

EDUCATION UPDATE

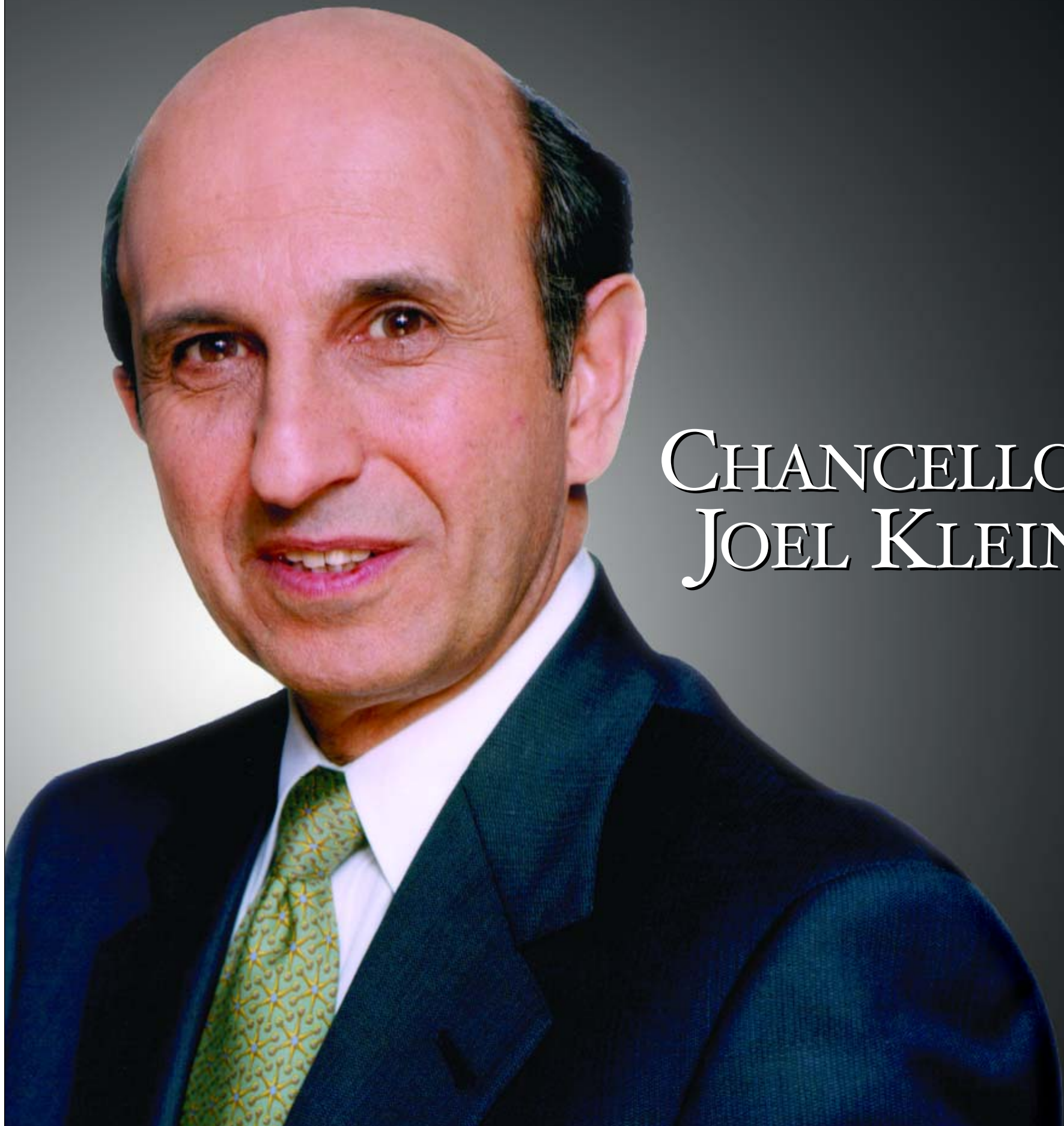
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 3 • New York City • NOVEMBER 2002
FOR PARENTS, EDUCATORS & STUDENTS

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GUEST EDITORIAL

Silent Fall

By STUART DUNN

A great deal has been made of the fact that this year school opened with a peace that has not existed for a number of years. Mayor Bloomberg has gained the authority over the schools that has eluded former mayors. The controversial Board of Education has been abolished. The mayor has appointed his own schools chancellor, and the chancellor has won the right to select superintendents. The UFT, still celebrating a contract granting significant salary increases with few concessions, is silent. All is well—or is it?

The public school system remains deeply troubled. While governance changes and teacher satisfaction were needed, these will only be meaningful if they work toward improving the children's education. Just how bad are the schools? State officials have identified thirty percent of New York City's schools as failing to meet English and mathematics standards. Despite some improvements, the performance of the city's school children remains dismal. Recent test results still show less than one-third of the 8th graders meeting standards in math. Schools and classrooms are overcrowded. Problem children are warehoused in special education from which they hardly ever escape. Over forty percent of the

children entering high school fail to graduate. But not to worry. The mayor says New York's are the best of the nation's large-city schools. Small consolation.

It is not that we don't know how to fix the problem. The *New York Times* reports that at PS 138, a predominantly black and Hispanic school in Crown Heights, close to fifty-five percent of the students met the state standard in math this year, as compared with only nineteen percent last year. What was the secret? A committed principal and teaching staff, longer school days, and special attention to students who were lagging behind, paid for by funds provided by the district superintendent. But, unless things change, rather than replicating the PS 138 results, things are likely to get worse. Leadership is needed from the top down. Motivations, other than personal satisfaction, for principals and teachers to succeed must be provided. Funding must be added to support the extra programs. The city's school funding has been cut by \$100 million this year, and a further reduction of \$350 million is expected next year. And, the shortfall is far greater than that. The school population is growing, with increasing numbers of children entering school lacking English proficiency. Almost \$1 billion is needed to fund teacher salary increases, new hires, teacher training, staffing shortfalls and after-school programs. School officials tell us that the instructional budget will not be affect-

ed by the budget cuts. Where will the money come from? The mayor should not attempt to "solve" the city's financial problems by faulty accounting. We have seen too much of this by Fortune 500 companies and the Federal Government.

Instead of peace in the school system we need war on illiteracy, innumeracy and the status quo. Instead of silence we need the chancellor to articulate objectives and define programs. (The recent announcement of the program designed "to leave no child behind" is a start, but only a start.) We need an outcry for the funds needed to do the job. We need to identify the revenue sources and economies necessary to provide these funds. The appointment of Caroline Kennedy as Chief Executive of the new office of Strategic Partnerships is good news, but, the private sector cannot be expected to make up the shortfall in funding.

Governor Pataki cannot be permitted to coast through a reelection campaign without being held accountable for his failure to fund NYC schools adequately or equitably. The endorsement of the Governor by the UFT, and other unions, illustrates just how cynical and self-serving the unions have become.

The mayor and the chancellor cannot be permitted to pass the buck on who is responsible for making the schools work. If we do not fix the schools now, the pressure to privatize will continue to grow. It matters not that private schools have not proven themselves capable of doing a better job; desperate people will seek desperate solutions. We must not permit a silence to exist in education this fall. The achievements of the past year were not ends in themselves but means to an end. The hard part has just begun. #

LETTERS

To the Editor:

I want to take this opportunity to thank you for meeting with me and writing such a wonderful article. It was a pleasure [sharing] my vision for Teachers College. I look forward to working with you on the challenges ahead and hope for a future filled with good work by us all.

Darlyne Bailey, Ph.D.
VP for Academic Affairs
and Dean of the College
Teachers College, Columbia University

A response to

How The Constitution Works for Students

To the Editor:

A few years ago Nassau BOCES worked with Constitution Works. Is it possible to send information on your programs? We have conferences for students 4-5 graders, 5-6 graders and 7-8 graders in the spring and are looking for new programs to be presented at our events.

J. Tomeo
Nassau County, New York

[Ed. note—this message was forwarded to the Constitution Works in Manhattan]

To the Editor:

I was wondering if could help me find some-

one (preferably female) to instruct my 9-year-old daughter on the acoustic guitar. Or even suggest places/publications I might look at. We live in Manhattan.

via e-mail

[Ed. response: Call the Manhattan School of Music, Juilliard, and the School for Strings. All are in Manhattan and have a roster of fine musicians.]

 A response to Parents Respond to Suicide:
The Jed Foundation Tries to Save Lives

To the Editor:

I am very interested in providing students on my campus with the safety net. Thank you.

Adele
via e-mail

 A response to A Word with Jesse
Sheidlower, Lexicographer, Oxford U. Press

To the Editor:

I enjoyed your article. Do you have an e-mail address for Mr. Sheidlower? I'd like to send him a few words, as opposed to ham sandwiches.

Will Doak
New York, NY

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Columbia University
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Dr. Pola Rosen

Education Update



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Enough Already!



By JILL S. LEVY

The Council of School Supervisors and Administrators (CSA) members—public school principals, assistant principals, supervisors and day care directors—have been patient, professional and persistent in trying to get their respective employers—the City of New York and Mayor Bloomberg—to come to the table with serious proposals and negotiate a contract. Now, both Department of Education members and Early Childhood Center members are angry. And with reason. Their contract expired in March 2001.

Four months have passed since the United Federation of Teachers' (UFT) contract, which expired before ours, was negotiated. One would have thought that good management, bargaining in good faith, would have come immediately to the table with a serious desire to talk with school leaders. So, we waited patiently and professionally, the way our members would expect us to behave.

It would have been futile to bargain with the previous city and Board of Education administrations. Those leaders were lame ducks, who showed little or no interest in their school and day care leaders. We would have wasted precious time and energy. So we waited for the new Chancellor to be appointed and a new governance structure to be implemented.

We expect this administration to make good on its public statements in support of school leaders who overwhelmingly bear the weight of responsibility for the success of schools. Words without action are hollow indeed.

While we have engaged in a few preliminary collective bargaining meetings, subcommittee meetings, formal and informal discussions, a

number of us now earn less than the people we supervise; some do not know whether their salaries for this year will be based on 10 months or 12 months.

On top of this, we are dealing with the new UFT contract and its implications for our members, including provisions like the extended day that profoundly affect our jobs. And for all CSA members, the workload ceaselessly piles up as Department of Education bureaucrats clear their computer desk-tops of e-paper and forward it to principals in a flow that would put Niagara Falls to shame.

Unlike the Department of Education contract talks, it would be difficult to say that the day care contract talks have stalled because the city hasn't even begun serious bargaining as of this writing. Even though Mayor Bloomberg has taken on the responsibility of our educational system and has told the public to hold him accountable for educating our children, he has absolved himself of responsibility for the City's day care/early childhood directors, who are among the lowest paid professionals with some of the largest responsibilities in our city.

It is unfortunate that this administration does not seem to understand the importance of early education for our most fragile and needy children; without such early intervention, they require intensive and expensive educational interventions upon entering our public schools.

The true sign of management's regard and validation of its employees is through the collective bargaining process where the needs of both sides are respectfully discussed, passionately argued and ultimately resolved in a mutually agreed upon contract that goes to membership for ratification. What message are we getting?#

Jill Levy is the President of the Council of School Supervisors and Administrators.

Healthy Children, Healthy Futures



By MATILDA RAFFA CUOMO & B.J. CARTER

To enable children to have a successful school education, there must be an active partnership with the home, school and the community. A child's life is centered for most of the day in the school environment. Those children who are at-risk of failing their subjects, dropping out of high school, or have unhealthy eating habits with no exercise, need to have a mentor as soon as possible to give them added support, guidance, and encouragement.

The community has a responsibility to respond to the needs of children. We know that public awareness and concentration to improve our children's health is strongly needed in these turbulent times. All of us should be concerned about children's health and address the issue of overweight and obesity.

In 2001, Strang Cancer Prevention Center, the oldest cancer prevention institute in the United States, partnered with Mentoring USA, the largest site-based program in New York City and the first mentoring program providing mentors for foster care youth. Strang and Mentoring USA joined forces with the MetLife Foundation and are currently implementing Healthy Children Healthy Futures, an initiative intended for underserved young people, ages 9-12, in three of our country's larger urban areas—Atlanta, Los Angeles, and New York City. In addition to the program materials for facilitators and children, a training manual was developed by Mentoring USA and used in the training program for the program site facilitators this past summer. The initiative provides children in ten after-school settings with the opportunity to learn about healthy eating and physical activity and motivate

them to create compelling messages to encourage their peers to do the same. These health messages *by and for children* and in the format of posters, billboards, radio, TV and/or internet spots, will be reviewed by peers and then disseminated to other children through a variety of school-based and community-based (CBO) networks.

There are many additional factors that may make urban children at increased risk for obesity. Fewer children in central cities participate in sports and physical activities than those who live outside of central cities. According to a report by the U.S. Census Bureau, 26.3 percent of children aged 6-11 years old living in central cities participate in sports as compared to 39.6 percent outside central cities and 33.5 percent in non-metropolitan areas. Concerns about crime may be a major barrier to becoming more physically active for some children. Parents of color are twice as likely to report their neighborhoods as unsafe, and parents who have a lower opinion of their neighborhood are less likely to have their children participate in sports.

In reality, a majority of Americans are not regularly active, and there has been a rapid increase in prevalence of overweight and obesity among the U.S. population, particularly among children. This is a major public health problem, particularly because of its persistence into adulthood.

Last year, former Surgeon General, Dr. David Satcher, in his "Call to Action" urged communities and schools to join forces to provide programs to improve physical activity and provide healthy food alternatives. That is just what Healthy Children Healthy Futures is doing.#

Matilda Cuomo is Founder and Chair, Mentoring USA. B.J. Carter is Director of the Child Health Initiative at Strang Cancer Prevention Center.

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800 Parents "Learn the Law" at Annual United Parents Association Conference

By TOM KERTES

There was one thing crystal clear about the 81st Anniversary Conference of the United Parents Association (UPA): its purpose. "I know why you're here," Steve Sanders, the chair of the Assembly Education Committee, said in his opening remarks. "You're here because you care about public education and the 1.1 million students attending public schools in New York City.

"We—those interested in serving, benefiting, and improving public schools—are going through a particularly difficult time right now exactly because there is an array of strong, powerful forces out there who want to divert our public tax money in order to serve the interests of private or parochial education.

"Now there's nothing wrong with private schools—but we all know that, no matter what happens, the reality remains that 80-90 per cent of our children will go to public schools," Sanders added. "So our commitment must be to doing anything possible to support and improve public education."

UPA, the advocacy group consisting largely of parents involved in PTAs, school leadership and other parent groups, profoundly believes that "the best parent is an informed parent," according to conference participant Juliana Alvarez, who has a 14 year-old son on the honor roll in Brooklyn's Thomas E. Dewey High School. "An all-day meeting such as this serves as an excellent tool for parents to get informed—and get even more involved."

The 700-plus attendees, though generally enthusiastic about the new laws giving the mayor the power to run public schools—and prohibiting the cutting of public school funds in order to balance the budget—exhibited understandable confusion, and an enormous hunger for information, throughout the days' workshops. "We can no longer afford to just sit back and complain," said Robin Brown, co-chair of the Chancellor's Advisory Council. "Those days have passed. That is no longer the conversation. We now have to inform ourselves on the issues, ask questions—and then do whatever we must to get satisfactory answers."

Brown led the important "Parent Involvement Policy" workshop, informing participants about the most salient points of the new policy passed



Supt. W.L. Sawyer receives an award from UPA V.P. Deborah Walker-Dudley

by the Board of Education last June 19. "For the first time ever, there is an official acknowledgement on paper—in fact, in contractual form—of the importance of parent involvement," she said. "Truth is, research shows that the best schools are the ones where the parents are profoundly involved. So this document aims to change attitudes, first and foremost. Parents now must be welcome in schools, instead of being looked upon as a necessary inconvenience. Schools now must develop specific communication plans. On the other hand, now it becomes our responsibility to educate ourselves on the details, and learn how and where and whom to communicate with in the most effective manner within your child's school."

The day's other most popular workshop was aimed at educating participants on the small print in President George W. Bush's "No Child Left Behind" federal legislation. In particular, "we must gain an understanding as to which schools are entitled to Title I funds under the law," said Ailene Thompson, Chairperson, Title I, Region 2. "It must be a SURR school, or a school designated for improvement, and/or corrective action." Title I entitles these schools to Federal funds for supplemental services such as after-school activities and tutoring. "But, in order to benefit from the funds, the particular children also must be below a certain income level," warned Thompson. "So we must be careful.

"Look at the details. Study the law. Get on the Department of Education website (www.NYSED.gov), do your research, do whatever else you need to do to get informed. The services are out there. But, without a doubt, the more you know about the law, the more your child will have a real chance to benefit from it."#



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DIPLOMATS DISCUSS TERRORISM AT BRANDEIS HS

By MARIE HOLMES

Recently, students gathered in Brandeis HS's sprawling auditorium on the Upper West Side to attend a panel discussion entitled, "A Global Response to Terrorism: the U.N.'s Role." The event, organized by Brandeis' Model U.N. club and the United Nations Association of the United States (UNA-USA), the nonprofit organization which facilitates Model U.N. activities, featured speakers Kouroush Ahmadi, Counsellor for the Permanent Mission of the Islamic Republic of Iran; Maurice Biggar, First Secretary for the Permanent Mission of Ireland; Kevin S. Kennedy, Principal Officer of the Executive Office of the Secretary General; and Jeffrey Laurenti, Executive Director of Policy Studies at UNA-USA.

The discussion was moderated by Bradford Billet, Deputy Commissioner for the U.N. Consular Corps and Protocol.

U.N. Day, the occasion which had drawn the speakers, was described by Mr. Kennedy as "a day when some papers were handed over to the U.S. government," specifically, the last ratifications required to create the international entity. Contrasting the global situation of 1945, the year that the U.N. came into being, and today, Mr. Kennedy encouraged the students to view the work of the U.N. as "an evolutionary process," of supreme importance, albeit "not very thrilling."

"9/11, regrettably, changed everything," Mr. Biggar told the students, adding that their generation would be forced to take account of terrorism in "a way that no other generation ever had."

Speakers addressed various issues related to terrorism and international relations, including the difficulty of defining terrorism, the role of the U.N. and the current conflict between various U.N. member states and the U.S. regarding planned action against Iraq.

The students, several of whom stated that their course requirements had allowed little class time to discuss current affairs, were nonetheless able to respond to the panelists' presentation with questions ranging from speakers' views on the United States' relationship with the U.N. Security Council to the role of freedom of the press.

