAL UPDATE	14-15
Children's Corner	16
Modern Languages	17
COVER STORY	18-19
Book Reviews	20
Colleges & Grad Schools	21-24
College Directory	23
Movie & Theater Reviews	25
Music, Art & Dance	26-27
Camps & Sports	28
Technology & Software	29-31
Museums as Educators	32
Metro Beat	33
Tutors	33
Classified	34
Resource & Reference Guide	35

To the Editor:

My reason for writing this email is to hopefully be put in touch with Oscar P. Cohen or anyone who is familiar with the debate surrounding deaf inclusion in schools. I am a student at George Washington U. doing a research paper on the debate surrounding deaf inclusion in schools. I am very interested in what people inside and outside of the deaf community have to say about it. What are your views? Who is for it? Who is against it?

P.G.,
Washington, D.C.

[Responses to these letters have been emailed. -Ed.]

EDUCATION UPDATE

Mailing Address:

276 5th Avenue, Suite 10005
New York, NY 10001
email: ednews1@aol.com
www.educationupdate.com
Tel: 212-481-5519
Fax: 212-481-3919

PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman,
Rob Wertheimer

ASSISTANT EDITOR:

Marylena Mantas

GUEST COLUMNISTS:

Mayor Michael Bloomberg, Matilda Raffa Cuomo, D.A. Feinfeld, M.D., Dr. Carole G. Hankin, Jill Levy, Richard Littlebear, Dr. Lorraine McCune, Susan J. Moesker, Dr. Alfred Posamentier, Randi T. Sachs, Assemblyman Steven Sanders

STAFF WRITERS:

Jacob Appel, Joan Baum, Ph.D., Tom Kertes, Katarzyna Kozanecka, Sybil Maimin, Chris Rowan, Andrew Schiff, Deborah Young

EDITORIAL INTERNS:

Marie Holmes, Bruce Myint, Laura Pretto, Jessica Shi, Ricky Berkowitz

BOOK REVIEWERS:

Harris Healy, III, Merri Rosenberg,
Lillian Shapiro, Selene Vasquez

COMICS:

Bruce Wotring

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

PHOTOGRAPHY EDITOR:

Christopher McGuire

POLITICAL COMMENTARY:

Stuart Dunn

SPORTS EDITOR:

M.C. Cohen

WEB DESIGN:

Neil Schuldiner, Rick Sulz

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager. Rosalyn Bacani, Steve Bailey (212) 721-9444, Dawn Clayton, Mitchell Levine, Chris Rowan, Andrew Schiff

GRAPHIC DESIGNERS:

Neil Schuldiner, Rick Sulz

Education Update is published monthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER:

Send address changes to:

Education Update

P.O. Box 20005

NY, NY 10001

Subscription: Annual \$30.

Copyright © 2002 Education Update

TO
Education Update

FROM

Silver Hill Hospital

Mental Health
Media Award
2000



Excellence in Education
Journalism, 1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen

Education Update



Winner
of the
Best
Business
Award



Healthy Role-Modeling



By **MATILDA RAFFA CUOMO & SUSAN J. MOESKER**

Mentoring USA is expanding through powerful partnerships that enhance our ability to help our children thrive.

This past year, Mentoring USA has partnered with the Strang Cancer Prevention Center to offer children access to improved lifestyles. With the leadership of Dr. Michael P. Osborne, president of the Strang Cancer Prevention Center, the Child Health Initiative was formed to promote the importance of helping young children to understand and adopt healthy habits, such as eating nutritiously and getting adequate exercise.

As Chair of the Child Health Initiative Advisory Board, I know that we are fortunate to have a dynamic Executive Director, B.J. Carter, along with 16 Board Members, who are outstanding leaders and advocates for children's health. The program, "Healthy Children, Healthy Futures," is being funded by Metropolitan Life Insurance Company in an attempt to address the nation's child obesity crisis. According to recently published statistics from the CDC (National Center for Disease Control), the number of overweight children and teens has doubled over the past 20 years. This, in turn, leads to higher incidences of serious and life-threatening diseases such as diabetes and cancer.

The challenge is how to encourage children to become stakeholders in nutrition and physical activity education for themselves, their peers, families and communities. Beginning in September 2002, children in after school programs in Atlanta, Los Angeles, and New York will spend 12 weeks in small groups facilitated by adult mentors, learning about healthy lifestyle choices. They will then utilize their newfound knowledge to create media

messages to share with their peers about the importance of what you eat and how much you exercise.

Mentoring USA staff is involved in the development and promotion of nutrition and fitness messages by and for kids in the three pilot cities, and we are currently developing the training component of this program. It is Mentoring USA's goal to be sure that mentors are successful in conveying the information to the young people in an age-appropriate, upbeat and compelling manner. It is not enough for mentors to simply "talk the talk" as far as health is concerned; children will be persuaded, rather, by the behaviors their mentors model for them. Mentors will be selected from the talented staffs of Inner City Games, L.A.'s Best After School Enrichment Program, and Boys and Girls Clubs of America.

Recently, while attending a wonderful luncheon at the French Culinary Institute on the occasion of the opening of a new mentoring program, I met the nationally-renowned chef from San Francisco, Alice Waters. She shared with me a delightfully simple concept that she has championed: encouraging children to undertake gardening projects, such as growing their own vegetables. She has found that children derive great satisfaction and enjoyment from learning to appreciate the nutritional value, color, taste, and beauty of food that they grow themselves. They are also exposed to a wider variety of produce than may ordinarily be available on their home or school menus. In the future, Mentoring USA will look to embrace pioneering programs such as this.

The most widely-studied, and perhaps the most powerful factors in the school environment that influence student activity and nutrition behaviors are the schools' programs in health education, physical education, and food service. We at Mentoring USA believe that the fundamental knowledge about choice in all of these areas will afford children a healthy lifestyle that will endure throughout their entire lives, and impact their families as well.

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

Between T-Rex & King Kong



By **JILL LEVY**

I recently found myself talking to the captains of industry between King Kong and a T-Rex.

Not a clever metaphor alluding to a conversation with the governor and the mayor, I was actually standing between a towering, roaring robotic dinosaur and a Lego-built King Kong, two of the toy exhibit tourist attractions at the Toys 'R' Us store in Times Square.

The reception I was attending there was sponsored by PENCIL, Inc., the organization that sponsors the *Principal for a Day* program.

The orientation provided an opportunity for policy makers, headliners, and most important, executives from the corporate sector, to meet with principals to exchange information about how to run an institution — public or private — in an efficient manner.

Guess what I discovered? You can't run a business the way NYC's been doing it in schools. Oh, of course, principals manage somehow, but the executives I spoke to were aghast at how we are forced to run our schools.

Talking to Jack Rabbit, a McDonald's executive, I turned the conversation to the management structure at his company. I asked a principal from Queens, "How many students do you have at your school, how much staff, how many supervisors?"

"Thirteen hundred kids, over 50 teachers and other staff and there's me at the head of this and only one additional supervisor."

I turned to Jack. "Could you manage a McDonald's that way?"

His mouth opened and he stood there in shock. "We couldn't run a company like that," he said when he regained his composure. At McDonald's he has one supervisor for every six employees.

One to six. Only in their wildest dreams, could educators imagine what they could accomplish with such

a ratio in their schools. Do you know what another executive said when I told him about our staffing ratios? "That's unbelievable!" He's right! It is!

And that's what a program like PENCIL can really accomplish. Giving principals an opportunity to get the word out about some of the enormous roadblocks that impede educational progress. This particular roadblock must be removed. We simply don't provide the supervisory support for employees that they need. We don't provide the principals with enough appropriately licensed supervisors to run the schools.

Some elementary schools don't have an assistant principal. Many have only one. Our high schools have more, but let's not get excited — most principals work in schools with several thousand children and well over several hundred teachers and other staff with minimal support. It would be as if the police department lost all its sergeants, lieutenants, and captains. You wouldn't want a precinct house with a large number of new and inexperienced patrolmen making the rounds without proper supervision. We don't want the same thing to happen to our schools.

A new round of budget cuts means we stand to lose hundreds more assistant principals and supervisors. We need supervisors to support and guide the teaching and support staff. A recent California Polytechnic State University study established that the ratio of teachers to students in 1,000 California schools was not significant in improving SAT scores, but the ratio of assistant principals to students was.

The city is demanding that we continue to be fully responsible for everything that occurs in the schools and then leaves it up to us to figure out some way to be in 12 places at one time. It's not fair. It's not right. And it's a terrible way to run a business. And we are in a business — the business of educating children.

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

Skills for school. Confidence for everything else.

For more than 20 years, Sylvan has helped over a million children develop a love of learning. We get results through a proven process that works — the Sylvan Advantage.™

- We begin by identifying each child's specific needs, then we provide individual attention and personalized lesson plans.
- Sylvan teachers are highly trained and certified — and just love teaching.
- We keep you updated every step of the way with regularly scheduled conferences and progress reports.

If your child is struggling in school or just isn't being challenged enough, call Sylvan today.



www.educate.com

Now with 6 convenient locations in New York City

Call us today at 1-800-EDUCATE

READING

MATH

WRITING

STUDY SKILLS

SAT®/ACT PREP



Women in the Kitchen and at the Helm: Careers in the Food Industry

By MARIE HOLMES

As students at Barnard College, Susan Kristal Wine, Jody Speira Storch and Liz Neumark never dreamed that they would end up working in the kitchen. Storch, who, along with Wine, studied political science, was accepted to law school, while Neumark earned a degree in Urban Studies.

Although none of these women has entered the political sphere, all three have become leaders in a different facet of city life – the food world.

As former owner of the four-star restaurant the Quilted Giraffe and current owner of Soho's Vintage New York, Susan Kristal Wine and her husband originally entered the industry not as restaurant managers but as property owners in New Paltz.

"We had five little houses and I had to put businesses in them," explains Kristal Wine. In 1974, "on a whim," they asked the planning board for permission to put in a restaurant.

"We wound up in the restaurant business just totally backing into it," she says.

Speira Storch, whose grandfather purchased Peter Luger Steak House in 1950, took a more traditional route, heading straight into the family business after deferring her acceptance to law school.

"I felt like it was a good experience because it was forgiving," says Speira Storch.

"I began seeing little aspects of the restaurant business that I liked a lot." She never did make it to law school.

Liz Neumark, president of food-service giant Great Performances Catering, worked as a placement counselor for temporary workers after graduating from college. She then decided to pursue her interest in photography,

which she describes as "a difficult career." Like many other artists, musicians, and actors, Neumark sought work as a waitress. At the time, she recalls, "there was not much work for women in the private party business." She and a dancer friend decided to start an agency dedicated to finding jobs for women in the arts, and Great Performances Catering was born.

While the company was specifically established to help women find work within a male-dominated industry, Neumark says, "I never felt disadvantaged as a female and as a professional." She admits, however, that she tends to ignore the fact that she is the only woman at the table.

"All my major competitors are male-dominated companies," she says, adding that she feels she must "remain committed to helping other women."

Kristal Wine thinks that "more women chefs have risen to the top" since she entered the restaurant business, although she remembers a time not long ago when it was "absolutely unheard of" for her to hire a female baker.

"It was just because they couldn't carry a 100 pound bag of sugar," Kristal Wine recalls, laughing, "which of course they could."

At Peter Luger's, Speira Storch says "nobody believes that women are behind the scenes." She remembers her grandmother perusing the meat market years ago, hand-picking cuts for the restaurant that evening. "There weren't many women down there," she says. "There still aren't today."

As in any other industry, the panelists agreed that the greatest challenge women face is long working hours, and the sacrifice of personal and family life that this entails.



Susan Kristal Wine, owner of Soho's Vintage New York



Liz Neumark, president of Great Performances Catering

Speira Storch, for example, no longer works at night in order to spend time with her children.

The women mentioned some of the less obvious benefits to working in the food industry, from the number of friends they've made through the years to the diversity of the people that they work with on a daily basis.

Speira Storch admits that she loves seeing "a customer who's all dressed up . . . just roll up their sleeves and pick up the bone."

"The most meaningful thing for me," says

Neumark, "was that we build a good, moral, supportive, well-managed business."

"At the end of the day," adds Speira Storch, "you want to be able to be proud of what you do." As her restaurant's menu is already set, she focuses on producing quality food at a reasonable price. Wary of trends, she says, "I would tell people not to get caught up in 'the next big thing' – it's just another flash in the pan."#

Homeschooling

Thinking of homeschooling, but don't know where to turn? Of the many choices available, you may want to consider Home Study International (HSI). HSI has the distinction of being the only accredited curriculum provider for kindergarten through college. Established in 1909, HSI provides an American education for any student anywhere in the world (hence the name).

HSI's flexibility allows students to enroll for one course or an entire grade. Each course includes a minimum of a textbook and a guide that maps the textbook into daily assignments and then navigates the student through them. The elementary (K-6) guide is written for the parent/teacher. Standard curriculum is offered for the elementary grades. The junior high level (Grades 7 and 8) offers standard curriculum as well as Spanish and keyboarding. High school courses include business, English, fine arts, health and home economics, history, foreign languages, math, science, and religion. New to the high school curriculum are select online courses. HSI offers a state-approved high school diploma.

HSI manages the distance learning programs of three colleges, making it possible to obtain a B.A. or B.S. degree at home as well.

Consider Home Study International, a good homeschooling option for the discerning parent.

For more information call 1-800-782-4769.

*Is your child Dyslexic
or experiencing school failure?
If so, we may be the solution.*

*We strive to help children not only have
the skills needed to learn, but to want to learn.*

The Sterling School



We take our commitment seriously

- Orton Gillingham trained staff
- Small classes with individualized attention
- Art, music, culinary arts, and computers for a rich education

Call 718-625-3502 or contact: Ruth Arberman,
Director of The Sterling School
299 Pacific Street, Brooklyn, New York 11201

Now Accepting Admissions



**CCI The Renaissance School
in Italy**



CO-ED SEMESTERED BOARDING HIGH SCHOOL

- High academic standard
- Co-ed semestered boarding school
- University preparation: advanced courses for entrance into North America's finest Universities: taught in English; grades 10 through high school graduation
- Medieval Lanciano on the Adriatic coast in central Italy
- Safe, quiet, utterly charming
- Exquisite college residences
- Expert qualified teaching staff
- Supervised excursions to cities throughout Italy and Europe
- Study with the best of Europe and North America in a culturally rich environment
- A unique education experience that lasts a lifetime!

Now enrolling Summer program 2002 & full year September 2002

Tel: (905) 508-7108 1-800-422-0548 Fax: (905) 508-5480

Email: cciren@home.com www.ccilanciano.com



NEW MENTORING PROGRAM LAUNCHED AT THE FRENCH CULINARY INSTITUTE

BY MARYLENA MANTAS

In 1993, when eight top female chefs and restaurateurs founded Women Chefs and Restaurateurs (WCR), they built the foundation for the advancement of women in their industry. Today WCR provides more than 2,000 women membership in a national association offering concrete benefits, including the opportunity to be mentored by prominent women in the culinary industry.

"WCR's foundation has been built on informal mentoring. As we near our 10th anniversary year, we wanted to formalize the mentoring process into a structured program for our members," said Ann Cooper, WCR president.

WCR officially launched the Culinary Women's Mentor Program in Manhattan's French Culinary Institute in a recent reception bringing together more than 80 women chefs and restaurateurs. Among the outstanding restaurateurs in attendance was Barbara Lazaroff, wife of Wolfgang Puck.

"The program is helping speak to our mission of helping women in the industry," said Cooper during the ceremony, adding that the combination of programs provided by WCR are not replicated elsewhere in the industry and "that speaks to the power of women."

Approximately 140 WCR members will act as mentors, all of whom were selected by the Mentorship Committee, co-chaired by Lisa Capozzi and Anne Quatrano. Eight to 10 "mentees" have been assigned to each mentor. Mentors and "mentees" will meet in person at least twice a year and will communicate by email. In addition, Alice Waters, owner and chef of Chez Panisse and a leader in the culinary industry and Julia Child, will conduct e-

mail mentoring, answering several questions, which will be posted on WCR's website.

"You all accepted this challenge and I'm sure that you are not taking it lightly," said Dorothy Hamilton, CEO and founder of The French Culinary Institute, who also introduced the keynote speaker, Matilda Cuomo, former first lady of New York State and the founder of Mentoring USA.

Introducing Cuomo, Hamilton said, "Athena, the goddess, started mentoring, but it took a New York State goddess to resurrect mentoring." Cuomo spoke of her own experiences with Mentoring USA and emphasized the importance of building successful mentoring relationships.

"I know what you've been through. I know women have to struggle to get to high places, but now we help each other," said Cuomo. "When you help someone it just uplifts your spirit. A mentor lives with that experience of knowing that he or she has made a difference in someone's life."

WCR hopes to expand the Mentoring Program next year. According to Cooper, it also hopes to increase its membership, which now includes women from every sector of the culinary industry, including beginning restaurant professionals, chef/restaurant/culinary professionals, executive members, small business members and corporate members, to 5,000. Other programs and activities organized by WCR include an annual conference, scheduled to take place in the fall of 2002 where several women are honored with "Women Who Inspire Awards." In addition, WCR sponsors several scholarship programs, cooking classes, lectures and conferences. # www.chefnet.com/wcr



(L-R Standing) Dorothy Hamilton, Barbara Lazaroff, Alice Waters & Matilda Cuomo

Teen Help

Teen Help is a parent hotline recommending schools, programs, and treatment for struggling teens. The Teen Help organization fully endorses the Program in the World Wide Association of Specialty Programs, and has found them to be effective in changing the lives of troubled teens. This is an Association of Residential Programs and Specialty Boarding Schools designed for teens who are struggling in their home, school, or community. All of the Programs and Schools in the Association are independently owned and operated, yet follow the same Program model. This successful model has been developed and refined over numerous years of experience. Each Program or School in the Association stands behind their effectiveness by providing an exclusive *warranty*. The World Wide Programs provide an Aftercare Program, Seminars, local support group meetings, and information newsletters. These are just a few of the reasons the Programs in this Association stand apart from all others. Teen Help can direct parents of struggling teens toward resources such as: "Free Parenting Booklets—"Difficult Teens, Suggestions for Parents" and "Teen Drug Use, 34 Warning Signs", "Parent Hotline, *Information about affiliated Schools and Programs. Call TEEN HELP at 1-800-637-0701 to receive free information about help for troubled teens.

KUMON
MATH & READING CENTERS
Learning How To LearnSM



Kumon is an after school math and reading program for children from pre-kindergarten to high school.

Kumon . . .

- Improves math & reading skills
- Promotes good study habits
- Develops concentration skills
- Encourages independent learning
- Instills self confidence
- Provides individualized learning

Call us toll-free **1-800-ABC-MATH**

Visit our website www.kumon.com

Over 100 Centers in New York and Connecticut

MANHATTAN

11th Street East	212-532-1365	Lenox Hill	212-779-0540
Upper East Side	212-717-1644	West Park	212-749-2931

STATEN ISLAND

Grtr. Staten Island	718-494-1760	S. Staten Island	718-948-1001
---------------------	--------------	------------------	--------------

BRONX

Bedford Park	917-751-1888
--------------	--------------

BROOKLYN

8th Avenue	718-948-1001	86th Street	718-946-8418
Avenue X	718-743-3428	Bath Beach	718-266-1783
Bensonhurst	718-236-4652	Brighton Beach	718-266-1783
E. Flatbush	718-342-6821	Fort Greene	917-969-9073
Midwood	718-338-5609	Sheepshead Bay	718-891-7706

QUEENS

Astoria	718-939-0307	Bayside	718-225-4743
Briarwood	718-969-5301	Elmhurst	718-271-3626
Flushing-160th St.	718-225-2018	Flushing-Dong-A	718-358-0538
Flushing-Main Pl.	718-591-1893	Flushing Ace	718-358-7139
Forest Hills	718-271-3626	Jamaica Estates	718-591-1893
Kew Gardens	718-263-6802	Little Neck	718-225-4743
Fresh Meadows	718-898-9092	Ozone Park	718-730-9123
Rego Park	718-730-9123	Springfield	718-225-4743
Whitestone	718-762-668	Woodside	718-898-9092



CELEBRATE SCIENCE MONTH IN THE EVERETT CHILDREN'S ADVENTURE GARDEN AT THE NEW YORK BOTANICAL GARDEN

This spring visit the Everett Children's Adventure Garden and discover why plants love spring almost as much as we do! The Everett Children's Adventure Garden is a 12-acre indoor/outdoor interactive museum where kids can have hands-on fun and learn about plants, science, and the natural world.

Ongoing Activities This Spring at the Everett Children's Adventure Garden

Ages 2 – 12, Weekend and Monday holidays 10 a.m. – 6:00 p.m.

All throughout the season, children dissect plant parts like bulbs and flowers, experiment to find out if plants make sugar, investigate bugs that help plants grow, use microscopes to see plants up close, press flowers and plants to take home, and

much more. Children also discover what's in a flower by taking apart and putting together a giant flower — and children have an opportunity to look at things through a bee's eye view!

Ages 2 – 5, Tuesday- Friday: 1:30 p.m.-3 p.m.; Weekends and Monday holidays: 11 a.m.-1 p.m.

Budding Botanist Early Learner Activities include nature discovery, crafts, mini nature walks, storytime, and music making. Pasting, painting, planting, and playing engage the senses in indoor and outdoor galleries. Find a baby plant in a seed and take away your Garden memento to share with the folks at home.

Special Weekends

In conjunction with our on-going programs we offer at the Everett Children's Adventure Garden, we also have special weekends in May for families that include:

Sensational Science Month - Every Weekend in May

It is all about sensational science this month in the Everett Children's Adventure Garden. Find out what kinds of things plant scientists do at the New York Botanical Garden! Children will explore what it means to be plant scientists as they:

- Create plant presses and press flowers
- Dissect flowers
- Make microscope slides
- Craft their own botany field notebooks for sketching

The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.

For more information please call (718) 817-8700 or visit us on the web at www.nybg.org

CHEMISTRY REGENTS

Over 19,000 Books Sold In 19 Months

High Marks: Regents Chemistry Made Easy

By Sharon Welcher

(College Teacher, Chairperson, and Teacher of High School Review Courses) Very Easy Review Book (\$8.50)-Get HIGH MARKS AVAILABLE AT LEADING BOOKSTORES

ALSO AT: Brooklyn:

Teachers Edition:

4902 18th Ave.
or 1272 51st St.

Harnick's:

1403 Ave. J

Lane's

4703 13th Ave.

ABC:

1402 15th Ave.

Queens:

Towne Variety:

72-34 Main St.

Carol School Supply:

179-28 Union Tpke

Or Call 718-271-7466

or 1-877-600-7466 (Toll Free)

www.highmarksinschool.com

U.S. Department of Education Addresses High School Issues

By TOM KERTES

But what about the high schools?

In the midst of improving fourth-grade test scores all over the country — largely due to all kinds of imaginative programs aimed at improving elementary education — the concern about high school students somehow hasn't kept pace. "What can we do about this intolerable situation?" was the question examined by the panel of distinguished educators at the U.S. Department of Education Satellite Town Meeting, hosted by U.S. Undersecretary of Education Gene Hickok.

"When President Bush talks about 'No Child Left Behind', he means just that," the Undersecretary stated in his opening remarks. "Yet the National Assessment of Educational Progress shows 12th Grade achievement declining at the same time that the dropout rate is increasing. There are still millions of high school students reading at very low levels — in fact, there has been no improvement in reading in over 15 years. And, even though college admissions overall are up, almost 50 percent of our college students still require remedial courses."

"School accountability is one of the main principles of the President's 'No Child Left Behind' program," concluded the Undersecretary. "Obviously, in face of the increasing global competition and the revolutionary changes in technology, we must do something. What are we doing to raise the academic achievement of our high school students?"

For starters, the entire panel agreed that "we must increase the rigor of the high school experience." "As the economic and workplace demands have risen, the college demands are now appropriately higher," said Carol D'Amico, Assistant Secretary for Vocational and Adult Education. "Our high schools must respond to that demand."

But how? Jim Connell, President of School Reform, suggested his First Things First model, "already successfully implemented in a number of high schools all across the country." "Wyandotte H.S. in Kansas City is one of the best examples," he said. "This was a large failing school we broke up into 8 small-

er academies, each with only about 150 students. Each academy has a specific career theme, focusing directly on employment in a particular vocation. This theme is emphasized all day along with, and not in place of, an increasingly rigorous general curriculum. The practical career theme, along with the increased individual attention afforded to students, has created a sense of community that is truly rare in schools. We use a 'whole school approach', whereby the students, rather than be pitted in competition against each other, are held against a high standard they're all expected to achieve. And we're proving that there is no reason why *all* students can't be proficient."

Through the Wyandotte experience, Connell has found that "relationships in schools, both between the students and between the adults and the students, are all-important. The smaller learning environments have really helped — but what counted the most was an increase in trust."

In addition to Mr. Connell's findings, Jesse Register — the Superintendent of Tennessee's large Hamilton County School System — suggested the tying together of "teacher accountability by measurable standards to a pay increase incentive plan to reward entire faculties." "And if there is no improvement," Register added, "a change in the leadership, and in the faculties, must be the next step."

The crucial requirement of drastically raising reading levels can be better accomplished by "increased dialogue between researchers and practitioners," said Germantown H.S. Principal Gloria Pelzer of Pennsylvania. "Just over the past few years, there have been significant advances in our understanding of how children learn to read. I think the communication of that better understanding, which is presently lacking, is extremely important."

"Research shows that improved reading skills not only make learning easier but motivate students to learn enthusiastically and learn more," Pelzer said. "At my school, we started an intensive reading program in the 9th grade and, a few years later, we doubled out 12th grade enrollment. And that was anything but a coincidence, I think."#



Summer at Brooklyn Friends

Time to sing with friends, splash in the pool, champion a chess move, dance and paint a dream...

4 sessions Summer Camp:

6/19-8/7; Pre-K-Grade 2

3 sessions Summer Arts:

6/19-8/2; Grades 3-8



Brooklyn Friends School

375 Pearl Street Brooklyn,

NY 11201

718/ 852-1029, X 228

www.brooklynfriends.org

Homeschool.

Home school.

Home study.

Home Study International.

Study at home.

Any time.

Any where.

Accredited. K-college.

1 800 782 4769

12501 Old Columbia Pike

Silver Spring, MD 20904

www.hsi.edu

HOME STUDY INTERNATIONAL





Inside the Superintendent's Office: EVELYN CASTRO, DISTRICT 4

By MARYLENA MANTAS

"When I commit to something it becomes my whole life," says Evelyn Castro, superintendent of Community School District 4. Castro's philosophy has shaped the leadership style she has brought to District 4, which she considers "a district in which all of us need to believe in the ability and potential of every student with whom we come into contact."

A native New Yorker and a product of the New York City public school system, Castro launched her career as a first grade teacher at PS 101. She has remained in District 4, which serves the East Harlem communities, for the nearly 30 years of her career. Appointed as Superintendent seven years ago, she has worked to make a difference in the lives of more than 14,000 students who daily venture to the district's schools.

