

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

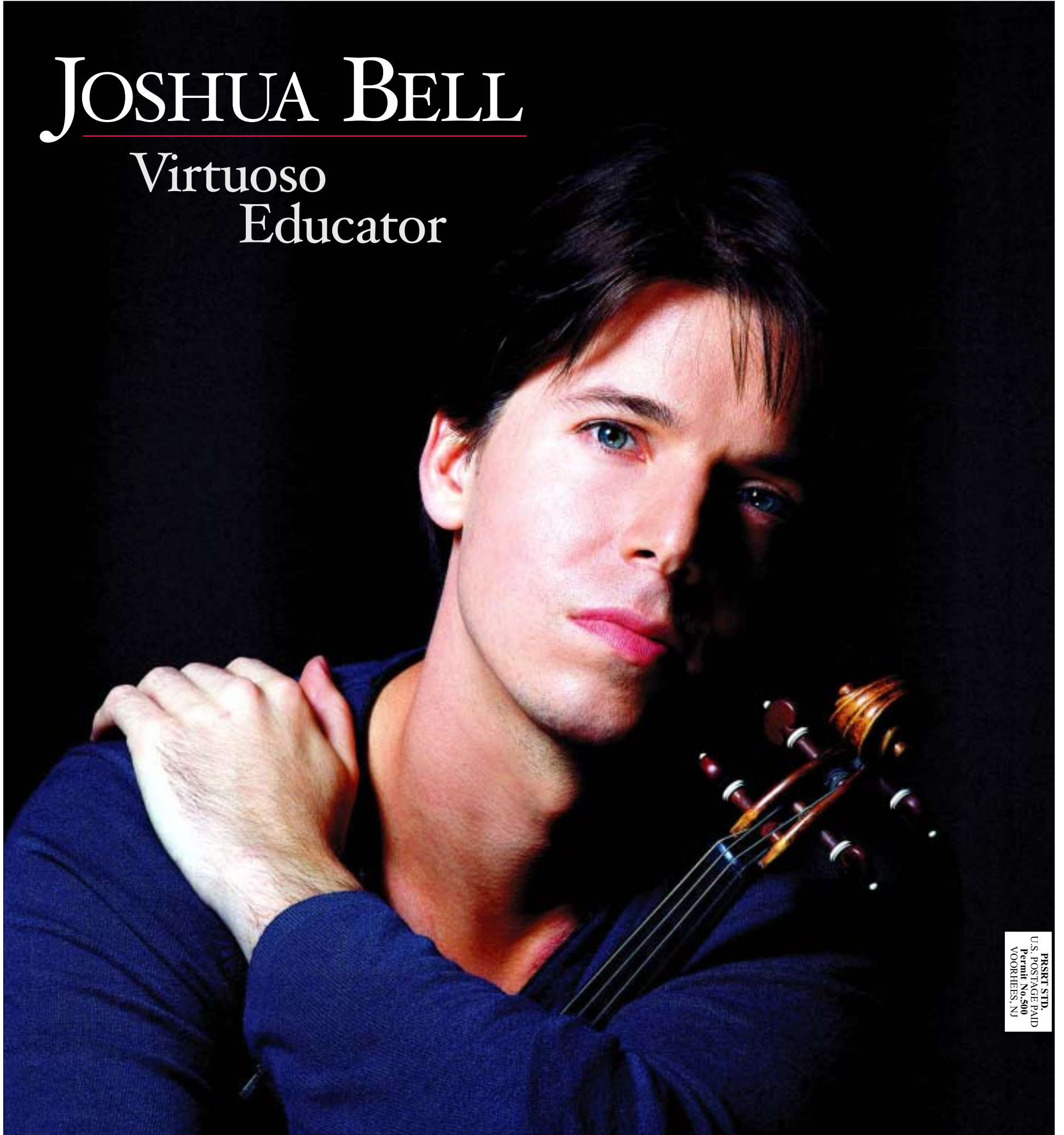


Volume VIII, No. 2 • New York City • OCTOBER 2002  
FOR PARENTS, EDUCATORS & STUDENTS

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## GUEST EDITORIAL

## Leadership in Our Schools: The Principal Part

By CHARLOTTE K. FRANK, Ph.D.

Over this century, countless “magic bullets” have been suggested for reforming our schools. In the 1920s, a progressive movement sought to eliminate curricula and external standards. In the 1950s, we were advised that the answer was to create fewer, larger schools out of the many, smaller ones—yet today, we see many larger schools being divided into smaller learning centers. We’ve gone through “relevance,” “technology,” “school uniforms” and other concepts *du jour* that, by themselves—so people thought—would have the power to revolutionize education and transform our schools.