Mr. Biggar, who also noted that the U.S. has not signed the convention establishing the international criminal court, "and would not appear to wish to do so," stated: "The position of my government is whatever action is taken in the end must be taken by the security council." The other panelists concurred; Mr. Ahmadi went so far as to call the Bush administration's cries of preemptive strike and regime change "erroneous concepts."

Many students shared these views. "I think the U.S. is really influencing the U.N." said

Yneth Murillo. "The U.N. is supposedly an organization of the world, not the U.S."

"The U.S. should not jump the gun on terrorism," added fellow student Shirley Prudoth. While admittedly frightened by the turn of global events in the past fourteen months, students expressed considerable faith in the international community's efforts to combat terrorism.

A few students did voice concerns that as the U.S. government and the U.N. deliberated, terrorist groups were planning further attacks.

"As teenagers," Crystal Tejada summarized, "we all see that the world is not all flowers and peaches."#



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In Praise of Homework

By DOROTHY A. HUTCHESON

Homework has been much in the news. Last year several articles appeared about the hopeless drudgery of it all, the astronomical amounts assigned to even young children, and the backlash brewing among parents in high-achieving school districts who were fed up. I am often asked to defend Nightingale's homework policy (is it too much?) in sessions for prospective parents, a surprise because in previous years parents wanted to know if we were asking students to do enough.

At Nightingale we ask parents to be in a partnership with us, to help us know your daughters, and to support the school's academic standards. One of Nightingale's "Goals for Parents" specifically tackles the subject of homework by asking parents to "establish schoolwork as a priority at home and provide time and space for study." The idea is to help girls become increasingly confident and independent in taking charge of their academic work. Clearly this isn't an easy or automatic process, as I frequently hear teachers complain about parents doing too much and their students doing too little. Mrs. Mansfield in the Lower School wonders whose homework it is; Mrs. Kingson in the Middle School refers to the "hidden hand" on student assignments, and in the Upper school, Ms. Mann reports an increasing incidence of parents, not their daughters, calling to complain about specific assignments.

All of this comes in a context of our anxiety that our daughters are over-scheduled with activities and deprived of the luxury of being bored, a topic that Anna Quindlen so eloquently described in a Newsweek column, "Doing Nothing is Something." Many of us recall our own childhood filled with a lot more time on our hands. Maybe it wasn't really all that simple then, but, like Sorensen, I am hard pressed to recall my parents paying much attention to my term papers or math homework.

How do we move from that excitement of the first grader eagerly announcing that she has homework to do (her weekly spelling lists and nightly reading) to a weary ninth grader sagging under the weight of her far-too heavy backpack, telling me in the halls that she didn't get much sleep last night? Are we assigning too much?

Nightingale's homework policy is simple and straightforward. In the Lower School students are learning how to learn, and part of that means managing to do some assignments at home and managing to bring them back to school. It's not supposed to be perfect. We expect that there will be bumps in this process as students forget papers at home or crumple them in their backpacks and fail to put them in the folder on the teacher's desk. Nightingale should be a safe place to make mistakes, recover from them, and start over the next day. When I see Lower School parents rush-

ing into the lobby well after morning drop-off with missing assignments in hand, I wonder who's learning what? The sky would not have fallen in if that English assignment were not handed in, and the well-intentioned parent is robbing his/her daughter of an important lesson.

In the Middle School, teachers give weekly syllabi so that students begin to balance long-range and nightly assignments. Beginning in Class VI, when girls take six academic subjects, teachers work together on a schedule so that a student does not have homework in all six subjects nightly and so that her tests and major written assignments are spaced accordingly. We try not to give them more than they can handle successfully. This is all part of a careful foundation that provides students with experience in managing things themselves. If all goes well, students will be ready for each new step of increased independence.

Every September I tell new parents to step back and avoid the tendency to micro-manage their daughters' inevitable bumps along the way at Nightingale. When a child comes home with a problem—with a teacher, a friend, or an assignment—avoid the tendency to rush in and fix. The parent's first response should be to listen carefully and then ask, "What do you want to do to handle this?" Whether the girl is 6 or 16, this technique works because you signal to your daughter that you have faith in her abilities and that things aren't always perfect.

On the homework front the same strategy works. Pull back if you are too involved. Give your daughter the time and the space and your confidence in her own abilities. Keep the long-term goal in mind—an intellectually curious and self-reliant young woman—even as you negotiate the daily ups and downs and wonder if she'll ever have the maturity to be on her own. As for my house, I'm looking forward to a better weekend. #

Dorothy A. Hutcheson is Head of the Nightingale-Bamford School in Manhattan.

stigma attached—labels!

A proud Dad of five special children, looking for any sign of hope there is out there.

-Sky Anderson

Dear Sky,

Your son is fortunate to have you as an advocate. You have the right, under federal laws, to have your son attend classes in the least restrictive environment. You are also entitled to due process if the appropriate classes are not provided. I suggest that you first work through the school's Special Ed. Committee and principal to achieve your goal before seeking a legal remedy.

-Dr. Pola Rosen, Ed.D.



Ask Dr. Rosen

A new column answering parents', educators' and students' questions about special education, in response to the flood of letters and e-mails we have been receiving at Education Update.

Dear Dr. Rosen:

We are in the process of trying to get our 10 year-old son included in regular education. The special ed. classes have not helped him to read or write and he is just beginning to talk. We have been fighting for Assistive Technology for years. It looks as if this year he'll be given such a device. He understands everything that is said to him; however, he has Down's Syndrome, so that comes with a big

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- 3) Slow or sloppy writing, incomplete work. This can be the result of poor eye-hand coordination.
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INSIDE THE SUPERINTENDENT'S OFFICE

Rose Albanese-DePinto, Senior Superintendent of High Schools

By MARIE HOLMES

As Senior Superintendent of high schools, Rose Albanese-DePinto knows that, in New York City, building space is worth its square footage in gold. Having spent a year at 110 Livingston, home of the now defunct Board of Education, she's also appreciative of her new workspace in the renovated Tweed Courthouse.

"Have you seen our cubicles?" she asks visitors, proudly leading them into a large room with high ceilings where over a dozen people sit typing and talking on telephones in small, shiny desks, separated from one another by low partitions.

The corporate-inspired enthusiasm and competitiveness instilled by Mayor Bloomberg and Chancellor Klein is palpable in the shared offices and open conference spaces. The rooms are literally abuzz; no conversation is private.

"Here it's easier," says DePinto. All of the high school superintendents work in one room, and the Chancellor is on the same floor, so when DePinto needs to speak with him, she says, "I just run into the office."

DePinto started out in the schools as a teacher of Spanish and Italian. She served as Principal of William Cullen Bryant HS in Queens, then as Deputy Superintendent of the Brooklyn and Staten Island high schools. When the Carnegie, Gates and Open Society foundations gave the former BOE \$30 million over a year ago, earmarked to reform the city's high schools, then-Chancellor Harold Levy brought DePinto on board to head the effort. Her current responsibilities also include training and supervising the six high school superintendents.

A core team, says DePinto, composed of representatives from the Department of Education,



Superintendent Albanese-DePinto

the teacher's union, New Visions for Public Schools and the other sponsoring foundations, "forged the agenda for high school reform." Together, they are responsible for the opening of an astounding 28 new high schools this past September.

The city, of course, did not construct 28 new buildings. The majority of the new schools are housed in existing high school facilities. Martin Luther King, Jr. for example, is being phased out. After 2005, students will graduate from either the MLK HS for Law, Advocacy and Community Service or the MLK HS of Arts and Technology. Roosevelt, Taft and Morris are similarly being carved into smaller, theme-based academies.

Ten of the 28 new schools are located in the

Bronx, with another nine scheduled to open next fall. Looking at graduation and drop out rates, says DePinto, "the greatest need was in the Bronx."

"We're really looking to strengthen all of the high schools in New York City," she says, "so that there are high schools of choice in all the boroughs."

The theme-based small schools model ("the ideal size . . . is 500 to 600 students") is, according to DePinto, "what parents and, really, what children want." It's also the only model that New Century grant recipients are allowed to follow.

As for the themes, which range from straightforward ideas like dance and business to the more lofty 'global education' and 'social justice', DePinto asserts, "the bottom line is that these are academically rigorous high schools."

"There should be evidence of [the theme] in all the core curriculum," she explains, "in addition to having a very special sequence of courses," as well as internship opportunities, guest speakers and the like.

'Lead partners'—corporations, non-profits and universities—have pitched in as well, offering internships and other opportunities for students.

Three schools were opened on CUNY campuses. High schools at CCNY, Lehman and York colleges, which admit students based on their Specialized HS Admissions Test scores, allow students to complete the credits necessary to earn their diplomas in three years, using their fourth year to take college courses.

Even in the face of new standards imposed by No Child Left Behind and increasing Regents requirements (the class of 2005 will have to

pass five exams with a score of 65 or above in order to receive their diplomas), DePinto recognizes that it is unreasonable to expect all high school graduates to go on to college.

Career and technical education schools, as vocational schools are now called within the Department, are "dually challenged," she says, since students must prepare for the Regents exams at the same time that they complete their technical training. "These sequences are quite rigorous and they require a lot of time. These kids are there nine or ten periods a day, if not more, because they have this dual responsibility."

DePinto affirms her commitment to making the technical schools into schools of choice as well, challenging the public perception of them as "dumping grounds" for poor students. Of the 18 technical schools in the city, several applied for the new state certification to grant diplomas in specialized areas. Nine programs have now been approved for certification, and DePinto expects that another nine will be approved by the end of the year.

Specialized instruction, coupled with academic rigor in a small school setting, DePinto believes, is the key to improving New York City's high schools.

"I was principal of a very large school. I loved my school; however, I know that I lost kids. Not all of my kids graduated from my school and that really disturbed me."

The new schools, she says, all boast 93 percent attendance rates or above.

After all, before the city's students can be taught to ace standardized exams, fix a computer or dance in toe shoes, they have to walk in the door—and then want to come back. #

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Judge James Warren Speaks to Poly Prep Students

Judge James Warren recently spoke at Poly Prep Country Day School. Appointed on August 23, 1994 to the San Francisco Superior Court, Judge James Warren has presided over such controversial cases as the dog-mauling death of Diane Whipple. He holds a degree from Hofstra University School of Law.

Inspired to come to Poly after visiting Ground Zero and at the invitation of chemistry teacher Wynne Jones, Judge Warren informed students about issues central to democracy, focusing on the USA Patriot Act.

"This act has major implications on the civil liberties of all Americans," said Judge Warren. In placing his talk in an historical and socio-

political context, Judge Warren identified the strides made when his grandfather, Justice Earl Warren, served on the U.S. Supreme Court, and how many of those decisions are now being eroded. Judge Warren noted that the USA Patriot Act, which was signed into law on October 26, 2001, comprises 342 pages, and makes changes, some large and some small, to over 15 different statutes.

In addition to speaking before an assembly of students, Warren visited numerous classes and discussed many issues that have political implications for today's youth and America's future. Judge Warren advised students to be critical thinkers and to examine the ramifications of revisions to the law. #



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GRANTS FOR SCHOOL DISTRICTS

A new monthly column to help school superintendents and principals get additional funding much needed at a time when school budgets have been cut.

Braitmayer Foundation

The Braitmayer Foundation supports organizations and programs from across the U.S. that

enhance the education of K-12 children. The Foundation is particularly interested in curricular and school reform initiatives, professional development opportunities for teachers, and local community efforts that increase educational opportunities for students. Grant requests of up to \$10,000 should be submitted by

November 15, 2002.

www.braitmayerfoundation.org/guid.htm

Ventures in Leadership

Ventures in Leadership is funded by the Wallace-Reader's Digest Funds and is designed to support innovative ideas in education leadership from a wide range of communities, especially those in low-income neighborhoods.

Eligible projects include a school developing the technology to support data-driven instructional decision-making. Awards range from \$5,000 to \$50,000, depending on the size of the submitted budget and recipients will have up to two years to implement their leadership idea.

Application deadline: December 1, 2002.
www.wallacefunds.org/programs/ventures.cfm

The NEA Foundation's Arts@Work Grant Program

The Arts@Work grants encourage public secondary school arts specialists to collaborate with technology savvy educators and the business community to develop examples of technology-integrated arts curricula that meet high standards for student achievement. This program is supported in part by a grant from the National Endowment for the Arts. Application deadline: March 3, 2003. www.nfie.org/programs/artsatwork.htm

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Linda Brown de Vial

Lower Manhattan Outreach Center
Elizabeth McCullough, Principal



Linda Brown de Vial is a sixth year science teacher at the Lower Manhattan Outreach Center, an Alternative High School program which serves students between 17 and 21 years of age who

have experienced interruptions in their academic careers resulting in their transfer from their home schools.

When asked, "Why science?" Linda's articulation testifies to her sense of wonder and passion about the natural world.

"The rewards of immersing oneself in science are more durable, comforting and confounding than maybe all other human endeavors. I came to science because I love animals and because, when I'm really low, the immensity, grandeur and even the indifference of nature takes me away from myself and my petty concerns."

In addition to her dedication, sense of purpose and warmth, Ms. Brown de Vial is the quintessential team player. There is not a single task that she is above or a hurdle that she will not attempt to overcome. She touches the lives of students and staff as well as an assortment of classroom animals—lab rats, crayfish, snakes, turtles and one disoriented bat that found its way into her room one night through an open window.

Ena Gordon-Powell

P.S. 241, Brooklyn
Derek T. Jones, Principal



Ena Gordon-Powell was born into a family of leaders. Her father was Dean of Journalism in Montego Bay, Jamaica, and her mother managed the parts department of a car dealership. Mrs. Gordon-Powell pushes her students to the limit, believing that their comportment and academics must be of the highest standard. The welcome on her classroom door reads, "Welcome to Class 3-415 where only dignified behavior is acceptable."

Mrs. Gordon-Powell gets excited when her students score the highest level on annual city-wide reading and mathematics examinations and goes the extra mile to prepare students for the tests, holding practice sessions at 7:30 a.m. in the months before the exams. Last year, sixteen of her students scored the level 4 on the CTB Mathematics.

Mrs. Gordon-Powell is an active participant in the life of PS 241. She works hard and long and is willing to extend her workday whenever she is called upon to do so. As a teacher, she exhibits the highest standards in the profession.

OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for November 2002 have each been nominated by their colleagues, students, parents, principals and superintendents. *Education Update* has selected six nominees for their outstanding work on the "frontiers" of education.

Congratulations to this month's **Outstanding Teachers of the Month** in recognition of the vital role they play in our children's lives.

Laura Reyes

PS 86, Bronx
Sheldon Benardo, Principal



Before becoming a teacher, Ms. Reyes was a mother of two, a hairdresser and a vocal advocate for her community. She was encouraged to attend college, graduating Magna Cum Laude from Lehman College in 1992. At this time, she was working as a bilingual paraprofessional.

In 1993 she took a position as a third grade bilingual teacher. Immediately, Ms. Reyes impressed the families and her colleagues. She immersed herself in learning methodology, which enabled her to be on the cutting edge of curriculum development. She enrolled in graduate school and quickly earned a Masters in Bilingual Education. Over the next few years, lines of parents would arrive at the school in August demanding that Ms. Reyes be their child's teacher. Her reputation grew not only in the community but also in the school. Teachers sought her out for advice and her classroom became a laboratory for teachers throughout the district to visit.

Several years ago she became a Staff Developer, meaning no more class but the responsibility to teach teachers. Ms. Reyes's early morning study groups became hotbeds of learning and discussion and parents soon joined the groups. However, Ms. Reyes believed that the opportunity to affect children's lives lay in being a classroom teacher and asked to return to her previous assignment—an unheard of request in the New York City system! This past summer Ms. Reyes participated in BETLA, a statewide initiative for exemplary teachers that investigates best practices for English Language Learners. Her return to the classroom has been more than successful and once again this August dozens of parents pleaded for a seat in Laura Reyes's classroom.

*A great teacher can truly
influence your life!*

Dina Cundari

I.S. 78, Brooklyn
John DiFiore, Principal

Ms. Cundari has been a dedicated teacher of mathematics at Roy H. Mann I.S. 78 since September 7, 1999. During this time she has consistently demonstrated an outstanding devotion to her students and to her school.

Due to her eager and conscientious nature, she has been an integral part of coordinating and supervising such events as her school's Buddy Program and Open House. Thanks to Ms. Cundari's outstanding organizational skills and excellent rapport with her supervisors and colleagues, both these programs have become more and more successful each year.

Ms. Cundari has demonstrated an outstanding devotion to her students and to her school.

Maggie Martin

P.S. 140, Queens
Elaine Brittenum, Principal



Mrs. Maggie Martin is the Teacher of the Month at P.S. 140. She is a dedicated Title 1 teacher and an asset to her school. She has teaching talent, ambition, energy and initiative. More than cooperative when assigned extra activities, Mrs. Martin frequently volunteers to cover teacher's classes when an emergency arises. She shows a sincere interest in her students and is constantly searching for innovative ways to make her teaching of reading interesting and more informative.

Mrs. Martin loves responsibility and thus wears many hats, such as: chairperson of the Finance and Operations Team, chairperson of the Career Day committee, chairperson of the School Safety committee, member of the School Leadership team, member of the District Leadership team and chapter leader of

the United Federation of Teachers.

Far from creating tension with school leadership, Principal Brittenum praises Mrs. Martin's work with the UFT, saying, "With her as a partner in education, we succeed at P.S. 140Q."

Harlene Schwartz

PS 250, Brooklyn
James Quail, Principal



Ms. Harlene Schwartz is an English as a Second Language teacher at PS 250. She gives freely of her time and talents for the children in her school, working feverishly to make each child feel important and successful. Over the past years, standardized test scores and measures of academic growth in E.S.L. have been impressive, serving to substantiate Ms. Schwartz's knowledge, skills and talent.

Ms. Schwartz also coordinates a staff development program at her school. The fact that she gives up her weekends to attend conferences that she recommends to others serves to prove that real professionals lead by example. In summary, Ms. Schwartz possesses all the characteristics of an exceptional teacher.#

Education Update honors teachers each month for their outstanding work on the "frontiers" of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in one or two paragraphs, what is "special" about them. In June, we will invite the teachers, principals and superintendents to a luncheon to celebrate their achievements. Please include a photograph with each nomination.

Teachers are the backbone of our educational system. They richly deserve the recognition that *Education Update* plans to give them.