"I love doing this," says Castro. "The day that I can't smile when considering the impact I can have on the lives of our children, then I don't belong here. I have to be self-reflective and ask if I have spend my day effectively."

These days, projected budget cuts are a challenge that transcends her self-reflection. Approximately \$2.4 million were cut from the district's budget this year and plans have been submitted in anticipation of additional cuts for the next academic year.

"Taking one dollar away from any school district is wrong," says the Superintendent. "We will continue to fight because I believe that it is wrong and unfair."

Due to projected budget cuts, the District will have to reduce the scope of afterschool programs. However, to minimize the effects on the

schools, Castro plans to cut as much as possible at the district office level. For example, this year when members of the technology department retired or moved on to different jobs, the district did not replace them. This may have saved school-level positions that provided direct instruction to children, but it shallowed the instructional support available to schools and children.

"While we recognize our responsibility to be fiscally responsible and keep within the spending capacity of the city, it's an unfair process to be put through because you have to start weighing what is essential and what is not," she argues. "Everything is essential and having to make cascading reductions upon previous reductions is not in the best interest of children."

As District 4 awaits further cuts to its \$90 million budget, Castro prepares her staff to face the consequences. The district must now look at other means to raise revenues, including not-for-profit organizations and corporations who could "adopt" one of its themed schools.

Despite the financial constraints and their short- and long-term effects, Castro underscored that District 4 remains committed to its vision "to provide children learning environments in which they can be successful."

The Superintendent cited improved special education test scores as one sign of progress and explained that the improvement came about after the district emphasized inclusion and integration of special education students in general education classes.

"The norm now is that you can't tell the difference between the two [general education and

special education]...this is a place for real learning," she said.

In the past seven years the District has also revamped the bilingual education program, which according to Castro had begun to separate English speaking and non-English speaking students. Citing the Shomburg Academy, which was begun as an alternative/bilingual school that she and other colleagues founded in the late '70s, she explained that it had been isolated on the second floor of PS 108. The revamp emphasized the need for integration and transition into the full school population.

Castro also focused on the district's parent involvement efforts. An example offered was the series Book Talks, which she characterized as a form of professional development in which community adults come together to read and discuss books.

The Superintendent spoke with pride about the culture in the district that has seen a decrease in competition between and among the schools. Increased collaboration on various initiatives has enabled principals, teachers, parents and staff to realize "that we all serve a common purpose."

"I am very proud of having selected a group of leaders who are very clear on what is needed to make change," says Castro of the district's principals and other instructional leaders, adding that issues related to instruction dominate the discussion during monthly meetings she holds with principals, program directors and district curriculum leaders. Castro also works closely with assistant principals and trains them to become effective leaders in their own right, as they work in support of their school's instructional program.

The Superintendent maintains an open door policy and hopes that her leadership style and personal interactions have the desired impact



Evelyn Castro

on the entire district. "A Superintendent is someone who gives direction to the whole educational community. We've got to live and breathe it. You wear many hats, but can never take them off," she says.

She believes that her principals have the same level of commitment and understand that they "are part of community and that parents, students, and staff need to have the expectation that they can turn to them for guidance and direction."

"The moment you walk into the school as principal, you need to be seen as someone worthy of respect and who is willing to help them find answers," she says.

Castro emphasized that good instruction can make a vast difference in a student's life and added that she and members of her district "believe in the importance of effective effort."

"It's all about telling children that they can do it and then providing the instruction," she says. "I don't believe in educational osmosis; children need to be taught the strategies that best serve them in their effort to gain skills and knowledge. All children need confirmation of their ability to succeed."#

Creative Writing Classes for Teens

Courses offered in New York City and Online.
Private Instruction also available.

GWW

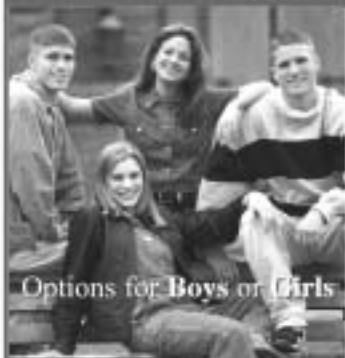
Gotham Writers' Workshop®

Call 212-WRITERS

or visit www.WritingClasses.com

TEEN HELP

Recommends Affiliated Programs:



Options for Boys or Girls

- Results backed by a Warranty*
- Hundreds of Testimonials
- Strong Family Values
- Cost Effective Options**

800-637-0701

* Conditions Apply **Tuition is based on Advanced Pay Discount criteria, and doesn't include processing fees, or any other individual costs. Prices are subject to change without notice.

MARYMOUNT SUMMER PROGRAM

June 24 - July 26



SUMMER SCIENCE/TECHNOLOGY CAMP

Girls and Boys ages 8-12

Discover the wonders of science and technology in Marymount's state-of-the-art multimedia labs. Led by experienced teachers and counselors, campers learn about velocity and acceleration using motion detectors, study heredity with fruit flies, participate in a geological dig, and use computers for data analysis. Camp includes local field trips, computer activities, and exciting laboratory experiments.

SUMMER DRAMA CAMP

Girls and Boys ages 7-17

Learn the skills of acting, improvisation, music, dance, and script writing while exploring all aspects of play production including set design, sound and lighting design, costumes, make-up and stage management. Camp culminates in a full-scale production. This year, we will also be offering workshops in technology, focusing on digital filmmaking, editing, and web design. Drama III, an advanced drama camp for students in high school, will focus on advanced acting technique in theatre and a special program in on-camera acting for film and television.

CAMPS INCLUDE SPORTS AND SWIMMING

Marymount School

1026 Fifth Avenue, NYC 10028

212.744.4486. www.marymount.k12.ny.us



Teen Entrepreneurs Test Their Skills

By SYBIL MAIMIN

"We're really nervous," announced Thomas O'Keefe, a Goldman Sachs private wealth manager and mentor to a team of four teen-agers who had just finished presenting plans for a proposed business, a teen savings card company, to a panel of three judges, all seasoned professionals. They were awaiting the judges' decision in a competition that pitted them against similar would-be entrepreneurs in an exciting culmination of six months of learning sponsored by the Goldman Sachs Foundation in an initiative to increase learning opportunities for high-achieving youngsters from underrepresented backgrounds.

Eighth and ninth graders from metro New York who had been identified by the Johns Hopkins Center for Talented Youth (CTY) as especially gifted spent one day a month for six months in teams of 4 or 5 working with mentors to acquire business savvy. They learned the methods and lingo of business as was evident in their very professional presentations which included power point outlines, income statements, discussions of start-up plans, analysis of competition, marketing strategies, and future goals. The teens were dressed in "serious" attire (no casual Friday, here) and spoke confidently and knowledgeably. They handled questions from the judges with aplomb and grace and impressed a large audience of proud parents, teachers, friends, and business executives. The three teams in the finals each offered a very viable plan. The winning team designed "Brainstorm," a tutoring service that would employ teens who had mastered a subject to instruct other teens. Brainstorm's market research indicated that 70 percent of kids prefer to

learn from their peers, and parents are willing to pay for good tutors. Another team was convinced of a market for a teen savings (discount) card, citing the lack of competition, benefits to advertisers, and desirability of "tapping into their dollars and their parents' dollars." The third team of finalists proposed an addition to the juice industry called "Just Jus." Blind taste tests had shown them their blend was preferred over existing brands, and potential customers could easily be found outside of school gyms and sports centers.

Maria Luna, a student at Mark Twain Junior High in Brooklyn and a member of the teen savings card team said, "the experience makes theory real, and you can see that it's possible to make something work." Her mentor, Goldman Sachs' O'Keefe, spoke of his group as "very creative and intelligent, amazing...I wasn't as motivated and composed as they are when I was their age." In thoughtful comments to the participants about their projects, the judges mentioned their "ambition" and "ability to see the target. They really believed in their products." Mom Zenola Fields said her daughter Courtney, an eighth grader at Kip Academy in the Bronx, had "met youngsters from many backgrounds different from her own in the program" and came away "enriched."

The program is a partnership between Johns Hopkins CTY, the Goldman Sachs Foundation, and the National Foundation for Teaching Entrepreneurship which provides curriculum and materials. Mentors include Goldman Sachs professionals and college and MBA students. To apply to the Talent Search and receive scholarship information, call 1-800-510-9360/61, or E-mail: dlee_hopkins_cty@hotmail.com.

LAYING THE GROUNDWORK FOR GOVERNORS ISLAND

By BRUCE MYINT

The public rejoiced when President Bush unveiled his decision to hand over Governors Island to New York City for education purposes. In a recent press conference, Bush announced that the new land would "enhance the quality of education for the people of New York," calling it a "worthwhile and noble cause."

Early reports marked Governor's Island as the site of a new CUNY campus. Shifting CUNY departments to the new location would make room for New York City high schools. This would add to the dozen high schools currently on CUNY property. At a White House briefing, Mayor Bloomberg noted that the move "will free up space so that we can solve some of our space problems throughout the public school system, where we have just too big class sizes for the children's good."

A month after the unveiling, details remain as cloudy as the water that surrounds the island, a former coast guard station located five miles off the southern tip of Manhattan. At 170 acres, the island is roughly one-fifth the size of Central Park.

The fate of Governors Island rests on CUNY's forthcoming academic plan. According to CUNY Chancellor Matthew Goldstein, "the planning process is going on now at a very furious pace" to ensure that whatever moves take place will do so in a short time.

At a recent Board of Trustees meeting, the Chancellor outlined the need to establish a steering committee to assess the island's existing resources and to think about generating revenue. Maintenance fees for the island have been estimated as high as \$20 million dollars; a cost that CUNY can ill afford.

The chancellor would not say if the island would house a new campus for CUNY Law School and/or departments from Lehman College in the Bronx, or York College in Queens. Such specific details for the move, he explained, have not been brought up yet. In terms of selecting which campuses will be re-

located, CUNY is still in a very early planning stage. Once that stage begins, explained Chancellor Goldstein "everything will be put on the table".

While the academic plan is still under construction, it will almost surely include setting up a teacher training facility. The chancellor referred to this as an 'anchor tenet' stemming from President Bush's wish to use the island to improve schooling in the city.

While CUNY clearly benefits from the acquisition, New York high schools stand to gain as well.

This could be the break New York City public schools sorely need. High schools citywide are bursting at the seams due to increased enrollment and a lack of new buildings. Two years ago a report issued by the Board of Education found city high schools operating at 112 percent capacity on average. Some ran at double their capacity. By 2004, the report predicted, overcrowding will worsen.

High schools in Queens and the Bronx experience the greatest overcrowding. Within two years, their capacity rates are expected to rise to 122 percent and 131 percent, respectively. Shuffling CUNY campuses from congested boroughs will allocate vital space for the city's more than 300,000 high school students. Whether or not these boroughs will benefit from the move, however, is still up in the air.

At present, the Board of Education must wait for CUNY to unveil its academic plan to find out how public schools will benefit from the anticipated shuffling. As it stands, the Board of Education is located downstream in the decision making process.

"Once CUNY decides in terms of making changes and consolidating into [Governors Island], we'll find out what's been allocated to us," said Board of Education spokesperson Kevin Ortiz. "Right now, at this point, we don't know. We're not in the process."

Only time will tell how much city high-school students stand to gain. Until then, it is a matter of waiting for CUNY's academic plan to float to the surface. #

It takes more than an apple to reach today's teachers...
It takes

New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United Teachers
- Read by 440,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call (800) 448-4237
159 Wolf Rd. Box 15008, Albany, N.Y. 12212

EXPERIENCE AN ADELPHI ACADEMY OPEN HOUSE

- PRIDE - TRADITION -  - SPIRIT - EXCELLENCE -

Founded 1863

Private, independent, co-educational, continuing college preparatory day school

- Adelphi Academy teaches children how to think, not just learn
- The Adelphi Plan encourages motivation through involved teachers and students
- Adelphi Academy stresses critical thinking
- Adelphi Academy has 100% college placement rate
- Extra tutorials and special SAT classes provided
- AP classes, honor programs and community service programs available
- Faculty and staff members with advanced degrees and specialized training
- Small Pre-K to 12th year classes in an intimate, safe and caring environment
- 8 to 1 student teacher ratio
- State of the art computer and science laboratories, athletic and guidance facilities
- A wide variety of after school extra curricular activities, athletics and sports

Open House

Sunday, May 19, 2002 ~ 1:00 pm-3:00 pm

Adelphi Academy, 8515 Ridge Boulevard, Brooklyn, New York 11209

For more information please contact the Les Finkelstein Office of Academy Advancement at (718) 238-3308, Extensions 213

Manhattan Placements
CKunstenaa@aol.com
501 East 79th Street, #6A
New York, New York 10021
(212) 288-3507



Claude Kunstenaar, Director
Sylvie Falzon - Kunstenaar,
Assistant Director

A personal and highly effective placement company for teachers, administrators & department heads serving New York, New Jersey and Connecticut independent schools

TEACHERS and ADMINISTRATORS seeking positions in independent schools, please send your resumes

* No fees to candidates



Frederick Douglas Academy Prepares “Believers and Achievers”

By MARIE HOLMES

Frederick Douglas Academy (FDA) doesn't much stand out from the housing projects and scaffolding that surround it, looking more like a public building than the private high schools to which it is constantly compared. Hanging inside the entryway are several full-length mirrors and signs reading, “Dress for Success.” Other schools might balk at the idea of providing self-conscious teenagers with mirrors to primp in before class, but at FDA the mirrors remind students that upon entering school grounds they are expected to portray an image of academic and personal achievement. Dressed in pressed white shirts and navy skirts and slacks, the students fill the school with a buzz of excitement, almost as though they were all leaving for college tomorrow.

Lorraine Monroe's Legacy

“FDA was always my first choice,” says Anthonia Seriki, who will be heading off to Syracuse University this fall to study physical therapy after she graduates Frederick Douglas Academy this month.

Like many other families in Harlem and throughout the city, Seriki and her parents were drawn by “the enrichment and opportunities” FDA offers. Since its founding in 1991 by Dr. Lorraine Monroe, the East Harlem school, which now houses grades 6-12 in a middle school building atop the last stop on the 3 train, has earned a reputation for excellence, performing alongside the best New York City Public Schools on standardized tests and boasting a college acceptance rate rivaling that of its parochial and private counterparts.

In 1999, U.S. News and World Report named FDA one of the nation's 100 best schools.

Of the 114 members of the class of 2000, 113 went on to college in the fall. The remaining student, who had been accepted to the Naval Academy, joined the Navy Seals. That same year, all students passed the English Regents exam; 96 percent passed the Math Regents.

Monroe's model — equal parts drill sergeant and loving mother — lives on. Shortly after she retired in 1996, Dr. Gregory Hodge took over the principal's office, where he now receives a constant flow of students and teachers, answering their questions and doling out checks for SAT registration fees along with paternal encouragement.

When a colleague points to the dress shirts hanging in Hodge's office, he responds dismissively, “I've stayed over a few nights.”

A glance at the schedule of classes, athletic events, clubs, college visits, test preparation courses, and a full schedule of optional Saturday school courses belies any attempt to downplay the incredible number of hours that Hodge, his staff, the students and their parents put in to make FDA as successful as it is. Corporate sponsorships from companies such as the GAP, Con Edison and HBO aid in purchasing laboratory equipment, sponsoring trips to Italy and Japan and providing the extra cash that allows Hodge to write out those checks for SAT registration.

“We have pushed a very aggressive agenda which involves giving the students the quality education that they would get if they were in a private school,” says Hodge.

FDA's college preparatory curriculum, which includes research papers, laboratory work and an impressive number of AP offerings, mimics parochial and private school models, as does its admissions process.

Students are accepted based on letters of recommendation and an interview. Once admitted to the school, students agree to follow a Student Creed, based on the Morehouse Student Creed, and students and their parents are required to sign a list of the “12 Non-Negotiable Rules and Regulations” requiring students to abide by a rigorous code of behavior, study and dress. In addition, parents promise to take an active role in their child's education by providing study space, limiting hours of television watched, and filing the nec-



Students at Frederick Douglas Academy with Dr. Hodge (2nd from right)

essary college forms “in a timely fashion.”

Making Honors Students

Despite a student profile and location that would send many educators running to the suburbs, one of the first criticisms Monroe encountered after founding the admissions-based school was that she was “creaming” Harlem.

In fact, the only academic requirement for entrance to FDA is a score of three or four, level three being the bottom line for “grade level,” on standardized reading exams — hardly on par with the ruthlessly competitive, score-based admissions standards of schools like Stuyvesant and Bronx Science.

Accused of being an elitist, Monroe responded that she most certainly was and that her school was going to make its children into gifted and talented, high-performing students.

“We're not talking about geniuses here,” says Hodge, referring to the number of students taking AP Calculus, Physics, Latin, and other subjects. “We're talking about regular, everyday, kids. We're talking about being exposed to rigorous academic work.”

It's significant that FDA students enter in the middle grades. If Dr. Irving Hamer's sad assessment of New York City's middle schools, which he calls the “Achilles' heel” of the system, is correct, then catching these students in grade six as opposed to grade nine might be a key to getting them into college in grade 12.

“We begin college prep in the 6th grade,” states Hodge. Students are required to take the PSAT and visit colleges from the 6th through 12th grades, giving them early exposure to higher education and forcing them to examine their life goals at a young age. Last year, for example, 6th and 7th graders from FDA attended Ithaca College's commencement ceremony and met privately with the main speaker, Maya Angelou.

“The child is learning that the universe is greater than Harlem,” says Hodge, and “that he or she can achieve anything.”

The belief that FDA students can achieve anything that they put their minds too — and anything that their upper middle-class peers can — doesn't end with the dismissal bell. Every year, corporate sponsorships allow students to travel to Japan, Italy, Russia, and other

exciting locales. Friends on Capitol Hill also sponsor trips and provide internship opportunities.

Charzetta Nixon, current student body president, served as a page to Congressman Rangel for six months. She describes the experience as “the opportunity of a lifetime.”

“I learned about politics first-hand and now want to pursue a career in diplomacy,” she says. “I was able to meet President Bush, Colin Powell, Hillary Clinton, and many other big wigs.”

A Family of Leaders

Both the students and their principal use the word “family” when asked to describe their school. “It is like a family because you do not always get along but there is a constant respect for one another,” says Nixon. Students, teachers and administrators credit one another with the school's success.

Monroe, who now heads her own Leadership Institute, would likely agree with Dr. John Elwell, whose consulting business, in conjunction with the Board of Education, has been responsible for the creation of FDA II, III, and soon-to-open FDA IV. Says Elwell, “What really makes a great school is, one, the leader, and, two, that the culture that they build outlive the leader,” as has certainly been the case with Monroe and Hodge at FDA.

Hodge, however, is adamant in giving credit to his hard-working teachers. “It's not the leaders,” he says. “It's the teachers in the classroom who are with the students every day who inspire them.”

Students are also quick to mention the tireless efforts of teachers, administrators and their parents at the same time that they proudly claim their successes as their own.

“My guidance counselor in my elementary school said I should look at other junior high schools because I would not do well in FDA,” says Nixon. “However, with the support from my school and mother I succeeded in graduating high school ranking number eight in my senior class.”

“They believe in us and so we believe even more in ourselves,” she says of teachers and administrators. “FDA students are believers and achievers.”#

Calendar of Events May 2002

Open Houses

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

Adelphi Academy, (718) 238-3308, Extension 213;
8515 Ridge Boulevard, Brooklyn, NYC 11209
Sun., May 19 ~ 1 pm - 3 pm

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

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

Touro College
Occupational Therapist Assistant Program:
(718) 265-6534, ext. 1003
Information session in Brooklyn;
Thursday, June 20 at 6: 30 pm;
1870 Stillwell Avenue (at the corner of 82nd Street)

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

Workshops

Gotham Writer's Workshop Teen Program
Ages 11-14, 15-18.
(212)-WRITERS (974-8377),
www.WritingClasses.com
Gotham Writers' Workshop, offers afterschool and online writing programs for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The live and online classes are taught by professional writers and run for 8 weeks. Private instruction is also available. Call 212-WRITERS (974-8377) or visit www.WritingClasses.com for a FREE brochure.

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

Cognitive Therapy of Depression and Anxiety Disorders:
Earth 2 Class: Spring: May 11
Instructors: Michael Passow & Christiana Assumpcao

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

CAREERS

SO YOU WANT TO BE A SOMMELIER

By SYBIL MAIMIN

Do you love wine, people, and the finer things in life? If so, the career of wine sommelier may be just right for you. Many roads lead to this career, but all involve learning as much as possible about wine and the food and beverage industries. Generally, working in a restaurant, taking courses, and attending wine tastings will get you started. Getting under the wing of a wine expert, or mentor, is an additional step. Reaching the exalted status of master sommelier, of which there are 100 in the world and five in New York City, is another matter.

Roger Dagorn, master sommelier at Chanterelle, perhaps New York City's top restaurant, was born in France where he spent his youth working in his father's restaurant. His family moved to New York in 1959, where his father became sommelier in an uncle's restaurant and then opened his own establishment. Although he had a degree in geology, Dagorn always worked in the family business, immersing himself in the gastronomic world and especially in his father's monthly wine-maker dinners (a first in New York) where the food and wine of particular regions were highlighted. Dagorn took professional wine courses and after the family business closed worked at other locations, including an eight-year stint as sommelier at the acclaimed Maurice Restaurant in the Parker-Meridien Hotel. To acquire certification as master sommelier, he passed a grueling series of exams including written and oral tests on wine theory, tasting, storage, decanting, and food. His warm and respectful manner toward customers further burnishes his master status.

National and international competitions for

sommeliers allow the best to stand out. Thirty-six countries belong to The International Sommelier Association (ASI) and every three years enter their one top wine expert in a competition to determine the best in the world. Dagorn heads the contest committee. He recommends competitions on all levels for aspiring and working sommeliers as an excellent learning tool as well as a measure of competence.

The responsibilities of a sommelier are broad. Dagorn's experiences at Chanterelle, where he has worked for nine years, are somewhat typical, but not universal. He is both beverage director and wine director and responsible for tasting and buying stock. He may taste up to 30 wines a day (he does not swallow) brought to him by distributors, wineries, and other "wine people." He analyzes and chooses not only for quality, but also for appropriateness for the food, interests of his customers, and budget. He educates the staff about new purchases and makes recommendations to diners, usually following their lead but occasionally introducing new ideas, such as sake, a current interest. He interacts with the chef regularly and tastes all menu dishes to help determine appropriate pairings.

"The wine must complement the food and not the other way around," he stresses. A sommelier must be skilled in all beverages, not just wine, and is responsible for stocking the bar



Roger Dagorn

and having all types of drinks served properly. He must keep up with new vintages and trends. Dagorn educates himself and others by teaching (he is adjunct professor in the Culinary Department at CUNY's New York Technical College), giving lectures to private groups and wine societies, participating in frequent professional wine tasting, assuming leadership roles in industry activities, and acting as consultant to various entities including other restaurants. At Chanterelle he is also maitre d' (common for sommeliers) and must oversee the dining room.

He stresses that, at bottom, "this is a service industry, the hospitality industry," and he and the staff must ensure that "every guest is happy."

Mentoring is part of this master's work and Dagorn currently has two apprentices, staff people with a special interest in and enthusiasm for wine, whom he advises, lectures, oversees, and judges for readiness, competitions and exams. He recommends courses and professional tastings. The American Sommelier Association gives a very professional nineteen-week, one day-a-week course with exams and tastings throughout. Many culinary schools, such as the Culinary Institute in Hyde Park, teach about wine. He encourages participation in study groups, networks of aspiring sommeliers from different restaurants who get together to share knowledge and tastings. The field is growing as more and more people become interested in wine and want a knowledgeable person to serve them. Once a man's world, women are increasingly being accepted. The hours are long (restaurant hours) and the work demanding, but the rewards for those who love wine and people can be great.

Some tips from the master: When serving several wines at a meal, the natural progression is white before red, dry before sweet, light before full-bodied, young before old, and good before great. Prosecco (a sparkling wine from Italy) is a current fad, and fine sake is served chilled or at room temperature. "Typicity" refers to the soil (including mineral content) and climatic conditions that produce a particular wine; a skilled sommelier will recognize typicity from tasting. #

New York Teachers

Bring your
teaching degree
to California

California is looking for talented teachers to lead our classrooms in grades K-12. Our school districts especially need teachers in the subject areas of special education, math, science, bilingual/ESL and reading.

In California, you'll have more choices for school locations, teaching environments, climate, entertainment and places to live than in any other state. And you'll be welcomed with open arms and minds eager to learn. CalTeach is your one-stop information, recruitment and referral source for teaching jobs in California. For more information or to view our online job database, visit www.calteach.com.

1-866-CalTeach
(1-866-225-8322)

CalTeach
Left Coast. Right Job.™

RESOURCES FOR TEACHERS

THE MERROW REPORT ON DVD

The Peabody Award-winning program, "School Sleuth: The Case of an Excellent School", is now available on DVD. The popular documentary features John Merrow in the role of a private eye hired to investigate bad, "good enough," and excellent schools. This serious but entertaining program presents 25 practical measures of educational excellence beyond multiple choice test scores.

The DVD will be useful to educators and parents alike. In addition to the 1-hour program, the DVD includes seven hours of video and audio, as well as tools for evaluation and analy-

sis. It's easy to navigate. You decide what you want to focus on, click the remote, and you're there. Those interested will also find more information on "School Sleuth" website (www.schoolsleuth.org), including a tour of the DVD.

Price: \$75.00 (plus \$5.00 shipping/handling). A discounted price is offered to members of some associations. See website for details. To order, send check, money order or purchase order to: Learning Matters, Inc., 6 East 32nd St, 8th Fl., New York, NY 10016. For more information visit www.schoolsleuth.org#

MAY IN HISTORY Compiled by Chris Rowan

Mothers Day

In 1872 Julia Ward Howe, who wrote the lyrics to the *Battle Hymn of the Republic* proposed the idea of an observance day called *Mothers for Peace Day*. Although the original purpose was to promote peace, the idea evolved into having a day devoted to honoring motherhood. On May 9, 1914 President Woodrow Wilson declared the **second Sunday in May** as a day of national observance, honoring the nation's mothers.

Memorial Day

On May 5, 1866, residents of Waterloo, New York, gathered to honor Americans who died fighting for the Union in the Civil War. They called the event Memorial Day. It became a tradition and a national holiday (first observed on May 30, 1868). Memorial Day now commemorates all Americans who died in war and is observed on the **last Monday in May**.

On May 30, 1945, New York City held its last **Memorial Day** parade sponsored by Civil War veterans.

Firsts

In 1607 (on May 14) the first permanent English settlement in North America was established in Jamestown, Virginia.

On May 21, 1927, Charles Lindbergh completed the first solo transatlantic flight.

Firsts in Education

On May 3, in 1765 the first medical school in the 13 colonies opened in Philadelphia.

Other Events in American History

On May 25, 1787, the Constitutional Convention opened in Philadelphia.