All have been important ideas; all have contributed, in their own special way, to improving education. But none has focused on a crucial element in school reform: leadership. It seems an obvious concept. Leadership is vital in all areas of our society: government, business, leading a baseball team, conducting a symphony. The study of leadership has grown as an academic discipline, through the work of such individuals as John P. Kotter, Henry Mintzberg, Rosabeth Moss Kanter and others. But the principles of leadership have not been suitably adapted to our schools. While effective classrooms require the leadership of the teacher, effective schools require the leadership of the principal.

Indeed, our principals are eager and willing to take that responsibility. But what has the actual job of the school principal become today? Readers of *Education Week* may recall a recent article in which several principals discussed their duties. These include building the staff—and frequently running baby-sitting facilities for them; conducting adult literacy programs so parents can better help their chil-

dren with their studies; dealing with children with emotional or behavioral problems; following and implementing federal rules regarding special education; and taking on such other roles as union negotiator, community and parent public relations liaison; master of playground rules, bus schedules and budgets; and, in some cases, emergency plumber.

School leadership today is upside down. It’s become 80 percent operations and 20 percent academic leadership. That’s looking at education through the wrong end of the telescope. Unfortunately, our current school environment dictates it—and too many principals and school superintendents have been trained to fit that mold. This is particularly distressing given our nation’s recent “No Child Left Behind” legislation. If our goal is academic excellence for all our children, then our educational leaders have the responsibility—and must be given the tools and training—to carry out that mandate.

The term *principal*, as you may know, is shortened from the original concept of the position as *principal teacher*. It’s the principal’s role to be a school’s instructional leader. That role, in turn, encompasses many elements—for example, working in collaboration with teachers in establishing the educational climate for the entire school building; disaggregating data so that they know what is happening in each and every classroom; assessing existing and proposed teaching tools to determine which are succeeding, which are not, and which are not likely to; working with the teaching staff day in and day out—supporting and encouraging those individuals who really care, and helping to strengthen the skills of those who desperately need assistance. The job, overall, is ensuring that the necessary environment and tools are in

place. *Principal* means, quite literally, taking the principal role of leadership on the team that contributes to effective learning. That team must also include parents and members of the community, who, so often, are eager to help if only they were personally called upon and guided in making their specific contributions. But seeing where they can help, and personally enlisting that help, takes vision, and then translating that vision into specifics—all of which are other aspects of leadership.

The challenge of instructional leadership is exciting and psychologically rewarding—which is why so many dedicated men and women want to choose it as a profession. The reality of the role, however—particularly in terms of workload, stress and pay—turns out too often to be another matter. As a result, surveys show, many teachers are reluctant to train to become principals. As today’s principals retire, and as the need for school administrators grows (the U.S. Bureau of Labor Statistics has projected an increase in that need of 10 to 20 percent through 2005), our nation’s educational system faces trouble. Thankfully there are foundations such as The Eli Broad and Wallace-Readers Digest Funds that are very actively involved in providing better preparation for supervisors. City and State systems have to design a systemic approach to solving this problem. This would include requiring graduate schools of education to play a more meaningful role in their preparation of supervisors. One idea I’d like to see implemented is “building a bench” within a district—similar in concept to building a bench on a football or baseball team. In this concept, teachers and

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## EDUCATION UPDATE

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## POSTMASTER:

Send address changes to:  
Education Update  
P.O. Box 20005  
NY, NY 10001  
Subscription: Annual \$30.  
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## LETTERS

## To the Editor:

I think the article, “Dean Deborah Shanley: Brooklyn College School of Education” (Sept. 2002) tells a lot about the school that I didn’t know. I would like to know, compared to other colleges, where this school stands in rank. Can I get a degree higher than a master’s after graduating from the Brooklyn College School of Education?

*Irina Begun, e-mail*

## To the Editor:

I loved the way you so eloquently and accurately wrote about me and put it all together. [“Deaf Teacher” September 2002.]

*Linda Bodner  
Thousand Oaks, CA*

## To the Editor:

In response to “Talking with Pioneer Dr. Ira Black,” [Education Update, July 2002] my twin sister has had a car accident and she had her

spinal cord compressed. I would like to know if any treatment can be done for her so she can get better or if you work with some kind of medicine that helps regenerate the spinal cord or that helps the swelling go down faster. Is there anything you can do for us. Please help me solve this. We are 19 years old and the accident was in May.