Dr. Pola Rosen
Publisher

Please email recommendations, with photographs, to: ednews1@aol.com, or mail to:

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Arc of San Diego Recognizes Community Leaders

DR. POLA ROSEN GIVES KEYNOTE SPEECH AT AWARDS CEREMONY

Picture a modern low-slung building surrounded by flowers and palms. As you enter the cheerfully decorated interior, several remarkable programs for developmentally disabled adults are taking place. One group is learning to cook which includes shopping and choosing the ingredients. In another large, well-lit room, a client is rewriting the Landerman Act in braille, while others sit at computers reading or playing games. This is only one of the many facilities organized and operated by the Arc for the benefit of special people in San Diego. Executive Director C.E. Skip Covell knows the \$20 million organization well, having worked there for the past 25 years beginning with his volunteer days in college.

At this site, one of five in San Diego, there

are 170 consumers and 67 staff members providing services ranging from getting consumers paying jobs in CalFed banks and the local marine base to working on site packaging products used in industry (for example metal parts for pool tables) at a \$7 per hour wage, to learning activities of daily living. Collaboration within the community is key. For example, teachers from San Diego Community College teach computers at the facility. Covell has garnered the Outstanding Director Award for his accomplishments at the Arc.

A number of community leaders have been very supportive to the work of the Arc. Jon Kurtin, a San Diego attorney and pillar of the community, has generously supported the Arc over the years and recently won the Lifetime

Achievement Award.

The Arc has a total of five centers in San Diego with a staff of 850 providing a spectrum of services from birth to adult. In addition to parent-infant development, day training, vocational training and community employment services, the Arc also provides respite services to families traveling to San Diego who need a place to leave a developmentally disabled relative for several hours, while taking brief recreational time for themselves. For more information about the Arc of San Diego: [#](http://www.arc-sd.com)



Ned Lee, Dr. Pola Rosen, Phoebe Chongchua, C.E. Skip Covell

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Phi Delta Kappa Sponsors Panel of Experts to Discuss Changes on the Horizon for Special Education

By MARIE HOLMES

Within the evolving field of special education, the ramifications of President Bush's No Child Left Behind legislation are felt acutely.

When President Ford signed into law the Education for Handicapped Children bill (94-142), establishing that children with disabilities were entitled to the same free, public education as all other children, only 33 states were providing such services.

This legislation was not a result of the Ford administration's good intentions, explained educator James Fogarty to a group of teachers and other education professionals at a Phi Delta Kappa lecture program held recently at Pace University. The law, revamped in 1997 and now known as IDEA—the Individuals with Disabilities Education Act—followed a lawsuit (*Penn vs. ARC*).

Up for legislative review this year, IDEA has three central tenets: least restrictive environment (the impetus for the inclusion movement), full appropriate public education and due process, to ensure that the local school board is providing students with services that meet these standards.

While there are more services available for persons with disabilities ages 3–21 than perhaps ever before, leading educators continue to debate how exactly the State should provide disabled children the education to which they are legally entitled.

General consensus seems to favor the inclusion model, where special education students are brought, as much as possible, into the general education classroom. The extent to which general curricula should inform special instruction, however, particularly in light of mandated increases in standardized testing, remains a

point of some contention.

The New York City Department of Education, is in the process of implementing the inclusion model throughout the city's schools. Linda Wernikoff, Deputy Superintendent for Special Education Initiatives, explained that New York City's schools had been asked to volunteer to experiment with inclusion models. "Change does not happen because you mandate change, so we started very slowly," she said. The goal is to have in place a "continuum" of services available, without requiring the students that need them to change classrooms. "The new continuum really returns special education special education to services and not a place you send the child," said Wernikoff.

The individual needs of schools must be taken into account, she stressed. "When it comes to inclusive education, it's not going to work if it's just the special ed people."

Kathleen LeFevre, Director of Instruction for District 75, which serves special needs children in occupational therapy centers, hospitals, special schools and schools within schools throughout the five boroughs, oversees the education of 21,000 students, most of whom, she said, have "severe disabilities." Approximately half of these students take standardized assessments, with the other half taking part in the state's alternative assessment program. The alternative assessments allow educators to document a student's progress in a variety of ways. In the examples on the district's website, photographs of a child using coins to make purchases prove numerical literacy, while copies of worksheets and student writings replace reading exams.

LeFevre voiced no opposition to testing in

her response to Fogarty's address at Pace. "There have to be expectations and accountability," she said, adding that these expectations need not be "unrealistic." "I think it's a fundamental right of children to have a standards-based education."

As for those students labeled 'special needs' in order to secure funding to provide them with services, or, as several speakers lamented, simply because of their skin color or economic status, the standards and accountability espoused by No Child Left Behind, it is believed, can save them from being under-educated. The danger, according to Jill Levy, President of the Council of Supervisors and Administrators, is that more severely developmentally disabled children will be hurt in the process.

"I have a grown son who came through the system before 94-142," she told the audience. At the time, there were no services available to disabled children in New York City. Levy was told to institutionalize her child, and she did. Thanks to his mother's determination to seek out the proper supports, Levy's son was able to succeed. He now works and lives independently with his wife, also developmentally disabled.

"Today, my son would be a failure," said Levy. "Although he has a high school diploma and feels pretty successful, he never would have met the Regents exams."

Levy proposed the creation of an ombudsman's office, citing a total lack of "independent advocates for children."

"We have to listen to the people who have been there," she said, "and we have to be very careful about what we believe is best for someone else."#

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DO YOU KNOW A DEPRESSED TEENAGER?

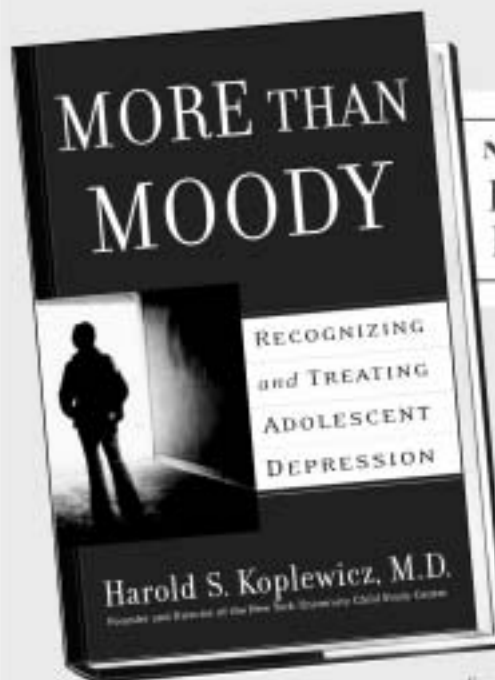
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Mary Lou Retton Starts "Flip Flop Shop"



Mary Lou Retton and cast

Mary Lou Retton gained international fame in the 1984 Olympic Games by becoming the first U.S. woman to win the Gold Medal in the all-around women's gymnastics competition, and by winning more medals than any other athlete at the '84 Games. Mary Lou's latest project, besides being a mother to four, will be acting as host of "Mary Lou's Flip Flop Shop," a new educational show airing on PBS stations across the country. The show's 13 half-hour, live-action episodes, aimed primarily at preschool and elementary children between ages 4 and 7, teach

both physical growth and social development skills through lessons brought to life by Mary Lou, five costumed characters and a cast of children in the Flip Flop Shop, a fantasy playroom. The show features visits to the fruit bowl to help children learn that fruit is not only good to eat but also good for them, and the Gallery, an art wall that showcases paintings created by children around the world to introduce viewers to art. As in most children's shows, this one has many original songs, forty in fact, throughout the 13 episodes. All this done in order to teach important life lessons to children while encouraging them to lead active, healthy lifestyles through "creative movement."

The show is created by Shannon Kelly, Mary Lou's husband, and is produced in their hometown of Houston, Texas. Almost all of the 97 cast and crew members are from the Houston area as well. Mary Lou herself also serves as Co-Executive Producer for the show. This is the first PBS children's series to be filmed in high-definition wide screen format. #

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We will help teachers arrive to the theater prepared. For every show, Disney has developed study guides that help teachers develop projects, discussion and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, with seating of over 2000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.

For more information or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085, email BVTGgroup@disney.com. Or visit www.disneyonbroadway.com.

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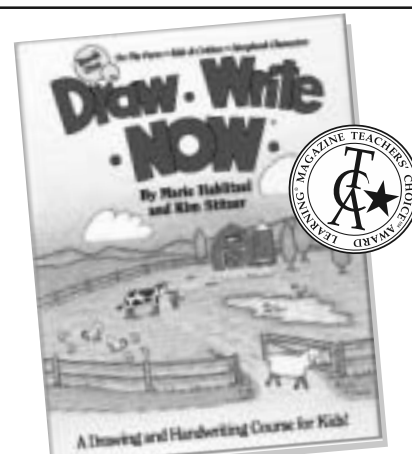
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Profiles in Education

Muriel Silberstein-Storfer: Art Educator, A Legend in Her Own Time

By SYBIL MAIMIN

"Hands-on art is where it all starts," explains Muriel Silberstein-Storfer, revered art educator who created the immensely popular Parent-Child Studio Workshops at the Metropolitan Museum of Art and founded the non-profit outreach organization, Doing Art Together. If human beings had not created art, there would be no art today, she reminds those who regard it as expendable, a luxury for the rich. Art is a necessity in life, and it is for everyone. Explaining the hands-on philosophy of her workshops, she quotes an old Chinese proverb, "What I hear, I forget; what I see, I remember; what I do, I know."

Silberstein-Storfer learned to communicate through the arts at a very early age and credits her art instructor and mentor at Fieldston High School, Victor d'Amico, with teaching her that "disciplined art skills and aesthetic awareness could enhance every area of life." "He changed my life," she says. She majored in Theater Arts, studying costume and scene design, at Carnegie Tech, now Carnegie Mellon University, and afterward, while attending a parent-child workshop with her three young children at The Museum of Modern Art's Institute of Modern Art, which was headed by d'Amico, discovered the power of interactive shared experiences and the wisdom of her mentor's conviction that parents must encourage sensory awareness and creativity to help their children grow. She became an instructor at the MOMA Institute and after it closed in 1970 continued to teach at various venues discovering that her methods were effective whatever a student's background. In 1972 she was asked by The Metropolitan Museum of Art to organize parent-child workshops for members. She

started with 2 classes a week and today, thirty years later, brings her skills and passion to 8 groups of three to five year olds and their accompanying parents, grandparents, or caregivers. In many cases, the classes have become a family tradition and children, when grown, bring their own children to the workshop. One mother is currently attending with her fifth child, having already shared the art experience with the other four.

"The class is disciplined, structured, and joyous. It is not play-time," explains Silberstein-Storfer. Children and parents sit on separate sides of the room and work individually. They learn to use materials, tools and imagination and to communicate through the non-verbal language of art. The class begins with a demonstration and discussion; for example, how various brushstrokes can create different feelings and environments. By working diligently, the parents in the room convey to their child the serious pleasure of "doing art." They learn art vocabulary and working procedures to use with their child at home, and they have fun.

In 1982, wanting to reach a broader popula-



Muriel Silberstein-Storfer

tion, Silberstein-Storfer established Doing Art Together in collaboration with her colleague, art educator/studio instructor Electra Askitopoulos Friedman. They acquired the cooperation of the Board of Education and the Metropolitan Museum of Art. The mission of this not-for-profit organization is to foster "hands on" art courses in schools and social service agencies, including Head Start pro-

grams, hospitals and rehabilitation centers. Mrs. Friedman is the program director, acting as school liaison. She meets with principals and classroom teachers for orientations, discussions of curriculum and professional development training. Classroom teachers do the projects along with the children in six to 24-week programs, which include a museum visit and a school exhibition of their work. The success of these initiatives, together of the publication of their book *Doing Art Together* in 1982 led to the recognition of the Doing Art Together organization as a valued asset to the field of art education. The book is a step-by-step guide to replicating the Met workshops at home or in other settings. A CD-Rom for children, "look what I see," followed in 1997.

That to Muriel Silberstein-Storfer "life and art are inseparably entwined" is seen by the many roles she plays in the city's art world. She is a community trustee emeritus of The Metropolitan Museum of Art and sits on its education and borough relations committees. She was a long-time member of the Art Commission of the City of New York, the agency that reviews all art and architecture on public land, and currently is on its Associates executive committee. She received the prestigious Artworks 2000 Art Educator Award from the New York City Art Teachers Association (NYCATA). She sits on many boards and commissions and has received numerous awards. And you can still have the pleasure of learning from her in her classes, from her book, or by watching her CD-ROM.#

For questions about *Doing Art Together*, call 212-650-2512. For information about classes at *The Met* call the membership department at 212-570-3753.





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• 18

KEYS TO BEATING BREAST CANCER: AWARENESS & EDUCATION

By MARIE HOLMES

On the eve of New York City's annual Race for the Cure in Central Park, a fundraiser so successful that it has practically become a national event, women gathered at the Hotel Pierre on Manhattan's East Side to hear about recent developments in the treatment of breast cancer from speakers representing non-profit, surgical, pharmaceutical and financial perspectives.

In the fight against breast cancer, it seems, the two most powerful weapons are education and money.

Salomon Smith Barney, which hosted the luncheon, presented an achievement award to Amy S. Langer, Executive Director of the National Alliance of Breast Cancer Organizations (NABCO), a national information and education service (the Komen Foundation, in comparison, focuses mainly on fundraising for scientific research). A 17-year breast cancer survivor herself, Langer, like other speakers that afternoon, drew the parallels between cancer survivors and New Yorkers after the attacks on the World Trade Center.

"Breast cancer survivors tend to go through phases," said Langer. "Dread, panic, disbelief, anxiety, and finally, I think, the emergence of a tremendous sense of strength and belonging, even though this is the last club you had wanted to join."

Citing the successes of women's fight against the deadly disease—the most common form of cancer among U.S. women—Langer reported that the government now devotes \$700 million a year to breast cancer research, significantly more than a decade or so back, when women began to realize that government funding for their health concerns seemed woefully inadequate in comparison to other research grant monies.

"Seventy percent of women are now involved in screening," said Langer, "but for us the clock is ticking. Every three minutes a woman in this country is diagnosed with breast cancer."

Such statistics paint a bleak picture, yet Langer assured the audience that there was reason for hope, both for finding a cure and because "it's a different breast cancer than it was for our mothers." Public awareness, she said, has helped to alleviate the shame and iso-

lation from patients' experiences.

Dr. Rache Simmons, Professor of Surgery at Weill Medical College of Cornell University, also presented hopeful news about new advances in surgical treatments. Simmons and her colleagues, who use a simple needle biopsy to diagnose breast cancer, are currently investigating a similar treatment for cancerous growths. A needle, no larger than a matchstick, is inserted into the breast, where tiny wires then attach to the tumor, destroying it with heat. Another promising procedure uses the same technology to freeze the tumor, destroying the cells' structure but leaving the DNA inside the body, providing a vaccine-like protection against recurrence. Simmons reported that this technique has already been used to treat benign tumors, "and it works beautifully."

Due to advances in screening—only 2 percent of patients are diagnosed with end-stage breast cancer, with 70 percent diagnosed in stages 0 or 1—fewer and fewer women (20-25 percent, according to Simmons) are faced with the prospect of mastectomy, which can, as Simmons illustrated with a slide, have horribly disfiguring results. The

skin-sparing and areola-sparing mastectomies that Simmons regularly performs improve cosmetic outcomes by leaving plastic surgeons with a mold to reconstruct the breast's original shape, often with fat and skin taken from the abdomen.

Simmons photographic evidence seemed to persuade the audience. One patient, only 25 years old when she was diagnosed, had obviously been out in her bathing suit after the surgeries; the photograph revealed her tan lines. Simmons strongly believes that "a reconstruction is important for a woman of any age."

Despite advances in treatment and surgical procedures, early detection is still a woman's best protection. NABCO recommends that all women over the age of 20 have their breasts examined by a doctor or nurse every year and do monthly self-breast exams; women over 40 should have a mammogram each year as well as an annual breast exam by a doctor or nurse and should continue to examine their breasts every month. Visit www.nabco.org for more information or to sign up for their free e-mail reminder service for mammograms and breast exams.#

New Comprehensive Gastrointestinal Health Center To Be Established At New York Presbyterian-Weill Cornell

The New York Presbyterian Hospital announced plans to establish the Jay Monahan Center for Gastrointestinal Health at the Hospital's Weill Cornell Medical Center site. Opening in early 2004, the Center will be dedicated to gastrointestinal health, from detection and treatment to education, prevention, and research. The Center is named in honor of Jay Monahan, the late husband of NBC "Today" show co-anchor Katie Couric, who died of colon cancer at age 42 in 1998. Since then, Couric has actively worked to raise awareness about colon cancer and has committed—along with the Entertainment Industry Foundation (EIF)—to help the Hospital raise a substantial portion of the approximately \$9 million needed to create the Center.

"Our vision for the Center was born out of my discussions with Dr. Mark Pochapin, Jay's gastroenterologist," Couric said. "I discovered during Jay's illness that the journey following a cancer diagnosis is often a traumatic and harrowing one.

Searching for the latest information as well as the best treatment options can be a daunting, if not impossible, task. It is my profound hope that the Monahan Center will make it easier for families to contend with perhaps the worst experience they will ever face by providing all the necessary resources under one roof," Couric said. "The frantic running around from place to place only adds insult to injury for patients and their families. That will be eliminated."

Gastrointestinal cancers—including cancers of the colon (large intestine), pancreas, liver, small intestine, gall bladder, stomach, and esophagus—constitute a significant percentage of cancer cases. Colorectal cancer is one of the deadliest; it is the second-leading cancer killer of men and women in the U.S., causing an estimated 55,000 deaths each year. But it is also one of the most preventable; a recent study in the *New England Journal of Medicine* showed that 90 percent of lives could be saved through early detection and prevention.

"The Jay Monahan Center will be a unique model of integrated and compassionate care," said Dr. Herbert Pardes, President and Chief Executive Officer of New York Presbyterian. "Building on our distinguished gastrointestinal disease program, the new Center will bring together the most comprehensive resources in a humanistic and interdisciplinary setting."