Our Bloodiest War (the Civil War)

In 1862 (on May 22) the War Department authorized the recruitment of black soldiers.

In 1865 (on May 26) the last major Confederate forces surrendered in Texas.



80 YEARS OF SPECIAL EDUCATION AT TEACHERS COLLEGE: WHERE HAVE WE BEEN, WHERE ARE WE GOING?

BY POLA ROSEN, Ed.D.

The Council for Exceptional Children (CEC), an organization devoted to the advocacy, research, advancement and support for exceptional children, teachers, administrators and parents, was founded 80 years ago at Teachers College (TC), Columbia University. In honor of this historic event, CEC officers and a group of TC alumni and professors gathered to celebrate, discuss and renew old bonds at their alma mater, Teachers College.

Among panel members were Frances Connor, former Chair of the Special Education Department at TC, Professor Emeritus Margaret Jo Shepherd, Professor Emeritus Leonard Blackman, and Fred Weintraub and Alan Abeson, former governmental relations heads at CEC. Professor Jed Luchow of the College of Staten Island and Professor Linda Hickson of TC, helped coordinate the festive reunion and serious panel discussions.

The critical dilemma noted by the panel was that while PL 94-142, passed in 1975, mandated the education of all children, regular education today does not want to include special education children.

Professor Shepherd underscored the difficulty to forge a collaborative relationship between classroom teachers whose focus is on teaching classes, versus special education teachers who focus on teaching individual children. Her dream is still to strive for a collaborative relationship.

Delving into the history of special education, the panel spoke of William Thorndike, a professor at TC, who introduced the education of



(l-r) Dr. Leo Connor, Dr. Jed Luckow, Dr. Linda Hickson & Dr. Frances Connor



Dr. Leonard Blackman

special students into his course in 1899. The subsequent interest in exceptional children led to an increased demand for professionally prepared personnel. With the ensuing Eugenics Movement came a rise in the building of institutions until Professor Burton Black of Syracuse University led a vociferous cry against them and led the march to the disbanding of the infamous Willowbrook in Staten Island, New York. [Ironically, the site currently houses the College of Staten Island, CUNY on a bucolic campus. Ed.] The egalitarian movement started with Brown versus the Board of Education which led to eliminating discrimination against disabled individuals.

Professor Frances Connor, Chair Emeritus of the Special Education Department at Teachers College and a President of CEC in 1964 cited

several revolutions which still resonate today. She called for increasing the quantity and quality of special education teachers, for the inclusion of new knowledge, for special education's efforts to be based on hope, not preconceived limits, for educating children in a cooperative way, not as a power struggle. And finally, the status quo which is to be evaluated, not treasured.

Weintraub summed up the sentiments of the panel in saying 'we must stop thinking of a dual system [inclusion v. separation]. We have a multiple system. We have to learn to work together.'

Perhaps the most dramatic transformation underscored by the panel in special education over the past two decades is that it has become a support system to general education instead of a primary deliverer of education. What wor-

ries Weintraub the most is that "special education is a train trying to take all students to one designated point regardless of their individual needs or capacities." The principle of "equal access to differing resources for differing outcomes" seems to have been lost. "Not everyone will go to Columbia. Nor should they, but everyone can be successful at something."

The consensus of opinion was that funding and policy makers are driving education, while little time is spent on curriculum and teaching.

Weintraub's powerful words ended the panel: "The Teachers College tradition has served us well. I treasure it." And indeed, the lump in his throat brought tears to this alumna's eyes as I looked at the great thinkers and shapers on the panel with whom I had studied so many years ago. #

Attention.

It is all any kid with Attention-Deficit/ Hyperactivity Disorder wants.

At the NYU Summer Program for Kids, they will get plenty of it. If you have a child, 7-11 years old, with this disorder this is the only day camp of its kind in New York. It is staffed by clinical psychologists and licensed teachers, assisted by psychology graduate students (one staff member to every one to two children). They will give your child sustained, nurturing attention, while teaching an understanding of rules, academic discipline and teamwork. So they will start the next school year better adjusted and socially more skilled. And all this in an atmosphere of fun, with swimming and sports every day. For parents, there is specialized training to aid you in helping your child. The program runs for eight weeks beginning June 27th at the Riverdale Country School.

Call 212-263-0760 to register.
It may make your child's summer. And yours.
www.AboutOurKids.org





Commission on Excellence in Special Education: Recommendations

BY TOM KERTES

New York City Schools' Chancellor Harold Levy recently testified before the Commission on Excellence in Special Education, which was established in October of 2001 to examine and make recommendations on federal, state and local special education programs and to focus on issues related to the Individuals with Disabilities Education Act (IDEA).

"With 1.1 million students, ours is the largest school system in the country," he said. "So our experience is especially relevant. In addition, I have had a personal experience—my sister died of polio—with the school system before IDEA was enacted. Let me tell you, it was a scourge upon my family."

"So I'm certainly for re-certification," added Levy. "IDEA has been overwhelmingly successful. It has raised the quality of special education. However, I'm equally passionate about where it has not served the educational interests of disabled students well, the areas where improvement is necessary."

According to the chancellor, the main problem area is misidentification, which leads to overrepresentation. "Too many kids with simple behavioral problems are classified as being in need of special education," he said. "I believe those students would be better served by intervention/prevention programs in general education. 'Acting out' is not necessarily a sign of emotional disturbance."

Rather than any systemic bias, Chancellor Levy is convinced that "overrepresentation is

primarily the result of the lack of intervention services in the general education environment." As a solution, he recommended the "whole school approach."

"This creates a single, seamless service delivery system for all students, disabled and non-disabled alike," he said. "They are predicated upon the belief that students are more alike than different and that integrating resources result in improved student outcomes for all. This strategy puts an end to the unhealthy and unproductive competition for resources between general education and special education, where spending can be three times higher per pupil than in general education."

Due to this reform, the number of city public school students placed in special education has already decreased by 27 percent. At the same time, the number of children taken out of special education and put into mainstream classes has increased by 43 percent.

The chancellor's comments were followed by the testimony of Dr. Howard Abikoff of the New York University School of Medicine Child Study Center. Dr. Abikoff spoke of the need for improved expertise by school personnel in identifying students with problems relating to ADD and ADHD.

"Right now, diagnoses are made too quickly, and often by the parents or by untrained personnel," he said. "There is a crying need for better teacher training in identifying these conditions in order to better address the children's

specific educational needs. Schools must make better use of the school psychologist as well in this area. He or she is the best-trained on-site

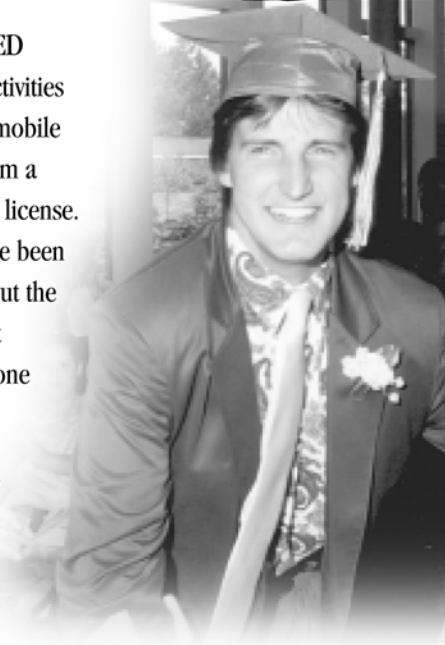
personnel and if he's not, he can be best trained to facilitate identification and diagnosis of ADD and ADHD."#

Never in my wildest dreams...

"WHEN I FIRST CAME TO CROTCHED MOUNTAIN OVER 10 YEARS AGO, activities that were second nature prior to the automobile accident were challenging tasks. Today I am a college graduate and also have my drivers license.

Never in my wildest dreams would I have been able to do half of what I've achieved without the encouragement and help that I received at Crotched Mountain! I want to thank everyone at Crotched Mountain for helping me get my life back!"

—Brent Reagan '93
Crotched Mountain School



Crotched Mountain School

- Special Education, K-12
- Vocational services
- Day & Residential Programs

Children's Specialty Hospital

- Sub-acute rehabilitation
- Post-surgical care
- Respite services

Serving families since 1953



CROTCHED
MOUNTAIN

OFFERING A LIFELONG ALLIANCE
TO PEOPLE WITH DISABILITIES

For more information, call 800-966-2672
One Verney Drive, Greenfield, NH 03047
www.crotchedmountain.org email: admissions@cmf.org

Evaluations for Extended Time for Standardized Tests

(SAT, LSAT, GMAT, Bar Exam, etc.)

for LD students and adults

LICENSED PSYCHOLOGIST
FACULTY NYU MED.
BOARD OF DIRECTORS, IDA

Dr. J.L. Thomas
19 West 34th Street, NYC
212.268.8900

ADD?

Develop Individual Strategies
for Work, Learning, and Life:

- Time management
- Organization
- Prioritizing and decision-making
- Interpersonal skills

Your goals are possible!

Call for a Complimentary
Phone Consultation

212-614-7317

Bonnie Mincu

ADD Coach, adults 17+ • www.bonniemincu.com

Lenore Ruben,

CSW, BS Special Ed

Family, Child & Individual therapy
- Hypnotherapy - EMDR -
Support groups

Specializing In:

- Attention Deficit Disorder
Adults and children with symptoms ADD/ADHD
* Official medical diagnosis not required
- Stress management & meditation groups

212-734-2047

171 East 74th Street, C2

**THE PROGRAM
FOR LEGIBLE,
EASY, RHYTHMIC WRITING**

*fluent
handwriting*

Nan Jay Barchowsky
invites you to visit
www.BFHhandwriting.com

Barchowsky Fluent Handwriting presents just one way to write. It's easy to teach and fun to learn.

Learn this simple model alphabet.

Then the same letters join up for fast, legible writing with no problematic changes in the direction of letter strokes—no retraining of fine motor skills!

The program's success is proved by the adults who learned to write with this method.



swansbury^{inc.}

P.O. Box 117, Aberdeen, MD 21001

Order this logical, effective way to teach handwriting online, by phone or write.

• phone: 410-272-0836 • fax: 410-297-9767
• e-mail: swansbury@erols.com



Childhood Revealed: Art Expressing Pain, Discovery & Hope On View at 80 Washington Square East Galleries

Think of eight children you know. At least one of them is dealing with depression anxiety, a learning problem, ADHD, abuse, an eating disorder, autism or psychosis, and only one-fifth of those are receiving treatment. To raise awareness of the issues faced by these children, Childhood Revealed: Art Expressing Pain, Discovery & Hope, a touring exhibition of more than 100 artworks created by children with psychiatric, learning, family, psychological, and physical challenges, has been touring the U.S. since November 1999. The exhibit was created by the New York University Child Study Center to put a face on the mental health problems faced by millions of children in this country and help eliminate the stigma surrounding mental illness.

Childhood Revealed gives us a glimpse into the world of the more than 10 million American children who endure mental health problems. The paintings, drawings and sculptures on display are accompanied by the artists' own commentaries and descriptions of the disorders.

The works reflect the children's struggles with problems such as suicide, anorexia, sexual abuse, manic-depressive illness, and divorce. The striking and colorful images and commentaries encourage us to take a new look at how we view mental illness. "In the same way that the AIDS quilt (exhibit) put a human face on the disastrous epidemic of AIDS, we hope this will raise the profile of childhood mental disorders," says Harold S. Koplewicz, M.D.

The exhibition, which opened at the Whitney Museum of American Art in New York, November 1999, is touring through October 2002. It has been seen coast to coast in 15 major cities and is scheduled to continue to five more cities, including Halifax, Nova Scotia.

Childhood Revealed: Art Expressing Pain, Discovery & Hope, the exhibit and companion book, containing color reproductions of the artwork, as well as the award-winning website www.AboutOurKids.org, form the centerpiece of the National Child Mental Health Initiative, a public awareness campaign launched by the New York

University Child Study Center and its founder and director Dr. Harold S. Koplewicz. Consistent with the magnitude of the problem, the initiative brings together the nation's major child mental health professional and advocacy groups as partners. The exhibit hopes to improve the understanding and treatment of child mental illness as identified in the Surgeon General's National Action Agenda for Children's Mental Health.

For the exhibition and the book, edited by Dr. Koplewicz and Dr. Robin F. Goodman, the Child

Study Center invited clinicians and educators nationwide to submit artworks made by children ages 4 to 18. A prominent jury of scholars, artists, and educators, including the internationally known artist Jennifer Bartlett and Paul Goldberger, a writer for *The New Yorker* and former culture editor of *The New York Times*, made the final selection of 103 works featured in the exhibition and book.

For more information, contact the NYU Child Study Center at (212) 263-6622 or visit www.AboutOurKids.org.

THERE IS HELP FOR ADD/ADHD

Skills Training for Parents, Children & Adults

Advanced Parenting Skills - Learn the tested techniques that work with your child's special wiring. Minimize non-compliant behaviors, power struggles and family discord as you help your child increase his or her ability to self-regulate.

6-session evening seminars for parents & caregivers of 2-11 year olds with Attention Deficit Disorders or related behavioral issues. Limited group size.

Building Social Skills - Children learn to make and improve friendships using appropriate social and communication skills.

Very small weekly classes for 7-12 year olds, grouped by age and ability. Special on-site classes can be sponsored by schools or organizations.

Study & Organization Skills - Learn useful techniques to successfully manage schoolwork, graduate board study, papers and projects.

Individual sessions for adults and older teens.

ADDult Coaching - Enhance your personal and professional life. Your Coach helps you to compensate for problem areas through practical strategies, self-management techniques, motivation, accountability, structure and support. Clarify and accomplish personal and career goals.

For high-functioning adults with attention deficit disorders or similar issues. Individual Coaching by appointment. Telephone Coaching & Groups available.

Organization & Time Management Skills - Take control of your time and environment. Manage your day more efficiently, accomplish projects more effectively, organize your home or office and control paperwork and clutter through personalized and "do-able" systems and strategies.

Individual sessions by appointment. Home and office visits available.

Consultation & Case Management - Knowledge empowers! Individual help and education about such issues as Behavior Management, Education/Employment Rights and Advocacy, Medication and Treatment Options, Working with Doctors, Therapists, Educators, etc.

Individual sessions by appointment.

The A.D.D. Resource Center, Inc.

New York City: 212-721-0049 or 212-724-9699

Westchester/Connecticut: 914-763-5648 • Email: addrc@mail.com

Hal Meyer, Director • Programs since 1993

Winston Preparatory School

Summer Program 2002

4 West 76th Street • New York, NY 10023

Education for
the Individual



July 1 - July 26, 2002

After school programs available

For Students entering grade 5 through college freshman with Learning Disability, Attention Deficit Disorder, Dyslexia or any student in need of academic skill development.

For more information,
please e-mail summer@winstonprep.edu
Or Call (212) 496-8400
Ext. 48-Erica Piche-Summer Program Director
Ext. 5-Carlissa Ameson-Assistant Summer Program Director



WINDWARD TEACHER TRAINING INSTITUTE

13 Windward Avenue, White Plains, NY 10605

SUMMER COURSES

- Expository Writing Instruction

Dates: July 8-11 or July 22-25 Time: 9 AM - 1 PM Fee: \$425 (manual included) Instructor: Judith C. Hochman, Ed.D. Sheila Okin, M.P.S.

- Multisensory Reading Instruction, Parts I

Dates: July 15-19 Time: 9 AM - 1 PM Fee: \$475 (manual included) Instructor: Phyllis Bertin, M.S. Janice Bochicchio, M.S.

- Multisensory Reading Instruction, Parts II

Dates: July 29 - August 1 Time: 9:00 AM - 12:30 PM Fee: \$400 Instructor: Phyllis Bertin, M.S. Maria Harris, M.S.

- Language and Learning

Dates: July 22-24 Time: 9 AM - 1 PM Fee: \$300 Instructor: Lydia Soifer, Ph.D.

- Improving Math Competence

Dates: July 29-30 Time: 9 AM - 12 PM Fee: \$200 Grades: 1-5 Instructor: Eileen Perlman, M.S.

For further information call 914-949-1279.

Windward Teacher Training Institute is part of Windward School, a co-educational, independent school for learning disabled students located in White Plains, NY.

CHILDREN & ADULTS

Assessment & Treatment

- ▶ ADD / ADHD
- ▶ Learning Disabilities
- ▶ Depression, Anxiety

Call for information on upcoming
parent education seminars

Gabriela Höhn, Ph.D.
Clinical Neuropsychologist
153 Waverly Place
NYC 10014

212.691.0291
geh6@columbia.edu
<http://G.E.Hohn.PhD.att.home.net>

MEDICAL UPDATE



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

• 14

PLAYING WITH MATCHES: MEDICAL STUDENTS LEARN THEIR FATES

Keck School of Medicine seniors in this year's Match Day—held March 21—bucked the nationwide trend favoring medical specialties over primary care residencies.

Match Day is the national event in which graduating medical students find out where they will spend their next two years in training. At 10 a.m., more than 23,000 applicants across the country in the National Resident Matching Program tore open envelopes that held their fate.

At the Keck School, 79 seniors (52 percent) chose primary care positions, just as their USC counterparts did in 2001, said Peter Katsuftrakis, associate dean of student affairs. These include family practice, internal medicine, medicine-pediatrics, pediatrics and obstetrics/gynecology. Family practice, in particular, reversed its decline in popularity, with 15 seniors entering the field this year compared to 10 in 2001.

Nationwide, however, 373 fewer US medical school seniors filled these generalist positions than they did last year. International medical graduates made up part of the difference by accepting 116 of the primary care spots.

Still, the number of Keck School seniors entering primary care is down from a few years ago. More than 90 seniors chose such residencies in 1999 and 2000.

"We saw some trends this year, with surgical subspecialties and other specialties becoming particularly competitive," Katsuftrakis said. Every dermatology position in the match was filled, for example, with one going to a Keck School senior.

The number of Keck School seniors entering surgical subspecialties (such as neurosurgery, ophthalmology, orthopedics, otolaryngology and urology) increased from 17 in 2001 to 22

this year.

The demand for radiology, however, dropped. Three students matched this year, down from nine in 2001 and five in 2000.

Katsuftrakis said that 151 Keck School students are expected to begin first-year residencies in July. Four other students will pursue research or other plans instead, including one student who will attend law school.

As of March 18, six Keck School seniors had gone unmatched for both years of their residency and five went unmatched for one of their two years. By March 20, all eight who were willing to accept other empty positions not on their wish lists were matched as part of what is called "the scramble," while three others chose to pursue other activities.

One of the initially unmatched students was able to get one of only four unfilled orthopedics positions out of a total of 569 across the nation, Katsuftrakis said.

Many students stayed in the West.

"Like classes before you, you love California," Katsuftrakis told students, who gathered with faculty members for the traditional match day breakfast. "About 87 percent of you stayed in California, 66 percent in Southern California. And 23 percent will be at County [LAC+USC Medical Center]."

In previous years, the national matching program reported figures for the proportion of students who were matched with their first-, second- or third-choice residencies. However, the national program has stopped reporting this information, Katsuftrakis said.

Many seniors celebrated, screamed and shrieked when they got their first-choice residency program, while others read their match day letters in stunned silence. #

Patients Urged to "Speak Up" for Safety

EDITED By HERMAN ROSEN, M.D.

The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) is an independent, not-for-profit organization that evaluates and accredits 18,000 health care organizations and laboratories in the US. This includes almost 11,000 hospitals and home care organizations, that depend upon JCAHO approval so they can receive Medicare and other insurance fees. The nation's oldest and largest standards-setting and accrediting body in health care, was founded in 1951. It seeks to continuously improve the safety and quality of care provided to the public.

The Illinois-based organization is currently launching a campaign to get patients involved in preventing health care errors, "Everyone has a role to play in preventing health care errors," says Dennis S. O'Leary, M.D., President, JCAHO. "Physicians, health care executives, nurses and other health care workers are already working hard to address this on-going problem. It is now time for patients themselves to become part of this effort." The magnitude of this problem was pointed out in a 1999 report of the prestigious Institute of Medicine, suggesting that errors in health care may be responsible for 98,000 deaths annually. While some progress has been made in reducing this toll, there is evidence that errors continue to endanger patients.

The program sponsored by the JCAHO encourages patients to become involved, informed and active members of the health care team, to help prevent errors. They are urged to "Speak Up:"

Speak up if you have questions or concerns, and if you don't understand, ask again. It's your body and you have a right to know.

Pay attention to the care you are receiving. Make sure you're getting the right treatments and medications by the right health care professionals. Don't assume anything.

Educate yourself about your diagnosis, the medical tests you are undergoing, and your treatment plan.

Ask a trusted family member or friend to be your advocate.

Know what medications you take and why you take them. Medication errors are the most common health care errors.

Use a hospital, clinic, surgery center, or other type of health care organization that has undergone a rigorous on-site evaluation against established state-of-the-art quality and safety standards, such as that provided by JCAHO.

Participate in all decisions about your treatment. You are the center of the health care team.

JCAHO also maintains a comprehensive database on adverse events caused by medical errors, including detailed information on their underlying causes. The information is a basis for the JCAHO's issuance of alerts to health care organizations offering practical advice on how to avoid specific kinds of errors.

Specific information for patients to help make their health care safe can be obtained on the JCAHO website, www.jcaho.org or by calling 630-792-5800.#

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



Dennis S. O'Leary, M.D.

ADD children show undiagnosed vision problems

A free screening may find the cause of your child's concentration problems and these symptoms:

- avoids reading, incomplete work (caused by eyestrain to focus)
- loses place while reading, skips words, uses finger to follow (caused by poor control of eye movements)
- poor handwriting (sometimes the result of poor eye-hand coordination)
- poor word recognition, reverses letters, poor reading comprehension (caused by poor visualization)

RELIEF FROM HOMEWORK FRUSTRATION

A team of professionals in the fields of vision, psychology, and education developed a remarkable program

called VIP that attacks the causes of these problems and dramatically improves (3+ year information processing gains in 10 weeks in some cases) a child's ability to learn.

"Approximately seventy percent of children labeled as having a learning disability have a vision processing problem," states Dr. Henry Ettinger, director of a local Vision Improvement program. "Many of my patients have gone from failing or special ed classes to A's and B's as a result of treating this area."

FREE EVALUATION

There is a free screening consisting of 15 tests that measure concentration, comprehension, visual memory, letter reversals, eye-hand coordination, processing speed, and

focusing. It's a wonderful opportunity for parents to determine if poor vision is affecting their child's learning. Call the Manhattan office, (212) 265-4609.

"The VIP was an answer to my prayers. Jourdan's reading comprehension has been significantly enhanced."

-Percy Jones-

"What a difference VIP makes! This 10 week program was a success!"

-Karen Lentini-

"I've seen significant improvement in all areas. He gets his assignments done before I ask."

-Amril Ogiste-



Dr. Ettinger assists student with a processing speed procedure



1.1 MILLION BOOKS TO NEEDY CHILDREN: DR. PERRI KLASS & DR. BRIAN McDONOUGH CELEBRATE



Jane Lecompte receives award from Dr. Perri Klass

By POLA ROSEN, Ed.D.

Reach Out and Read (ROR), a national literacy program that introduces children as young as six months of age to the world of books through the combined efforts of pediatric providers, educators and volunteer readers, held a benefit event in Manhattan recently. The mission of ROR is to provide books in the hands and homes of every young child. Since 1997, 1,200 pediatricians and other health providers have "prescribed" and given out over 1.1 million books to the neediest children in New York. The pediatricians are passionate about their commitment to counsel parents on the importance of reading to their children and to see that our poorest children grow up owning their very own books. The program also has volunteers who read aloud for a total of 103,000 hours in 71 New York area hospital and clinic waiting rooms. ROR is endorsed by the American Academy of Pediatrics.

The evening was emceed by Dr. Brian McDonough, 1010 WINS radio medical expert. The 2002 ROR Hero Award was presented to publisher Houghton Mifflin, a division of Vivendi Universal, by Dr. Perri Klass, noted author and Medical Director of ROR National Office. Accepting was Jane Lecompte for Nader Darehshori, Chairman of Houghton Mifflin. Dr. Klass, an assistant professor of pediatrics at Boston University School of Medicine summed up her sentiments about Reach Out and Read in an email from Boston. It makes a "tremendous difference to me in the exam room. I find that having the book with me

changes my whole approach to the child. I love watching my patients take the books, and according to their ages, chew on them, examine them, name the pictures, turn the pages, giggle at funny images, or erupt into questions. I love helping parents understand and appreciate their children's potential for connecting with books and stories. And I love watching the books go home with the children and knowing that there will be books in the home to read and return to and enjoy."

Vera B. Williams, author and illustrator, presented the ROR Volunteer of the Year award to Belle Rothberg, retired English professor. Rothberg first volunteered on the pediatric wards at Bellevue while recovering from a broken hip. She started college at the age of 45, and at age 78 she joined the Peace Corps, serving in Poland, her parents' birthplace.#



Vera Williams and Bette Rothberg

DO YOU HAVE ASTHMA?

Volunteers Needed
For Asthma Study.

Harlem Hospital & Columbia
University
Are Studying Ways
To Improve
The Treatments Of Asthma

At No Costs To You

You Can Earn

Up to \$1100 For Participating

For Information Please Call:

212-939-8360

ELECTROLYSIS

Monique Geraud, CPE
Board Certified Electrologist

Experience:

Freedom from excess
hairs on face and body

Trust:

Reliable, medically related
techniques of a specialist who has the

Understanding:

of her clients' delicate needs

30 East 60th Street
Suite 504
212.935.3524
mgeraud@aol.com

BEYOND THE STETHOSCOPE

By D. A. FEINFELD, M.D.

PROVENCE WATER-COLORS (to Nancy Rifkin)

Water has no color, borrows mauve,
beryl, amber from the hills,
drips the sky's iris in layers.
There are no borders: steeple and tree
tell your hand how to move the pen
but not the brush-hairs that slide
and cross into unmapped brooks.

In a tiny town-square you meet
a ray of afternoon light, follow her
to the café, where her bright hair sweeps
the black chair-backs and zinc bar,
then settles on the faces, all stained
blurred orange from the sun.
Here, she tells you, are no straight lines:
in water, clear pastis blurs into cloud.

Your brush touches a blood-drop
to the nap of the paper, spurting
a single poppy (gentil coq'liquot)
between gentian and grass,
an iron-red pledge of trust,
sign of deceit; an unseen bird
chants that girls are faithless
and men even worse.

Black, unblinking eye-spots
of sunflowers trace the day,
lidded in exploding yellow petals;
even the surprise of your boots
over pebbles will not draw
their rapt stare from the sky.

The mountain rises above the road,
scowling, fierce-moustached in green;
his stone-ringed mouth the line
of a village: church and shop
mark his mute gray lips.
At night he pulls on a black beret,
sits in the card game at Chez Marius
where hunched men swap stories;
when talk turns to the old times,
he slips you one secret smile.