*Daniela Martinez  
e-mail*

[This was forwarded to Dr. Black. Ed.]

## To the Editor:

What special arts programs are there for deaf or hard of hearing children? [at the Everett Children’s Adventure Garden, Education Update, Sept. 2002]

*Nicki, e-mail*

Look for a new column soon by Dr. Pola Rosen, answering the vast number of questions in special education that have been flowing into *Education Update*.

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To  
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Journalism, 1999-2000  
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Dr. Pola Rosen

Education Update



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## The Transforming Power of Music and Art

By MATILDA RAFFA CUOMO



Since 1995, as an after-school mentoring program, Mentoring USA has supplemented the classroom activities by developing partnerships in the fields of music and the arts.

Through the years, Mentoring USA has continued to network with various artists, musicians, and dancers. Last year, we staged performances for the youth at various mentoring sites in conjunction with Musician's Local 802, National Academy of Recording Arts & Sciences (NARAS,) Marie-Christine Giordano Dance Company, and the children's music group, Caddywampus, to name a few. These partnerships enhance the lives of our mentees in many important ways.

In addition to the wonderful exposure and enjoyment of the arts, a completed artistic project can have a very therapeutic effect for a youth who may have never created anything positive before. Children who are not necessarily the best students enjoy finding an outlet for their other talents, and then self-esteem blossoms.

Mentoring USA continues its legacy as a high school dropout prevention program. Mentors can help children to work on the many skills that they will need to succeed in school using a variety of arts-based delivery methods. For example, writing projects need not take on just essay formats—mentors and youth can work together on screenwriting, TV sitcom writing, poetry, short stories and plays.

Mentoring USA is reaching out to the arts community to take part in our new BRAVE Juliana program, which uses basic mentoring

concepts combined with books about multicultural awareness and conflict resolution activities to help strengthen children's connections to their own heritage and develop respect for other cultures.

This year, with funding from the Juliana Valentine McCourt Children's Education fund, we will be bringing two art and music-based interactive workshops for mentors and mentees at each of our sixty sites throughout the five boroughs. We are planning already the following activities for the fall:

Creating books under the direction of a children's art therapist; assembling identity collages from magazines and personal photos; photography workshops in and around mentees' neighborhoods; conflict resolution role-plays; children's yoga, designed to teach relaxing breathing and de-escalation techniques; African drumming workshops; attending a concert; familiarizing the children with different instruments and music rhythms.

BRAVE Juliana activities encourage youth to learn about New York City's diverse cultures and sub-cultures, with their unique traditions and languages. The mentees who absorb this knowledge of their own heritage and traditions and learning about their communities are able to create songs, dances, or poetry. In fact, some of these youth projects will be performed at our BRAVE Juliana World's Fair on October 19.

Mentoring USA has entered into a partnership with a new local nonprofit, City at Peace, Inc., the only national performing arts program for youth and social change. This program auditions youth ages 13–19 every September to take part in an entirely youth-produced dramat-

*continued on page 42*

## CITY COLLEGE: PAST AND FUTURE

By ALFRED S. POSAMENTIER, Ph.D.

High tuition costs do not guarantee a superior college education. The City University of New York (CUNY) is still the biggest bargain around. In my 32 years on the faculty at CCNY, I have observed the City University go full circle with regard to admission, enrollment, and quality of instruction. Recent data show that enrollment at the University has risen 5 percent, the strongest increase in almost 25 years. Even more impressive is the surge at CUNY's flagship college, The City College of New York (CCNY), where enrollment increased over 13 percent. The paradox is that this increased enrollment comes right after remediation had been abolished—just the opposite of what many skeptics expected to happen. What does this say about access and excellence?

Following social unrest of the 1960's, the City University decided to open its doors to all high school graduates, taking as its model the practice of many central European countries. The one difference that was not figured into the equation was that in these European countries there was a selection process of students prior to high school. That is, still today, in some of these countries, hard decisions about a pupil's academic future are made at approximately age 10. Youngsters at this age are channeled to vocational schools, non-academic high schools or to college preparatory secondary schools. This, by the American way of thinking, is wholly unfair, for it does not allow the late bloomers to access the university system without overcoming many Herculean hurdles. Today's New York State high school graduates must meet higher standards than their predecessors and still compete for a seat at a univer-

sity. It is not guaranteed and can be very costly.