"The commitment of Katie Couric and EIF will make possible a truly world-class center for gas-



Katie Couric

White Coat Ceremony at Mount Sinai School of Medicine



White Coat ceremonies are "rites of passage" for beginning medical students and are designed to reinforce the need for physicians to incorporate sensitivity and compassion as well as medical knowledge into their future endeavors. By donning the white coats and for the first time

reciting the physician's oath, each of the 120 beginning students at Mount Sinai School of Medicine symbolically commenced their training to become doctors at the ceremony which emphasized the importance of both scientific excellence and compassionate patient care.#

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trointestinal health," said Dr. Antonio M. Gotto, Jr., Dean of Weill Cornell Medical College. Nearly five years ago, Couric's husband Jay Monahan, a highly regarded attorney and television legal commentator, lost his nine-month battle with colon cancer. Since then, Couric has led an initiative to raise public awareness of colorectal cancer. Important milestones in this effort include substantial press attention such as the "Today" show broadcast of Couric's own colonoscopy, which garnered Couric several national honors, including the prestigious Peabody Award. The resulting heightened public awareness about colorectal cancer led to an almost 20 percent increase in colonoscopy screenings.#

Addendum

In a recent article about Rockefeller University's Science Outreach Program for high school students and teachers directed by Dr. Bonnie Kaiser, *Education Update* inadvertently omitted the generous supporters of the program. They are: the Howard Hughes Medical Institute, Mrs. Frits Markus, Mr. and Mrs. Herbert J. Siegel, Mr. Mortimer B. Zuckerman, Con Edison, The Dibner Fund, Golden Family Foundation, Hebrew Technical Institute, Richard Lounsbery Foundation, Lucent Technologies Foundation, The Pfizer Foundation, and the Siemens Foundation.



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) 517-7292, Fax (212) 517-7197; WWW.NYCLOGOS.CITYSEARCH.COM

Autumn is here, the leaves are falling, there is a chill in the air. It is a good time to get cozy indoors with a good mystery. Such a book is *Case For Three Detectives* by Leo Bruce. The hostess of a weekend house party is murdered in her locked bedroom.

The facts of the case are challenging enough to attract the attention of three gifted amateur sleuths as well as the police. And what colorful characters these detectives and the police sergeant are. Lord Simon Plimsoll, Amer Picon and Monsignor Smith may bring to mind some other celebrated fictional sleuths, possibly, Lord Peter Wimsey, Hercule Poirot and Father Brown. As for Sergeant Beef, he is a solid, smart country constable well versed in the observation of blood stains. Their creator, Rupert Croft-Cooke (Leo Bruce) led quite a colorful life himself as a teacher, bookseller traveling with gypsies and living in Tangiers for thirteen years. Born in Kent, England in 1903, he published 126 books between 1922 and 1977, two years before his death. He published novels, plays, poems, cookbooks and works on darts and gypsies as well as mysteries featuring Sergeant Beef and Carolus Deane. The four different approaches to uncovering the mystery in *Case For Three Detectives* will keep the reader engrossed to the last page.

This time of year is also a good time to start

shopping for the holidays. Here at Logos all purchases of the books in the store will be 10% off retail price. Logos also offers a discount club that one can join for free. The club works this way: after the first \$100 spent there is a 20% off discount on all books purchased in the store and 10% off any card, gift or music purchase in the store. After \$200 has been spent there is a 30% off discount on all books in the store and 20% off any card, gift or music purchase in the store. When \$300 has been spent the process, outlined above, starts again. There is also a discount coupon available in the Verizon Yorkville Community Yellow Pages.

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

Upcoming Events At Logos:

Every Monday at 3:30 P.M. Children's Story time with Rikki

Wednesday, November 6th at 7 P.M., Kill Your TV (KYTV) Reading Group will discuss *The Comedians* by Graham Greene

Wednesday, December 4 at 7 P.M., KYTV Reading Group will discuss *The Last of The Wine* by Mary Renault and *Case For Three Detectives* by Leo Bruce (Academy Chicago Publishers, \$10.95.)#

Nobel Laureates in Literature

An Ongoing Series to Share the Writings of Great Authors with the Public

Naguib Mahfouz: 1988 Nobel Prizewinner

By LILLIAN L. SCHAPIRO

The award of the Nobel Prize in literature to Naguib Mahfouz awakened Egypt's people to his place in the world's regard. He had started writing at the age of 17 and continued to experiment in various forms—short stories, plays, essays—but it was the Nobel that earned him recognition in Arabic fiction. He has been called the Egyptian Balzac, Dickens and Dostoevsky, reflecting some of his own favorite authors, which include Tolstoy, Chekhov, Proust, Kafka and such playwrights as Ibsen, Shaw and O'Neill. But it is Egypt, the country, its history and the lives lived by its families that is the rock foundation of his own existence. His parents were middle-class Muslims, his father a civil servant, as was Mahfouz until the income from his writing allowed him to devote himself entirely to what he loved best in life. He attended the Fuad I University, later renamed Cairo University, with a degree in philosophy. In the 91 years of his life he has made only two short trips outside Egypt, government-mandated trips to Yemen and Yugoslavia. In fact, he sent his daughters to Stockholm to accept the Nobel award.

In a slender volume entitled *The Day My Leader Was Killed* we share the thinking and hopes of three characters: a very pious grandfather, his grandson, who is more concerned with the great love he feels for Randa, a beautiful girl who is bound by the strict codes of behavior which prohibit young people from expressing their romantic attractions. The political and economic terrain during this period is a thread that runs through the story, crashing into a finale with the final assassination of Sadat.

This deceptively simple story, which illustrates the essence of Egypt and its people, was richly developed by Mahfouz into his most important work: the three volumes of the Cairo trilogy. Three generations of a Cairo family are

the basis of these books, describing their lives from the end of World War I to 1944. In *Midaq Alley* we meet a varied cast: Uncle Kamil, a seller of sweets, his next-door storekeeper, young Abbas, the barber, Kirsha the café owner with a penchant for drugs and young boys (and his much-abused wife, who finally attacks him in his café.) The many other characters include the baker, a formidable woman who, in an unusual reversal of family roles, behaves like a tyrant to her husband, much to the amusement of the Midaq Alley inhabitants. The serious love in the community is related by Abbas and his unrequited feelings for Hamida, who sees love possible only when it also includes money enough to satisfy her real passion—beautiful clothes. Mrs. Afify, community matchmaker, is highlighted, with results of her arrangements not always ensuring a happy future for those being united. One extremely important character in this most enjoyable novel is Salim Alwan, who, like Abbas, has his eye on Hamida, but as a wealthy industrialist has a better chance with her. Another character "Zaita the cripple-maker," practices an extraordinary livelihood.

In Mahfouz's stories, the economic and political affairs of Egypt are always present. His writings did not please all of his fellow citizens, particularly Muslims with the strictest adherence to the Qu'ran. An attack on the author by one such enraged Egyptian left Mahfouz with a badly damaged right arm—his writing arm.

In an investigation of the attack, Omar Abdul Rahman was arrested in an FBI sting in 1993 and is now in a federal prison in the Midwest. When questioned about Mahfouz, he denied any involvement in the attack on him but declared that if the writer had been tried and found guilty, the punishment should have been execution.

Today, his companions in Egypt make it possible for this special man, who now has sight and hearing problems, to enjoy conversation and

CHILDREN'S BOOK REVIEWS

By SELENE S. VASQUEZ

Feast upon a cornucopia of delectable books for the Thanksgiving holiday:

PICTURE BOOKS: AGES 6 THRU 8

Milly and the Macy's Parade

by Shana Corey.
Illustrated by Brett Helquist.
(Scholastic, unpagged, \$16.95)

ing bands, and big balloons so characteristic of this wonderful tradition.

The Very First Thanksgiving Day

by Rhonda Gowler.
Illustrated by Susan Gaber.
(Atheneum, unpagged, \$15.95)

ocean surrounding Plymouth Rock.

Turk is the much admired "He-bird" of turkeys, big and strong as compared to his less endowed brother nicknamed "Runt". One fate-

The highlight of New York City's holiday season is the stupendous annual Macy's Thanksgiving Day Parade. Set in 1924, a little Polish immigrant girl outright proposes to Mr. Macy himself the idea of a parade from Central Park to 34th street. Acrylic and oil paintings feature the festive costumes, marching bands, and big balloons so characteristic of this wonderful tradition.

A rhyming and rollicking tribute to the first Thanksgiving celebration in a "This is the house that Jack built" cumulative style. Double page acrylic paintings engage the reader with realistic visions of Native Americans, Pilgrims, the Mayflower Ship, and the infinite

Turk and Runt: A Thanksgiving Comedy

by Lisa Wheeler.
Illustrated by Frank Ansley.
(Atheneum, unpagged, \$15.95).

ful November day, however, a little old lady comes along and decides Runt is just the right size for her holiday table. Can the prized bird show more brains than brawn to rescue his brother? Ink and watercolor cartoon illustrations provide an enjoyable dose of silliness.

NONFICTION: AGES 6 THRU 10

Grandma Maxine Remembers: A Native American Family Story

by Ann Morris.
Photos and illustrations by Peter Linenthal.
(Millbrook Press, 32 pp., \$22.90).

A social worker at the Head Start Center, Grandma Maxine belongs to the Shoshone tribe and lives on the Wind River Reservation in Wyoming. She shares a special bond with her eight-year-old granddaughter Shawnee, exploring the history and culture of their people through crafting, cooking, preparing for powwows, and looking through family photo albums. A straightforward photo

essay portraying contemporary life on a reservation.#

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

Literary Riddles

By CHRIS ROWAN

In 1932, Presidential candidate Franklin D. Roosevelt referred to his planned agenda as

"a New Deal." This expression was previously used in a similar fashion in which piece of literature? Who was the author? When was it published?

ANSWER: A Connecticut Yankee in King Arthur's Court written by Mark Twain and published in 1889.

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laughter. On a happy note, Mahfouz currently lives in Cairo with his wife, two daughters and their two dogs. #

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

NEW DIRECTIONS IN EDUCATION: INNOVATION, COLLABORATION AND COMMUNICATION

By DR. GERALDINE CHAPEY

Bold change is in the air and taking hold everywhere. With the new governance law, Mayor Bloomberg now has full responsibility for the success of all preschool, elementary, middle and high schools. Joel Klein, his newly appointed Chancellor of the Department of Education is busy conducting team meetings on his initiatives in his bull pen office at the magnificent Tweed Courthouse neighboring City Hall. The recently constituted Board of Educational Policy has formally had its first public meeting with the Chancellor at Evander Childs High School in the Bronx.

Another fundamental change taking root is the expansion of the federal role in education with the landmark No Child Left Behind (NCLB) law. This is a dramatic mandate to insure collaboration and communication among all levels of government—Federal, state and local—for the purpose of improving student performance.

Although education is constitutionally a state responsibility, the Federal government has strongly influenced America's policies on school, most notably with the historic Great Society Program of President Johnson (ESEA Title I) and the 1975 Education of All Handicapped Children law (now the Individuals with Disabilities Education Act, IDEA) signed by President Ford. On January 8, 2002 President Bush signed into law the No Child Left Behind act—the fulfillment of a promise he made during his presidential cam-

paigned.

As I write, sweeping changes in education are taking place throughout the United States. This reauthorization of Title I redefines in a very dramatic way the federal role in K-12 education, seeking within the next 12 years to close the achievement gap between those who succeed and those who fail.

With strong bipartisan support from Congress, this new legislation is serious, and has muscle as never before. Federal aid to schools will be dependent on student learning results; accountability will be determined by mandatory annual testing of children in grades 3 to 8.

Focus will be on improving student performance on assessments through enhancing parental involvement, use of data to make decisions, understanding scientific research—especially in the area of reading strategies—curriculum development and professional development. Networking and integrating these essential elements will assure that all component programs collaborate, communicate and share



Dr. Geraldine Chapey

the same goal—that of improving student learning. The most pressing items of the law are directed to schools designated as those “in need of improvement” or failing under existing Title I programs.

What's ahead with NCLB?

2003—Parents who have children enrolled in schools that have failed to improve for two consecutive years may transfer their children to another school of “choice” within the district or may enroll their children in an approved “tutoring” or “supplemental services program.”

2004—All paraprofessionals in Title I schools must have a two year college degree or pass a state exam.

2005—Schools with a history of failure must be restructured or closed. All teachers must be highly qualified and certified.

New York State anticipates receiving \$1.3 billion in federal aid for NCLB, over \$600 million of which will go to New York City and \$120 million to pupil transportation.

New York State schools, parents and children are already on the board for many of the recom-

mended changes. Since 1996, when the Board of Regents and the State Education Department set new standards for High school graduation, education reform has been a top priority in New York State. In 2003, students in high school will be required to pass Regents exams in five subjects: English Language Arts, math, Global Studies, United States history, and science. All teachers must be certified by 2004. As noted recently in the *New York Times*, “Standards in New York now rank among the highest in the nation.”

As leaders of change, the Board of Regents and the State Education Department, in consultation with districts and professionals, are well on their way to implementing the NCLB law and are fine tuning New York State policies to align them with the law.

Profound change in policy such as that identified by the NCLB law cannot be accomplished overnight. It will take time to train administrators, teachers, parents and related personnel.

The sweeping changes in education currently underway are providing educators, parents and students with a fresh start and a renewed sense of vitality to take advantage of the promise of a new beginning for education in the twenty-first century.#

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

Chancellor Klein Promises to Listen to Public as He Implements Systemic Change

By TOM KERTES

New York City Schools Chancellor Joel Klein has adopted a novel educational perspective as the driving force behind his “Children First” program. “Instead of the system working from the top down, as it has in the past, this will be a truly grassroots effort that seeks real input from—and requires the taking of real responsibility on the part of—parents, students, and teachers,” he said.

In order to receive this input, the Chancellor announced an ambitious listening tour initiative at a public meeting of the Panel for Educational Policy at Brooklyn's Edward R. Morrow High School. Within the next three and a half months, he intends to meet with 5,000-plus parents, teachers, students, and business and community leaders.

The meetings will range from coffee circles of 2-40 parents held at the Tweed Courthouse to public meetings for more than 300 participants in school auditoriums. “This is our shot for real change,” Klein told the audience. “I beg you to take this seriously. I implore you participate.”

The Chancellor still needs to convince the public both of the seriousness of his purpose and the efficiency of his staff to implement policy. As one parent, Althea Thomas asked, “Will our voices make a real difference—or are we just window-dressing?,” echoing the mood of many at the meeting. Recalling last year's parent-opinion study—requested by then-chancellor Harold Levy at the cost of \$605,000—panel member Donald Weber begged Klein to act swiftly. “We've had 12 Chancellors in 18 years,” he stated.

“The central focus of this administration shall be to enact systemic, serious change,” replied Klein. “It will involve a realignment of functions. The focus shall be not on a school system, it will be on schools. We'll aggressive-

ly seek the perspective of parents, students, and teachers. The number one key is parent and community involvement.” Senior staff member Michelle Cahill gave a detailed description of the various plans for the engagement of parents and the community over the next several months.

Deputy Chancellor for Teaching and Learning Diana Lam spoke about literacy, which “profoundly affects every aspect of our lives, from employment to crime to our social circle.” Lam, acclaimed by the Chancellor as the “number one literacy expert in the United States” said. “Reading and writing well ensures success in all subjects. Among other things, we will implement a new type of assessment in literacy, a less formal way of testing that shall be a more continuous, immediate—and therefore better—evaluation of the student. We'll refocus our resources on instructional leadership where the most important factor shall be the interaction between student and teacher. And, in addition, we shall create a new model for professional development as well.”

This meeting was the first for the two newest members of the panel. In his introduction, Chancellor Klein called Caroline Kennedy—the Director of the Office of Strategic Partnerships—a “jewel and a tremendous asset.”

“I first aspired to public service after I heard Caroline's father speak as a presidential candidate in 1960,” Klein said. “So I can't even begin to tell you how excited I am about having a chance to work with her.”

Marcie Harris, the first African-American woman to become a Major General in the U.S. Army, “should bring a great amount of knowledge and organizational experience to our effort,” Klein added. “I am thrilled to have her skills on the side of public education and working with her for the important changes we are attempting to implement.”#

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We Welcome Schools Chancellor Joel Klein to Education Update MAJOR CHANGES FOR THE SCHOOLS

By JOEL KLEIN

Every individual I meet on the street says, "I wish you good luck." When they have had a drink or so they say, "Do you realize what you have gotten yourself into?" The answer is, yes, I realize it. This is not a job for someone who wants to make marginal or incremental changes. By the same token, significant change in a massive complex organization is very hard to achieve.

Organizations evolve in the way that they do because there are all sorts of gravitational pulls just like the earth has mountains and oceans created over years and years of gravitational and environmental pulls. Archimedes said, "If I had a lever I could move the world." I wish I had a lever that I could move this world with because, when you're dealing with certain problems, it is harder to figure out how to do some things than it is to figure out what to do. I am not about to figure out how to do a couple of small incremental changes. Systemic change is going to take longer than six months or even a year.

The education system has been polarized and undermined by political controversies. It is enormously significant that the mayor was able to bridge those controversies and effect the change in governance. Our most unpolitical mayor has said that he wants responsibility for the education of our children and has been given the authority to act.

People know that that is a politically risky thing for a mayor to do. The mayor has communicated to the city that he is putting the city ahead of politics. I think that augurs well for what we are doing.

No matter who you are or what your leadership qualities are, you are not going to penetrate an organization like this unless you bring in people who have no stake in the existing system and who have the kind of leadership skills to effectuate the sort of reform that we're talking about. Essentially I hired five people as my core team and added a sixth later. I hired them because I had in mind a vision of the mission or indeed the crusade that we are about to go on. First of all, you need an ace instructional person, who has gotten results in literacy and in math, who has raised school district scores and who has broken a little china in the process. If you are not prepared to break a little china — or a lot of china — in this business, it is very hard to be effective.

This is not a place for people who are trying to win a popularity contest. I did a national search and came up with Diana Lam. She is an ace when it comes to teaching and learning. The work she did in San Antonio is in many respects a national model. And it says a lot about her that she was willing to give up a career of number one jobs to become a deputy chancellor. We also needed a systems person, and I hired Michele Cahill from Carnegie. She has spent her whole life working to creating opportunities for the less fortunate. And it seemed critical to get somebody who could align resources with the mission. After all, you may have some elaborate design but if you don't get the bucks behind it, you are going to be spinning your wheels. I found Kathleen Grimm who used to do budgeting in this city and understood budgeting in this state.

I brought in — and I guess this was my trick appointment — Marcelite Harris as chief of staff. She was an African American two-star general. This says a lot about her. The Air Force has not been historically congenial to women,



Interior of the Tweed Courthouse

much less to African American women. I brought her in partly because she is a unique national treasure, but more importantly because she has a quality that a lot of educational operations lack: she understands what it is to accomplish a mission.