STEALING HOME

(Ebbets Field, Brooklyn, early 1950's)

That last run the hardest—
reaching third was easy
(at least for Jackie), but now
each half-second an edge, a brink.
He'd buck-and-wing between
safety of the base and the strip
where missed steps mean the end.
Most times, he'd stare
into the pitcher's head,
cool eyes repeating I dare you,
and he'd swerve like a king snake
coming off a rock. One careless
catcher's toss, and his spikes
grabbed that extra second, a night wind
mixing with the dust whooshed ahead,
(Steal away, steal away home,)
then crashing leap, a hurl
past the threatening tag.
A net of hands tugged him
from the river, across the line,
again one roving brother home free.

NADAI

NATIONAL ASSOCIATION OF DRUG AND ALCOHOL INTERVENTIONISTS

INVITES PROFESSIONALS TO CLIMB UP TO A
BETTER POSITION BY OBTAINING THE
CREDENTIALS THEY DESERVE.

NO WRITTEN OR ORAL TEST

NATIONAL ASSOCIATION OF DRUG & ALCOHOL
INTERVENTIONISTS OFFERING GRANDFATHERING
PERIOD FOR QUALIFIED APPLICANTS. APPLICATION
AND PROCESSING FEE \$195 PER CREDENTIAL...
\$130 PER ADDITIONAL CREDENTIAL.

- CERTIFIED ADDICTION COUNSELOR C.A.C.
- CERTIFIED FAMILY CRISIS THERAPIST
- STRESS MGMT. THERAPIST
- CERTIFIED NATIONAL DRUG & ALCOHOL INTERVENTIONIST
- CERTIFIED COUNSELOR ASSISTANT
- CERTIFIED PREVENTION SPECIALIST
- ANGER MANAGEMENT THERAPIST
- DUAL DIAGNOSIS CLINICIAN
- CERTIFIED GRIEF THERAPIST
- CERTIFIED PASTORAL COUNSELOR
- CERTIFIED MASTER INSTRUCTOR
- DISTANCE TRAINING COURSE AVAILABLE \$290

CALL TODAY TO BE FAXED AN APPLICATION

215-225-9600

3331 NORTH MORSTON ST.
PHILADELPHIA, PA 19129-1318





FROM THE SUPERINTENDENT'S SEAT



There Are Always New Discoveries to Make, New Things to Learn

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

This month I had the wonderful opportunity to accompany Syosset High School's Supreme Court Moot Trial Club on a visit to the U.S. Supreme Court in Washington, DC. Earlier in the year I had met Justice Steven Breyer at a national conference and he was kind enough to invite us to come to the court, hear oral arguments, and receive a private tour of the court.

I've been to Washington many times, but this was the first time I had sat in on a session of the Supreme Court. I wasn't expecting to learn anything new, but I was very pleasantly surprised to find that was exactly what happened. Seeing the court in action with all nine justices present at the bench was an awesome experience, and quite different from what I had expected. I know that the students felt as I did — that this was a very special privilege. The case we observed happened to be about the fourth amendment and concerned search and seizure. I found it a comforting reassurance that our individual rights are a matter of great importance, when so much has been said about individual rights having to be sacrificed in the name of national security.

As you plan trips to take with your children

this summer, keep in mind that an "educational" trip can be just as enlightening for you as it is for your children. Even returning to visit a historic sight you've seen many times can give you new insight into events that occurred there and how they affected those times and continue to impact our world today. Our own life experiences affect how we will perceive the things we observe, and enable us to see things from a new perspective each time. For example, parents traveling with young children to Washington, DC, will have a much different experience than those who travel with teens or on their own. No matter what your children's ages, you can learn from one another.

For me, accompanying our high school students, who had already demonstrated a great interest in the Supreme Court and had, in fact, studied the Court's history in depth, enhanced my own appreciation of the Court. I admired the students' preparation for the trip and their ability to take in the proceedings, and I compared it to my own experiences and knowledge of government.

Learning is stimulating at any age. As parents, we can get so involved in making sure that our children are continually learning that we can forget to enjoy the new discoveries that we can make ourselves. It is not enough just to expose our children to new concepts and knowledge, we need to show them just how interesting and exciting it can be to learn.

ASK DR. MCCUNE

Parents and Caregivers are the Key to Children's Successful Language Growth



From birth through the school years, children are constantly moving and growing within the domain of language. Even before babbling begins at 7-10 months of age,

infants recognize their parents' voices and profit from ongoing immersion in language. Handling objects, viewing surrounding events of interest together, and just plain cuddling can profitably be accompanied by parental talk and song. Observing baby's interests, preferences and ways of being soothed are all contributions to the onset and growth of language. Research demonstrated many years ago that the one-year-olds, who cried the least, using other modes of communication instead, were those whose cries received a rapid response in the early months. Also, baby's language learning depends upon shared understanding with a caring adult, so continuity of care in home or center is an important consideration.

My own studies have documented some surprising facts in recent years. We found that children who babble some of the same sounds

consistently month after month are among the earliest talkers, so continuity in babble may be more important to early development than variety. By mimicking baby's sounds you can usually get her to continue, so conversations without words provide important phonetic practice.

"First words", awaited with excitement, may be very difficult to spot. There is actually controversy about what "counts" as a word, so parents may notice a gradual growth in "wordiness" rather than a single time point for the shift to words. Some children begin with words that are narrow in meaning... "woof-woof" is only a particular stuffed toy, not any animal encountered. They may also use a non-standard word — "woof-woof" is an example. When such a consistent baby word is extended to new situations—even to animals other than dogs—and a few other words are produced—most researchers would agree that the baby is launched on words. It is important at this point to work hard at understanding the child's meaning, even if the sound and its situations of use do not exactly match adult expectation. This gives the baby confidence as a word user and will lead to expanded vocabulary.

Surprisingly, just before this shift to words, most babies go through a period of "communicative grunting." That is, they use the sound that we make when lifting a heavy box to indicate there is something important in mind to be communicated. Sometimes grunts go along with points, to request objects or to solicit adult attention to an interesting object or event. The adult's role here is also to accept the baby's communication, and respond with attention and lots of interesting talk. This is another critical step toward mutual communication which will actually stimulate baby's word learning.

Between ages one and two most babies begin combining words into short sentences. Another surprise: even by age five their knowledge of the grammar of their language is incomplete. Again, accepting their communication is critical. Also providing models of adult language through interesting conversation and book reading will enhance this process.

Do you have more than one language in your home? If so, try to give both to baby. Bilingualism comes easiest when both languages begin in the cradle, so a second language is a gift for a lifetime. #

Dr. Lorraine McCune is a professor at the Rutgers University Graduate School of Education and serves as advisor to educational toy company, General Creation. She can be reached at www.generalcreation.com in the "Ask Dr. McCune" section.

When you read something that's new to you, share that with your child. Let them see the pleasure you get in learning and they will follow your example. Enjoy your excursions with your children and allow yourself to acquire new knowledge and understanding at every opportunity. #

Dr. Hankin is the Superintendent of the Syosset School District in Long Island.

FAMILY VACATIONS:

Schedule some unscheduled time together. Woodland cabins with fireplaces. Waterfront. Canoes. Tennis. Meal plans.

Call for Free Brochure.

Loch Lyme Lodge

70 Orford Road, Lyme, NH 03768

1-800-423-2141

The Preschool that Makes Housecalls!

Preschool, Learn to Read & Science classes taught in your home

*Unique learning experiences starting at 18 months

*Small Class Sizes (3-6 students)

*Individualized attention to meet your child's creative & intellectual needs

Homeschool Programs

866.258.3475, toll free
homeschoolpreschool.com



Seedling and Pip

Founded by Susan Saint James,
Seedling and Pip creates unique gift baskets full of books and handmade goodies for newborns and siblings.

Gift books for all reasons
including Adoption and Special Needs

Visit us at seedlingandpip.com to see all the amazing possibilities
or call us toll-free:
1-877-567-0406

*Planting
Seeds into
Fertile
Minds*

174 West St. Suite 54 Litchfield, CT 06759



FOREIGN LANGUAGE CONFERENCE ENCOURAGES STUDY ABROAD

By KATARZYNA KOZANECKA

Leadership was the theme of the 2002 Northeast Conference on the Teaching of Foreign Languages (NECTFL), which convened at the Hilton hotel in New York recently. According to Rebecca Kline, executive director of NECTFL, the highlight of this year's event was a series of eight panels whose participants explored leadership from the perspective of classroom teachers, professors, students, and educators from other cultures. Several panelists and audience members zeroed in on the importance of travel in foreign language learning, especially in fostering healthy international relations.

How fitting, then, that after German Chancellor Gerhard Schröder visited the World Trade Center site on October 9, the German government and German businesses such as DaimlerChrysler created the Bridge New York-Berlin program. Thanks to this program, 25 students from four downtown Manhattan high schools—Economics and Finance, Leadership and Public Service, Murry Bergtraum, and Stuyvesant—traveled to Germany for free in February. One hundred and twenty more students from various city high schools went on March 26 and returned April 8.

Chaperoned by New York City teachers and Board of Education officials, the students toured Berlin, Munich, Heidelberg, and Cologne. Members of the first contingent were on hand when the German Media Award was presented to former Mayor Giuliani. They met the Chancellor, the American Ambassador to Germany, Daniel Coats, and the Stuttgart soccer team. The second larger group was divided among the North, South, East, and West regions of the country; their trip included a home-stay. According to Stuyvesant junior Fang Yuan, her group received less press coverage than the first. "It was almost like a nice vacation where you learn culture," she said.

Indeed, the Bridge program seeks to introduce American students to German culture, history, and economic matters. The students' itinerary included a visit to the Jewish museum in Berlin, a tour of the Deutsche Bahn (national railroad) training center, and meetings with German youth, both through round table discussions and an interactive TV show on Viva.

Stuyvesant junior Kat Jong described Viva as "the station in Germany that competes with MTV, and gets higher ratings."

Himanshu Suri, Vice President of the Stuyvesant Student Union, said, "We talked about September 11th almost everywhere we went." The youth were also curious about life in America.

Knowledge of the German language was not a prerequisite for the trip; only a one-hour lesson was provided. Translators were available and the Americans agreed that the German students spoke English well. Nevertheless, Stuyvesant junior Hannah Fleury said, "I made a big effort to pick up German. I asked a lot of questions about how to say things." Fleury and her companions sited the four nights spent with the hospitable host family as an incredible experience.

From a leadership perspective, the home-stay allowed the kind of one-on-one interaction that Coats spoke of at his meeting with the American students in February in Baden-Baden, Germany. He told Stuyvesant junior Luciana Gravotta that she and her fellow youth ambassadors should "talk to as many people as possible, especially just normal civilians on the street." This would give them a realistic view of the country.

At NECTFL, educators and students noted how little attention and funding is allotted for foreign language learning. Often, foreign languages are the optional courses in school because the whole world speaks English. During a panel discussion, Jordan Wicker, a high school senior representing Herricks Public Schools, attributed his high score on the SAT II Writing exam to years of Spanish study. The foreign language classroom is the place to learn about verb tenses and object pronouns as English grammar is taught less and less.

The Bridge program hopes to eventually send 1,000 New York City students to Germany in an effort to promote tolerance, cooperation, and understanding between the nations. On a grander scale, the program enhances young people's communication skills, which are as vital on a daily basis, in communities and schools, as they are to diplomats who speak for entire governments. #

Katarzyna Kozanecka is a student at Stuyvesant High School.

Preserving the Cheyenne Language

By RICHARD E. LITTLEBEAR

Cheyenne speakers are uneasy about losing our language. They say, "It's scary" when asked about it. The loss is scary because most do not realize we are losing the living essence of our identity as Cheyennes. We assumed Cheyenne would be here forever. The possibility of its death has given us a jolt of reality.

If the death of languages were more noticeable, then perhaps there would be massive efforts to save them. For instance, if language death was like road kill, we could say, "A lot of complex syllables are getting run over. Look all those glottal stops rotting by the roadside. Those silent vowels sure stink when they die." But the dying is subtle and complicated.

Our language started dying with our first European contact and would now be complete if it weren't for Cheyenne efforts at strengthening it. We must use every strategy to save our language while contending with English.

Yet, we must also promote English because it gives us physical sustenance and enables us to work in the present society; whereas Cheyenne provides us with spiritual sustenance, positively reinforces our identity, and lets us commune with all that we hold sacred. Both languages are useful in their unique ways and are equally important to us.

We Cheyenne have not been blameless in the loss of our language. Elders have ridiculed and over-corrected and thus rendered mute those who aspired to speak Cheyenne. Parents have not valued Cheyenne enough to teach their

children and grandchildren. We have belittled efforts to strengthen the language while not offering to help.

To strengthen our language on our Reservation, this is what we do: offer oral language classes, copy and implement successful oral language programs, offer courses in linguistics for those who want to read and write, offer immersion schools or classes, and offer a standardized oral language curriculum to all of the local K-12 schools. We must make tribal language the official language of the people and reservation by tribal council ordinance and create a certification process for our own language teachers; offer a language-speaking group for people to hear the language; begin a word coinage program, which will bring the language up to date; sponsor a summer language immersion camp; create and standardize a writing system. These are stratagems we are using.

Any language, when not used, assumes a momentary, gossamer presence, and then it disappears. We must use them or lose them. If we don't do anything to strengthen them, our languages will silently waft with butterfly elusiveness on the winds of the world and their melodic sounds will be lost forever.

It is the charge of this older generation of Cheyenne speakers to do everything to strengthen it. It sounds trite, but it will only die once.

Richard E. Littlebear is Vice President for Cultural Studies at Dull Knife Memorial College in Lama Deer, Montana #

Literary Riddles

By Chris Rowan

This month's riddle:

(1) "...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 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 novel. Which novel? Which character? Who was the author – and when was the novel published?

Answer to this month's riddle below.
Next time: "...I did groan To think that a most unambitious slave, Like thou, shouldst dance and revel on the grave - Of Liberty."
This quotation is from which piece of work? Who wrote it? When was it written? Who was the author? And whom was the author writing about? (Answer will appear next time).

Answer: (1) The novel is "Sister Carrie" by Theodore Dreiser, published in 1900. The character is Caroline Meber.

GERMAN for CHILDREN Language Program



N.Y. STATE REGENTS ACCREDITED AFTER SCHOOL PROGRAM

Low Tuition

Minimum age: four years
Children's class meets once a week from 4:30-6:15

No previous German required. Classes start Sept. 2002

Four Convenient Locations:
Manhattan (eastside), Franklin Square, Garden City, Queens (Ridgewood)

(212) 787-7543 or (718) 456-8706
german-american-school.org

German American School: Teaching German for 110 Years

Warm, dedicated professional (20 yrs. experience) will come to your home. Will help to improve:

- reading • writing • spelling • studying
- organizing • test taking skills.

Special methods help your child excel.

Call **212-473-3313**

N.Y. State Lic Teacher
M.S. Special Ed.

singlish®

Building language the fun way!

Accelerating language and learning through traditional kids' songs

See and hear it all on

our website: **www.singlish.com**

877-375-SING

Interview with Dr. Irving Hamer, Jr., Board of Education Member and Chair of Technology Task Force

By POLA ROSEN, Ed.D. AND MITCHELL LEVINE

Education Update (EU): For readers that might not be familiar with it, could you explain the Technology Task Force? What mission do you find yourself chartered with?

Dr. Irving Hamer: We have to go back 4 years to 1998. The NYC school system, not unlike most other urban school systems, had no conception of how it was going to place instructional technology in every teacher's classroom. In 1998, the city had some amazing cutting-edge boutique schools – one school here, one district there, one grade level there – but the city had no vision nor concept of how it was going to make technology available to every single child regardless of their race, gender, jurisdiction, or financial station in society. When that became clear, the question then became “how do you make the new technology available?”

Very early on, a stumbling block – and to some extent a continuing one – was financing. And, of course, instructional technology is an emerging field in education. The people who know most about it are very often outside the education system.

What I was able to do in 1998 was persuade my colleagues to put together a task force of experts; people outside the system who really understood the importance of technology to education, and could help us make it generally available. We called business executives at Sisco, IBM and Toshiba; we called NYU and Columbia; we called on the unions, all to send us their best and their brightest. The task force met for almost two years, exploring every possible strategy. We realized we would have to do all kinds of professional development, so we immediately figured out that we could not do this from the current funding streams available.

Could we go to the federal government? The answer was no. Could we go to the state legislature or the governor? Did the mayor and city council have dedication to this purpose? We actually had conversations with folks at the Gardner Foundation and the Ford Foundation, and they too could not imagine how they could participate in such an expensive enterprise.

That's how we entered the field, and it required that the task force begin thinking about new and innovative ways of making sure that the technology was available. We had to struggle against the idea that only people who can access [some kind of] technology can be entrepreneurs in leadership.

EU: Can you give an example of a district that works, in your opinion?

Dr. Hamer: District 6 is an example of a wonderful boutique. There are 6,000 children who go to the school everyday with laptops. There are 29,000 children in District 6 and 6,000 of them have access to this technology.

EU: What do you see as the value of that?

Dr. Hamer: To provide access to the extraordinary body of educational content that's now being transmitted on the Internet. There's content in mathematics, science, and various international languages. There's contextual teaching of English; there's neuroscience on the Internet for elementary-age children, so they can understand what their little minds are doing and why they're doing it.

The point here is that this entire initiative is being driven by a pedagogy that we think is essential: You are not going to be an educated person, unless you can navigate the electronic space that is (the) information (superhighway).

It's an unbelievable revolution. And the real challenge that we have as an educational system and as a city is to make sure that we democratize access to this content.

Every single child that comes to the New York City Board of Education should have an email address and access to a computing device connected to the internet for their entire educational experience. It is the new book, it is the new chalkboard, it is the new pencil and it is the new notebook. You cannot imagine future generations of children in the public education system not having this essential tool.

EU: Are these tools for the children themselves, or the teachers?

Dr. Hamer: Both for the children and for teachers. The teacher's story is hugely important because it was really clear to the task force that in addition to making the content available to children, we needed to change the experience from the teacher's perspective.

We imagined that the Board of Education would create a portal and this portal would be like a Yahoo! portal or America Online portal, but it would be dedicated to education. And on this portal there would be essentially two zones: the education zone and the partner zone.

We'll talk about the education zone first. It would be restricted to children, their parents, teachers, and other Board employees. No external person would have direct business with the Board of Education's education program. [Only] that child and the school can have access to the education zone. There would be library content and content in math and science.

There would be a website on the education zone dedicated solely to teachers. If you go to GE (General Electric), if you go to the military, if you go to any major organization in the United States, people have been trained to do their work on the internet. Therefore, we have proposed the creation of a website just for professional development. In fact, the website for professional development is being built as we speak. In August this year, the website will become active [and] available. After the RFPs went out, Classroom Connect was chosen to do the professional development.

We will have ten learning modules up and running, and we're negotiating with places like the Museum of Natural History, the Metropolitan Museum of Art, the Bronx Zoo, and the Aquarium, to put their professional development content on our website so that teachers have access to it. Imagine being a teacher in the Flatlands of Brooklyn with no bus to the Museum of Natural History. You can't access that content from there!

The challenge in NYC is so interesting. We have more resources, assets than any other local jurisdiction in the United States. We think that creating this portal will give us the opportunity to be the educational center of the world.

EU: What is the Technology Task Force's role in the technology adoption process?

Dr. Hamer: The task force has no official governance role. They were appointed as volunteers. They made a series of recommendations. We have been studying these recommendations in our technology committee, which is an official entity of the NYC BOE. The task force's role is advisory in nature.

Now I am converting the recommendations into policy proposals.

EU: Who will pay for this?

Dr. Hamer: Imagine a portal with a firewall between the educational zone and a “partner zone” targeted only to adults. The population of

the NYC education community (K-12) is not 1.1 million children, but 3.5 million, which includes parents, administrators, teachers, BOE employees, museum educators, librarians and children. This community has intrinsic value. We went to AOL, Amex, Hertz, Nike, and every one of them would like to be in direct contact with the education community.

These companies would share the money they make from every transaction with the BOE. The “partner zone” will have an array of services only for adults. We are not selling anything to any child. A password gives adults access that children don't have. Anyone who has a credit card can help fund the technology imperative. This is a new model and a new way of thinking about how to fund education, beyond tax dollars and grants from foundations.

EU: Who now has to pass these resolutions to make it go?

Dr. Hamer: First we have to get the seven member Board to pass the resolution. We think that the actual vote will take place on May 15. With respect to implementation, the Chancellor has to see this as a direct requirement. I am very hopeful that soon we will have an affirmative from the Mayor's office. We actually briefed the five Regents on this initiative and they were breathless after we went through it. They said “we have to do this for the whole state of NY.” We got a green flag from the US Dept. of Education, and encouragement to apply for grants so that it could be used as a prototype to then be available to other jurisdictions.

The Board makes the final decision about the vendor, but the Chancellor has to make a recommendation to them. Then the Board authorizes the Chancellor to make a contract with one of the vendors. That vendor will then build the portal.

EU: Who else are you having conversations with about this initiative?

Dr. Hamer: We will be talking to the Laptop Foundation of America, which has one purpose: to see that every teacher in America has access to an Internet-connected computer. We have asked them to give us 15,000 units for middle school teachers.

EU: What else is on the drawing board?

Dr. Hamer: Providing a laptop to every 4th grader in NYC.

EU: Would you let the children take the laptops home? If so, what would the loss factor be?

Dr. Hamer: In District 6 in Washington Heights, which has high poverty and a high immigrant population, 6,000 laptops go back and forth every day. They only lost four. Two of the four were lost by adults. To make this successful, you need parent involvement and a safety plan

EU: If I were the Laptop Foundation of America, I might provide the laptops at cost initially, but I would hope to make a profit on the thousands more in future sales.

Dr. Hamer: Discount at the front end is a loss leader. But we are creating lifetime users who will need additional services, e.g. upgrading with more memory, changing the hard drive, etc. This will happen once the children become real users.

EU: There is a battle over the budget proceeding now. Among the programs that will be affected will be music and art. How will your initiative be affected?

Dr. Hamer: It is precisely at a moment like this that we need a bold initiative to keep the

system moving forward. Every business in the history of the country has had its downturns. The most important thing is to reinvent what you do as a business. Here's an opportunity to stimulate and indeed revolutionize the character of education, and to do it permanently. This should be our priority. We need new models, in fact, because there is a budget crunch. We need NYC to leapfrog into the future. Not since the Gutenberg Press has there been such a revolution. Every child should have email. That would be a true democracy. #

PRINCIPAL FOR A DAY: FOLLOW-UP & FEEDBACK WITH JANE PAULEY

By SYBIL MAIMIN

They were there in force to share their stories and get feed-back about the extraordinary experiences they had had a few days previously as “Principal for a Day” (PFAD) in a New York City public school. They included celebrities, CEOs, elected officials, a fireman, and “just plain folk.” *Education Update's* Editor in Chief and publisher, Pola Rosen, was a PFAD in the Bronx. Some of the city's most powerful figures came to the Great Hall at Cooper Union to salute the volunteers, including Mayor Michael Bloomberg and an entourage of top aides, the president and members of the City Council, Chancellor Harold Levy and members of the Board of Education, and Randi Weingarten, president of the Teachers Union.

Moderators Belzberg and TV news anchor Jane Pauley asked for reactions to the day. A parent volunteering in the school his son attends (which the parent also attended as a child) was surprised and pleased by changes, especially the policy of partnering a child with the same teacher for six years. A man in a wheelchair reported a “heartwarming day that he will always remember” at a school for the disabled. He spoke to the students about “possibilities” and reminded them that “success comes not from your arms or legs, but from your head and heart.” Edith Everett, former CUNY trustee and an education activist, was both “exhilarated and depressed” by the Bushwick, Brooklyn school she visited. The floor that housed 12 kindergartens did not have a toilet; the tots had to use one in the basement. Twenty-eight 220 volt air conditioners were not useable because the school is wired for 110 volts. She was rewarded by meeting a hard-working principal, fine teachers, and “third graders equal to those you would find in a good private school.” A volunteer who found only fifty books in the school library reported she wrote to 100 friends asking them to donate funds for more books. Another PFAD discovered that PS 161 in Harlem was in terrible shape three years ago but has made dramatic improvements after being put in the Chancellor's District which entitles it to extra funding.

Mayor Bloomberg stated that, “education is the number one focus of my administration,” also pointed out that “choices have to be made and a balance must be found” among the many necessary public services. “All agree that our children must get a better education,” he said. “We will find a way.” One way is explored by Principal for a Day. As expressed by PENCIL's Belzberg, “Our schools will thrive when our citizens work with schools collectively.”#

PRINCIPAL FOR A DAY: A PERSONAL PERSPECTIVE

By POLA ROSEN, Ed.D.

"I have to fill my tank with the touches and smells of the kids in my community." Thus began my day as *Principal for a Day* at PS 69 in the North Bronx with a special visit and wonderful words from, Superintendent Betty Rosa. The principal was absent so I spent time with the assistant principal Betzaida Franco and Jean-Paul Bianchi, Supervisor of Social Studies as well as Superintendent Rosa. A school board member, Anna Calderon, was also present at the office in an easy atmosphere of information sharing. There are nine members on the community school board ranging from a retired senator to a housewife.

Dr. Rosa proudly spoke of the extraordinary achievements of one of her schools, PS 48, that came off the SURR (Schools Under Registration Review) and won the Pathfinder Award recently. Her successful formula includes leadership, stability with staff and good pedagogy, which is child centered. "Everything is based on the relationship between the subject and the teacher. The teacher helps to build a bridge to the subject." Rosa has brought a pilot reading program from Australia to her school, including co-teachers from Australia.

At the impromptu request of a group of parents, Dr. Rosa spoke with them in the auditorium about issues of security, dignity, and respect. There was an easy atmosphere of sharing information, the parents clearly felt at ease in the atmosphere of PS 69. "We never attack a person, only issues. That's what moves a discussion forward."

On we went to a classroom to meet the student council. Comprised of a group of 4th graders, they planned to interview Dr. Rosa and me. Their questions were amazingly perceptive and ones that high school journalists might have asked. Excerpts from the interview with Dr. Rosa follow:

Student: Are you proud of who you are?

Dr. Rosa: Every morning I wake up and I love what I do. The biggest part of the joy is making a difference.

Student: How many schools do you visit?

Dr. Rosa: Sometimes 1, 2 or 3. We have 28 schools.



Superintendent Betty Rosa

Student: The student council is learning the role of leadership. What qualities should they have as leaders?

Dr. Rosa: A leader must believe in a mission, be a good listener, be kind, help others grow, be passionate, and also be a good follower.

The students then asked me questions about *Education Update*: How did you start the newspaper, who was your mentor besides your parents, what teachers influenced you, what is your daily routine?

Then I visited another 4th grade class and talked about how to write for a newspaper, how they could start their own school newspaper and how they could get their articles published in *Education Update*. They were very excited and asked if I could come back next week. The staff of *Education Update* will invite them to our office and go to their school to help launch their first school newspaper. Many students raised their hands and expressed a strong desire to write articles for *Education Update*. This is the beginning of a beautiful friendship with the children of PS 69 and their teachers.