At the College, one of the first institutions of public higher education in the country, "access and excellence" has been the principle that guided the open admissions policy begun in 1970. At its inception as the New York Free Academy, Townsend Harris, the then president of the Board of Education, proposed this institution as one that a good student, regardless of his means, could access. In the early years the excellence came from its students. My coauthor and good friend, the Nobel Laureate, Herbert Hauptman, class of 1937, often claims that the instructors were mediocre, but the students were first rate and made his City College years among the most wonderful of his life. Today's City College is far more research-oriented than in earlier years with a far superior faculty. This provides the excellence in the form of genuine enrichment to our students. In addition, instructional methods and philosophy of the college faculty have changed. Faculty are reaching out and taking responsibility for working with students to give them greater opportunities to succeed. Their instructional methods are more inclusive.

When CUNY, in a major policy change in the fall of 1970, opened its doors to all high school graduates, the faculty was provided training in remediation. Unfortunately, this training did not draw on the expertise of the professional educators, the education faculty, as much as it should have. In some instances, we saw the "blind leading the blind" and not giving the best remediation to some students in need of it. Yet, the political agenda progressed until the financial crisis of 1975 forced an end to free

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## Back to Math and Science

By JANET PERNA

As our kids get back into the swing of school, teachers, parents and business leaders need to remind our young people that math and science education is as vital to their future as it is to ours. An amazing paradox has grown up in recent years between the kind of society we live in and the skills that are essential to its success. Young people, in particular, have become rabid consumers of all things technological—from Internet chat rooms, to cell phones, CDs and DVDs—yet they are increasingly out-of-step with the math and science skills that produce these wonders.

A look at some numbers illustrates that this technical skills gap is growing. The National Commission on Mathematics and Science Teaching for the 21st Century revealed that by 2008, the technology-driven economy will add 5.6 million jobs in the health sciences and computer industries that require science and mathematics skills. Meanwhile, more tech workers are retiring and precious few are ready to take their place. Consequently, the US has dropped from third to thirteenth in the world in terms of the proportion of 24 year-olds who hold natural science or engineering degrees.

While thousands of essential technology jobs remain vacant, our nation's technology needs continue to grow—for everything from ensuring adequate food and water supplies to new medical treatments, environmental protection and national security. We are on the threshold of unprecedented advances in our understanding and application of technology itself, which will create career opportunities for science and math students that we cannot even imagine today.

Where will the technical specialists come from to power this future? And why, in these economically uncertain times, aren't more students pursuing studies that will lead them to these career opportunities?

A major part of the answer lies in the fact that too many of our young people are not encouraged in the middle grades to take advanced math and science courses. Consequently, they are ill-equipped to take college courses leading

to careers in science, math and engineering.

This de-emphasis of math and science falls especially upon women and minorities. As a result, while women make up 50 percent of the work force and 30 percent of doctors and lawyers, fewer than 10 percent of engineers are women. And the number of women earning bachelor's degrees in the highly marketable computer-science field has dropped from 37 to 28 percent over the past eight years. Similarly, African-American enrollments in engineering are down by 10 percent over the last 10 years, and only 5 percent of the nation's engineers are black. Taken together, the black, Hispanic, and native-American communities constitute only about 6 percent of the two million scientists and engineers in the United States.

These numbers, and the diversity and career issues they represent, should deeply concern all of us. However, there are some hopeful signs on the horizon. One is the "Tech Talent Act" passed recently by the House of Representatives that authorizes \$390 million over the next five years for science, math, engineering, and technology programs. This crucial bill would strengthen programs at the National Science Foundation to expand the number of U.S. students majoring in these disciplines. This legislation should be swiftly enacted.

We can all do a number of things to improve this picture. We must support national advocacy, research, and policy organizations working to redress the under-representation of women and minorities in technical careers. These groups need both funding and volunteers. And companies must focus upon attracting and retaining women and minorities in IT positions.