In education, there are lots of wonderful ideas. Educators have seminars and they have retreats, they have meetings, and then they have more retreats and more meetings, and really wonderful things emerge. But then the question is how does that idea get down to the place where the teacher and the student meet. What I want to do is figure out how we drive change through the system. In finding Marcy Harris, I have found the kind of leader who can take the good ideas and drive them through this enormously large, complex, labyrinthine system we call the New York City Department of Education.

The fifth person I hired was Tony Shorris. He is a superb manager and the person I needed for continuity. I did not want to put in a management team in which I did not have somebody who knew the system, was able to advise me on where he thought the problems were, somebody who has a tough mind.

The sixth member, who I appointed later, is Caroline Kennedy. She represents a few things. First, we have got to get the entire city and its resources behind this enterprise. There are key people in America today who would like to see the not-for-profit, philanthropic business community abandon the public school system. My job is to insure that doesn't happen.

During the 1990s, most people in the business community had the view that the school system was broken and all the infighting and politics made it unlikely that they could prudently invest in the system. The signal they are sending me now is that we are with you on this. We need all that energy flowing into the system

if we are going to succeed. But we need it to flow in a way that is constructive and effective. We cannot simply have 1,000 points of light, we need to have a laser beam that both makes use of the resources and focuses them in a way that maximizes their effect. Who can better accomplish this than Caroline Kennedy by her willingness to say, "Yes I am behind this effort, I believe we can get an education for every child in New York, not just for some children?"

I am enormously proud of the team. And bringing it together took a non-trivial amount of my time. I believed then, I believe now and will always believe that if I did not get that piece right it was going to be impossible to accomplish the rest.

Some of the initial things that I did I wanted to do quickly because we were beginning the school year. I extended the school year by a couple of days. With the mayor's strong support, we immediately put in place an office of school safety and planning. The other thing I did, which was a little more controversial, was to provide bonus incentives for district superintendents, based largely on test scores.

Tests are not the be all and the end all. On the other hand, for better or for worse, there is no other metric by which we can measure fundamental performance. And it is very hard to say that we are doing a great job of educating kids, but most of them fail math and reading tests. Furthermore, given the current structure of federal and state laws, these tests guide our system whether you like it or not. That is a reality of current American education.

If so many of our kids are reading below grade level on tests we need to systemically address that. One of the important signals with the incentive plan was I want people to be focused on this. No education is complete just if you pass your tests. On the other hand you must empower these kids and teach them to succeed.

Schools used to try to figure out who the smart kids and the not-smart kids were and then just educate the smart ones. We have got to change that or we are really going to be stuck with two Americas. And it is not going to be a pretty picture.

I also wanted my superintendents to know that if they put in the extra effort, if they accomplish what I think they can accomplish, they will all be rewarded. We will also create rewards for the school districts and so forth. This is the first step in a multi-part effort.

Then, I decided to put together a comprehensive plan. Anybody who has been in business as I have realizes how resistant to change a large

bureaucratic very, very costly structure like ours is. They also know that, without coherent meaningful planning, you will not get the job done. If I announce tomorrow that we are going to downsize this by 80 percent, move all this money and so forth, there would be a wonderful headline. But in three days, the plan would be dead.

I do not know enough, and indeed no one knows enough, to understand how money in the system is spent, where we are getting bang for the buck and what restructuring we need. So we are conducting a four-quadrant analysis, looking forward to a comprehensive plan designed, not for marginal but for systemic reform. The four parts are instruction in the classic sense, finance, organization and community involvement.

I want to hear from the affected groups, advocacy groups, parents groups in particular, and community groups, business groups. I want them to weigh in for two reasons. First of all, it is very important to hear what they have to say. A lot of knowledge out there is not at the Tweed Courthouse.

The second reason, and this is probably the most important, is that when we develop this plan we need the city behind us. We need the communities, the parents, the people in the city to say, "The time is now. This has to happen; the traditional constituencies that have made the system work for people other than children are going to have to take second seat." If we do not get that kind of support, change is not going to happen. I am a guy who is about good news and bad news. The good news is I will empower you. The bad news is, if you then screw up, I will fire you. That is the way I think about this job: empowerment, accountability.

The core unit in the educational system is the school. Parents do not send their children to school systems. They don't send their children to districts, they don't even send them to a teacher. They send them to a school and they



Exterior view of the Tweed Courthouse

want their children to be in good schools.

The paradox of New York is that, although people frequently say we do not have a good school system, we have many, many good schools, some of them in neighborhoods where people say it is hard to or impossible to educate people. So this is about reversing expectations and creating a culture in which we believe, because we know it to be true, that all children can learn, that the school is not some kind of baby sitting operation. We need to focus the entire system on taking us from 300, 350, 400, good schools to 1,200 good schools.#

Joel Klein is New York City Schools Chancellor.



FROM THE SUPERINTENDENT'S SEAT



Teaching Our Children to Give Back

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

Our children study a great many subjects in school. Some of the lessons they learn will last a lifetime; in other lessons facts may be forgotten, but they serve to expand the children's capacity for thinking and making decisions.

A fairly new phrase in education that is used more frequently now is "character education." Recognizing that what is traditionally taught in the home must be reinforced in school, we have put character education into the curriculum alongside math and social studies.

Character education addresses such behavioral issues as good sportsmanship, kindness, generosity, helping others, honesty, integrity, safety, fairness, and more. It is important that we talk to our students about why we place such a high value on these attributes. We also can lead by example and help our students put these values into action—especially when it comes to helping others.

As a nation, we have made ourselves proud in the manner in which we have collectively sought to be of help and comfort to those who were directly affected by the tragedy of September 11, 2001. Many schools held fund raising drives, collected goods, and wrote letters of encouragement and thanks to our heroes and the victims and their families.

In our District, I am proud to say that our students have always had a great sense of commu-

nity spirit and have organized many different events and drives to help others. It is not a requirement for graduation, but community service is part of every student's experience in Syosset.

Beginning in kindergarten and first grade our students experience the rewards of giving by inviting senior citizens from the community to join them for a Thanksgiving celebration or by visiting a nursing home during the December holidays and singing for the residents.

Just this week, middle school students in Syosset started the morning with laps around the track constituting a walkathon to benefit cancer research. Together with faculty, staff, and also many parents, siblings, and a few pets, they made a concerted effort to raise funds and awareness. These are just a few examples, the list of things our students do to help others in both our local and our greater community is much too long to fit in this column.

There is no doubt in my mind that the lessons our students learn from being involved in these acts of kindness and generosity are every bit as important as their academic subjects. And there is another, equally valuable lesson they learn—that they can make a difference. Our students are learning that their contribution makes a difference, and that by working together they can overcome difficult obstacles. These are all lessons we hope will last a lifetime, and that we as parents can help to teach our children by modeling these actions. #

ASK DR. MCCUNE



The Power of Teachers

By DR. LORRAINE McCUNE

This fall, after a twenty-year hiatus, I find myself again teaching students who aspire to the teaching profession. I began my work with these young people with some trepidation. The field of education is faced with many challenges at present. Equity of instruction across levels of poverty and wealth, minority and majority children has not been achieved. Children with disabilities are now entitled to education in the ordinary environment of their peers, but it is the unusual school that manages this task sensibly, with optimum outcomes for all children in the classroom. Children who are English language learners, having a non-English native language, and their families can hardly know what to expect, with bilingual education now embraced, now rendered illegal, and all along variously defined. Schools are more racially segregated than they were 20 years ago.

My personal experience with Whole School Reform, mandated for districts of poverty in New Jersey, my home state, does not suggest a hopeful outcome from these efforts. Rather than building on the strengths of talented teachers, formulas from outside are considered the route to success. Reports from my students, out doing fieldwork, suggest that "reform" often takes the form of rigidity, lack of freedom in learning, and "teaching to the test". It sometimes seems that in our era, test performance is more important than the daily performance of interesting and challenging activities in the classroom.

Despite all of this, teachers retain their power.

Administratively, I have told my students, teachers have little power. Each school is governed by a principal. Each district has a curriculum. Supervisors monitor implementation of the curriculum. Lesson plans must be created and followed. Where teachers are represented by a professional organization, an additional set of rules is in place. Teachers are limited in their after school initiatives by contractual agreements. It is too easy to see how "voluntary" extra hours could be coerced, or could undermine the rights of the group.

So where is the power that teachers retain?

Working with young people preparing to teach, reminds me that it is the teacher alone who meets and engages the mind of the student. The teacher in the "privacy" of his or her classroom becomes the arbiter of knowledge and values. The very way that students are addressed... The attention they are paid... The manner in which the teacher expresses enthusiastic knowledge has the power to transform and engage the students. What matters most is what teachers and students do together. Teachers can create a microcosm of learning through their own talents. A school day is about 6 hours long. Multiply that over the years and the enormous power of teachers is evident. Just by being there they have opportunities to change the world. #

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.

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



Getting Inside the Exhibit: 'Art Inside Out' at Children's Museum



Exhibit inspired by Elizabeth Murray's paintings

By MARIE HOLMES

It's hardly the first interactive art exhibition in New York City. But for the young target audience of "Art Inside Out," the Children's Museum of Manhattan's (CMOM) current exhibition, it's likely the first time that they've been invited to touch art in a museum setting.

"The idea is to introduce children and their families to three incredible contemporary artists," said the exhibit's curator, Deborah Schwartz. Divided into three sections devoted to the works of Elizabeth Murray, Fred Wilson and William Wegman, the exhibit invites children to climb "inside" the paintings, installations and photographs on display through a number of interactive activities.

One section was designed around one of Murray's paintings, "Plan 9" (2001), which children had expressed an interest in during preliminary visits to Murray's studio. The work itself, protected by plexiglass, is mounted on one wall, next to a photograph of the painting's wooden backside and several of Murray's preliminary sketches. Activities include touch

screen computer programs that allow visitors to arrange Murray's shapes themselves, projecting their "work" onto larger screens hung from the ceiling, giant magnets, pencil rubbings and a "sound painting," for which visitors don a pair of headphones and then "play" a painting by tapping it with a large paintbrush, with different portions of the work emitting a variety of sounds.

The aim, according to Schwartz, is not only to introduce children to the diversity of mediums that artists use but also to the thought processes that accompany technical procedures. "We want them to really understand the excitement of making art, of looking at art."

In the portion of the exhibition devoted to installation artist Fred Wilson, children are invited to arrange wooden eggs on a counter-top, magnetic people within framed images of the classroom, cafeteria and playground as well as the type of vintage figurines Wilson has used in some of his pieces. A computer program and digital camera in one corner allow visitors to photograph their arranged objects, title the piece and record an artist's statement. Carefully designed fragments of another set of figurines allow visitors to rearrange the heads, bodies and bases, emulating Wilson's own playful process.

Wilson says that the children that he had spoken with had no difficulties appreciating a found object piece, once they had grasped the basic concept.

"One of the kids said, 'So you take other people's artwork and you move it around and make it your own—okay,'" recalled Wilson. "Once they realized that they could think whatever they wanted to think they just had fun with it."

Designed to look like a house, the portion of the exhibit devoted to the work of William Wegman is filled with dozens of household items—telephone, book, brush—as well as a rack of colorful clothing. Visitors can dress

themselves up and use the props to compose photographs against a variety of curtains, as Wegman has done in the famous portraits of his Weimaraners.

The opportunity to interact with the art, Wegman believes, can make subsequent museum visits less alienating. As for a young child's ability to comprehend the myriad concepts at play in contemporary art, "I think that misunderstanding is as good as understanding at that age," said Wegman, noting that he had already seen children visiting the exhibit using display elements in ways neither intended nor imagined by the curators.

"I think there are layers of my work that wouldn't occur to adults," he added. #



Fred Wilson's installation pieces

Rising Above Jim Crow: Art Exhibition & Public Television Series

A trove of paintings by a previously unheralded, self-taught artist from Spartanburg, South Carolina, provides the core material of a new traveling exhibition that offers a personal vision of the strength and creativity of African-American life during the final decades of



segregation. *Rising Above Jim Crow: The Paintings of Johnnie Lee Gray* opens in New York City on November 20 at the Schomburg Center for Research in Black Culture (a division of the New York Public Library).

The exhibition encompasses some 35 paintings by Gray (1941-2000) as well as a selection of archival photographs and video interviews that place the artwork in its historical and social contexts.

Raised in a sharecropper family, Johnnie Lee Gray attended the segregated black high school in Spartanburg County, South Carolina, then served in the army for seven years, including a tour of duty in Vietnam. Although he worked in textile mills after returning home and later became a carpenter, he always viewed himself as an artist, having drawn since childhood. In 1978, he met and married Shirley Sims and began to paint for the first time. From that point until his death in 2000 at the age of 58, he completed approximately 150 paintings.

Most of Gray's paintings evoke his experiences as an African-American living in the Jim

Crow South and into the first decades of desegregation. He painted scenes of fieldwork (recalled from childhood, when he served as a water boy during harvests), church life, night life, civil rights demonstrations and the chang-

ing city. Among the themes of the exhibition are the strength of family; the sense of community in both rural and urban settings; the power of the African-American church; and the process of migration, both physical and spiritual, as African-Americans searched for a better life.

The paintings of Johnnie Lee Gray, which were known only regionally during his lifetime, came to light through the development of a website for educators being developed in conjunction with the television series. Researchers were directed to Gray's widow, Ms. Shirley Sims Gray, whose collection of her late husband's work forms the core of the exhibition. The artwork on display in the exhibit, as well as other teaching aids (including an offer to educators for free videotapes of the television series), are available on the website (www.jim-crowhistory.org).

An advance presentation of the exhibition, timed to coincide with the broadcast of the four-part WNET/13 television series of the same name, will be held by the project's corporate sponsors at the Forbes Galleries October 5-19. #

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College Admissions Demystified

By SYBIL MAIMIN

The college admissions frenzy is in full swing and hardly a seat was empty when *The New York Times* and Hofstra University co-sponsored a talk based on the book *The Gatekeepers: Inside the Admissions Process of a Premier College* by Jacques Steinberg. Anxious prospective students, parents, and guidance counselors were taken behind the scenes by Steinberg, who had been given unprecedented observer access to the admissions committee at Wesleyan University, a select, small, private college in Middletown, Connecticut. What he learned would probably apply to about four dozen similar select colleges and in a general way to many more. An additional perspective was offered by Gigi Lamens, who is responsible for undergraduate recruitment, retention, admissions, and financial aid at Hofstra.

Steinberg's message: "This process is far more human than we have been led to believe. It is messy and very personal to those doing the job." He could not find a formula or a strategy for admission. Generally, an applicant's file is read by two admissions committee members who decide whether to admit, reject, or put on a waiting list. If they cannot concur, the file is passed on to the entire committee for a decision. Some schools, Harvard, for example, make all decisions in whole committee. Much of the reading of application materials takes place in solitude at committee member's homes during a period of long hours and intense stress.

In assessing an application, a reader looks for rigor of courses taken. A grade of "B" in a difficult course is better than an "A" in an easy one. SATs are important and a score of at least 1400 is expected at top colleges, but much leeway is given in numerous special situations. An applicant whose parents did not go to college is not expect-

ed to score as well as one whose parents did. Special talents, especially ones needed by the school, weigh in. The committees, which typically are staffed by individuals whose backgrounds reflect the diversity the college seeks, do not want to fill a class with only high scorers. They see themselves as social engineers and look for qualities that will make for an interesting and productive mix. The essay is taken seriously, and readers claim that, with experience, they can usually spot one written by someone else. An excellent essay is suspect, for example, if the applicant did poorly in English classes or the verbal SAT. Most colleges require three SAT IIs (tests of subject content) and they become particularly important for applicants from unknown schools as does the high school profile. Being a leader in one or two activities is impressive; having a long list of extra-curricular affiliations is not. The interview almost never effects the decision but is recommended as an opportunity to learn more about an institution.

Though often criticized, the US News and World Report rankings play a big part in admissions. Besides influencing student's choices, they matter a great deal to colleges in this "fiercely competitive" business, explained Steinberg. Colleges contribute to the admissions frenzy by trying to tempt record numbers of applicants and are deeply concerned about "market share." They try to woo the same students. Hofstra president Stuart Rabinowitz cautioned prospective collegians that the "goal of the college search should not be for the institution that is best for someone else. One size in colleges does not fit all." Gigi Lamens noted that there are over 2,000 four-year colleges in the US, each right for a different kind of person. Steinberg, who visits many institutions for his job, has seen some that admit practically everyone and also offer an excellent education.#

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Susan Chicoine-Barrow, from Springer/Chicoine Public Relations, has been a professional Broadway press agent for over twenty years. Springer/Chicoine has represented theater companies, film festivals and actors such as Al Pacino, Mia Farrow, Dustin Hoffman, Bette Davis and Elizabeth Taylor.

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Kerlin Institute at Bank Street College Established to "Propel the Teaching" of Science

By ADAM B. KUSHNER

In the silent and empty halls of the Bank Street College of Education, after students had deserted for the day, one room bustled. In it, deans, teachers, and trustees were witnessing an astonishing demonstration of how the Sally Kerlin Institute would use a grant to strengthen the teaching of natural and environmental sciences.

The Kerlin Institute's Endowment for the Teaching of the Natural and Environmental Sciences was initiated by a bequest from Sally Kerlin, who had been involved with Bank Street for most of her adult life. The endowment stipulates that her institute investigate new methods for teaching the sciences and impart them to teachers in training. It works in conjunction with the American Museum of Natural History and the Wave Hill Center for Environmental Sciences, as well as Bank Street.

"[Sally] felt that this was a discipline that needed a new methodology," said Gilbert Kerlin, her husband, who survives her. "The purpose of this grant is to propel the teaching of natural and environmental science."

At the Friday afternoon demonstration, Dr. Charles Liu, an astrophysicist for the American Museum of Natural History, wowed participants with his presentation, in which he helped them deduce the laws of reflection by playing with mirrors. Rather than tell attendees the properties of reflection, he broke the conference into groups, handed out palm-sized mirrors, and asked them to figure out the laws.

That method of teaching, said Liu, is called

inquiry-based learning. "It's a modern buzzword for a philosophy of teaching and learning that's existed for a very long time," he said. "It's a way of giving knowledge that is based on answering questions. The philosophical manifestation of that is the Socratic method."

As if on Liu's command, the room erupted with noise. The attendees separated into breakout groups, and just like an elementary school science class, participants tried to figure out why a mirror does what it does. "What if we tilt it back at this angle?" could be heard from one side of the room. "I can't see his face anymore," from another.