Then I visited a kindergarten class and watched them in a semicircle, participate in story time. The classroom with its block corner, house corner and paintings and books brought back love-ly memories of my kindergarten teacher read-



Assistant Principal Betzaida Franco

ing stories which mesmerized us. I promised the little ones that they could draw pictures for *Education Update* and their names would appear in the newspaper. They excitedly began telling me what they would draw.

It was hard to leave but on we went to a UFT Teacher Center, which actively helps in teacher training throughout the year.

For the first grade only, there is a Reading Recovery Program funded by a state grant. The teacher, Idamis Gutterman seemed like a pro and had been working with the children for years. She showed me some of the excellent materials on hand.

Mr. Bianchi was extremely knowledgeable about the social studies curricula and the mastery levels for each grade. State science and math tests for the 4th grade will be administered in May.

Hallways covered with children's work, small staircases, the metalwork on the stairwells, the color of the paint on the staircase walls became fused into the memories of my childhood in a New York City public school in the Bronx. The physical plant does not look much different, the teachers here are caring and knowledgeable, the children are enthusiastic and want to learn. PS 69 is a great place to visit! I'd like to go back to school! #

Lisa Belzberg: Principal Mover of Principal For a Day



By JOAN BAUM, Ph.D.

Looking back over an extraordinarily successful eight-year program - Public Education Needs Civic Involvement In Learning - better known as PENCIL - founder and passionate devotee Lisa Belzberg says she prefers to look to "tomorrow" and keep her gaze on deeper, not wider involvement. "Big" is not as important as "effective," she says, meaning that those already volunteering in the PENCIL program will return (not necessarily to the same school) and spread the word that community involvement in the public schools can improve the quality of education in the city and promote respect for teachers, parental presence, and significant volunteerism from business executives.

Though Principal for a Day (PFAD), part of the PENCIL program, now has a cadre of close to 1200 individual and corporate leaders who visit schools - from the bodega owner on the corner to the corporation head - Lisa Belzberg says that the one-shot event is hardly what PFAD is about. That one "day," she says, makes a "real difference" when the subsequent 364 days realize new ideas, resources, and connections. And that's all levels she's talking about - elementary, middle school, high school. The common theme is, "it's cool to be involved," it's "hip" to care. She speaks with an enthusiasm that almost belies her crisp and focused administrative manner. She's got it all together - from outreach to follow-up seminars and company feedback, all tracked on a huge and growing database. She talks further "franchises" - the program already has been exported to Australia, New Zealand, and Canada as well as eight American cities with large urban public school systems.

A Barnard grad ('82), who went on to study at the London School of Economics, she is now studying for her Ed.D. at Teachers College, Columbia University, enrolled in its fast-track Inquiry program. She says the "simple" idea of "targeting civic involvement" - anything from individual initiative to a system-wide project - came to her almost in a flash. She had been working for the political consultant David Garth and noticed that no one was discussing education issues. Later, she met Ray Cortines, then Chancellor, and proposed that such a program run outside the Board of Education and not costing anything could be successful. He, "never merely chatty," said "go for it." And so she did, delighting in the "incredibly supportive" response from every Schools Chancellor since.#

Ode to My Granddaughter Emily on Mother's Day

By POLA ROSEN



When your dad had you,
Dear, sweet, baby Emily
I became a grandma.
You called me goo-goo first
Then later grandma.
My heart filled with love
as high as the sky
as deep as the ocean
as wide as the earth.

Now you are four,
A mommy to your dolls East and West,
Cheerful, giggly, curly-haired,
Gentle, kind, smart.

I love to play games with you,
Build blocks,
Listen to music,
Play the piano,
Read a story,
Draw pictures,
Picnic in the park.

You fill my heart with boundless joy,
You make my spirits soar,
You make my heart sing,
You are my dearest granddaughter, my
Emily.
I will love you forever.



On this special mother's day, I send all my love to my children, Adam, Rob and Heather.



Logos Bookstore's Recommendations

By H. Harris Healy, III, President, Logos Bookstore,
1575 York Avenue (Between 83rd And 84th Sts.), New York, New York 10028
(212) 517-7282, Fax (212) 517-7197; WWW.NYCLOGOS.CITYSEARCH.COM

Amidst this time of great tragedy in the aftermath of the World Trade Center destruction and the war in the Middle East, there can be healing and hope. *Towers of Hope: Stories to Help Us Heal* by Joy Carol is a wonderful collection of true stories of hope and healing. There is Gary, a recovering alcoholic and drug addict who suffers from shingles listening to stories of World Trade Center survivors. Later that day he goes home, takes a shower and watches his shingles, become scabs that wash off his body.

Towers of Hope: Stories To Help Us Heal
by Joy Carol
Forest of Peace Publishing,
\$13.95

Anna, a Hungarian Jew, survived World War II, the Holocaust and concentration camp as well as the deaths of her mother and sister there as she had official papers of a foreigner that allowed her to be deported to Denmark. Tom, the driven, executive and serious drinker, underwent a major transformation in his life when his reckless driving while under the influence killed his car passenger. Tom pleaded guilty to manslaughter, served time in prison and spoke to high school students about what he had done and the consequences of his actions.

There are also stories of adapting to long-term and terminal illnesses. Faith and Jud talk about how they made adjustments in their life so Faith could lead a rewarding life in spite of multiple sclerosis. The author has also included in this book her friend Goldy's account of how she prepared for death after she was diagnosed in being in the late stages of terminal cancer.

Hope does exist amidst suffering, as Joy Carol shows the reader so well in this book. Joy Carol will speak and sign copies of *Towers of Hope: Stories to Help Us Heal* on Wednesday, May 8, 2002, 6-8 P.M. All are welcome.

Another talk and book signing taking place in May at Logos is one for the book, *A Soft Rebel Yell: From Grits To Gotham* by Philomene Gates. The author

will speak about her book and sign copies on Wednesday, May 22 from 5:30 to 8 P.M. Her account of her life is fascinating. Growing up in Orlando, Florida she took dance lessons from the Ebsen Academy, run by the father of the actor Buddy Ebsen. She lived with her family for several years in the Dubsread Country Club and Development where her father and two other partners started the Dubsread Golf Club. At various times, Bobby Jones, Jack Dempsey, Gene Tunney and Babe Ruth played pro-am exhibition matches. Her circle of friends in college and law school included Philip Graham, later of the *Washington Post*, and Hedley Donovan and John Oakes, then of the *Washington Post* later of the *New York Times*. In exchange for foregoing Yale Law School and attending George Washington University Law School with a promise to provide her own support, she received a graduation

A Soft Rebel Yell: From Grits to Gotham
by Philomene A. Gates
Gridiron Publishers, \$ 25

present from her parents of a trip to Europe under the auspices of the Open Road organization for the summer of 1938. Included in this trip were stops in Stalin's Soviet Union, Nazi Germany, Mussolini's Italy, Poland and Czechoslovakia. Her

zest for life shines through this book, whether a child, a student, a lawyer, a wife or a mother.

Transit: #4, #5, #6 Lexington Avenue Subway to 86th St., M15 Bus (First & Second Aves.), M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.)

Upcoming Events At Logos
Wednesday, May 1, 2002, 7 P.M., KYTV Reading Group will discuss *The Hobbit* by J.R.R. Tolkien

Wednesday, May 8, 2002, 6-8 P.M., Joy Carol will speak, and sign copies of *Towers of Hope: Stories to Help Us Heal*

Wednesday, May 22, 5:30- 8 P.M., Philomene Gates will speak, and sign copies of *A Soft Rebel Yell: From Grits to Gotham*

Wednesday, June 5, 2002, 7 P.M. KYTV Reading Group will discuss *Major Barbara* by George Bernard Shaw

New York Superintendent & Her Successful School

By MERRI ROSENBERG

When a book begins with an extensive acknowledgment section, thanking not only the teaching staff, but secretaries, custodians, student teachers, parent volunteers and other community members, you know that you're in the hands of someone who understands deep in her bones exactly how to develop and sustain a flourishing school culture.

Going Public: Priorities & Practice at the Manhattan New School
by Shelley Harwayne.
Heinemann, Portsmouth, New Hampshire (338 pp): 1999.

As Ms. Harwayne writes, "You don't have to have a teaching license to make a difference in children's lives. Everyone counts in a school building." Precisely. Ms. Harwayne even advocates having staff switch jobs, so there is a better understanding and respect for everything that contributes to the organic, vital life of a school, from having the custodians read to children, security guards help with a math lesson, or teachers fill out supply purchase orders.

It's not utopia. The five-story building lacks an elevator, a gym, even a formal library. Still, "part of the magic of this place is that when we know a problem exists, we tackle it," Ms. Harwayne says. It helps that, as part of the "School-Based Option Program," as a principal (today she's a superintendent of District 2) she doesn't have to hire the most senior teacher who applies for a job opening. Ms. Harwayne can select staff who shares her beliefs that working with children is a privilege, and that schools don't need contests or competitions as motivational tools.

As a principal, Ms. Harwayne's conviction is that her role is to support her teachers, staff, students and parents in whatever way they need. It can be as simple as placing metal mailboxes on the doors of every classroom, to minimizing disruptions and interruptions during the school day, so that focused learning can take place. Or it can be learning the names of each student, knowing about their special talents, skills and attributes, and encouraging parent and family volunteers to share their talents as well.

Going Public effortlessly combines an honest assessment of how the Manhattan New School

was created in 1991 and how it has since evolved, with tangible suggestions that other schools could use to adapt some of its principles within their own walls. Neither a magnet, charter, nor alternative school, the Manhattan New School is instead a place where 550 students, representing the full spectrum of New York City's economic and ethnic diversity, in grades K-6, daily discover the intoxication of learning.

The Manhattan New School is unified by a love of New York City and language. Ms. Harwayne, a 30-year-veteran teacher and administrator, had spent seven years with the Writing Project at Columbia University's Teachers' College, and her passion for literacy is evident in almost any anecdote that she shares.

Here's a principal who makes it a point to keep books in her office that students can read when they stop by, who runs journal-writing workshops for parents, and writes letters to her students during the summer vacation. When she interviews prospective teachers, one of her questions is simply does the candidate read, and what does he or she read?

As I read through this breezy tome, I was sometimes reluctant to continue, drawn along by the author's engaging prose, yet hesitant to finish the book and have to leave the almost-magical school she describes. Here's someone I'd definitely want to have lunch with, simply to listen to her wonderful anecdotes about the elementary school world she inhabits as if it's a daily gift from the gods.

Here's an indication of just how amazing this book is. I never read footnotes or appendices, if I can possibly help it. With this work, I wanted to get a copy of nearly every appendix into the hands of my own public school administrators, so they could use the exemplary interviewing questionnaire provided, letter to new student teachers, even a sample PTA donation letter.

The author's energy and enthusiasm are so infectious that I'd go even further: there should be some kind of grant program available, so that every graduating education student and newly certified school administrator could receive this book. It could go a very long way towards improving the educational climate in any school anywhere.#

Merri Rosenberg is a freelance journalist specializing in educational issues.

Children's Book Reviews

A literary tribute to the greatest of enduring cities...New York!

PICTURE BOOK: AGES 5 THRU 8

Big Jimmy's Kum Kau Chinese Take Out by Ted Lewin. (Harper Collins, 32 pp., \$16.95). Experience the sights, sounds and smells of a Chinese take-out restaurant. Realistic water-color paintings capture the hustle and bustle of the morning vegetable delivery, expert food preparations, and the daily mid afternoon lunch rush. The owner's son is the reader's guide, stuffing bags with condiments and of course, the fortune cookie.

POETRY: AGES 5 THRU 8

My Chinatown: One Year in Poems by Kam Mak. (Harper Collins, 32 pp., \$16.89). Handsomely rendered with photo-realistic paintings, 15 poems express the emotional/personal experience of a Chinese boy from Hong Kong adjusting to New York's Chinatown. The imagery evoked is poignant: English words taste like metal in his mouth, sidewalk cobblers mend worn-out shoes, and startling red confetti from firecrackers drape the streets. These poems are grouped by the four seasons, spanning his adjustment period from

one Chinese New Year to the next.

HISTORY: AGES 6 THRU 10

Liberty! by Allan Drummond. (Foster Frances Books, 32 pp., \$17.00). "Freedom is like a flame we must...keep burning bright!" A tribute to that exciting day in 1886 when the Statue of Liberty was unveiled to the world with all of New York's Harbor watching, including the President of the United States and 200 suffragists. Swirling images finely rendered in pen and wash.

BIOGRAPHY: AGES 8 THRU 10

Ella Fitzgerald: The Tale of a Vocal Virtuosa by Andrea Davis Pinkney. (Little Brown and Co., 32 pp., \$17.49). Just 17 years old, Ella began her half a century long career singing on stage at the legendary Apollo Theater in Harlem. This 'First Lady of Song' won generations of fans around the world for her velvety smooth voice and heartfelt intonations. Scratch board illustrations bring the rhythms of bebop and swing to life with almost magical strokes.

Selene 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.

"Best Bookstore for Kids!"

-New York Magazine

Come see why!

www.bnkst.edu/bookstore/

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

knowledgeable staff • gift certificates • wrapping • phone orders • shipping worldwide

Sign Me Up

Please send me my free copy of your monthly newsletter, *Bookmarks*:

Name _____

Address _____

City/State/Zip _____

Mail to: Bank Street Bookstore, Bank Street College of Education, 610 West 112th Street, New York, NY 10025



BARNARD EDUCATION PROGRAM CELEBRATES 50 YEARS



Augusta Kappner, Ogechi Iwuoha,
Richard Levine, Maria Rosado

By **MERRI ROSENBERG**

When Barnard College—under the leadership of then-president Millicent McIntosh—launched its education program in 1952 in response to what was that era's acute teacher shortage, a dozen seniors were certified.

Today, there are some 1500 graduates—including students from Columbia College, the School of General Studies and the Engineering School, as well as Barnard College—who have remained connected with the teaching profession, with many of them continuing to share their skills and talents with students in New York City's most challenging schools and districts.

On April 19 and 20, many of these alumnae returned to the Morningside Heights campus to celebrate Barnard Education Program's 50th anniversary, through a mix of social events, panel discussions and other festivities, with a stellar group of distinguished educators.

Jacqueline Jordan Irvine, the Charles Howard Candler Professor of Urban Education at Emory University in Atlanta, delivered the col-

lege's Gildersleeve Lecture. An expert in studying why African-American students fail in school, Prof. Irvine shared her beliefs that teachers need to apply what she termed the three Cs—Care, Concern and Connection—as much as the three Rs in their classrooms to end the cycle of academic failure.

Prof. Irvine contended that successful teachers need to be involved with their students as spiritual mentors, to provide compassionate discipline and to be willing to maintain high expectations for all students, no matter what the circumstances or apparent obstacles.

"We must become the dream-keepers for the children," she urged her attentive audience.

Similar themes were echoed in panel discussions on "Teaching in a Diverse and Changing World" and "The Politics of Public School Education."

Barnard President Judith Shapiro said, "There is an intellectuality in a diverse classroom. Diversity complements the things we learn, as well as making us truly sophisticated human beings."

The panel members for diversity—all graduates of the Barnard Education Program, including Augusta Souza Kappner, president of the Bank Street College of Education; Ogechi Iwuoha, a teacher at the Mott Hall School; Richard Levine, assistant principal of the Monroe Academy, and Maria Rosado, director of field experiences for CCNY's School of Education—discussed how they managed to redefine diversity in their schools and classrooms, and maintain awareness of their students' backgrounds as they worked through curriculum.



Students in Barnard Education Program
with Professor Susan Sachs (R).

In the discussion of the influence and impact of politics in public education, whose panel members included Merryl H. Tisch, a New York State Regent; Alisa Berger, principal of Mott Hall School II; Laura Marquez Rodriguez, deputy superintendent of Bronx High Schools, and Ron Scapp, director of the graduate program in Urban and Multi-Cultural Education at the College of Mt. St. Vincent, topics ranged from funding, mayoral attempts to control the public schools, the potential benefit of the Soros/Gates/Carnegie \$6.5 million grant to develop 19 small high schools in the Bronx, and how standards can be used to help those students at the lowest end of the skills

spectrum.

Prof. Maxine Greene, the William F. Russell Professor in the Foundations of Education, Emerita, at Teachers College, said "I am obsessive about the arts and social justice. It's important to teach children to be open-minded, be critical, to live with contradictions, and to live in the gray area. As Dewey said, 'a democracy is a community in the making through participation, through dialogue; it is always in the making.' Possibility and imagination are constructs that I think about often, and that Dewey often wrote about. I like to talk about the possibility that isn't realized yet."#

Teach. Learn. Innovate.

Seminars & Workshops, Summer 2002

CEO&I THE CENTER FOR EDUCATIONAL
OUTREACH & INNOVATION

OFFERS WORKSHOPS AND COURSES IN:

Lifelong Learning

- Communication, Computing & Technology & Education
- Health and Social Sciences
- International Education
- Leadership, Higher Education & Adult Learning
- Teacher Education, K-12
- The Arts
- TC Muses- Personal Enrichment
- Institutes For Professional Development

Call for a free course catalog!
Registrations in progress.

800.209.1245
fax: 212.678.8417
www.tc.columbia.edu/ceoi

TEACHERS COLLEGE COLUMBIA UNIVERSITY



HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION

היברו יוניון קולג' - מכון למדעי היהדות
● CINCINNATI ● JERUSALEM ● LOS ANGELES ● NEW YORK WWW.HUC.EDU

NEW at the New York School of Education

*Join a lively community of emerging Jewish educators,
cantors, and rabbis • Study with a distinguished faculty
• Prepare to shape the Jewish future.*

MASTER OF ARTS IN RELIGIOUS EDUCATION

A comprehensive and exciting degree program offering:

- Serious Jewish study in a seminary setting
- Theory and practice of Jewish Education
- Specializations in Adult, Family, and Informal Education
- Full and part-time study options
- Outstanding supervised internships and personalized career counseling

**Generous
scholarships
available**

CONTINUING EDUCATION

A flexible program of study for all educators serving the Jewish community:

- Evening courses and Summer Institutes
- Certificate Programs in Adult, Family, and Informal Education
- Professional Development workshops and seminars
- Special opportunities to explore the field of Jewish Education – schools, camps, museums, JCCs, and more...

You can make a difference!

Contact: Jo Kay, Director (212) 824-2213 (800) 424-1336 x 213 jkay@huc.edu
Brookdale Center, One West Fourth Street, New York, NY 10012

JEWISH EDUCATION FOR THE JEWISH FUTURE



STUDIES IN EDUCATION

BACHELOR OF ARTS MASTER OF ARTS MASTER OF EDUCATION
CERTIFICATE OF ADVANCED GRADUATE STUDY

• TEACHING • ADMINISTRATION • LEADERSHIP • GUIDANCE • SCHOOL PSYCHOLOGY • COMMUNITY PSYCHOLOGY • HIGHER EDUCATION • LEADERSHIP • COMMUNITY PSYCHOLOGY • INTEGRATED STUDIES • CURRICULUM AND INSTRUCTION • TEACHING • PSYCHOLOGY • DEVELOPMENT • ADMINISTRATION • COUNSELING • LEADERSHIP • STUDIES • CURRICULUM AND INSTRUCTION • SCHOOL PSYCHOLOGY • LEADERSHIP • COMMUNITY PSYCHOLOGY • TEACHING • INTEGRATED STUDIES • COMMUNITY PSYCHOLOGY • CURRICULUM AND INSTRUCTION • TEACHING •

What do YOU want to study?

Individualized Study
Brief Residencies
Licensure Options

Vermont College

of THE UNION INSTITUTE

36 College Street, Montpelier, VT 05602 • 800.336.6794
vcadmis@tui.edu • www.tui.edu/vermontcollege

At Teachers College: President Arthur Levine, Eva Moskowitz & Ted Sizer Discuss Education at the Crossroads

By SYBIL MAIMIN

A recent Columbia University Teachers College alumni reunion talk on "Education at the Crossroads" elicited some very telling comments from panelists. Eva Moskowitz, chair of the New York City Council's education committee, noted that resolution of the current debate about school governance and mayoral control "will not necessarily be related to education." Theodore R. Sizer, founder of the Coalition of Essential Schools, an influential national network devoted to redesigning schools to promote improved learning, lamented that the rerun every decade of the same problems—under-funding, racial and economic segregation, and popular distress with the public school system,—demonstrates that the political sector is afraid of bold moves. Arthur Levine, president of Teachers College, speaking about enormous changes in this country, said the school system was created for a different economy and time.

All spoke of the need for dramatic transformations, coupled with lack of will. Councilwoman Moskowitz explained that her elected colleagues in government do support education but need an active citizenry, which insists on follow-through. "It is a two-way street," she said. She cited as an example the lukewarm reaction to the proposal for a modest tax increase to help education, saying, "Citizens must communicate their support at budget time." Sizer opined, "The silence of the folk is the problem." Critical of a population that "doesn't vote and doesn't act," Levine questioned how to "get action when there isn't a constituency for action."

The dramatic changes expected by President Levine in the next decade, especially in higher education, are fueled by demographics and economics. The traditional college student—ages 18 to 22, graduating in four years, and living on campus—now comprises only 16 percent of the total and is shrinking. More students are older, working, women, and from groups that formerly eschewed formal learning. They want courses available 24 hours a day, at home, and in the office. They value low cost and do not want to



Photo by Jonathan Barkey

(L-R) Arthur Levine, Eva Moskowitz & Ted Sizer

pay for services not used. Because better jobs require more training, colleges must reinvent themselves to provide continuous support and "just in time education." Privatization, a "growth industry," is another important change. Publishers and TV stations want a piece of the action and companies vie to put their brand name on teachers and educational tools. The public and private sectors compete for the same professionals and students. More providers mean more types of education. We are headed for "lots of brick and click" learning in the coming new world, said Levine.

Dr. Sizer echoed concern over "paralysis" and "lack of political courage which sees everything as the same as before." His Coalition for Essential Schools (emphasis on "essential") tries to determine what is most important in education (the basics). It is easier to start a new school than restructure an old one. Better education comes with smaller schools where every child is known and is judged by performance and examples of work (the portfolio model) and where money follows the child, erasing today's profound economic segregation. He advocates school choice and praises as successes the almost 200 small schools that New York City has established.

With much to think about, the alums relaxed at a reception featuring lively Latin jazz played by a band from The Heritage School, a small public high school devoted to the arts that demonstrates some of the criteria espoused by Dr. Sizer. #

Touro College



Don't miss a golden opportunity!
The TIME is now to join TOURO
where we are committed to academic excellence and personal attention!

Associate & Bachelor Degrees

- Business Management
- Computer Science
- Human Services
- Health Sciences
- Education
- Liberal Arts & Sciences

ESL Classes
Certificate Programs

Graduate & Professional Programs

Financial aid for qualified students
Day and evening classes
Online courses available
Transfer students welcome
Job placement assistance for all graduates

For more information call:

(212) 463-0400 ext. 500
(718) 2-SCHOOL ext. 1003
(718) 272-4665 ext. 1003
Manhattan • Brooklyn • Queens

Occupational Therapist Assistant Program

Information session in Brooklyn, Thursday, **June 20** at 6:30 pm
1870 Stillwell Avenue (at the corner of 82nd St.) **(718) 265-6534** ext. 1003



Discover why the National Commission on Teaching and America's Future called Bank Street's graduate programs in education "extraordinary."

At Bank Street you will find small classes, supportive advisement, and a progressive approach to teaching, leading, and learning.

TEACHING • LEADING • LEARNING

Bank Street



For information on graduate programs

call:
212-875-4698

e-mail:
GradCourses@bankstreet.edu

visit our Web site:
www.bankstreet.edu

Office of Admissions
Bank Street College
Graduate School
of Education
610 West 112th Street
New York, NY 10025



College & University Directory



SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: skadmir@mail.sl.c.edu

Certificate of Advanced Graduate Studies

Brief residencies Licensure options
Studies in School Psychology, Leadership, Educational Administration, Guidance, Community Psychology, Integrated Studies

Vermont University
THE UNION INSTITUTE

Montpelier, Vermont 05602
800/336-6794 vcadmis@tui.edu
www.tui.edu/vermontcollege



Touro College
Associate & Bachelor Degrees

- Business Management • Health Science
- Human Services • Education
- Computer Science • Liberal Arts & Sciences
- ESL Classes

• Day & Evening Classes • Transfer students welcome
• Financial aid for qualified students

Manhattan: Midtown: 212-463-0400 ext. 500
Uptown: 212 722-1575 ext. 101
Brooklyn, Queens: 718 2-School ext 1003

Bank Street
GRADUATE SCHOOL OF EDUCATION

Discover the learner-centered, interactive approach to education.

Call **212/875-4698**
for more information

GradCourses@bankstreet.edu
www.bankstreet.edu
610 W. 112th St., NY, NY 10025



ONE GRADUATE CREDIT ONE WEEKEND
AT
BANK STREET COLLEGE OF EDUCATION

To receive our catalog or get information about upcoming courses and workshops call 212 875-4649 or visit www.bankstreet.edu

New Perspectives -Division of Continuing Education
Bank Street College Bank Street
610 West 112th Street
New York, NY 10025

BRAMSON ORT COLLEGE BOB/AA

MAIN CAMPUS - QUEENS
69-30 Austin Street • Forest Hills, NY 11375
718-261-5800

EXTENSION CENTER - BENSONHURST
5815 20th Avenue • Brooklyn, NY 11204
718-259-5300

ONLINE
University International Inc.

Affordable yet high quality Education via computer interactive classes or distance self-study with professor / instructor guidance. Certified courses (CEU) and or degrees for most courses. Four weekly online classes per month \$70. Distance Training per month \$88. Drug Counselor certification training. Stress / Anger / Grief / family crisis Management therapist. Writing to be published. Special Education. High School diploma / master / doctorate training degree programs. (Hiring distance training & online instructors)

Online-University-International.com
215-225-9600
3331 Marston, Philadelphia, PA 19129-1318

Master of Education

- Brief residencies
- Licensure options
- Individualized study
- NEASC accredited

Vermont University
THE UNION INSTITUTE

Montpelier, Vermont 05602
800/336-6794 vcadmis@tui.edu
www.tui.edu/vermontcollege



Mail or Fax this Coupon

Please mail to: College Directory-Education Update
P.O. Box 20005
New York, NY 10001

or Fax to: College Directory-Education Update
(212) 481-3919

Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Phone: _____ Fax: _____

Please circle catalogs you wish to receive: 1 2 3 4 5 6 7 8

I Am Interested In Applying As

Freshman Transfer
 Day Evening
 Weekend Graduate Student

My Status

H.S. Student
 Teacher
 College Student
 Working Adult

PLEASE INCLUDE YOUR PHONE NUMBER MAY 2002

CAN THE CITY REALLY BE RUN LIKE A BUSINESS?

Can taxes be based on the value of benefits received?
Is it possible to create incentives that not only provide jobs and affordable housing, but also increase the city's revenue?