But most of all, parents, teachers, business leaders—all of us must encourage and influence our children to find rich and rewarding careers in math and the sciences. Tell them and teach them about the exciting opportunities that await them. Our nation's future depends upon this effort, an effort that we all must take personally. #

*Janet Perna, general manager of Data Management Solutions for IBM Software, was formerly a math teacher.*

## VOUCHER LOBBY GETS A BOOST

By SYBIL MAIMIN

School vouchers, a controversial subject, is under public scrutiny. Court decisions bring appeals, and lobbies work passionately debating the pros and cons of funneling public money to private schools. David Brennan, a successful Ohio entrepreneur, is an example of an individual who has thrust himself into the education arena determined to see his side—the acceptance of vouchers—succeed. He explains that his interest in education was kindled by workers in his factories who were nearly illiterate and unable to participate in activities that required problem-solving skills. Recognizing a challenge and believing that educated employees would be more productive and better for his businesses, he set up schools for his workers and their families. His initiative evolved into the Home Schooling Network, which utilizes the Internet and offers several thousand courses. True to his entrepreneurial spirit, he established a company, Wicat, to produce educational software and went on to create charter school academies for young children. High school dropouts can attend his Lifeskills Center schools which allow for holding a job while gradually "testing out" of various subjects and earning a diploma. His company, White Hat Management, runs his schools, all charter, for profit, a principle he vehemently defends as being a motivation for producing quality. "Non-profit attracts people not interested in being best," he maintains. The state of Ohio pays about \$6,000 per pupil in charter schools.

"Charters are a compromise for not giving vouchers, a Republican-Democratic issue," he claims, but "vouchers are here to stay and will grow, but will not be universal, especially in cities." Cities will benefit from a broad range of options, he advises. Brennan prefers vouchers to charters because they have fewer limitations and are "safer and more flexible." Voucher schools need not have standardized tests or reported scores. Their accounts can be private. Charters must meet state guidelines. Unmoved by those who fear vouchers threaten the First Amendment prohibition of government establishment of religion (Supreme Court Justice David Souter has said vouchers would require taxpayers to "subsidize faiths you don't believe in," and "make religion dependent on government"), Brennan dismisses the religion argument as "a red herring," maintaining that the real issue is government vs. parental control of schools. Although 96 percent of Cleveland's vouchers go to parochial schools and 85 percent of private schools in the country are sectarian, Brennan maintains that vouchers allow choice and encourage competition. So far, vouchers are legal in three states: Ohio, Wisconsin (only Milwaukee), and Florida (recently questioned in a state circuit court decision). When put to a vote of the electorate, vouchers have passed in only one of 20 states tested. Ever the optimist, David Brennan quips, "change should not be easy." He is encouraged by the June 5-4 Supreme Court decision permitting vouchers in Cleveland. #

## Reforming Math in Schools

By JERROLD ROSS, Ph.D.

Public and private college and university mathematics educators gathered recently to establish a city-wide consortium on improving the teaching of math in New York City's schools. The group called for a number of reforms, including:

- A complete review of math curricula, matching only prescribed textbooks in use with more teacher selection to meet the needs of their students.

- Less reliance on "one-model" curricula and teacher guides currently in use in many of the City's schools and more reliance on teacher's own understanding of math.

- More time in the school day for teachers to share successful lessons with each other.

- Flexibility in the school program to enable new teachers to engage in more discussions of exemplary practices throughout the grades, not just in 4th and 8th grades.

- Increased professional development in math content, math pedagogy, and management of math classrooms both for teachers and for administrators who are not prepared to evaluate math teaching.

- A primary focus on middle schools where most students are lost, not neglecting a strong elementary school foundation to build

initial math learning skills.

- A change in the current proscriptive certification regulations to enable more rapid induction of new teachers, including expansion of the recently approved "math immersion" programs.

- Finally, a city-wide Master Plan linking higher education institutions with their neighboring school districts. Consortium members insisted that..."inspiration be kept alive"...by means of a city-wide K-16 plan involving all public and private resources. #

*Jerrold Ross is Dean of the School of Education at St. John's University. Participants of the consortium included: Professors Bruce Vogeli (Teacher's College); David Foys and Rosamond Welchman (Brooklyn College); Judith McVarnish, Kenneth Goldberg and Joseph Porzio (NYU); Leonard Ciaccio (College of Staten Island); Deborah Jensen (Wagner College); Rowland Hughs (Fordham); Regina Mistretta and Barbara Signer (St. John's); Ruth Pagerey and Roseanne DeFabio (NYS Education Dept.); Carol Gresser (former President, NYC BOE).*

## School Vouchers: Legal Perspectives

By MARTHA MCCARTHY, Ph.D.

On June 27, 2002, the Supreme Court delivered a significant school decision in *Zelman v. Simmons-Harris*. In this five-to-four ruling, the Court upheld a government scholarship program for disadvantaged families in Cleveland that provides up to \$2,500 for 90 percent of the tuition at participating public or private schools. No eligible public school from an adjacent district has elected to be involved in the voucher program, and the vast majority of the participating private schools are church-related.