The experiment was developed by Eleanor R. Duckworth of Harvard's School of Education, to demonstrate inquiry based learning.

"It's like learning by doing and learning by asking as opposed to learning by sitting passively in a lecture," said Liu. "It's not easy to execute if you're a teacher . . . As an educator, it's easier to present information to them, and [that] has a value, but it doesn't necessarily foster the transformation of information into knowledge."

Liu said that inquiry-based learning was difficult to teach and that the Kerlin Institute had its work cut out. It will have to teach teachers a whole new skill set.

"One of the challenges of inquiry-based teaching is that the instructor needs to be flexible. The instructor needs to know how to bring the discoveries of the students into the main theme of the lesson. You need to know not only how to teach that way, but you need to know what you're teaching very well."#

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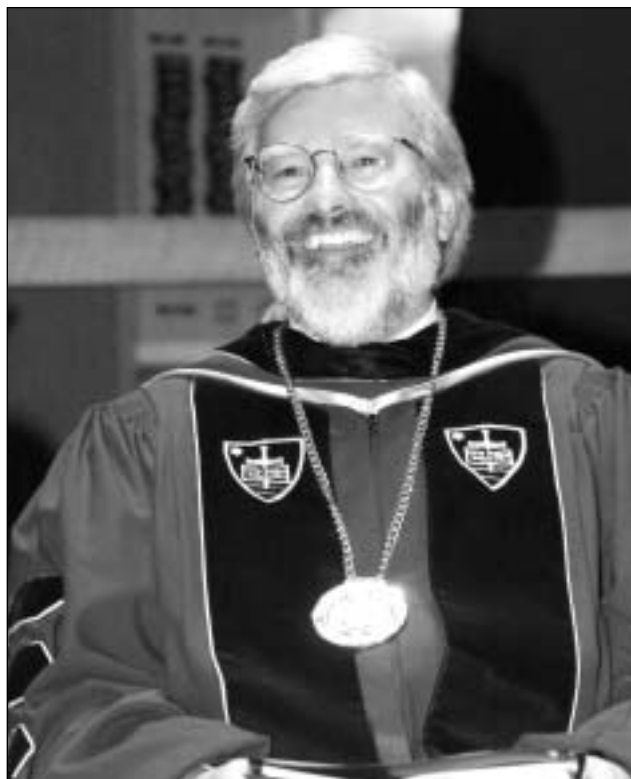


Marymount Manhattan Inaugurates New President

By SYBIL MAIMIN

It has been a season of inaugurations of new college presidents in New York City, and Judson R. Shaver joined the distinguished list as he became the seventh president of Marymount Manhattan College on October 18. In a ceremony steeped in tradition, robed academics, dignitaries, and delegates from a spectrum of colleges and universities with colorful hoods denoting degrees and departments, as well as students and staff, marched in a procession to honor and welcome the incoming president. Greetings were delivered by: Dennis Walcott, deputy mayor of New York City representing Mayor Michael Bloomberg; Bill Irwin, the performer, who revealed that he debuted with Judson Shaver in a high school play; Carol Ann Mooney, vice president of Notre Dame University, Professor Shaver's proud alma mater; Geraldine Ferraro, a Marymount Manhattan alum who served in the House of Representatives and ran for vice president of the United States; and Ben Pryor, student government president who said, "We are your future and today, President Shaver, your future welcomes you."

The evolution of Marymount Manhattan from a very traditional two-year girls' college (a "finishing school," said Ms. Ferraro) at its founding in 1936 to the four year, coed, urban, independent, liberal arts institution



President Judson R. Shaver

that it is today, serving a diverse population, was a common theme touched upon by speakers. That Dr. Shaver is the first male president of Marymount Manhattan and probably would

not have been chosen for the position just a few years ago, illustrates the extent of these changes.

In his inaugural address, President Shaver affirmed his support for the inclusion of character development and values teaching in the college experience. Admitting that his has long been "a minority opinion," he advised, "We in academia cannot afford disinterest in what our students do with their knowledge and skills." Institutions of higher learning are increasingly under scrutiny as the public questions cost, whether or not students learn and how well prepared graduates are to take part in society upon their graduation. President Shaver cited a Carnegie report critical of higher education on grounds that 1) pre-professional studies and narrowly defined majors dominate; 2) professional and liberal arts education are far apart; 3) humanities are no longer important; 4) attempts to link humanities and sciences have failed; 5) fundraising dominates leaders' time; and 6) searching self-assessments and adherence to mission are rarities. The new president reported that Marymount Manhattan has been engaged in "searching self-assessment" leading to a new strategic plan and a renewed and strengthened mission. "Like our city, we will be diverse, exciting, and committed," he promised, and, "most of all, we will be distinguished by academic quality.#

Mark Minton Named Diplomat-in-Residence at CCNY

Taking a sabbatical from the realm of international diplomacy, where negotiating peace talks in Asian trouble spots and representing the U.S. at the UN Security Council were the order of the day, Mark Minton, former Minister-Counselor for Political Affairs at the U.S. Mission to the UN, has accepted a new posting with a strong diplomatic flavor to it in the halls of academia.

The foreign service veteran has been named the State Department's "Diplomat-in-Residence" (DIR) at City College, charged with encouraging CCNY's uniquely diverse student body to pursue careers in the service.

During his one-year tenure that will end August 2003, Mr. Minton will run a writing workshop for the intensely rigorous Foreign Service exam, mentor prospective candidates and provide students with general information on the Foreign Service.

As a member of CCNY's International Studies program faculty, he will also teach an undergraduate course in International Studies next Spring.

Mr. Minton is the State Department's only Diplomat-in-Residence in the Northeastern United States.

"My presence here is intended to support CCNY's efforts in getting the program initiated for students who are interested in diplomatic careers, particularly underrepresented minorities," said Mr. Minton.

The CCNY program is also open to other City University (CUNY) institutions. CCNY expects to develop a model that can be used in other inner-city universities.

Typically, the State Department rotates its DIR in New York, and the DIR is generally placed in the CUNY system for recruitment purposes.#

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Bel Kaufman Captivates Audience at Marymount Manhattan College

By JOAN BAUM, Ph.D.

Plus ça change, plus c'est la même chose—the more things change, the more they stay the same. She repeats the well known expression in playful, dusky tones, and it's hard to believe that Bel Kaufman, author, teacher, raconteur, is 91. Though it's been a couple of years since her last visit to Marymount and a lot has happened in her life and in the world, what has stayed the same is her *joie de vie*. Soon after she finishes her talk on her writing life as the granddaughter of the famous Yiddish writer Sholom ("Fiddler on the Roof") Aleichem, she will take off for her usual downtown date with tango dancing. She's wearing high heels.

It is early evening, and the golden chandeliers shine with burnished beauty in Marymount Manhattan College's newly refurbished mezzanine, a subtle-toned, elegant parlor that suits Bel Kaufman perfectly. She positions herself casually, confidently, at the dais, and will soon dismiss the "unnecessary and intrusive" microphone, preferring instead direct, informal, unmediated conversation with her audience. The room is full. Her voice is strong, deep, unwavering. She smiles, makes eye contact. It is impossible not to smile back. She is sincere, she is a pro. She looks at least 20 years younger. But it's that voice that immediately commands attention. At once she displays the warm humor and comedic irony that readers first met in her hilarious and poignant memoir of teaching English in an inner-city high school, *Up The Down Staircase* (1965), the book that made her reputation. *Time Magazine* called it "easily the most popular novel about U.S. public schools in history."

A magna cum laude graduate of Hunter College, Bel Kaufman went on to win numerous awards for short stories, fiction and nonfiction, and for a moving tribute to her famous Papa, "Memories of My Grandfather," from which she takes nuggets here and there on this October night. She chooses to attribute her sense of humor to genes—to "Papa" Aleichem.



Author Bel Kaufman

She's brought a photograph to show—little Belushka, five years old, on her famous grandfather's lap. Of course, no one sees the resemblance, concentrating as they are on the sophisticated woman at the dais, marveling at her cultured intelligence and easy graciousness. "She hasn't missed a beat," a woman in the front row whispers to her friend, not exactly sotto voce.

The talk is forty minutes of studied but effortless charm—stories, anecdotes, jokes about and by Sholom Aleichem that reveal the teller as much as the subject of her tales. She clearly has her audience in thrall. The occasion is the Marymount Manhattan College Writing Center's 2nd Jack Burstyn Memorial Lecture, a series named in honor of the father of

Marymount friend, Sharon (Mrs. Peter) Green. She thanks the members of the audience for their warm welcome, then adds with wicked glee, "I deserve it." She moves to the microphone, but not without shooting a mock glance of petulance at Lewis Frumkes, director of The Writing Center, for having announced her age to the world, but she's clearly proud of her nonagenarian triumphs, and for sure she's in great form—pleased, she says, that she's "more or less vertical." She enjoys the audience's laughter and encourages more. As Sholom Aleichem would say, she points out, "laughter is the sound of survival," one should indulge, one should "laugh on credit." She goes on to identify this view as intrinsically Jewish, the laughter that is dead serious at the core, gal-

lows humor that comes from adversity but turns on hope, ethnic humor that is also universal.

She concludes by noting that once a year, on Sholom Aleichem's birthday, May 12A (he was superstitious, she says, and avoided the number 13) his deathbed wish is honored: to have gathered together people who will tell stories and laugh. Everyone, she declares, is invited next year to the Brotherhood Synagogue to honor that tradition. Meanwhile, she will be writing her own memoirs and when not so engaged, slithering around doing the tango. "I'm too busy to grow older." #

For information about *The Marymount Manhattan Writing Center's* series of talks, seminars, and courses call: (212) 774-4811.

Fall 2002 Enrollment at CUNY Increases by 5.4 Percent Entering Class Has Higher Test Scores

Fall 2002 enrollment at The City University of New York increased by five percent over last year, the third successive annual gain and the greatest one-year percentage increase in nearly a quarter of a century, Chancellor Matthew Goldstein announced recently.

"Students are coming because the University's reputation has developed so that the public understands that the degree is valued again," said Chancellor Goldstein. "The University has accomplished two objectives—increasing enrollment and increasing standards—that are often seen as contradictory."

Total headcount now stands at 208,047, the largest total enrollment since 1994 and the greatest one-year percentage increase since 1978. Enrollment of first-time freshmen rose 4.4 percent, overall 5.7 percent at the senior colleges, while transfer admissions grew by 5.9 percent overall.

The undergraduate enrollment of 174,844 is the highest since 1995. This is a 5.4 percent increase over last year's undergraduate enrollment, again the greatest one-year percentage increase since 1978.

Freshman enrollment of 26,844 in Fall 2002 represents the largest entering freshman class since 1996. At the senior colleges, the freshman class increased by 15,784, or 5.7 percent, the highest since 1989.

Students admitted to CUNY's baccalaureate programs reported the highest SAT scores (1095) since the SAT was required for admission to the senior colleges. The national average for students intending to enroll in a college this fall is 1020.

The entering transfer class of 16,508 reached an all-time high this fall. The class is the largest since fall, 1975. The current graduate student enrollment (29,203) is the highest since 1974.

Among the largest gainers were City College in Manhattan, 13 percent; Medgar Evers College in Brooklyn, 10.8 percent; York College in Queens, 10.4 percent; and John Jay College of Criminal Justice in Manhattan, 9.0 percent. Among community colleges, Borough of Manhattan Community College and Hostos Community College in the Bronx each experienced gains of 9.7 percent. Overall community college enrollment is 66,092, the highest level since 1995.

The City University of New York, the nation's leading urban public university, comprises 11 senior colleges, six community colleges, a graduate school, a law school and a medical school. More than 208,000 degree-credit students and more than 205,000 continuing and professional education students are enrolled throughout the five boroughs of the City of New York. For more information visit www.cuny.edu or call 1-800-CUNY-YES (1-800-286-9937).

Calendar of Events

November 2002

Events

Opening Reception for Portraits of Remembrance: An Artist's Response to the Holocaust. The Work of Diana Kurz
Seton Hall University
November 10, 2002
A talk with Artist Diana Kurz and slide show in Kozlowski Auditorium followed by gallery tour and reception in Walsh Library Gallery.
1:30 PM, FREE
(973) 761-9006

Portraits of Remembrance: An Artist's Response to the Holocaust. The Work of Diana Kurz
November 10- December 18, 2002
Seton Hall University
Walsh Library Gallery
Monday - Friday, 10:30 AM - 4:30 PM, FREE
(973) 275-2033

The Sister Rose Thering Endowment for Jewish-Christian Studies' Annual Holiday Colloquium with artist Diana Kurz
December 8, 2002
Seton Hall University
Kazlowski Hall Auditorium
1- 3 PM, FREE
(973) 761-9006

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.

Bank Street School for Children
(212) 875-4420
610 West 112 Street
Tuesday, November 5, 2002
7-9 PM, SFC Open House
Tuesday, December 3, 2002
7-9 PM, SFC Open House

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.

The Sterling School:
(718) 625-3502
299 Pacific Street, Brooklyn NY, 11201
November 14, 9:30 AM
February 24, 9:30 AM
March 26, 5-7 PM
April 3, 9:30 AM
Or by appointment.

Smith School:
(212) 879-6354
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(between 5th & Madison Ave.),
New York, NY
Call for appointment.

Green Meadow Waldorf School
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In the Bronx
At the New York Public Library, West Farms Branch, 2085 Honeywell Avenue, 10460
Transition from School to Adult Life
December 11, 2002, 10 AM - 1PM
In Manhattan
At Resources for Children with Special Needs, 116 East 16th Street, 5th floor, 10003

Preschool Services for 3-5 Year Olds
January 29, 2003, 10 AM - 1PM

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Assembly Programs
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All our current workshops and assembly programs can be viewed under Educational Experiences at www.lsc.org.

Please call (201) 451-0006 and speak with either John Herrera x218, jherrera@lsc.org, or Jim McGlynn x340, jmcglynn@lsc.org, for further details.

More Questions than Answers Regarding Teaching and Technology

By KIM BROWN

What do electronic football, a Japanese teenager and a first year teacher have in common? Professor Allen D. Glenn did great impressions of all three during his lecture, "Technology and Teacher Educators."

The speech was part of the culminating event of *NetTech-Making Technology Work in our Schools: A Forum for Education Leaders and Decision Makers*. The Conference was held recently at The Graduate Center of the City University of New York.

If educators came looking for ways to integrate technology and teacher education, Glenn did not provide them. Instead, the Dean Emeritus and University of Washington College of Education Professor doled out questions for deans, professors and administrators.

"If you ask the wrong question the right answer won't help," Glenn said, then laughed, "actually, I did that on my dissertation."

Allen D. Glenn began his career teaching at a public junior high school in Kansas. During the 70s he saw how computers allowed for engaging simulations of real life problems in his social studies classroom. He was hooked. Since then he has earned his Ph.D. in education and focused much of his research on the use of technology to instruct students. He has served on several educational technology panels for the U.S. Office of Education and co-authored "Restructuring Schools with Technology."



Allen D. Glenn

According to Glenn, there are many questions that educational leaders need to ask themselves about the use of technology in teacher education programs. There are questions about personal skills like, "what messages are being sent via my office about the use of technology?" Then there are questions about resources; "what is being spent to support technology in the unit?" There are questions about hiring new faculty; "what funds are available to provide new technologies for new faculty?" The list goes on.

In an energetic lecture that was part scholarly and part stand up comedy, Glenn covered three main areas: technology today, technology and teacher education and the future, albeit in general terms.

"The democratization of technology has happened," Glenn declared when he spoke about technology today. As an example he cited Japan jokingly, "It is now a law in Japan you have to have a cell phone, you have to have it on and you have to use it with two thumbs to send messages."

He also pointed out one of the main differences between educators and students when it comes to technology. Professors and teachers remember a time before the Internet, whereas students don't. "Kids believe high tech is now my tech," he said.

Pre-service teachers are also better prepared to use technology as a part of instruction. "Teachers are better, they're smarter, they can do more," Glenn said.

Glenn ended the "Technology Today" part of his lecture by telling the audience that if they want to know where technology is going all they need to do is look at a Playstation. "Remember the first electronic football game?" he asked, then made beeping noises and moved like a robot across the stage. "We thought that was cool. Now you can see the expressions on players' faces."

When it comes to technology and teacher education, Glenn says it is no longer just the hardware that's important but the leadership. Although he admits to hating the word "vision" he also says there is something powerful about it. Educational leaders need to define their

vision about technology's role in the department before allocating resources, hiring new faculty or implementing change.

It is also important to have staff that can maintain the infrastructure. "You better have someone who says 'you can't plug that into that, if you do that you're going to die.'"

Glenn insists that tomorrow's professors will have new skills and will need to think about classroom instruction in new ways. The teacher will not only pose questions, he will also be a co-learner in his classroom as more students have advanced technology skills.

The role of information technology (IT) is also changing. Right now IT is best at providing access to information, but Glenn says the emergence of high speed Internet is increasing the possibilities for educators. Kids can now come together from distant regions to create collaborative projects.

Educators must ensure government policy makers that technology is more than hardware and gimmicks, Glenn says. For that to happen the work of educators and its impact needs to be documented.

"The only choice we face is who will shape this new education environment and who will profit from it," he said. And he left the audience with one final question. "Who better than us?"#

Allen D. Glenn can be reached at Miller Hall, Box 353600, Seattle WA 98195, 206-221-4790, aglenn@u.washington.edu

Panelists Weigh New Teaching Mediums

By DEBORAH YOUNG

Imagine what would happen if a Johnny Appleseed character brought antibiotics to a stone-age society.

Without receiving instructions for the medicine's use, some tribe members might place the bottle on an altar and worship it, and others might remove the pills and roll them over their bodies.

"Very few of them, I wager, would take one every four to six hours," said Chris Dede, the keynote speaker at the early October conference "Making Technology Work in Our Schools."

Merely having access to high-tech tools does not magically boost learning, Dede told the crowd of roughly 200 educators at City University.

The key is incorporating technology into an educational model that challenges stereotypes about schooling, he said.

Discussions about technology opened the door to broader questions about teaching during an evening that featured Dede, of the Harvard Graduate School of Education, along with panelists Allen D. Glenn of the University of Washington, Director of the Center for Children and Technology, Margaret Honey, and Chip Kimball, Asst. Supt. at Lake Washington School District in Richmond WA.

Anthony Picciano of Hunter College moderated.

"We have many ways of teaching and learning that are really profound," Dede said. "Within my lifetime it will be considered malpractice for people to teach with only one medium."