Attend a Friday Evening Forum or a 10 week course.
FREE programs taught in English and Spanish

THE HENRY GEORGE SCHOOL OF SOCIAL SCIENCE
Chartered by the University of the State of New York
121 E. 30TH ST. BETWEEN PARK & LEXINGTON AVENUES

FOR A FREE BROCHURE CALL: 212-889-8020
VISIT OUR WEB: WWW.HENRYGEORGESCHOOL.ORG
CLASSES 1:00 - 3:00 P.M. OR 6 - 8 P.M.

THESIS PROBLEMS?

**HELP IN ALL PHASES
ACADEMIC RESEARCH
CONSULTING SERVICE**

RALPH W. LARKIN, PH.D
(212)889-3428 • (800)352-9139

VISIT US AT
WWW.ACADEMICRESEARCHSVC.COM

The Center for Religious Inquiry

The horrific events of September 11, 2001, shocked New Yorkers and plunged them into anxiety about the future. At the same time, city residents from the various faith communities came together to mourn and to find solace in each other's presence. Houses of worship were filled to capacity in the days following the terrorist attacks on the World Trade Center. Now more than ever, New Yorkers from all walks of life are eager to explore new avenues of interreligious discourse and shared spiritual experiences.

The Center for Religious Inquiry (CRI) has offered an education program for intellectually and spiritually curious members of the greater New York City community since 1999. Under the

direction of Rabbi Leonard A. Schoolman and William McD. Tully, rector of St. Bartholomew's Church, the Center offers major public lectures, concerts and adult-education courses taught by leading theologians and professors. From its inception, CRI has offered courses such as "Understanding Islam," "Basic Buddhism," and a variety of survey and topical courses on everything from Christianity and Judaism, to Sikhism, Hinduism, and Confucianism. CRI also presents free lectures on pressing topics such as the religious roots of international conflict with speakers including Sen. George Mitchell and Ambassador Dennis Ross.

Some of America's leading teachers of religion have lectured at CRI, including Harvey Cox, Diana Eck, and Peter Gomes (Harvard); Martin Marty (University of Chicago), and Avery Cardinal Dulles (Fordham). CRI also sponsors the Summer Institute of Sacred Languages, offering introductory courses in Greek, Latin, Hebrew and Arabic.

For more information visit www.stbarts.org or call (212) 378-0190.

SAVE THE DATE

May 22, 2002

Banquet of Columbia Chapter of Phi Delta Kappa Honoring Superintendent Patricia Synan, District 14 as the Educator of the Year and The Pioneers of Inclusion: 10 Teachers Who Were There at the Inception
6:30 pm The Faculty House at Teachers College
RSVP: slevy@pipeline.com (Dr. Steven Levy)
or ednews1@aol.com (Dr. Pola Rosen, 212-481-5519)



Empire State College in Staten Island

By POLA ROSEN, Ed.D.

The Educational Leadership Forum directed by Dr. Donald Singer, is an integral part of Empire State College. The purpose is to provide a forum to the labor and education community to review, discuss and improve education of the community from pre-kindergarten through college and beyond. The Forum's initiative began in Staten Island and will soon expand to the tris-

tate area. The college setting serves as a meeting place and resource to educational leaders.

On a recent visit to the college, housed in a modern building on Seaview Avenue not far from the Verrazzano Bridge, Saturday classes were buzzing with students accruing credits beyond their bachelors and masters degrees as part of the education program. Many were teachers, paraprofessionals, police and fire

officers.

Empire State College is open to all undergraduate and graduate students, both matriculated and non-matriculated. The flexibility of the program and its Saturday hours is ideal for professionals and parents. Last month's forum dealt with the role of parents in education. The May 30th forum will deal with unions in education. For further information: 718-667-7524 or contact Michael Murphy, Unit Coordinator at 718-667-4554. #



Dr. Donald Singer

SEARCH
VIA COUNTRY, SUBJECT
LANGUAGE or PROGRAM TYPE

EXPLORE
12,000+ PROGRAM CHOICES

DISCOVER
WHERE MILLIONS HAVE
LOCATED THEIR IDEAL PROGRAM

Studyabroad.com
is the #1 online resource
for study abroad information.

<http://www.studyabroad.com>
A service of Educational Directories Unlimited, Inc.

ONE GRADUATE CREDIT ONE WEEKEND

AT
BANK STREET COLLEGE OF EDUCATION

For over thirty years, teachers, artists and school leaders have come to New Perspectives at Bank Street College to recharge their careers.

It only takes a weekend to find out why.

Register for a weekend course at New Perspectives and see what makes Bank Street so special to educators everywhere.

To receive our catalog or get information about upcoming courses and workshops call 212 875-4649 or visit www.bankstreet.edu

New Perspectives
Division of Continuing Education
Bank Street College
610 West 112th Street
New York, New York 10025

Bank Street



Sarah Lawrence College

Summer Writers Workshop for High School Students

July 8-12, 2002

Write...
Explore...
Discover

- ☞ Small workshops taught by poets, theater artists, fiction and nonfiction writers
- ☞ A supportive community that encourages adventure and inquiry
- ☞ For those starting out as well as more experienced writers

For students entering grades 10, 11 or 12 in September.
For more information call (914) 395-2371 x79, or email to grad@slc.edu



This summer, work on more than your tan ...

Spend your summer soaking up individual attention from The Catholic University of America's renowned professors and supportive staff as you catch up or get ahead in your degree program. Bask in Washington, D.C.'s legendary resources and attractions and benefit from the culture, diversity and history at your fingertips!

CUA offers more than 260 courses and programs in the summer months for undergraduate and graduate students. Our offerings include:

- Architecture
- Arts & Sciences
- Business
- Education
- Engineering
- Library Science
- Media Studies
- Music
- Nursing
- Politics
- Psychology
- Religion
- Social Work

The sun may be blazing but the opportunity to expand your academic horizons is even brighter. For information, visit the Summer Sessions web site at <http://summer.cua.edu>, call us at 202-319-5257 or e-mail us at cua-summers@cua.edu. We look forward to welcoming you in summer 2002!

Office of Summer Sessions • 330 Pangborn Hall • 620 Michigan Avenue, N.E.



THE CATHOLIC UNIVERSITY OF AMERICA

Washington, D.C. 20064



Movie Review

Space Station Orbits Into The IMAX

By JAN AARON

Space Station 3D, the latest 3D movie at the giant-screen Imax theaters nationwide, offers 47 minutes of mainly awesome images. The film is presented by Lockheed Martin Corporation in cooperation with NASA and directed by Toni Myers. Narrated by Tom Cruise, it focuses on space exploration as an international exercise in cooperation requiring the participation of astronauts from America, Russia, Japan and around the world with a common objective: the construction of the International Space station scheduled for completion in 2006.

The message of all-inclusive cooperation also is relevant to the classroom. In one scene, an astronaut says: "There are no nationalities in space." A good lesson for students, too.

Most awe-inspiring, however, is the way the Imax 3-D process takes the viewer right along into the astronaut's life. Astronauts themselves, trained to get professional results, filmed these scenes inside the space station. They show astronauts floating weightlessly, sleeping in pod-like bags tethered to the ship, slurping liq-

uids out of midair, and making notes on floating clipboards. They wear shorts and t-shirts with bare feet. Much of the movie was filmed with a camera attached to the cargo bays of the US Space Shuttle which gives a grand view of the earth below and the galaxy, too. There are also resident extraterrestrials — children's toys as cheerful reminders of home, hanging out with the rest of the team.

Not all of *Space Station 3D* was filmed in space. Some sequences take viewers to a virtual reality lab where the astronauts train, into a classroom where kids talk via ham radio with the astronauts in space, and to a spaceport in the desert of Kazakhstan, where amazingly the blast off seems to break the 3D glasses.

According to a CNN poll, 86 percent of the respondents said they'd buy a ticket for a space flight if money were no object. The closest most of us will get at a reasonable price is *Space Station 3D* at the Imax.# (Not rated; Loews Cineplex, Lincoln Square & Imax Theater, 66th & Broadway; (212) 50-LOEWS)

A movie like this needs an out-of-this-world theatre.



LOEWS • IMAX® THEATRE

LOEWS LINCOLN SQUARE

Broadway & 68th Street, NYC

www.enjoytheshow.com/imax • Group Sales (212) 336-5025

Theater Review

WISE CHOICE: FORTUNE'S FOOL

By JAN AARON

Ivan Turgenev's little-known comedy *Fortune's Fool*, comes vividly to life at The Music Box Theatre. With Alan Bates and Frank Langella playing the leads in this effective adaptation by Mike Poulton, the production, cleverly directed by Arthur Penn, brings mid-century Russia to the Great White Way in an always entertaining and, at times, touching way. For educators, the play might inspire new ways to bring Russian literature into the classroom.

Bates is Kuzovkin, a down-at-heels nobleman, who has been a houseguest for many years at a huge country estate recently inherited by the radiant Olga (Enid Graham) and her new husband, Paul (Benedick Bates, Alan's son). Olga was a young girl when she left the estate for St. Petersburg and is eager to show off her property, her new husband and resume her old life. Kuzovkin's own estate has been mired for many years in a tangled legal suit that keeps him from claiming possession of it. He now worries about staying on here.

Paul, who hopes to restore order to the seriously mismanaged property, might not let Kuzovkin stay and the neighbor, Tropatchov (Langella), a spectacularly arrogant dandy snooping from a neighboring estate, drops in unexpectedly and stirs up trouble for him too.



Enid Graham and Benedick Bates

But when Kuzovkin gets drunk at a gala evening, he blurts out something so shocking it changes everything.

In the centerpiece of the first act, when Kuzovkin makes this admission, Bates is both hilarious and pitiful. Langella's mischief-making Tropatchov is entertaining, too, as he goads the drunken Kuzovkin into recalling the sardonic details of his fruitless efforts to reclaim his estate.

The Russian estate seen here seems too sleek for Czarist days and the costumes for Olga look more *Gone With The Wind* than 19th century Russia. But these are minor quibbles in an otherwise engrossing two-act comic melodrama — a must see for serious New York theatergoers. (Music Box Theatre, 239 W. 45th, \$55-\$75. #

NOBEL LAUREATES: A SERIES

Gabriel Garcia Marquez: Colombian Nobelist 1982

By LILIAN L. SHAPIRO

Garcia Marquez is a giant star in the galaxy of outstanding writers in the world of literature. His name is mentioned in evaluations of his work side by side with the influence on him of Tolstoy, Faulkner, Kafka and Virginia Woolf. His style is deceptively plain but captivating—neither convoluted sentences running to half a page, nor dense allusions. "Magic realism" is a term used by reviewers of *A Hundred Years of Solitude*.

His words evoke emotions of loving relationships, tragic descriptions of painful events as well as strong accounts of retribution. Like many other well-known authors, Garcia Marquez enjoyed the loving care of grandparents for the first eight years of his life. Their influence was apparent in his early education, as was the community, Aratacata. The man whom Luisa (who was to be Garcia's mother) wanted to marry was disapproved of by her parents because he belonged to the Conservative Camp, so very early in his life Marquez learned about liberal causes from his grandfather.

Marquez had many years of experience as a journalist—years that took him to several countries during that career, including some years in New York. His writing is marked with understanding the strong emotions of love, bitterly fought political positions and the unquestioning and ruthless satisfaction demanded of any assault on the rules attendant on "honor."

A vivid and unforgettable example of that vengeance is the basis for the story, *Chronicle of a Death Foretold*. The very first sentence is heart stopping. "On the day they were going to kill him, Santiago Nasar got up at five-thirty in the morning to wait for the boat the bishop was coming on." Clearly the reader has no knowledge yet of the motivation for such a terrible event. The bride, Angela, has returned to her family because she is not

a virgin and named Santiago for the occurrence (although the reader never learns if the accusation is true). Santiago is being sought by the brothers of the young bride with guns in hand to satisfy justice. The inescapable, final act—the last five pages—is almost unbearable to read in their violence.

A quite different novel about love and marriage is *Love in a Time of Cholera*. A young girl, Fermina Daza, loves and is loved by Florentino Azira. After several years pass in which this couple cannot marry she is courted by and marries Dr. Juvenal Urbino. He is a good husband but clearly does not consider romantic love a vital part of marriage.

When Fermina becomes widowed at age 72, her first love seeks her out and finally this happy pair is able to go off on a long-delayed "honeymoon"—a cruise on a riverboat. The relating of the reunion of a loving couple is filled with the possibility of romance for older lovers. Within the story Marquez points out the changes that occur in the process of aging—Florentino loses hair and teeth; Fermina discovers wrinkles, beginning deafness and memory losses. This story proves that a beautiful love story can also happen—at any age.

A Hundred Years of Solitude is arguably the best known of his books. This is not only a story but rather an invented plot based on the beginning of Colombia's history itself. It is not possible to tell the plot because there are so many generations which intertwine—many of the same names used over in different generations and a great deal of political warfare—Conservatives versus Liberals—and everything in heroic measure whether it concerns fighting or loving. It is best for readers to simply fall into the pages and allow themselves to go along, somewhat like swimming with a fast current in a tempestuous sea. #

Lilian L. Shapiro, former supervisor of high school libraries in NYC Schools, is the author of *Fiction for Youth*.



Carnegie Hall Adds Musical Explorers for 2nd and 3rd Graders to its School Program Offerings

Carnegie Hall, recognized as a leader in music education, is proud to announce Musical Explorers, a new music education program for students in grades two and three. Musical Explorers invites students to discover the instruments of the orchestra through songs, activities, and listening games. Each unit will explore one of four families of orchestral instruments—woodwinds, strings, brass, and percussion. Teachers will attend a workshop at Carnegie Hall and receive curriculum materials, an audio CD, and instruction on how to use these materials in their classroom. At the end of each Musical Explorers unit, students will attend a concert at Carnegie Hall featuring the family of instruments studied in that unit. Fall 2002 will focus on the woodwind family, featuring the flute, oboe, clarinet and bassoon. The string family will be highlighted in Spring 2003.

Musical Explorers joins a rich variety of education programs offered by Carnegie Hall for people of all ages. Other offerings include: CarnegieKids—ages 3-6; LinkUP!—grades 4-6; Global Encounters—grades 9-12; High School Choral Festival—grades 9-12; Teacher Development Workshops—teachers; Family Concerts—families; Symposia and Workshops—adults; Neighborhood Concerts—all ages; Professional Training Workshops—pre-professional musicians.

For more information on any of these programs, contact the Carnegie Hall Education Department at (212) 903-9670 or email education@carnegiehall.org. Visit us on the web at www.carnegiehall.org and try out our Listening Adventure featured in Education Update earlier this year.

Win one of Five FREE Art Scholarships

Enter
our famous
"Draw Me"
Contest



**\$11,500 IN PRIZES
AWARDED EACH MONTH**

Five scholarship winners will receive "Fundamentals of Art"—taught by America's leading home-study art school. Our objective is to find prospective students who appreciate art and like to draw. Every qualified entrant receives a free professional estimate of his or her drawing skills. Our students and professional artists are not eligible. Three \$25 cash prizes for the best drawing from entrants age 12 and 13 will also be awarded.

CALL 1-800-921-2323 ext.205
FOR YOUR OFFICIAL ENTRY FORM TODAY

ART INSTRUCTION SCHOOLS

Creating Better Artists Since 1914

3309 Broadway ST NE, Minneapolis MN 55413

©2002 Art Instruction Schools



Country music artist and music education advocate Chely Wright and Congressman Roy Blunt (R-MO) during a White House Education Caucus last month on Capital Hill. The briefing was organized as part of Music In Our Schools Month, an annual observance dedicated to promoting the availability and quality of music education for children everywhere.

Photo Credit: Sylvia Johnson, courtesy of MENC: The National Association for Music Education

Take a trip to 18th century Venice...

The Oratorio Society
of New York presents

Vivaldi Scarlatti



Vivaldi *Gloria, Magnificat, Kyrie, Lauda Jerusalem*
Scarlatti *Su le sponde del Tevere*

CARNEGIE HALL

Thursday, May 16, 2002 at 8 pm

Lyndon Woodside, *Music Director*,
conducting chorus and soloists:

Lauren Skuce, *soprano*; Stacey Rishoi, *mezzo*
and the Westchester Philharmonic Orchestra



For info on upcoming concerts and special events, visit us at
www.oratoriosocietyofny.org

CRAFTS DESIGNED WITH FUN IN MIND!



SUPERB SELECTION
HUGE INVENTORY



WE CARRY THOUSANDS OF ITEMS SUCH AS:

PAPERS	BEADS	FABRIC DECORATING
GLUES	SAND ART	CANDLEMAKING SUPPLIES
CRAYONS	WOODCRAFT	JEWELRY MAKING SUPPLIES

PLUS ALL YOUR BASIC CRAFT NEEDS AS WELL AS: HUNDREDS OF
CRAFT KITS IDEAL FOR USE WITH SMALL OR LARGE GROUPS
WE SHIP ANYWHERE! CALL OR STOP IN FOR YOUR FREE CATALOG.

WE ARE PROUD TO CARRY



PRODUCTS!!!



VANGUARD CRAFTS

1081 East 48th Street, Brooklyn, NY 11234

Phone 718-377-5188 Fax 888-692-0056

www.VanguardCrafts.com

SAVE 15% WHEN YOU PRESENT THIS COUPON (EXPIRES 12/31/02)
(IF CALLING YOUR ORDER IN, MENTION SALES CODE "ED2002")



The Vienna State Opera

**Magnificence in the pit.
The orchestra says it all!**

By IRVING SPITZ

In celebration of the bicentenary of Bellini's birth, the Vienna State Opera mounted a new production of *La Sonnambula*, which gives full credit to Bellini's memorable bel canto music, while instituting novel changes in setting and plot. The original plot is exceedingly dramatic. Set by the composer and his librettist, Romano, in an inn in a Swiss village, the opera opens with the celebration of Amina's engagement to Elvino. These festivities are opposed by Lisa, the proprietor of the inn and former lover of Elvino, who is still in love with him. A stranger, Count Rodolfo, arrives but he is not recognized by anyone except Lisa. Rodolfo immediately notices Amina, provoking Elvino's jealousy. In the next scene, Lisa shows Rodolfo his room in the inn and provocatively flirts with him. Soon after, Amina enters, sleepwalking. Rodolfo does not take advantage of this compromising situation but Lisa summons Elvino, who seeing Amina asleep in Elvino's room, wrapped in his coat, draws his conclusions. In Act Two, despite protestations of her innocence, Elvino removes Amina's engagement ring and decides to marry Lisa. This is too much for Theresa, Amina's foster mother who reveals what happened the night before between Rodolfo and Lisa. Rodolfo also proclaims Amina's innocence. Amina now appears, again sleepwalking. This time Elvino understands the situation and he takes her again as his bride.

This new production was directed and staged by Marco Arturo Marelli who transferred the setting to a spacious reception hall or foyer in a sanatorium in the Swiss Alps peopled by patients in wheelchairs and nurses. The set features large windows overlooking picturesque mountain vistas. Amina is played as a kitchen

maid or one of the waitresses and her foster mother as the housekeeper of the inn. Lisa is the proprietor and cocktail waitress.

This startling conception worked satisfactorily but only to a point. Amina is not found by Elvino in a compromising position in Rodolfo's bedroom; rather she is found asleep on the floor of the reception hall, making the motivation for Elvino's misunderstanding confusing. Particularly dramatically effective is the moment at the end of Act One when Elvino opens up the door in a fury, allowing a very effective snow machine to blow in chunks of ice and snow, which covered much of the stage including a grand piano. This set the stage for the sleepwalking scene of Act Two. As conceived by Bellini and Romano, to the horror of the onlookers, Amina while sleepwalking negotiated a rickety narrow bridge. In the Marelli version, she negotiated the ice and snow in the reception hall, Elvino's grand piano serving as a tightrope for her second sleepwalking scene. Much of the dramatic tension was lost.

The opera deserves to be performed, not for the plot or staging, but because of its beautiful bel canto music. In the role of Amina, the Slovakian soprano, L'ubica Vargicova was up to the task. She hit the high notes but did have some difficulties with the lower register. Hers is a light lyrical soprano, unlike recent singers of the role including Maria Callas and Joan Sutherland, but nevertheless, she was effective and enchanting. Her final aria "Ah non credea mirarti" ("I hadn't thought I'd see you") was most moving and poignant. Costuming by Dagmar Niefind-Marelli was also effective especially in this last aria. She opened dressed in a white slip, then, the stage lights dimmed, she disappeared and returned to the stage resplendent in a red velvet dress for her final cabaletta.

Ildebrando D'Arcangelo sang the role of Count Rodolfo, consistently showing a gleaming tone, with a beautiful warm timbre to his

voice. Lisa, sung by coloratura Simina Ivan, and Teresa, by mezzo Nelly Boschkowa, both acquitted themselves admirably. Ivan in particular floated her phrases beautifully. Less successful was Gregory Kunde who sang the part of Elvino. He had problems with his higher register and on the night I heard him, his voice had a pronounced nasal quality.

The following night, I attended an electrifying performance of Richard Strauss' *Electra* with Deborah Polaski in the title role. Polaski pulled out all the stops and delivered a spell-binding portrayal. She has a powerful voice of true dramatic proportions and when necessary, her voice projected magnificently above the

orchestra, while her pianissimos were also caressed with beauty. She never allowed the audience to forget for one moment that her only aim was to avenge her father's death.

Full accolades to the Orchestra of the Vienna State Opera which kept the audience riveted to their seats. Conducted by Stefano Ranzani in *La Sonnambula* and by Michael Boder in *Electra*, both performances were stunning. This great orchestra never performs badly but on occasion their playing can be routine and uninspired. When the chemistry is right, as on these two evenings, they cannot be surpassed. In fact, their playing was a gold standard to gauge future performances. #

Carnegie Hall Introduces

MUSICAL EXPLORERS

A New Music Education Program for Students in the Second and Third Grades

Bring your second- and third-grade students to Carnegie Hall to discover the instruments of the orchestra! Using songs, activities, and listening games, **Musical Explorers** invites students to delve into each of the families of orchestral instruments—woodwinds, strings, brass, and percussion. Teachers attend a workshop at Carnegie Hall and receive curriculum materials and an audio CD for classroom use. Students attend a concert at Carnegie Hall that features the family of instruments studied in the corresponding Musical Explorers unit.



Fall 2002: "Those Wacky Woodwinds"
Concerts December 10–13, 2002

Materials/Teacher Workshop Fee: \$20 per teacher.
Concert tickets: \$3 per student

Spring 2003: "Singing Strings"
Concerts May 6–9, 2003

Materials/Teacher Workshop Fee: \$20 per teacher
Concert tickets: \$3 per student

CALL NOW To receive a registration brochure, contact the Carnegie Hall Education Department via e-mail at education@carnegiehall.org or call (212) 903-9831. Visit us on the web at www.carnegiehall.org.

HSBC Curriculum development for Musical Explorers is generously supported by HSBC Bank USA.



THE LITTLE ORCHESTRA SOCIETY
DINO ANAGNOST, MUSIC DIRECTOR

DON'T MISS THE LAST TWO LOLLI-POPS OF THE SEASON!



The Cat and the Fiddles

Saturday, May 18 - 10:30am & 12noon
Sunday, May 19 - 1pm & 2:30pm

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

Music Tells A Story

Saturday, June 8 - 10:30am & 12noon
Sunday, June 9 - 1pm & 2:30pm

Animal magic! Musical classics including Rimsky-Korsakov's *Flight of the Bumble Bee* and Saint-Saëns' beloved *Carnival of the Animals* come to life painted by award-winning illustrator Brian Selznick as you watch.



At Florence Gould Hall at The French Institute Alliance Française

55 East 59th Street between Madison and Park Avenues

For tickets and information, call

212.971.9500

TICKETS ARE \$40/PERSON



My Teacher is My Hero

By TOM KERTES

He may defy gravity on his “can’t miss jump-shot” but, unlike the overwhelming majority of sports multi-millionaires, Allan Houston also has his feet planted firmly on the ground. The Knicks guard admits that he’s only gotten his priorities properly ordered for one simple reason: both of his parents are teachers. And, so is his wife.

Okay, that’s two simple reasons. But who’s counting?

“I am,” said the soft-spoken Houston and he flashed a warm smile. “I’m counting the money ourselves, and television personalities, and Hollywood actors are making as compared to teachers and I’m outraged. To say that teachers are under-appreciated is merely stating the obvious. Besides parents, they have the greatest impact on the children who are indeed our future. Children are potential and they are the ones in the position to unlock that potential.”

To recognize excellent teachers, Houston and his team, for the second year in a row, sponsored the “My Teacher is My Hero” contest. The Knicks received more than 2,000 essays from students in all five boroughs who nominated their teacher for the award. The three winners—representing one elementary school, one middle school, and one high school—and their teachers were the team’s guests during a recent Knicks-Chicago Bulls game and the awards ceremony took place during half-time.

For all involved the evening was meaningful, funny and more than memorable.

“In the sixth grade, I was about to take a wrong turn in life, slacking off in my studies and hanging around with the wrong crowd,” said Jessica Cardona, an 8th grader at IS 141. “And the only person who noticed was Mrs. Tzimas, my Language Arts teacher. She talked to me, and talked to me. She never stopped talking to me, it seemed. Finally, one afternoon, she made me stay in her class after school until I promised that I wasn’t going to do the wrong thing...I have no doubt in my mind that, without Mrs. Tzimas’ intervention, I would now be lost.”

“The key is love,” Tzimas explained. “You have to love what you’re doing, you have to love the kids. I have the advantage of teaching English, so I can deal with the expression of the students’ emotions. I have the freedom, and the

duty, to communicate.”

But, high schooler Vulla Muckalli had all kinds of troubles communicating. “I thought I lost everything,” says Muckalli of having just arrived from Greece at the sensitive age of 16. “At the beginning, I had no friends and the kids were laughing at my accent, my misspellings, even the way I dressed. I was crying every night. I didn’t speak English, I couldn’t understand anything and I couldn’t write.”

Then one day she saw on her program card the name of a teacher that sounded Greek and a hero was born. “Finally someone could understand my feelings,” Muckalli said. “I went through the same thing she did, 30 years ago when I first came to this country,” said Argyri Apostolou, an ESL teacher at Fort Hamilton H.S. in Brooklyn. “So, naturally, I had to be there for her. I feel that as a teacher it is my obligation to do the best I can for my kids.”

“And then do some more,” she said.

Two years later, Muckalli, who now has dozens of friends and is going to be a lawyer, has less of an accent than Apostolou. “I told you everything was going to be all right,” said Apostolou, as she hugged her student and both of them got just a little teary.

There were no tears—only laughter—for elementary school winner Stanley Suponitsky whose hero was Helene Kinsberg, a speech teacher from Brooklyn’s PS 255. Considering that Stanley now “never shuts up”, according to mom, it’s difficult to believe that he had a serious speech problem through kindergarten and first grade. “It’s not enough to teach your subject,” Kinsberg said. “You have to give your all to the whole child. And Stanley is such a sweetheart. It was no big deal.”

But don’t tell that to the Stan-man. “The kids laughed at me and called me names,” said Stanley. “Mrs. Kinsberg spent the extra time with me to give me confidence and taught me how to be myself.”

In Stanley’s case, “myself” is a big joker. Mistakenly thinking that Stanley’s problems originated with his Russian upbringing, a writer asks how long he’s been in this country. “Seven and a half years,” seven and a half year-old Stanley deadpans. Speech problems? The kid’s already a stand-up comedian. #



Alan Houston with students and award winning teachers.

Creepy But Fun: P.S. 87 Kids Are Bugging Out at the Insect Safari

By TOM KERTES

First, some facts:

A cockroach is the fastest thing on six legs, traveling up to five feet per second!

A housefly can only eat liquid food, so it throws up a substance that dissolves solid foods.

Termites defend their nest by exploding and spraying their enemy with sticky guts.

If you haven’t jumped three feet high into the air yet — all grossed out, shaking your hands uncontrollably, and screaming “Eek!!!” at the top of your lungs — ask yourself these questions: Did you know these things? And do you care?

Thing is, if you were seven years old, you probably would.

And that is why The Smithsonian O. Orkin Insect Safari — a collaborative endeavor between the Smithsonian Museum and the Orkin Exterminating Company — has been such a wonderful success at both educating and entertaining throughout its two years of existence. Crawling across America, the massive movable exhibit stopped at P.S. 87 in the North Bronx in the middle of a nationwide 40-city tour. And, excuse us for saying so, the kids were buzzing with excitement.

What second-grader wouldn’t be when a 16-foot high, 35-foot wide praying mantis was parked in front of his school on the top of a funky-looking huge truck? That certainly beats the wings off of some boring biology class, doesn’t it?

“This is a great thing,” teacher Rose Krapin said. “Just look at these kids — they’re going crazy. And the interactive nature of the exhibit — the lecture, the short film, the cartoons, the enormous pictures exhibited on the truck-walls — really keeps them involved. They’re actually learning without even realizing it.”

The idea for the Insect Safari came from the O. Orkin Insect Zoo at the Smithsonian Museum of Natural History. With more than 10 million annual visitors, it’s the most visited museum in the world, with two million visiting the Insect Zoo.

And most of them are kids who, obviously, don’t mind hanging around their creepy-crawly friends.

Au contraire, almost every kid in Ms. Krapin’s class was anxious to share a personal story or six about a pet tarantula or a particu-



PS 87 Students and teachers.

larly favored cockroach, driving the day’s lecturer into playful distraction. “You guys are making me old,” he complained. But the young ones didn’t care.

They were too involved with crawling through the four huge rooms inside the truck — actually, the requested mode of transportation — learning about different aspects of bug life in each. “They really have been around longer than the dinosaurs?” asked one pint-sized ant-ficionado, wide-eyed to learn that his six-legged buds have been around for over 400 million years. In the next room, the students learned about insects as part of the eco-system, how they are an important link in the food chain, how bees make their own food. In the last room, why it’s not a good idea to have bug-friends visiting your house by leaving around garbage and food.

A real housefly, on the wall of the truck, was a particularly big hit.

“There was real learning going on here,” Assistant Principal Ken Schneider said. “I was very impressed with the level of participation by the children. This was a novelty for them, and a new thing — especially when it’s this well-conceived — is usually a very good thing.”

Mr. Schneider, who spearheads an unusually high level of science education at P.S. 87 — not many public elementary schools have their own well-equipped lab and a science-teaching specialist — read about the Insect Safari in the Smithsonian Magazine and was immediately inspired to write a letter inviting them to the school.

As the 22 second-graders in unison said: “Thank you Mr. Schneider!!!”#



The Educational Alliance's Summer Day Camps

get ready for
**summer
2002**



THE SOL GOLDMAN YM-YWHA

344 East 14th Street 212-780-0800

Mini Camp

ages 16 months-3.5 years ext. 240

New Town Day Camp

ages 2.9-6 years ext. 241

Japanese Nikoniko

ages 3-10 years ext. 243



THE EDGIES COMMUNITY CENTER

197 East Broadway 212-780-0800 ext. 252

In-Town & Torah Tots Day Camp

ages 2-5 years

THE HENRY KAUFMAN CAMPGROUNDS

In Staten Island 212-780-2300 ext. 357

New Country Day Camp

ages 5-11.5 years

Pioneer Program for New Town/In-Town/Torah Tots
ages 5-6 years





Product Review:

Sonic Impact Technologies' SI-5 Blue Multimedia speakers

By MITCHELL LEVINE

The multimedia functions of the portable technologies being procured by education buyers today are far from being just a sidebar to their deployment. From group presentations in Powerpoint to the potential applications of interactivity to special education, the audio and video capabilities of the laptops and desktops now being purchased for New York's classrooms are integral to the ultimate effectiveness of their usage. And, even for relatively affordable equipment like that being purchased for the schools, those capabilities are spectacular. For example, the audio response and frequency bandwidth of my 866Mhz PIII portable's sound system easily outperforms my stereo.

The only problem is that the speakers built into both it and most other laptops are about the size of those on a phone receiver. This, unfortunately, greatly limits their usefulness, even in

an education setting: no teacher wants to have to compete with the ambient noise pollution of this metropolitan area, and sonic distortion completely negates the value of a product as a communication tool for the exceptional student.

Thanks to Sonic Impact Technologies, however, a simple and practical solution is available. Approximately the size of a jewel CD case, the SI-5 series flat-panel speakers are nonetheless high-output, audiophile performers that are fully capable of exceeding the standards of far more expensive stereo components. An admittedly non-technical evaluation on my system reveals volume levels and response quality on par with a good car audio system, at least to my ears. Four AAA batteries provide a typical fifteen hours of play at high levels of amplification, which, although

continued on page 30

Product Review:

THE VISABLE VIDEO TELESCOPE

By ANDREW SCHIFF

Over the last decade educators have paid great attention to students with disabilities, particularly those with learning disabilities like dyslexia and attention deficit disorder. Less attention, however, has been spent on students with severe visual disabilities. For those who are visually handicapped, Betacom, a Canadian company based in Ontario, has developed the right elixir.

The VisAble Video Telescope is a slickly designed hand-held visual aid which can easily be mistaken for a camcorder. Its resemblance to the camcorder and its ergonomic design is one of its great advantages, simply because it contrasts so strongly with modern day, but awkward looking, visual aids. Its blue shell and colorful buttons that control the inner mechanisms of the device make it highly user-friendly. Another strength is its small size (small enough to fit into the palm of one's hand) and light



weight. Simply lifting a product alone can be an obstacle to better vision, but because of the VisAble Video Telescope's lightness, students will find it easy to lift and put down.

Of course, the main benefit of the Betacom product is its ability to aid sight. The VisAble Video Telescope allows for minification and magnification for near, mid and long-range

continued on page 30

ELEMENTARY SCHOOL SCHEDULING SUITE

All the pieces to the elementary scheduling puzzle



Elementary School Scheduler

Creates master, lunch and teacher schedules.

Considers:

- Block Schedules
- Part time teachers
- Variable period lengths
- Common planning
- Wizards speed data entry
- Explore alternative schedules (What if?)

Produces:

- Teacher schedules
- Master schedule
- Lunch schedule with table assignments
- Schedule conflicts
- Staff utilization

Class Aggregator (Rosters)

Equitably distributes students to classes.

Considers:

- Placement — teacher/parent requests
- Interface w/student administration system
- Multiple student attributes

Produces:

- Parent conference schedules
- Class/Working rosters
- Teacher/Student lists
- Family track assignments

District Scheduler

Maximizes special teacher assignment.

Considers:

- Variable allocation requirements
- School personnel requests via web
- School scheduling requests
- Teacher assignment requests
- Travel time

Produces:

- School staffing requirements and requests
- School and teacher assignment schedule
- Allocation conflicts
- Teacher availability
- Better staff utilization

We provide:

- Training and technical support via phone, fax and e-mail.
- What you need to be successful.

Mascomm takes great pleasure in seeing technology serve administrators, freeing them to focus more energy on improving education.

Visit www.mascommsys.com for more information about these time saving tools.

MasComm systems, inc.

11-b East Colonial Highway
Hamilton, VA 20158
Tel. 888-729-8223
email. info@mascommsys.com

PC SECURITY

Information is Power!
Protect your data

PC Security™ is the ultimate institutional computer security system featuring :

- Computer Configuration Protection
- Multiple Locking Systems for Windows & Internet
- Complete & Flexible Password Protection
- Intrusion Detection with Alarm

Unlimited site licenses available for schools for only \$300!

www.tropsoft.com

Phone (425) 503-5451

Fax (603) 299-0344

Tropical Software

NEW! PC & Mac Compatible!

THE AMAZING enabling KEYBOARD

Waterproof - can't be damaged by spilled liquids.

Durable - rugged silicone construction is hard to damage.

Quiet - no "key-click" makes typing almost silent.

Portable & Light just roll it up & toss it in your backpack!

Ergonomic - flat-angle design with "soft-touch" keys.

Full Size Keyboard
106 full-size keys, numeric keypad included.

Easy Cleanup - ink resistant. Disinfectant safe.

USB or PS2 Interface.
Volume discounts available.

ORDER NOW:

Toll Free
866-266-5622

Available exclusively at:

Crywolf
www.crywolf.com

CRYWOLF: EDUCATION BY DESIGN



The VisAble VideoTelescope™

Stargardts, Diabetic Retinopathy, Retinitis Pigmentosa, Congenital or Accidental Vision Loss?

VisAble VideoTelescope™ The Breakthrough Vision Aid

Hand-held, portable, durable and easy-to-use for long, mid and near distance tasks.



The VisAble VideoTelescope™ – an unprecedented range of capabilities:

1:2 minification, 40 times magnification, auto-focus, real-time image capture, powerful contrast enhancement, selectable black/white image and low-light compensation through a 35 degree field of view, high-resolution color display.

The VVT300™ provides independent access to the curriculum:

- orientation and mobility – getting to and through the school
- reduces need for individual accommodation and adaptation
- aids observation and participation in organized activities



Contact Betacom for a referral to a Vision Specialist near you.



BETACOM
FOCUSING ON THE FUTURE

1-800-353-1107 or info@betacom.com www.betacom.com

See More Than A Difference, See What You've Been Missing™

ON THE ROAD... IN THE CLASSROOM... AT HOME...

- ◆ Fully Adjustable.
- ◆ Patented Ergonomic tilt feature.
- ◆ Securely holds any laptop
- ◆ Tripod folds small - just 22 oz!



The insTand CR1 mobile tripod workstation gets your hot notebook computer off your lap, so you can sit comfortably or move at will. Made from aircraft-grade aluminum, the insTand CR1 provides a stable platform for use in classrooms, free from wobbling or vibrations. High-tech SURE-GRIP tray top holds any laptop. Ergonomically adjustable for health and comfort.

Used by thousands of satisfied court reporters!

30-Day absolute satisfaction guarantee!

Details at:

www.instand.com/edu.html

1.877.INSTAND (467-8263) toll free



Product Review: PC Shade

By MITCHELL LEVINE

With major initiatives in the works like the Laptop Foundation of America proposal currently before the Board of Education, it won't be long before the New York schools finally reach the coveted "one to one computing standard." Mobile computing being the technology of choice in education procurement today, it's clear that students throughout our school systems will soon be experiencing the benefits that laptops can provide—portability, power, and extensive multimedia capabilities. A quick survey of the trade literature reveals that teachers, administrators, and professional technical consultants virtually gush about the seemingly limitless possibilities that these products have to offer.

One thing almost no one discusses, however, is their liabilities. A teacher beaming a quiz to his class can deliver grades instantly on completion, leaving much more time in their schedule for developing lesson plans, giving individualized instruction, and researching curricular enrichment. Programmed learning software can create a cognitive model for each student, automatically reinforcing their weak areas with further exercises and examples. However, with the 14.1" to 15" screens typical (and necessary) for the models employed for these tasks, privacy becomes increasingly difficult to enforce.

Many of the schools most in need of this techno-boost will also have visual environments with harsh lighting and overcrowding.

Active-matrix screens in this type of locale, most users will agree, tend to produce often-unacceptable levels of screen glare, a potentially hazardous condition for young eyes. Because glare varies with the angle that the user views the screen from, students are often forced into unnatural postures which, if prolonged, can cause injury.

Luckily, an inexpensive, practical solution to these and other related problems is at hand—the PC Shade screen accessory. Constructed from durable fabric, the PC Shade expands to fit around the screens of most of the most popular brands of portable computers. Unlike many of the visibility solutions currently in use in institutional settings, the PC Shade doesn't block the user's view of the screen—it simply envelopes it, only allowing access to the immediate viewer in front of it. Since it doesn't use Velcro to fasten, it requires no permanent connection to the unit, making it easy and non-disruptive to engage. It folds neatly for compact storage once removed.

For just a few dollars, the PC Shade can resolve privacy issues, make mobile computing safer, and help insure appropriate usage. If you already have the hardware, you might as well be able to use it, and use it correctly. Technology buyers are encouraged to explore the multifaceted uses of this inexpensive aid by logging onto the company's site at www.pshade.com or dialing 1-877-PCSHADE.#

Sonic Impact

continued from page 29

impressive for battery operation, is light for extended use, and can be supplemented by an optional USB power adapter. The speakers come equipped with 3D sound technology on its IC chip that, while subtle, has a noticeable effect on the richness and clarity of its audio

reproduction.

Long story short, I've tried several multimedia speakers, abandoned them, and can quite simply say that for under \$60, the SI-Blues are the only product you need to seriously consider to amplify for your portable computer, CD/DVD or mp3 player. *For more information or to order, log on to the company's site at www.si-5.com or contact them toll-free at 1-800-533-5177.#*

VIDEO TELESCOPE

continued from page 29

tasks, image capture for detailed inspection, and natural rate auto-focus. Another important feature is that it can also brighten the object in focus: if the classroom is dark, a student with the VisAble Video Telescope simply has to press the yellow button located on the top of the product to brighten the subject in focus. All these points allow students who can't see the blackboard to see and work with great effectiveness in the classroom.

The practicality of the VisAble Video Telescope also enables an individual to apply the product to a wide variety of uses, not all educational. For instance, the VisAble Video Telescope, in cases of near range tasks, can be used like a magnifier for reading drug labels, store receipts or even restaurant menus. For mid range tasks it can be used to identify faces across the room; to find products in a grocery store aisle; or to read signs at the theater or stadium. For long range tasks, it can be used to independently navigate unfamiliar environ-



ments; to survey your surroundings; see and read street signs, and/or to watch sporting events. Other features include polarity reversal and contrast enhancement.

The VisAble Video Telescope runs on a lithium-ion 7.2 volt rechargeable battery (the same one also used for Hitachi camcorders) which slides into the bottom of the hand-held unit.

All in all, with its ergonomic design and ease of use and, more importantly, features which aid the severely visually impaired, the VisAble Video Telescope makes a wonderfully effective product and a great boon for learning.#

Visit www.EDUCATIONUPDATE.com

We receive 1,000,000 hits per month!

Advertise your products to the Education market and see results.



PLAGIARISM MEETS THE AGE OF THE INTERNET

By **BRUCE MYINT**

A year ago, the University of Virginia conducted a plagiarism investigation on more than 120 students, all of whom belonged to the same introductory physics class. A computer program designed by their professor, Lou Bloomfield, determined that many of the papers shared the same phrases. Some were complete replicas.

The news came as a shock to the school, whose honor code dates back to the 1840s. For the university, the investigations put a blemish on an otherwise untarnished past. For the rest of higher education, it signaled the growing trend of academic dishonesty on college campuses nationwide.

According to a 1999 survey by the Center for Academic Integrity, 75 percent of college stu-

dents admitted to some cheating.

The growth of academic dishonesty has been spawned largely by technology. Ironically, the same tools that make it easier to email professors and conduct internet research also enable students to download academic work that can easily be passed off as their own. In the age of the Internet, a tech-savvy slacker with an web connection and a credit card can click their way to a final paper—without ever having set foot in a library.

Over the last few years, colleges have pointed to 'term-paper mills' for the rash of academic dishonesty. These mills are actually Internet websites that offer students reports, essays and theses on nearly any topic imaginable. Fees vary; some sites charge per page while others offer one year's worth of access for a flat rate. While most term-paper mills state that their papers are intended for research purposes only, their irreverent names—*SchoolSucks.com* and *Evil House of Cheat*, for example—suggest otherwise.

One such website provides an area where students can post requests for specific papers. On it, Stallion9 writes: "I am doing a 5 pg paper on Steroids in pro-baseball can anyone help?" while BHSREDNECK asks: "Does anyone have a book report on a book by Lurlene McDaniel called 'Six Months To Live'?" if so please email it to me." Higher education is not taking digital plagiarism lightly.

In 1998, Boston University filed a federal lawsuit against several term paper mills for racketeering and wire-fraud. Although the

case was eventually dismissed, BU's action marked higher education's tough stand against online plagiarism.

Less litigious alternatives have been employed as well. Professors at Georgia Tech have taken a page from University of Virginia's Professor Bloomfield and created their own anti-plagiarism software.

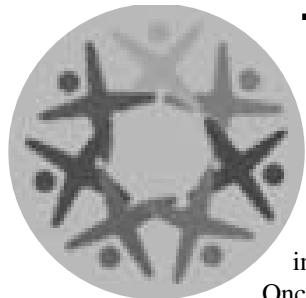
Oddly enough, the strongest challenge to online plagiarism may come in the form of a website. Educators can access several anti-plagiarism search engines that check whether students have lifted parts of their papers off the Internet.

Turnitin.com, developed in 1997 by John Barrie, has 100,000 registered users at high schools and colleges worldwide and screens an average of 5000 papers daily. Teachers submit their papers to the website and find out in 24 hours if they are authentic. Other anti-plagiarism websites include: *Essay Verification Engine*, *Integriguard*, and *Ablesoft's rSchool Detective*.

Still, some schools continue to rely on low-tech remedies for their digital plagiarism syndrome. Many professors counter cheating the old fashioned way: by inventing creative assignments and asking students to provide drafts of their work.

On cyber-ready campuses, cheating is now easier than ever. The promise of educational technology, once hailed as a utopian instrument, now keeps faculty on guard.#

KALEIDOSCOPE



The Kaleidoscope Profile®

A unique tool that reveals how your students learn and work most effectively!

A proven source of excellence in learning

Gain tremendous insight into the individual learning styles of students, teachers & administrators! Once the Kaleidoscope Profile is completed, an interpretation is provided with helpful hints about how you can improve your learning and working environment. With this superb teaching instrument, you can easily uncover new ways to improve your students' communication, self-esteem, and confidence as learners, as well as your own!

The Kaleidoscope Profile enhances:

- Class Assignments
- Curriculum & Lessons
- Classroom Management
- Homework & Discipline
- School Environment
- Teacher Evaluations
- IEPs & Special Ed
- Staff Communication

www.plsweb.com / 800-506-9996 x300

Email: shilsabeck@plsweb.com



PERFORMANCE
LEARNING SYSTEMS, INC. 

SAVE

up to 70% on most
Canon and **Epson** compatible
ink cartridges

www.RLG.com



**Telephone
Line
Installation**

**Universal
Application**

We install and service commercial and residential telephone lines and equipment, guarantee lower pricing and faster installation than your local telephone company.

Call (212) 426-8990
www.universalapp.qpg.com



Take Control of Your PDA!

The most natural and accurate styli solutions available for your handheld computer.



Made from a highly flexible nylon compound, the TrueTip Fingertip stylus can expand or decrease in size to fit virtually any finger.



The TrueTip Pen Cap stylus instantly turns almost any pencil or disposable pen into an accurate stylus for quick information entry.

- Educational discounts available.
- Works on most touchscreens and handhelds.
- Allows complete visual access to the entire screen.

TrueTip™

703-359-1400 • www.truetip.com
admin@truetip.com



STANFORD PROFESSOR ADDRESSES 300 AT CONFERENCE ON ARTS EDUCATION IN NEW JERSEY

By TOM KERTES

"The arts should serve as a *model* for the rest of education," said Dr. Elliott Eisner, a professor of art and the Lee Jacks Professor of Education at Stanford University. "In place of the current pressures of eliminating art from education—or, if that's not possible, the emphasis upon making art education completely conform to the rest of the curriculum—history, English, math, sciences, and all other subjects

should be taught as art-forms."

Dr. Eisner's keynote presentation of this revolutionary theory was the highlight of the Sixth Annual Arts Basic to the Curriculum (ABC) Conference, *Reaching Children Through the Arts*, held at the New Jersey Performing Arts Center (NJ PAC). Over 300 educators, administrators, artists, and parents from all across the state listened with rapt attention in a spacious environment that indeed seemed to breathe cre-

ativity and art.

"The current pressures on schools are to reduce ambiguity, imagination, and creativity," Dr. Eisner averred.

"We judge students on high specificity, not much more than mere memorization of facts. This is clearly harmful to the development of thinking and long-term learning so, naturally, our goal should be just the opposite. If you look at work in the arts what you see is imaginative and creative. It exceeds literalness and engages the imagination. That is what we should be shooting for in educating our students."

"We're judging students purely on achievement tests and test scores — and the test scores themselves are proof positive that what our schools are doing right now is inadequate," added Dr. Eisner.

"So, quite clearly, we should look toward art. It is no accident that, whatever activity we might be engaged in — and that includes teaching — the highest accolade one can receive is that what he's doing is 'really a work of art.'"

Plenary Session speaker Miriam Flaherty, director of education for the Wolf Trap Foundation for the Performing Arts, reinforced Dr. Eisner's theories by emphasizing the importance of early learning through the arts. "And we do mean early," she said. "We're talking about children ages 3-5. The potential impact on very young children of that age is incalculable. Indeed, why waste such important years?"

Flaherty sees the task as cooperative and multi-faceted. "We must work on changing early education curricula, using the arts as a way of teaching and learning," she said. "But this also involves professional development, teaching teachers how to use the arts in the most effective manner."

The Wolf Trap model is one of "interactive residency", a seven-week period of a professional artist working with the teacher and the students in the classroom itself on a daily basis, "creating arts-based learning," according to Flaherty.

"But that's not even all: education through art, even at that early age, must be accomplished in a number of different ways. This should include the children attending performances, artists performing in schools, and the students creating their own art."

"There's no longer any doubt: all studies now concur that art should be a major part of children's earliest educational experiences," concluded Flaherty. "The one thing I want to add is that it should be art of the highest quality. Do not give young children, just because they're young, bad art. Do not dumb things down. Use professional artists in every art form, whether it's theater, dance, music, literature, or painting. And make very sure that the teachers involved truly and profoundly know how to best incorporate the arts into their teaching." #

Direct connection by PATH to Hudson-Bergen Light Rail—Liberty State Park Station



Minutes away from New York City, adjacent to the Statue of Liberty and Ellis Island National Monuments

Discover three themed floors: Invention, Health and Environment

Experience 250 hands-on exhibits

Get close to the action in the largest IMAX® Dome Theater in the United States

Lunch facilities available

Call 201.200.1000 for school group rates



LIBERTY SCIENCE CENTER

Liberty State Park • Jersey City, New Jersey
www.lsc.org

SPRING INTO ADVENTURE AT LIBERTY SCIENCE CENTER

Teachers: It's not too late to make your field trip plans for the spring! We have TWO new exhibits and TWO new films in the IMAX® Theater that cannot be missed!

New Exhibits:

Kid Stuff: Great Toys From Our Childhood

(May 25, 2002 - January 6, 2003)

If you built it, played it, or created it as a kid, chances are that it will be part of this traveling exhibit. Inspired by the book *Kid Stuff: Great Toys from Our Childhood* by David Hoffman, the exhibit is a remarkable presentation of more than 200 of the most popular toys of the past fifty years, from Tonkas and Tinkertoys, to Colorforms and Cooties, to Raggedy Anns and Radio Flyers. Get ready to throw Nerf balls at priceless crystal, rummage through clothes in an old trunk and play dress-up with a life-sized Mr. Potato Head, and share memories with your students.

XFR: eXperiments in the Future of Reading

(May 18 - September 15, 2002)

Imagine a book as big as a table top with pages that turn when it tilts. Think of the possibilities of a Reading Eye Dog: a device that combines optical character recognition and speech synthesis to create a loveable reading companion. Or a children's book that produces amazing sound effects when you "conduct" it with simple hand gestures. See all that's new on the cutting edge of reading technologies in XFR.

In the IMAX® Dome Theater:

Australia: Land Beyond Time

(May 18, 2002 - March 2003)

Witness Australia's birth as it broke away from Antarctica millions of years ago, and watch as the film captures in a beautiful ancient landscape fossilized evidence of the first life on earth. Explore how life has managed to adapt to the harsh environment and even flourish on the impoverished soils of Australia, revealing its spectacular landforms and strange and beautiful animals that populate it. See how the bounding giant red kangaroo has become more efficient than most athletes, and how plants and animals cooperate to maximize their chance of survival.

Lewis & Clark: Great Journey West

(May 18, 2002 - February 2003)

Relive an amazing tale of discovery and exploration as National Geographic Films brings to life the first crossing of what would become the United States. With careful research and meticulous recreations, this scientific expedition lives again on the big screen. Two hundred years after their epic journey, go back in time with Lewis, Clark, their guide Sacagawea, and their brave Corps of Discovery, as they discover the adventure, danger, and wonder of the unmapped West.

Also Showing:
The Human Body
(Through September 2002)



A Unique Central Repository for the Cultural and Historical Legacy of the Jewish People

Millions of archival documents

Half a million books

Thousands of photographs, artifacts, paintings, and textiles

Study the extraordinary collections in our Reading Room

View the many exhibitions

Research your family history in the Center's Genealogy Institute

Public Tours every Tuesday and Thursday at 2 p.m.

Join us for our many special programs:

Music Series, Film Series, Seminars, Lectures, and more . . .



Center for Jewish History
15 West 16 Street, New York, NY 10011

www.chj.org

Call (212) 294-8301 to be placed on our mailing list.

High Stakes Test Impact Dropout Rates



By ASSEMBLYMAN
STEVEN SANDERS

The news that the dropout rate in New York City high schools continues to surge is, regrettably, not a surprise, in light of the Regents "do or die"

high-stakes graduation tests combined with vastly inadequate resources to provide students at risk with appropriate support.

Whether or not one supports the Board of Regents' one-size-fits-all regimen that requires every public school student to pass five Regents examinations to graduate, to refuse to recognize that many students, including English language learners (new immigrants), students with learning disabilities, and others need extra help to be able to pass the five tests strikes me as naive—and tragic.

If a student has trouble "getting" science, for example, but does well in each of his other subjects and passes *all* his courses, doesn't it make sense that our schools must have the resources to provide that student with extra preparation for a science Regents exam? What about a student who has perfect attendance and passes all of his courses, but is not a great test-taker—particularly under pressure? Or a student who struggles with history and wants to be, say, an electrician. Facing a history regents exam that seems daunting at best, is it a surprise that the student might choose to dropout?