But educators must remain creative in "this age of regressive schooling" and let go of socially imbedded ideas about learning, he said.

"Professional development means unlearning almost subconscious beliefs," he said. "It's not primarily intellectual; it's also emotional and social."

Pedagogical flexibility is especially important in the protean, ever-advancing field of technology, where equity means more than counting the ratio of computers to children, Dede said.

"It's exciting and daunting and at the same time, it's a very interesting time in history," he said.

The sea change in communications also means that students may be more technologically sophisticated than their teachers, said Kimball, whose school district is within shouting distance of Microsoft headquarters.

"What happens when the students know more than the teachers," Kimball said. "This is the generation 'zap' not 'gap'."

Even so, good teaching still stands on its own, he said.

And model technology education is expansive, not reductive, Honey agreed.

"There are upsides and downsides offered by the new technologies," she said. "There is the potential for the mundane-such as Power Point as a motivational exercise in special effects-and there is thinking about technology and talking deeply and seriously about the kinds of learning we want kids to be engaged in."

For students at the High School for Environmental Studies on West 56th Street, learning about technology went hand in hand with inquiry and activism.

They created a website based on ecological findings about Brooklyn's polluted Gowanus Canal, trading information via email with scientists to further their knowledge.

"Working on computers made it much more convenient," said senior Julia Curtis, who was among students displaying their technology-based work during the networking reception after the speakers. "We had easy access to all kinds of information right in front of us."#



Margaret Honey

DO EDUCATORS HAVE A DUTY TO PREPARE STUDENTS FOR "DIGITAL AGE"?

By KIM BROWN

Cheryl Lemke caused quite a stir when she asked a room full of educators if they are committing malpractice.

The CEO of Metiri Group, a learning technology consulting firm, Lemke has more than 20 years experience in public education. In the year 2000 she was identified as one of the 20 most influential educators nationally in the field of learning and technology. Her lecture titled "Technology-Based Solutions that Work," was part of the conference "Making Technology Work in Our Schools."

Lemke cited a study that showed when teachers use visualization in the classroom to solve real world problems, four times more students gain understanding "in a deep way."

"If we know what students need and we are not getting it to them is that the equivalent of malpractice in the medical world?"

After the silence several audience members spoke up. The consensus was the system, administrators and teacher education programs are also to blame for the misuse and lack of use of technology, not only educators. But Lemke got people to pay attention.

"Are your students ready to thrive in a knowledge based society?" she asked. The unspoken answer was that many students are not prepared for the digital age.

Lemke pointed to the WISE web site (www.immex.ucla.edu), a product of the University of California at Berkeley, as a way for educators to start using technology for learning. Students can use the site as a guide for scientific research. One example she showed the audience was the web-based project about how deformed frogs grow that way. Students navigate through the site as they complete their research with the help of online guidance and clues.

The WISE site qualifies as authentic intellectual work, Lemke says. "These projects are relevant beyond the school day, they foster disciplined inquiry and require students to do something with the knowledge they gain." Teachers can use the web site with their classes free of charge. WISE only asks that educators notify them in advance.

Another example of project-based learning on the site utilizes a battleship game to teach students about slopes on a graph.

Visual literacy and self-directed learning are two important skills that students gain when they work on web-based projects. Lemke showed a simple visual map that students created, linking the causes and effects of bad breath. (Some effects are the loss of friends and visits to the dentist, according to students who developed the map.) Lemke also showed a more advanced project on www.pbs.kids.org that teaches girls about the reality behind the myth of modeling. One little known fact: models use Preparation H to get rid of bags under their eyes.

What actions can educators take to encourage problem solving and research based learning? First, get the digital age on your school's radar screen, Lemke says. Next identify things that work and make decisions based on students' learning needs. Finally, redefine success to include information literacy and self-directed learning.

Lemke suggests that educators read professional journals so that when they are asking for things in their school it is research based.

"There must be high expectations for schools and pressure on schools to change," Lemke says. "It's a matter of being a squeaky wheel."

This conference was coordinated by Carolyn Everett, Director of Special Projects at CUNY Central. email: carolyn.everett@mail.cuny.edu



Product Review

LET YOUR CHILD FLY WITH SEEDS SOFTWARE'S INTRODUCTION TO AIRPLANE DESIGN

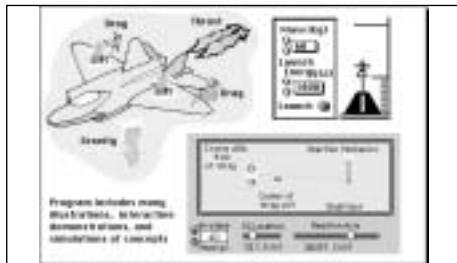
By NEIL SCHULDINER

Planning on purchasing gliders to teach your children or students the basics of aerospace principles? Instead, consider Seeds Software's *Introduction to Airplane Design*, an interactive educational software "toy" that will enable your child to design and construct his or her own gliders while learning the theoretical concepts of flight.

Designed for grades seven through twelve, and compatible with both Windows and Macintosh based computers (thanks to its hybrid CD), *Introduction to Airplane Design* consists of two components – tutorials and the Real Glider sections.

The tutorial component includes detailed simulations, illustrations and diagrams that educate users on concepts from Newton's laws of motion to simulations exemplifying gravity, lift, thrust and drag. Such simulations often-times include interactive components which allow users to input variables relating to wing design, pitch, angle of attack, etc. — and see the real-time effects of such alterations. In one such tutorial, students enter data relating to the concept of "lift," and interactively alter an animated simulation of airflow over an airfoil.

The Glider section, *Introduction to Airplane Design's* most intriguing component, lets students and children apply the concepts of aerodynamics that they learned in the tutorial component—in the design of an actual flyable glider. Based on such variables as wing and fuselage dimensions and horizontal and vertical stabilizers entered by the user, the program constructs an image of a model craft.



Introduction to Airplane Design then calculates the theoretical likelihood of the aircraft's ability to soar. If the program determines your plane should be grounded, the program cites your errors (perhaps your wing design or propulsion variables were off) and offers recommendations to alleviate your design flaws. If the user's design can "take off," it prints out detailed instructions and diagrams to assemble your model aircraft.

While *Introduction to Airplane Design* could benefit from improved graphics and more sophisticated animations, it's difficult not to recommend the program. With lesson plans, quizzes and answer sheets for teachers, and concise user instructions for parents, Seeds Software has created a product both teachers, parents and children are sure to take to the skies!#

Introduction to Airplane Design by Seeds Software (email: Science@Seeds2Learn.com; Web: www.Seeds2Learn.com; 206-782-0914). Windows System Requirements: Windows 95/98/NT/2000/XP, 20 to 25 MB of RAM, 50 Mhz processor; Macintosh System Requirements: Mac Power PC, Mac OS 7.3 to OSX, 15 MB of available RAM.

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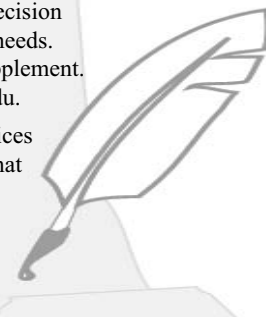
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•Make sure your study area is well lit.

•Soft background music, such as classical music, can help you concentrate and work more efficiently.

•Have the supplies you may need to do your work handy. You might want to place them on a shelf, on your desk, or in a box by the table you will be working on. You want to be able to use your time effectively, so you don't want to spend your time looking for the dictionary, paper, or pencils when you get to work.

•It is helpful to look at your schedule for the week to decide the best time to do your work each day. Schedules vary with sports, jobs, scouts, or other commitments. If you know ahead of time when you will be working on your studies, it helps take the stress off, because you know that you have set that time aside to get your studying done.

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GETTING UNSTUCK IN MATH

BY JEFF SIMPSON

Math low-achievers have two basic problems: they don't understand it, and don't remember it. When we explain it, they don't get it. And they fail to connect what they have memorized to what they understand—if they can memorize at all.

Nowadays we address this problem by focusing on conceptual development, using constructive experiences to communicate mathematical meaning—since language alone doesn't instill an understanding of numerical relationships. But comprehension does not guarantee fluency.

And fluency is required for efficient problem-solving at higher thinking levels.

Pragmatic constructivists strive to develop both understanding and memory.

But while we no longer rely upon language devices to foster understanding, we do depend upon them for developing memory. For lack of better alternatives, we still turn to traditional memorization strategies: flash cards, choral skip-counting, etc.. These language-based memorization strategies focus on the words for answers, not on making mathematical perceptions themselves familiar. Judging from the fact that some pupils still cannot remember math facts and processes,

it is evident that language is not the most effective tool for implanting a fluent memory of number facts, either.

After years of teaching, I discovered a way to use guided discovery and rapid reconstruction to unify the process of concept and memory development. It makes concepts clear and builds memory in a multi-sensory way, enabling students to remember number relationships in a fluent, context-derived, concept-based, mathematical way—without rote memory.

The materials for implementing the method began modestly as sets of pages to help specific children with learning challenges. Gradually, they turned into a dozen books of supplemental materials in the Count, Notice, and Remember series.

Three of the books were adopted as a partial program by the State of California. The State's Instructional Materials Advisory Panel report describes the program as: "...superb and ingenious...a methodical way to ensure success for all students...efficient and effective..."

Here is an example of Count, Notice, & Remember's impact on low-achievers. A school in the Los Angeles area identified a number of children who tested below 25% accuracy on basic multiplication, in spite of their teachers' best efforts. These students worked with CN&R two or three hours a week for sixteen weeks, and a teacher measured the results as a focus for her master's thesis. At the conclusion of the study, every child achieved 100 percent accuracy.

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CN&R is used in a number of school districts in California, and in other states — often for intervention and resource programs. After using it in summer school, one California principal said, "The kids love it, and the math gains were incredible!"

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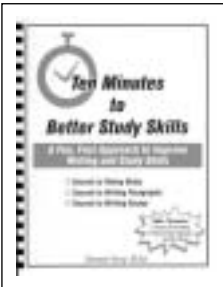
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To enter, send *one* original poem, any subject and style, to: The International Library of Poetry, Suite 19915, 1 Poetry Plaza, Owing Mills, MD 21117. The poem should be 20 lines or less, and the poet's name and address should appear at the top of the page. Entries are also being accepted online at [#](http://www.poetry.com)

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OU³ The group toused the bayou en route to Baton Rouge...
OU⁴ My young cousin loves southern food and country music...
IE Natalie ate a brownie, then walked her collie on the prairie...
Silent T Our voices soften and our eyes moisten as we listen...
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STUDENT JOURNALIST

H.S. PROGRAMS ABROAD:
ADVANCING NOTHING MORE
THAN RESUMES?

By RUTH HUPART

The Oxford Advanced Studies Program lets high school-age students from many countries take classes and live in the dorms at Magdalen College in Oxford, England. The course lasts for four weeks. Here is my experience.

After waiting on line for twenty minutes, I was relieved when it was finally my turn to fill my tray with dinner. Unable to recognize the food presented before me I asked the cafeteria woman, as politely as I could, to please tell me the name of several dishes.

"Shar, 'tis fursh lib and eh coo bloh," she responded in Yorkshire tones.

The closest translation for her garbled words that I could come up with was, "Sure, it's some lovely frogs' legs with a hint of cow's blood."

My classes at the Oxford Advanced Studies Program were nearly as incomprehensible as the dining hall wait staff. While I was perfectly able to understand the clipped British accents of my Shakespeare and physics teachers, their educational philosophies were completely foreign. Nothing in all my years of public schooling prepared me for the shock of hearing a teacher tell me, "I'm not interested in your opinions." Although these may not be his exact words, they convey the all too blunt message. I could have forgiven my teacher for having such a closed-minded point of view if his opinions alone were enough to sustain my interest for each hour-long Shakespeare class. Instead, each class consisted of copying simple notes from a dry erase blackboard and listening to the instructor's muted and monotonous voice drone on for nearly an hour. After the first three days, no one even tried to bring up a dissenting perspective in class. We were forced into submission by our teacher's implications that our minds were only fit to learn the basic plots of Shakespearean plays and the general themes and that original interpretation was beyond our mental capabilities.

Despite my feelings that the Shakespeare class was completely unsatisfying, the Oxford Advanced Studies Program did have its high points. Although my intellectual maturity was under question in the Shakespeare classroom, this was the first summer program I attended where I felt that I wasn't patronized by counselors or R.A.s. The R.A.s (R.T.s, rather, for "residential tutor") respected us as human

beings and I felt comfortable talking and joking with them. They, in turn, felt comfortable with giving us free reign in the city of Oxford. This freedom was bliss. At a Johns Hopkins' CTY course two years ago I wasn't permitted to cross the street without supervision. In Oxford we were encouraged to explore the culture of the centuries old city of scholars. Widening our cultural understanding was also enforced by the several nationalities that were represented in the student body. There were students from Japan, Kuwait, Bahrain, and countless other countries. Another of the program's high points was that it gave a taste of the Oxbridge system of education. In addition to group lessons, each week I had a one-on-one tutorial with my instructor. The universities of Oxford and Cambridge are famous for their tutorials, which are designed to give each student a thorough understanding of a chosen topic. While my Shakespeare tutorials were necessary ordeals, my physics tutorials were usually characterized by animated conversations about why different instruments produce different sound qualities or how it's possible that the universe may be shaped like a saddle. The physics teacher was a qualified man whom I respected and who had a great deal to teach. But there were only five hours of class each week, and none of this time was spent doing lab studies. It boggles the mind how a basic science course can be taught without the fun and experience of experimentation. A class that had the potential to be full of intellectual discoveries became merely mediocre because the academic timetable was so poorly planned.

My expectations surrounding these classes were high. The words "Oxford Advanced Studies Program" made me feel like I was going to be immersed in an intellectual and academic environment for four weeks of my summer vacation. I didn't find out until later that it is general knowledge that an overseas course of study for American high school students is only code for "Party! Get the chance to write on your college transcript that you studied in Oxford one summer! Don't forget, a bonus of studying here is that the legal smoking age is 16!"#

Ruth Hupart is a junior at Ardsley H.S., New York.

NOVEMBER IN HISTORY

COMPILED By CHRIS ROWAN

November was originally the ninth month on the Roman calendar, and its name came from the Latin word for nine, "*novem*." In 46 B.C. Julius Caesar (100 B.C.– 44 B.C.) reformed the calendar and gave November its present 30 days.

Thanksgiving

In 1621, Governor William Bradford of Plymouth Colony authorized a three-day Celebration of the Harvest. The celebration wasn't repeated the following year, and it wasn't until the 1800's that states began celebrating Thanksgiving as an annual custom. (New York adopted the holiday in 1817). Thanksgiving became a national holiday when President Lincoln proclaimed a national day of observance in 1863. It now falls on the *fourth Thursday* of November.

Veteran's Day

Since 1954, all Americans who served in wartime have been honored on November 11th. Veteran's Day replaced Armistice Day – which commemorated the day in 1918 when fighting ended in World War I.

November 9th-Revolution, Rampage, Unity
In 1918, Revolutionists overthrew the Germany Monarchy.

In 1938, Anti-Jewish mobs went on rampages throughout Nazi Germany. This event became known as *Kristallnacht* – Night of the Broken Glass.

In 1989, the Berlin Wall came down, effectively ending the Cold War division of Germany.

November 22 – Assassination

In 1963, President John F. Kennedy was shot to death in Dallas.#

MOVIES & THEATER

Teen Trauma: *White Oleander*; Gun Culture: *Bowling for Columbine*

By JAN AARON

Adapted from Janet Fitch's best selling novel, *White Oleander* traces the chaotic life of a mid-teen, Astrid Magnussen, who is placed in a series of foster homes, when her artist-mother, Ingrid, is sentenced to prison for killing her latest boyfriend. Fans of the book will be surprised to see how well Mary Agnes Donoghue's script adaptation brings it to the screen. It's no big jolt that in the movie Ingrid is an artist instead of a poet. For educators, both novel and film can prompt classroom discussion about parental bonds and finding your own way.

Director Peter Kosminsky (TV film *Warriors*) beautifully captures the rich and turbulent mother-daughter conflict between Astrid, brilliantly played by newcomer Alison Lohman, and the domineering Ingrid, an exceptional Michelle Pfeiffer. In the quick-paced opening scenes, Ingrid goes from passing her Viking theory of life to her

daughter to being carted off to jail. From then on they are tied together through Astrid's visits to her mother in prison and the letters Ingrid sends out.

As the years pass, Astrid, who narrates the story, lives in a series of foster homes which change her from pampered young woman to street-wise punk who collects and resells old clothes. The most moving foster mom at the Malibu home of an unemployed actor, Claire (Renee Zellweger) clings to Astrid as her marriage fails.

Astrid also meets a young comic book artist Paul (Patrick Fugit, *Almost Famous*) in a county facility where they are being held between homes. Their bond becomes a relationship that turns into a way out of a degrading life. In the end, however, the bruised but resilient Astrid emerges as a talented conceptual artist in her own right.

Essential film going also is *Bowling for Columbine*, an often-successful attempt by Michael Moore (*Roger & Me*) to examine

America's gun culture. Using the Columbine teen shooting spree as a focal point, Moore ranges far and wide—sometimes putting a bit too much of his POV in the picture. (*Oleander*, PG-13, distributed

by Warner Brothers; *Bowling*, documentary, by United Artists. For film locales and showtimes, call 777-FILM.)#

SPORTS

“KINDNESS PREVAILS” IN COMPETITIVE SKATEBOARDING

By TOM KERTES

Baseball? Football? Basketball? Soccer? No (and no, and no, and no.) Not one of these enormously popular American and/or world sports could claim to be the number one participatory athletic activity for young people under 25 in the United States last year. Shockingly, the list was topped by skateboarding (and its close relative, in-line skating) with an indeed impressive number of 26 million.

Unfortunately, injuries serious enough to require professional medical care—are almost equally prevalent in the sport (more than a 100,000 a year). “It is very important to emphasize that these sports can be dangerous if the proper safety precautions are not taken,” said Alan M. Muney, chief medical officer at Oxford Health Plans. “And also the fact that wearing the appropriate safety gear and using proper skating techniques can go a long way in preventing serious injuries.”

In order to promote this concept, Oxford has created the Lid-Zone, a grassroots program in the Tri-State area where kids 10-18 years of age can skate, compete with each other in “best trick” contests, see demonstrations by the best in the sport—and also hear the superstars talk about the essence of safety. “Hearing (8-time X-Games gold medallist) Andy McDonald, (visiting pro at the famed in-line training facility Camp Woodward) Matt Lindemuth, and other top-notch guys talk about safe skating gives our message the needed ‘star appeal’ to truly influence young people,” Dr. Muney said.