Here's what *is* so: Many people have confused standards with high-stakes testing. If one challenges the inflexibility of the five regents exam requirement, you are accused of being soft on standards. The problem is that the very inflexibility of our testing regimen—whether that precise regimen is right or wrong—when combined with inadequate resources and the absence of tutoring

and extra help for kids that need it, creates an educational equivalent of capital punishment for these kids. We are pushing too many of them to the brink, off the cliff, and out of school. *No Diploma* stigmatizes and sentences many of these kids for life. They cannot get jobs, they cannot serve in the military, and we condemn them to a life that is pretty hopeless and totally unnecessary.

I have impressed upon State Education Commissioner Mills for over three years, and members of the Board of Regents, that we are on a very dangerous course, reflected by the mounting dropout rate in New York City public schools. At the same time, Commissioner Mills, the Regents and here in the city, Chancellor Levy—to their credit—have been outspoken and persistent in challenging Governor Pataki and City Hall that our resources are vastly inadequate. Here in the city, and in many other parts of the state, State aid is both inequitable and inadequate, as held by Justice DeGrasse in the Campaign for Fiscal Equity case that Governor Pataki—in one of his worst moves—is appealing.

Only with adequate resources can we provide the professional development, teacher mentoring, remedial services, tutoring and test preparation for city high school students who need it. Largely, the disgraceful under-funding of our schools creates an assault on the most vulnerable students, many of whom's first language is other than English, are part of very low-income families, and face family, social or emotional pressures that make academic achievement more difficult.

There are those who will make excuses and switch the argument. "Bad teachers are the problem." "If the Mayor was in charge, no kids would fail." "The parents are to blame." There are also the racial stereotypes: "Asian kids all do great in school," or "When my parents came here from NAME OF COUNTRY, they worked hard and nobody gave *them* extra help!" These

Governors Island Offers New Opportunities for Education



By MAYOR MICHAEL
R. BLOOMBERG

On April 1st, President George W. Bush invited New York State Governor George Pataki and me to the White House, where he announced the historic

return of Governors Island to New York City. Until 1997, Governors Island, which is located in Upper New York Bay just a half-mile off the Battery, had been the site of a U.S. Coast Guard station for more than 30 years.

Returning Governors Island to New York gives us remarkable new opportunities to develop a world-class college campus on the island, while simultaneously filling the desperate need for classroom space for public high school students in our city. Governor Pataki and I agree that the best use of Governors Island is as the site of a "flagship" campus for the City University of New York. That in turn will free up space on existing City University campuses for high school classrooms.

The potential for a campus on Governors Island is truly limitless. I strongly believe that a beautiful and inspiring physical environment for a school has a direct impact on the quality of teaching and learning in that school. With its spectacular views of New York harbor, the Statue of Liberty and the Manhattan skyline, Governors Island's world-class setting can only provide a world-class education. And many of the existing

facilities on Governors Island could be readily adapted for use by this new City University campus, which will hold down the cost of developing the new Governors Island school.

Our City's younger students also will benefit from putting a City University campus on Governors Island. Classroom space is at a premium in New York City, and the City simply doesn't have enough money to build all the new schools that we need. The facility that the Governor and I envision putting on Governors Island will have space for as many as 10,000 City University students. Moving CUNY students there will free up classrooms at existing City University campuses that will be the equivalent of at least a dozen City public high schools.

Recreation-minded New Yorkers also will benefit from the transfer of Governors Island to New York. While it controlled Governors Island, the Coast Guard developed an outstanding array of outdoor athletic facilities there. Our plans for Governors Island call for making these tennis and basketball courts, soccer fields and ball-fields, the 9-hole golf course, and miles of coastal paths and outdoor space accessible by ferry from Manhattan to all New Yorkers.

Governors Island has a rich and storied past. It was the home of the British colonial governors of New York. After independence, it was, for more than 200 years, the home of the oldest continuously operated military post in the United States. Today, Governors Island has a bright future ahead of it as a major center of higher education.#

are all diversions and irrelevant: the fact is that unless we have the proper resources, we'll keep losing good teachers and conditions will get worse. Without providing all the right guidance services and educational support, we will watch as tens of thousands of students simply give up and bail out. This is a shameful neglect

of our responsibility to our young people, an assault on these student's futures, and a lit fuse for the New York City of tomorrow. #

Steven Sanders is chairman of the NYS Assembly's Committee on Education. You can e-mail him at sanders@assembly.state.ny.us or phone him at (212) 979-9696.

QUICK RESULTS TUTORING:

• Math • English/ESL

• All Tests for:

K-12 & College Students
Editing/Proofreading & Writing
Services (Biz, Tech, Research)
for business & students
718-466-8073
gtrabbi@yahoo.com

Professional
TUTOR

Maximize Your SAT I & II Scores

• Hundreds of Students
Successfully Raised Test Scores
• Over 10 Years of Experience
• In Your Home Or Mine
• Excellent References
Academic Tutoring Also
Available in Math, English,
Reading, Writing, and
other Subjects
Reasonable Rates
646-567-1194
212-592-4468
johnpapiro@msn.com

TUTORS

GETYOURPHD.com

THE SOLUTION TO ALL YOUR WRITING PROBLEMS

SPECIALIZING IN:

COLLEGE ENTRANCE ESSAYS

TERM PAPERS

MASTER'S THESIS

PH.D. PROPOSALS

PH.D. DISSERTATIONS

EDITING SERVICES

LITERATURE REVIEWS



Ellin Pollachek, PH.D.

25 years teaching and business writing experience.

Work with a published novelist, children's book author, short story and non-fiction writer with

a PH.D. from New York University.

WORKING WITH CHILDREN
AND ADULTS OF ALL AGES

eMail: GETYOURPHD@aol.com

voice mail: 212-288-6109

website: GETYOURPHD.com

Reasonable Rates.
References Available.

Don't Let A Test
Keep Your Child From
The School Of
His Or Her Choice!!!

Test Prep

SAT I & II • PSAT • ISEE/SSAT • etc.

Experienced Private Tutor
Expert At Raising
Standardized Test Scores

Academic Tutoring Also Available

Supportive And Friendly
Ivy League Graduate

Call Jeffrey

212-529-8075

jeffbergman@rcn.com

Math Tutoring

High School & Junior High

\$40/hr - 2 Sample Hours, No Charge

212.228.1642

917.297.2389

SOLVE & PREVENT READING & WRITING DIFFICULTIES

Licensed Reading & Learning Specialist
18 yrs. private practice.

Diagnosis, tutoring grades 1 thru adult.
From phonics for reading & spelling to
study skills, reading efficiency for
adults, writing & SAT.

• Preparation for the demands of
High School and College study
• Clear, systematic instruction gives
young students the foundation for
higher order learning

Jacquelyn Bonomo, Ed. D.
212.774.0724

Upper East Side Location



Resource & Reference Guide

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

BOOKS

Bank Street Bookstore, 112th St. & Bway,
(212) 678-1654

Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

Logos Books, 1575 York Avenue, (@ 84th Street),
(212) 517-7292

A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, as well as greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

HIGH MARKS IN CHEMISTRY
1-877-600-7466

Get high marks on chemistry tests and regents exams. Use this easy review book, High Marks: Regents Chemistry Made Easy by Sharon Welcher. \$8.50. Sold over 19,000 books in 19 months. Hurry, get it now and get high marks in chemistry. Discounts to schools. Call (718) 271-7466, 1-877-600-7466.

CAMPS

Sol Goldman YM-YWHA
of the Educational Alliance,
344 E. 14th Street, New York, N.Y. 10003,
(212) 780-0800

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

CAREERS

Mila Begun, MA, WORKWISE Career Strategies,
(212) 874-1885

Mid-career change and renewal for professionals. Stay on track or set new goals. You can change careers or make the most of the one you have when you learn to identify and showcase your best skills. Affordable Rates.

COLLEGES

Sarah Lawrence College

CONCERT

Arioso Trio
Reisinger Concert Hall
Wednesday, May 8 @ 8:00 pm
\$10/ \$8 students and senior citizens
Fiona Vanderspar-Simon, violin, Judith Davidoff, cello and Harold Lewin, piano will perform works including Mozart's Trio in B flat major, KV 502 and Schoenberg's Verklarte Nacht. For more information, please call (914) 395-2411.

LECTURE

Richard Jenrette, Passionate Restorer of Historic Homes, to Speak
Reisinger Concert Hall
Friday, May 10 @ 8:00 pm, Free
Financier and preservationist Richard Jenrette will deliver the Fourth Annual Brendan Gill lecture. Jenrette

will share his views on endangered historic sites and offer an instructive personal account of the acquisition, restoration and furnishing of his many properties. The author of Adventures with Old Houses, Jenrette founded Donaldson, Lufkin and Jenrette, Inc. in 1959 and served as Chairman of the Board from 1974 to 1996. Sponsored by the Bronxville Historical Conservancy, the Brendan Gill lecture is given in honor of former Bronxville resident Brendan Gill, the noted writer and architectural critic for The New Yorker. For more information, please call (914) 395-2411.

CONCERT

Sarah Lawrence College Concert Choir and Chamber Choir to Perform
Reisinger Concert Hall
Sunday, May 12 @ 4:00 pm, Free
The concert choir will sing Mozart's Regina Coeli, Hayden's Te Deum and Handel's Coronation Anthem No. 4. The chamber choir will perform a capella motets of William Byrd, Pablo Casals and English madrigals. For more information, please call (914) 395-2411.

Concert

Sarah Lawrence College Jazz Colloquium
Reisinger Concert Hall
Monday, May 13 @ 7:00 pm, Free
Students from the Sarah Lawrence College Jazz Colloquium will perform works including "El Gaucho" and "E.S.P." by Wayne Shorter, "Lush Life" by Billy Strayhorn and "I Mean You" by Thelonious Monk. For more information, please call (914) 395-2411.

COMPUTERS

Doublecase Corporation
1-800-475-0707
www.doublecase.com

Manufacturers of the Doublecase line of products, the most protective carrying cases for laptop computers, PDAs' and other types of mobile technology that money can buy.

Renaissance Learning Systems
P.O. Box 8036, Wisconsin Rapids,
WI 54495-8036, www.advlearn.com
Toll-Free (800) 338-4204/ Fax: (715) 424-0455

Accelerated Reader® reading management software is a breakthrough software program that helps teachers manage literature-based reading, reduce paperwork, and motivate students to read more and better books. Call (877) 988-8042 for a free catalog. Renaissance Learning Systems, Inc./ P.O. Box 8036/ Wisconsin Rapids, WI 54495-8036 Toll-Free (800) 338-4204/ Fax: (715) 424-0455/ Web: www.advlearn.com

Accelerated Reader® software helps teachers motivate students to dramatically increase literature-based reading practice. As a result, students become better readers and their standardized test scores improve. The program generates more than 30 information-packed reports to help teachers assure success for every student, from pre-literate and emergent to college prep.

CONTINUING EDUCATION

JASA, Jewish Association; For Services For The Aged,
132 West 31st Street, 15th Floor, NYC; (212) 273-5304
Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

New Dance Group Arts Center,
254 West 47th St., NY NY 10036, (212) 719-2733;
www.ndg.org

Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

Uptown Dance Academy / Harlem Karate Institute,
Inc. 2234 Third Ave., 2nd floor (122d St) NYC 10035, Phone (212) 987-5030

All new Uptown Dance Academy offers Ballet, Tap, Jazz, Hip Hop, Drumming, Piano, Gymnastics,

Modern, Voice and Adult Classes. Spice up your Spring with Salsa Lessons on Tues and Thurs at 6:30 pm.

EDITING SERVICES

Editing Services,
(212) 423-0965, (646) 479-5433

Theses, Dissertations, Manuscripts, Articles and Reports. I'll make your work look its best and sound its best. Reasonable rates call (212) 423-0965 or (646) 479-5433

Ralph W. Larkin, Ph.D.,
(212) 889-3428, (800) 352-9139

Thesis problem? Help in all phases, academic research, consulting services. Visit us at www.academicresearchsvc.com.

EDUCATIONAL SOFTWARE

Infinity Softworks,
(503) 690-3134, www.infinitysw.com

Manufacturers of Power One Graph, a graphing application for your Palm compatible PDA designed to duplicate all the functions of an advanced scientific calculator and more.

Sleek Software,
(512) 327-5167, www.sleek.com

Manufacturers of educational titles including Incredible Tutor, a standards-based tutorial software package designed to develop reading, writing, and mathematics skills.

Webroot Software,
1-800-772-9383, www.webroot.com

Producers of Childsafe 5.0 and Winguardian, software internet filtration and monitoring utilities for both school and home.

EDUCATIONAL TOYS AND AIDS

Vanguard Crafts,
1081 East 48th Street, Brooklyn, NY 11234.
Compare and Save on Arts & Crafts Supplies & Group Project Packs, (718) 377-5188

Our low, low prices, big selection and speedy delivery help you to create a fabulous Arts & Crafts program without blowing your budget. Start SAVING NOW! Call for a free catalog: (718) 377-5188.

GUEST PASSES TO HEALTH CLUBS

American Health & Fitness Alliance,
(212) 808-0765

Be their guest—get the Fitness Access Passbook—swim, exercise, have fun. For \$65.00 you'll get over 200 guest passes to over 75 of the best fitness clubs in New York and the tri-state area. Includes NY Health and Racquet, Bally's, Crunch, New York Sports, Gold's Gym, World Gym, all the Y's, and much more. Call the American Health and Fitness Alliance at 212-808-0765 (24 Hrs.) to order or for info. Hurry, they're going fast!

INTERNET SERVICES

iParadigms
(510) 287-9720, www.turnitin.com

Purveyors of Turnitin.com, a web based online service designed to help prevent digital plagiarism in student papers and assignments.

LANGUAGES

SINGLISH
877-375-7464(SING); www.singlish.com

Build Languages The Fun Way! Accelerating language and learning through traditional kid's songs. Visit our website or call: 877-375-SING.

MEDICINE & HEALTH SERVICES

Psychotherapy, A Jungian Approach,
(646) 221-9135

• Dreams • Gender • Culture • Relationships
Paul Stein • Licensed • 30 years experience

Henry Ettinger, O.D., F.A.A.O.,
(212) 265-4609
Is Your Child Easily Distracted?

Concentration is adversely affected by poor visual processing skills. Recent studies show these skills can be

dramatically improved (three year + gains in 10 weeks, in some cases) with one-on-one therapy. Dr. Henry Ettinger and staff provide a free screening for children who struggle with reading. For more information please call (212) 265-4609, www.nyvision.org

NYU Child Study Center,
550 First Avenue, NYC; (212) 263-6622.

The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

Columbia University - Harlem Hospital Lung Center
Do you have Asthma? Volunteers needed for Asthma study. Harlem Hospital & Columbia University are studying ways to improve the treatment of Asthma at no cost to you. You can earn up to \$1100 for participating. Call (212) 939-8360.

Weight Loss Study; 1-800-782-2737;
www.rucare.org

Lose Weight Under Medical Supervision
Health Overweight Women, Age 20 to 40
Join An Inpatient Study on Weight Loss.
Work and School allowed
Rockefeller University Hospital

Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College
Valhalla, New York; (914) 594-4000; www.nymc.edu

SCHOOLS

TEEN HELP
Effective Affiliated Programs: 800-220-4908
• Results backed by a Warranty
• Hundreds of Testimonials
• Strong Family Values
• Starting at \$1,990 per month

The Harlem School of the Arts, 645 St. Nicholas Ave., NYC;
(212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an afterschool conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!

Schools & You, (718)-230-8971; www.schools+you.com
Consultations and workshops offer advisory services for parents considering PreK-8th grade public or independent schools in Brooklyn and Manhattan. Individually family and group sessions can be scheduled Sept. - May. Meetings can take place at work, at home, by phone, day or evening.

The International Center in New York; (212) 255-9555
Assists international students and immigrants improving their English and learning American customs/culture. Volunteer conversation partners needed. Minimum commitment; maximum satisfaction.

St. Thomas Choir School,
202 West 58th St., NYC 10019
(212) 247-3311; www.choirschool.org

If your third grade son is musical and you would value a caring, Christian environment for him, why not discover for yourself this unique American experience with an English accent? Full tuition is only 20% of the true cost and further Financial Aid is guaranteed to all those who need it. With outstanding academics and choral training by world-renowned Gerre Hancock, this is an unbeatable bargain. So do call the Headmaster, Gordon Roland-Adams, on (212) 247-3311 to see for yourself.

SPECIAL EDUCATION

The ADD Resource Center
(712) 724-9699, Ext. 59 or (914) 763-5648

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

The Smith School
(212) 879-6354

The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and



Resource & Reference Guide

emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because BETTER GRADES BEGIN HERE.

*The Sterling School,
(718) 625-3502*

Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Aberman at 718-625-3502.

Windward School, (914) 949-8310

Windward is a co-educational, independent day school for learning disabled students, grades 1-12, located in White Plains, NY. The school selects students of average to superior intelligence who can benefit from the unique educational approach it provides. Students stay at Windward approximately 2-5 years and then return to mainstream settings. The upper school is designed to prepare students for a successful college experience.

SPORTS AND RECREATION

*Asphalt Green Sports and Fitness for a Lifetime
www.asphaltgreen.org ; (212) 369-8890*

Asphalt Green is dedicated to assisting individuals of all ages and backgrounds to achieve a lifetime of fitness. The 5^{1/2} acre campus includes a swimming complex, fitness center, AstroTurf field, basketball courts and theater offering a variety of programs for adults and kids.

TEACHER PLACEMENT

*Manhattan Placements,
501 East 79th Street, (212) 288-3507*

A personal and highly effective placement company for teachers, administrators and department heads serving New York, New Jersey and Connecticut independent schools.

TUTORS

GETYOURPHD.COM,

The solution to all your writing problems. College entrance essays, term papers, Masters thesis, Ph.D. proposals and dissertations + more. Email: getyourphd@aol.com, Voice Mail: 212-288-6109, Website: www.getyourphd.com.

*Kumon Math & Reading Centers,
1(800)ABC-MATH www.kumon.com*

Kumon offers students of all ages and abilities a convenient, affordable learning program to build academic skills. Over 100 locations throughout New York and Connecticut. For general information call: 1-800-ABC-MATH. Visit our website at www.kumon.com

*Educational Coaching;
Jeffrey Bergman, 212-529-8075*

Don't let a test keep your child from the school of his or her choice. I am a supportive and friendly Ivy League graduate who is expert at helping students raise their scores on standardized tests. I provide private tutoring, in your home, tailored to the individual needs of your child. Call me for your SAT I & II, PSAT, ISEE/SSAT & SSSAT needs. Academic tutoring also available.

*Private SAT Tutoring, John Christianson,
(646) 567-1194, (212) 592-4468,
E-mail: johnpapo@msn.com*

Raised scores for hundreds of students. Reasonable rates. Flexible scheduling in the convenience of your home. Academic tutoring also available in math, english, reading, writing and other subjects.

*Solve & Prevent Reading & Writing Difficulties
Jacquelyn Bonomo, Ed. D., 212-774-0724*

Licensed Reading & Learning Specialist 18 yrs. private practice. Diagnosis, tutoring grades 1 thru adult. From phonics for reading & spelling to study skills, reading efficiency for adults, writing & SAT. Upper East Side Location.

Sylvan Learning, 1-800-EDUCATE

Sylvan Learning Centers are the nations leading provider of supplemental education. Individualized instruction in reading, mathematics, writing, and study skills and test prep is offered in centers conveniently located in Manhattan, Brooklyn, Bronx, Queens, and Staten Island. Instruction is offered year-round. Hours are flexible. Contact us today at 1-800-EDUCATE or at www.educate.com.

Math Tutoring

High School and Junior High \$40 per hour. Two sample hours, no charge. Call (212) 228-1642 / (917) 297-2389

Quick Results Tutoring

Math, English, ESL and tests for K-12 and College students. Editing, proofreading and writing services (Business/Technology research for businesses and students. 718-466-8073 / gtrzbbi@yahoo.com.

VOLUNTEER ORGANIZATIONS

*ArtWorks,
(212) 213-3370*

Trained volunteers introduce art and architecture to third graders in public schools in NYC. Each program lasts 6 weeks with 5 sessions in the classroom and a guided visit to the Metropolitan Museum of Art to see the works studied. Training and curriculum provided. All sessions meet during the school day; training in the evening or daytime. Call for more information.

Literacy Partners, (212) 725-9200

For over 27 years, LITERACY PARTNERS has helped adults develop the reading, writing, and math skills they need to manage and succeed in day-to-day living. We need volunteers to tutor groups of students at our Manhattan learning centers. We offer training, ongoing support, and an exciting opportunity for personal and intellectual enrichment. Please call Anika Simmons at (212) 802-1120 if you are interested.

WEB PAGES

www.AboutOurKids.org

Provides scientifically-based child mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child psychiatry, psychology, and development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

WOMEN'S SERVICES

*Women's Rights at Work,
(888) 979-7765*

WRW, sponsored by Citizen Action NY, runs a toll-free helpline and free monthly forums for women experiencing workplace sexual harassment. Contact us at (888) 979-7765; visit us: www.citizenactionny.org.

WRITING CLASSES / WORKSHOPS

*Gotham Writers' Workshop Teen Program,
Ages 11-14, 15-18,
(212)-WRITERS (974-8377),
www.WritingClasses.com*

Gotham Writers' Workshop, offers afterschool and online writing programs for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The live and online classes are taught by professional writers and run for 8 weeks. Private instruction is also available. Call 212-WRITERS (974-8377) or visit www.WritingClasses.com for a FREE brochure.

*Essay Writing Workshop®,
Creating Superior College Application Essays
(212) 663-5586*

Write college admissions essays that reflect your passion, integrity and individuality. Ivy grads, professional writers and former Ivy admissions staff offer private and group classes. Editing services. Call New City Workshops at 212.663.5586 for a brochure.

TEL: 212-481-5519

CALL TO PLACE YOUR CLASSIFIED ADVERTISEMENT

FAX: 212-481-3919

CHILD CARE

CARE FOR SCHOOL AGE CHILDREN

We offer excellent afternoon thru evening positions with well-screened NYC families. Supervise activities, homework, dinner. Call A Choice Nanny, 212-246-5437 (agency license #0890176)

FRANCHISING

NATIONAL EDUCATION COMPANY SEEKS LOCAL PARTNERS IN BOOMING BIZ

We're interviewing for teaching partners in NYC LI, WESTCHESTER, NJ & CT. If you're an experienced professional educator looking to own a successful business, let's meet. We will train you in marketing and operating in partnership with SPEED LEARNING. We are affiliated with Long Island University, School of Continuing Education. Call for appointment 212-323-7943

HELP WANTED



MEN & WOMEN
GUARANTEED EMPLOYMENT AFTER SUCCESSFUL COMPLETION OF TRAINING COURSE AND BACKGROUND CHECK (MUST BE 16 YEARS OF AGE AT COURSE COMPLETION)

FREE INSTRUCTION

CALL TODAY TO JOIN!
(212) 830-7880
www.nyc.gov/parks



JOBS FOR EDUCATORS

Manhattan Placements

501 East 79th Street, #6A
NY, New York 10021 • (212) 288-3507

Claude Kunstenaar, Director
Sylvie Falzon-Kunstenaar, Assistant Director

A personal and highly effective placement company for teachers, administrators & department heads serving New York, New Jersey and Connecticut independent schools. TEACHERS and ADMINISTRATORS seeking positions in independent schools, please send your resumes. * No fees to candidates

MUSIC

PIANO LESSONS

Classical, Pop, Improv, Gospel, Theory, College Prep. patient, teacher/performer. Free intro class. West 45th Street. 26 years experience. Juilliard Training. Dinner Music Available. JEFF JEROME 212-259-9245

REAL ESTATE

- Beekman Place/50s-1 BR \$2025
- Gramercy Townhouse 2 BR, 2 Baths 2 WBFP, Full Floor \$5500
- Union Square Loft w/ Outdoor Space \$4150
- Gramercy, 2BR, Bi-Level, Solarium \$4800
- Washington Square Studio Elev/DM \$1600
- West Village 1BR, Prewar/DM \$2400 - \$2600

This and much more!

contact:
AMY REA

917-440-7232

area@adorny.com



REAL ESTATE

FREE REPORT

Sell your house in 9 days pay no commissions, guaranteed. toll free (866) 988-sell 24 hour recorded message

TUTORS

PRIVATE TUTOR PreK-8

MATHEMATICS
ENGLISH

INDIVIDUAL CHILD CENTERED PROGRAM'S

CALL: 917-549-3447
JENROSSITER@YAHOO.COM
MANHATTAN AREA

ESL / Writing Tutor

Patient, experienced, professor tutors:

- Academic / Professional
- Writing, Resumes, Tests
- Preparation and Pronunciation

Diana Bloom, Ph. D.

wijmlet@aol.com
(212) 799-0720

WEB DESIGN & COMPUTER INSTRUCTION

Learn Animation, Digital Photo Editing, Web Design, Audio to Web, Desktop Publishing, Digital Portfolio for College or Business. Learn at home w/ experienced instructor at your side. Master the concepts and skills necessary to work creatively in each program. Great investment. Great gift. Corporate, kids, seniors welcome.

(718) 832-7239
www.flashisfun.com
email:info@flashisfun.com

Office Space To Sublet
24 Hour Concierge
5th Avenue Address
Midtown, Reasonable.

Call
(212) 481-5519

SALESPERSONS WANTED

— Experience Preferred —
— But will train —
— Salary & Commission —
Please fax resume to:
212-481-3919

CLASSIFIED ADVERTISING IN

EDUCATION UPDATE

Tel: 212-481-5519
Fax: 212-481-3919

*Our Advertisers Enjoy Results!
Our size is the Largest,
Our Price is the Lowest,
Our distribution is the best.*

Only \$1.25 per word.
Your ad appears in Education Update for 1 full month. For immediate listing on our website (over 500,000 hits per month) add an additional \$1.25 per word.

Attach your ad copy to this form

(circle one) MasterCard Visa Amex

Card No.

Exp. Date

Name

Telephone No.

Address

*Education Update is distributed the first week of every month to 60,000 homes, businesses, schools, and all libraries in Manhattan, the Bronx, Queens, Brooklyn and Staten Island. Ask for frequency discounts. Classified Section is posted on the web page. Fill out this form and send it to: Education Update Classified
276 Fifth Ave., Ste. 1005 • NY, NY 10001*



학교 리더십 팀
 Equipos de Liderazgo Escolar
 Група для управління Школ
 學校領導小組
 ÉQUIPES D'ANIMATION SCOLAIRE
 Ekip Direksyon Lekòl
 School Leadership Teams

In any language...



School Leadership Teams
 = powerful partnerships
 for our children

877-NYC-SLT6

(877-692-7586)

www.nycslt.org

New York Urban League, NYC School Leadership Teams

248 Duffield Street, 2nd Floor, Brooklyn, NY 11201 • 877-NYC-SLT6 (877-692-7586) • www.nycslt.org

A Project of the New York Urban League in collaboration with ASPIRA of New York, United Federation of Teachers, United Parents Associations. Funding provided by the NYC Board of Education