Indeed, the quintet of Lid-Zone events, held over a two-week period in September, have been a rousing success. “We’ve had over 1,000 people at Rampage Park on Long Island yesterday,” elated organizer Shea Sweeney said. “And another 1,000-plus today in New York City. That’s more attention and enthusiasm that we ever could hope for.”

Kids like 11-year-old Giorgio Villone attended



Andy Macdonald

on both days. “I don’t know what I love about skateboarding,” he pondered. “But it just makes me feel so-o-o-o-o good.”

“It’s an individual sport where you can be as creative as you want to be,” mom, Maureen, chimed in. “It’s a fantastic exercise to use your energies on—and it’s also a great way for kids to make friends.”

“You don’t have to deal with the pettiness, violence, and all the other extracurricular stuff that

team sports are unfortunately so filled with these days,” Mrs. Villone added. “As a matter of fact, while kids of the same age are certainly competitive in this sport, I’ve been extremely impressed by how the older kids tend to take the younger ones under their wings as kind of mentors.”

“It’s really nice to watch. In this sport, kindness prevails.”

And creativity, too. The participants at Riverside Park—the only outdoor court on the Lid-Zone Tour—doing all kinds of flips (ollies), somersaults, and a myriad of other tricks over the pipes, half-pipes, boxes, and various other metallic equipment, were somewhere north of spectacular. “I predict that this might become an Olympic sport one day soon,” Mr. Villone said. “This sport, the skills it requires, is actually very similar to gymnastics. And if snowboarding is in the Winter Olympics, making skateboarding a Summer Olympic sport would be the logical next step.”

As it appears right now, the U. S. has an excellent chance to host the 2012 Games. If it ever happens—and seeing the enthusiasm and athleticism of the competitors, it just might—that would be the time to look for skateboarding as a first-time Olympic event.#

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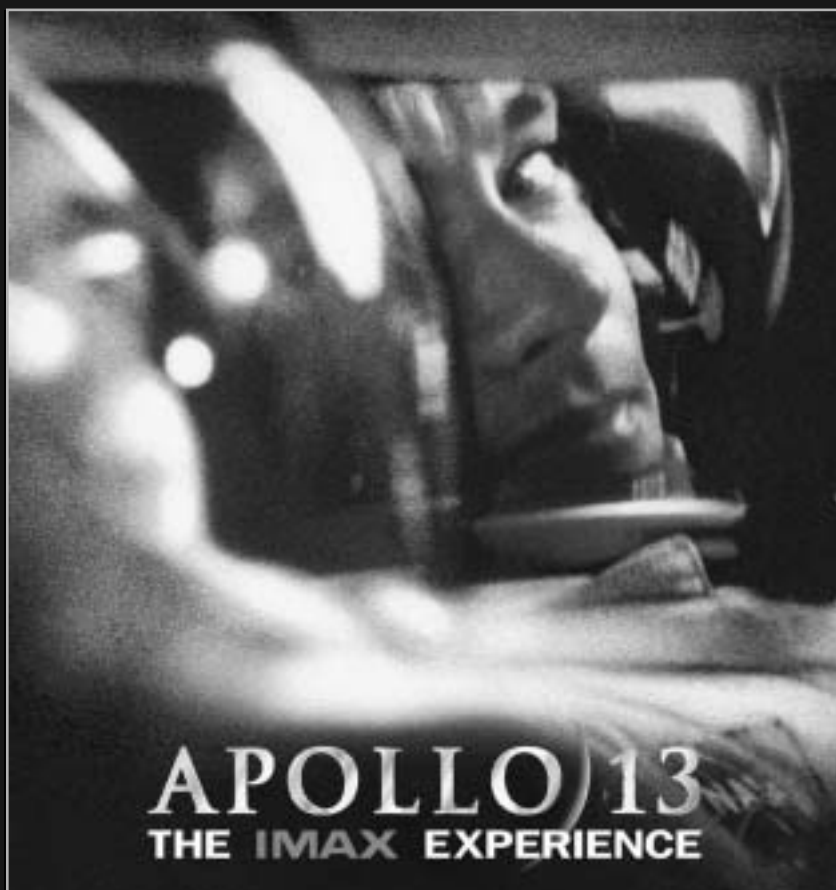
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MODERN LANGUAGES

The Debate Over English Language Acquisition

By KARA H. STEIN & HEIDI FISHER

In the past decade, as the student population in the U.S. has grown increasingly ethnically and linguistically diverse, the debate around English language acquisition has come to the forefront of national educational policy. In 2001, for example, almost 3 million students in the U.S. were enrolled in programs for English language learners; approximately 75 percent of these students are from nations whose principal language is Spanish. Moreover, the majority of English language learners have matriculated into public school systems in urban and rural areas, which face increasingly restricted physical and pedagogical resources and a lack of qualified (i.e., fully certified and/or competently-trained) English language acquisition instructors. Schools now face the challenge of educating more English language learners than ever before—in the midst of rising academic standards, diminished resources, and an increasingly technology-based economy.

The debate between proponents of traditional bilingual education programs—which use students' native languages to help them learn English and content areas—and those who favor an English language immersion approach—teaching new English learners only in English—is being played out across the country. For example, legislation that severely restricts or completely eliminates bilingual education was enacted in California in 1998 and Arizona in 2000. Similar initiatives will be voted on this fall in Massachusetts and Colorado.

Exacerbating the problem is the fact that new English language learners, previously exempt from many standardized exams, are now required by federal law to take most of these tests. This only increases the need for innovative and effective ways of educating these students, since in some cases decisions about monetary rewards and sanctions for individual schools and districts are based on students'

scores on standardized exams.

In June 2000, the American Jewish Committee (AJC), an organization dedicated to improving education and advocacy for human rights around the world, adopted a statement in which it reaffirmed its commitment to public education. It stated, "AJC believes there must be a rededication to public education on the national, state, community, and family levels so that the public schools can fulfill their promise as democratic institutions and launching pads of opportunity for all children." In keeping with this position, AJC believes that the ultimate goal of public schools is to prepare all students to be full participants in American civic life and to maximize their chances for individual success.

Applying these principles to the English language acquisition debate, AJC believes that both bilingual and English-only immersion approaches can be effective ways of incorporating new English language learners into the

linguistic, social, and economic mainstream of American society and thus strongly opposes legislation that mandates one methodology or approach over another. Schools should have access to a range of options that can be tailored to meet the needs of students, based on their backgrounds, prior levels of educational attainment, age, and knowledge of specific content areas. Whichever program or methodology schools decide to use, AJC believes that its primary aim should be facilitating students' proficiency in English as quickly as possible.

The education of America's diverse children is a matter of concern to all of us. Our public schools must find a way to teach English language learners both English and subject matter content. The health of our democracy depends upon it.#

Kara H. Stein is Assistant Legal Director of the American Jewish Committee. Heidi Fisher is Public Education Consultant to the American Jewish Committee.

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Putting Democracy in the People's Hands

BY MAYOR MICHAEL R. BLOOMBERG

When I appointed a Commission to study changes to the City's Charter, I suggested they propose amending the line of mayoral succession, so that the Deputy Mayor would serve as Acting Mayor for a limited period of time if the Mayor dies while in office or has to leave office prematurely. The Commission considered it, and ultimately, they decided to place a different issue on this year's ballot: holding a special election in sixty days if there's a vacancy in the mayoralty, but leaving the line of succession as it is. I think it makes a lot of sense. Here's why:

If something happens to the Mayor, the voters should be able to choose are placement as quickly as possible. That's what democracy is all about. And by requiring a special election to be held sixty days after a vacancy occurs, the proposed change to the Charter would put the business of choosing a new Mayor exactly where it belongs: in the people's hands.

Currently, if the Mayor dies while in office or leaves prematurely, the voters may have to wait up to fifteen months until they can elect a new Mayor. By any standard, fifteen months is a long time. In a city as fast-paced as ours, it's a

lifetime. With an unelected Mayor at the helm, government operations could suffer, long-term planning could come to a standstill, and a climate of uncertainty would likely prevail. "In an ever-changing world where cities compete on a daily basis for jobs, tourists and businesses, the costs of having an unelected Mayor in office for up to fifteen months could be crippling.

At its core, our democracy works better when we fill vacancies through elections, rather than through unelected, long-term interim successors.

That's why the City's Charter already mandates that vacancies in every other City office—from the City Council to the Comptroller—be filled by special elections. That reasoning applies to the Office of Mayor more than anywhere else, and it's exactly what the proposed change to the City's Charter would accomplish.

When you head into the voting booth on November 5, please don't forget that this important proposal—one that puts our City's future in your hands—is on the ballot. However you choose to vote, by weighing in on charter reform, you'll reinforce what this proposal is all about: letting the people decide. #

CAREERS

ROUND THE LAKE WITH ANDRES GARCIA-PEÑA, GONDOLIER



Andres Garcia-Peña

By TOM KERTES

When you think of riding in a gondola, you think of one of the myriad canals dissecting the ancient Italian city of Venice. A large lake in New York City is about the last thing to come to mind.

Yet not only is there a gondola gliding majestically on Central Park's big lake, "it is there by design," gondolier Andres Garcia-Peña avers. "When Frederick Low Olmstead created Central Park in 1850—the only man-made park to remain totally true to nature—he desired to acquire a distinctly European flavor to this particular part of the park."

Italy became a nation-state in 1868, the same year the Park finally opened. Thus, near the Bethesda Fountain, the columns on the buildings are of a Roman style. Hence, gondolas.

Eight of them, originally.

This is only one of the many historic tidbits the personable Garcia-Peña—now the lone gondolier in the park—regales his clientele with. "I see myself as a communicator and entertainer," he says. "I tell them about the history of the park, of the surrounding buildings such as The Dakota, what-

Student Drug Testing Expands – Again

BY MARTHA MCCARTHY

Concerns over student and staff safety in public schools are manifesting themselves in zero-tolerance policies and stringent disciplinary practices. One of the most controversial strategies is to subject students to urinalysis screening for drug use.

In June, 2002, the United States Supreme Court delivered an important decision, *Board of Education v. Earls*, in which it upheld a school district's program that requires all middle and high school students to consent to urinalysis testing for drugs as a prerequisite to participation in extracurricular activities. Although in practice only students participating in competitive activities have been tested, the reach of the policy is far broader.

Reversing the Tenth Circuit Court of Appeals, the Supreme Court in *Earls* relied heavily on its 1995 decision, *Vernonia School District 47J v. Acton*, in which it upheld random drug testing of student athletes in public schools. In both cases the Court found no violation of the Fourth Amendment's protection against unreasonable government searches. The Court in *Earls* concluded that students participating in extracurricular activities have a limited expectation of privacy as they voluntarily subject themselves to many of the same privacy invasions as do student athletes. The Court also noted that the intrusion on privacy is not significant, given that a faculty monitor waits outside the closed restroom stall while the student produces the urine sample. The Supreme Court was convinced of the need for the program, given the evidence presented of a nationwide drug epi-

demic and increased drug use in the school district itself. The Court further noted that a demonstrated drug abuse problem is not always necessary to justify implementation of a suspicion-less drug-testing program.

Even before the *Earls* decision, public school students could be subjected to urinalysis with reasonable suspicion of drug use. But courts have not spoken in unison as to what it takes to establish such reasonable suspicion. In 1999, the Seventh Circuit Court of Appeals in *Willis v. Anderson* did not find reasonable suspicion to test all students as a condition of returning to school if they had been suspended for various offenses, including fighting and truancy, as there was not a sufficient connection between those behaviors and drug use. The court further observed that unlike students who elect to participate in extracurricular activities, the students who have been suspended have not voluntarily consented to be drug tested.

The need to establish reasonable suspicion on an individual basis may decline if the Supreme Court continues to expand the category of students who can be subjected to blanket or random urinalysis. The majority of secondary students participate in at least one extracurricular activity, so they can now be tested for drug use. Although school districts have not implemented suspicion-less drug-testing programs for their entire student bodies, given the Supreme Court's rulings in *Acton* and *Earls*, there may be movement in this direction. #

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

ever they want to know about." Then he sings to the customers, preferably the same Italian love songs—"O, Solo Mio," "Nights in Sorrento"—that his Venetian counterparts do. All this while dressed in full gondolier regalia, with the big straw hat, the striped shirt, the whole thing. "To complete the experience," Garcia-Peña smiles, "I want it to be one of total fantasy."

In many ways, the personable 41-year-old Garcia-Peña lives a life of total fantasy. A successful artist educated at Greenwich Village's Cooper Union College—and now living in a 5000 square foot loft in Williamsburg, Brooklyn with his wife and three-month old daughter—he's had dozens of showings of his paintings in some of the finest New York galleries. His style is surrealist yet accessible, "something along the lines of Salvador Dali and Magritte," he says. He paints his life experience, including but not limited to his second existence as a gondolier. He sells five or so paintings a year—the highest price ever was \$7,000—enough to feel elated about his art, but not necessarily to make a living.

The gondola gig "is the greatest second job in the world," he says. "First of all, I love it. Beautiful park, beautiful lake, dealing with all kinds of nice people—what's there not to love? Secondly, it's a six month-a year job, from 5-10 in the evening. The perfect part time gig. And

third of all, it pays." A ride costs \$30.00 for a half an hour, split evenly with his employer (The Boathouse Cafe). In addition, more often than not, Garcia-Peña receives a grand gratuity due to his charm, enthusiasm, and keen insight into the romantic aspects of the experience.

"That's the one thing I lie just a little about," he smiles. "When we get to the bridge, I tell young couples—many on a first date—that there is an old legend: if you kiss under this bridge you will kiss under a bridge in Venice. Ninety-nine percent of the time, it really starts something."

Gondoliering is not only fun work but an excellent workout as well, according to Garcia-Peña. The sculling with a single oar involves a row-cut-and-steer motion in the water that "makes a 20-30 pound difference in my body weight over the course of six months," he says.

Garcia-Peña, who was born in Milan, Italy to Colombian parents but has lived in New York since the age of 2, took over the gondolier gig from his retiring cousin. "In gondoliering, it's not what you know—it's who you know," he quips. He's had everyone from Bruce Willis to Spike Lee to George Clooney to Tony Bennett in his boat in the seven years he's been The Man on the Lake. "I can safely say they all enjoyed themselves immensely," he says. "This is a dream job where you have the power to make all kinds of dreams come true." #



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

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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.

COLLEGES

November Events at Sarah Lawrence College

**EXHIBIT: "The Way We Were"
Esther Raushenbush Library Gallery
Sunday, November 3-30, Free**

"The Way We Were" will mark Lew's thirteenth solo show of sculpted oils during a painting career that has spanned nearly twenty years. The exhibit will include approximately thirty pieces reflecting cherished memories of growing up in America and images of American culture. Through her imagery - ranging from Dick, Jane and Sally early reader scenes, children's portraits and comic imagery - Lew has captured the innocence of the past, along with conveying optimism for the future.

For more information, please call (914) 395-2470.

**LECTURE: World Perspectives: The View from the U.S. and Europe
Wednesday, November 6, 5:30 PM
Titworth Lecture Hall, Free**

This panel discussion is the fifth part of the lecture series "The United States, Iraq and the World: Perspectives on the 'War on Terrorism,'" focusing on the situation in the Middle East. "World Perspectives" will feature Raymond Seideman, Monica Varsanyi and Michael Smith of the Political Science faculty, Komozi Woodard of the History faculty and will be moderated by Lyde Sizer of the History faculty. For more information, please call (914) 395-2411.

**READING: Novelist Paula Fox to Read
Wednesday, November 6,
Esther Raushenbush Library, 6:30 PM, Free**

Paula Fox's most recent book is *Borrowed Finery*, a memoir of her childhood. Her six novels, including *Desperate Characters*, *The Widow's Children* and *Poor George* have recently been reissued by Norton. Fox's work has been called "original, daring and unnerving" and "elegant and wrenching." Fox is also the author of children's books including *Newberry Award winners*, *The Slave Dancer* and *The One-Eyed Cat*. For more information, please call (914) 395-2411.

**LECTURE: Ballet and Modern Dance in Russia Today
Monday, November 11.**

Titworth Lecture Hall, 5:30 PM, Free

A panel discussion with Anna Kisselgoff, ballet critic for the New York Times; Wendy Perron, New York editor of *Dance Magazine*; and Kate Pride, Sarah Lawrence Alumna, 2003. For more information, please call (914) 395-2411.

**LECTURE: Women in the Hip Hop Industry
Wednesday, November 13.**

Titworth Lecture Hall, 6 PM, Free

Carmen Ashurst-Woodward, who has worked in the top echelons of the hip hop industry, will share her perspective on women in hip hop. A former president of Def Jam Recordings, Ashurst-Woodward has had a long career in the music industry. For more information, please call (914) 395-2411.

**PERFORMANCE: The Greg Skaff Quartet Plays Jazz
Wednesday, November 13.**

**Reisinger Concert Hall, 8 PM, \$10/\$8 Senior Citizens.
For more information, please call (914) 395-2411.**

**PERFORMANCE: Student Dance Concert
November 15 & 16. Bessi Schonberg Dance Theatre,
Performing Arts Center, 8 PM, Free**

Reservations are required by calling the Dance Department at (914) 395-2433

**PERFORMANCE: Sarah Lawrence College Orchestra in
Concert- "Less is (Sometimes) More"
Tuesday, November 19. Reisinger Hall, 8 PM, Free**

The Sarah Lawrence College Orchestra, conducted by Martin Goldray, will perform Minimalist masterpieces for chamber orchestra and soloists. This event is the culmination of a series of lectures on Minimalism in art and music, delivered on consecutive Wednesdays beginning October 23. Speakers will include composer Philip Glass, Judith Rodenbeck of the College's Art History faculty and Martin Goldray of the Music faculty. For more information, please call (914) 395-2411.

**PERFORMANCE: New Zealand String Quartet in Concert
Wednesday, November 20.**

Reisinger Concert Hall, 8 PM, \$10/\$8 Senior Citizens. The New Zealand String Quartet is an internationally acclaimed chamber music group deeply committed to music from New Zealand. The renowned chamber group has premiered more than 20 works by New Zealand composers, and they have been featured in popular radio programs in the U.S., Canada, and Australia. They have been praised for their powerful communication, dramatic energy and unique voice. Program to be announced. For more information, please call (914) 395-2411.

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