The Supreme Court found no Establishment Clause violation, reasoning that the Cleveland program facilitates "true private choice." The majority relied heavily on the fact that parents - not the government - make the decision for the funds to flow to sectarian schools. The Court equated the voucher program with permissible state tax benefits for tuition, textbook, and transportation expenses incurred in public or private schools, as both types of state aid are neutral with respect to religion. The majority noted that under the voucher program, government benefits are provided to a broad group of individuals defined only by their financial need and residence in the Cleveland City School District. Even though 96 percent of the students receiving scholarships attend religious schools, the Court majority reasoned that the program does not provide incentives for parents to choose sectarian schooling for their children, since they still have to contribute a portion of the private school tuition. The Court

emphasized that a neutral program does not become unconstitutional simply because most recipients decide to use the aid in religious schools.

*Zelman* is the latest decision in a series of Supreme Court rulings relaxing the wall of separation between church and state in terms of government aid to religious schools. In the past decade the Court has condoned use of public school personnel to serve as sign language interpreters and to provide remedial and other auxiliary services for students in religious schools. It also has upheld the use of public funds for computers and other instructional equipment and materials for parochial school students. Indeed, the Court recently has dismantled most of the decisions rendered in the 1970s and early 1980s when it struck down various types of government aid to religious schools and took a firm position on keeping church and state separate.

Some have equated *Zelman* with the landmark Brown desegregation case in terms of its potential to equalize educational opportunities for disadvantaged students. But others fear that the ruling will have a negative impact on social justice by opening the floodgates to government support for homogeneous private schools. A number of states are considering voucher proposals in the wake of *Zelman*, and it remains to be seen whether this ruling's impact on the nature of American education will be as dramatic as some anticipate. #

*Martha McCarthy, PhD is the Chancellor Professor, School of Education, Indiana University.*

## School Humor Winner

Winner of \$25 - Congratulations!

At the beginning of the school year, one sixth grader was reflecting on his chance at being the 8th grade valedictorian. He said that his dad was valedictorian, his mom was valedictorian, and his sister was also valedictorian. He paused, leaned back in his chair and said, "Looks like the end of an era!"

*Melvin Hazel*

*Olustee Public School*

Email your funny school story to [ednews1@aol.com](mailto:ednews1@aol.com). If we print your story, you win \$25! Remember to include your name, address and occupation.



# Energy: A Look Ahead

Our energy future is just around the corner, and Con Edison is working hard to prepare for it.

Energy supply is very tight in our area, but it is sufficient to meet our needs this year. However, energy usage continues to grow. To meet that demand in 2003 and beyond, more power plants will be needed to produce the energy that Con Edison delivers to you.

Under deregulation, we've sold most of our power plants, and now focus our business on *delivering* your energy efficiently at the lowest possible rates. In fact, Con Edison's delivery rates have steadily decreased over time, saving our customers about \$2.6 billion by 2005.

Con Edison has invested \$533 million this year and committed a total of \$3.2 billion over the next five years to maintain and upgrade our transmission and delivery system. Independent industry experts confirm that Con Edison has the most reliable electric delivery system in the country.

We can all use energy wisely every day to save money year-round and to prepare for our energy future. Con Edison's *Everyday Energy-Saving Tips* and *Appliance Guide* booklets can show you how to become your own best energy manager. For copies, call the Con Edison EnergyLine toll-free at 1-800-609-4488 or visit [conEd.com](http://conEd.com).

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## ARC of San Diego Provides Area with Quality Programs

The Arc of San Diego has a rich tradition of developing quality programs for children and adults with developmental disabilities. All of the programs promote social, economic and personal independence. The organization's philosophy is that people with developmental disabilities have unlimited potential and the right to equality of opportunity.

Founded in 1951 by a determined group of people who felt they had to "do something" for children with mental retardation, Arc blends a long history of service with a national reputation for success.

The term, developmental disability, describes a number of conditions, which permanently restricts an individual's development. State and federal governments differ in definition. California identifies developmental disability as a diagnosis originating before age 18, of one or more of the following conditions: mental retardation, epilepsy, cerebral palsy and

autism.

Dr. Pola Rosen, publisher of Education Update, has been invited to deliver the keynote speech at an Arc luncheon on Thursday, October 10, 2002 honoring individuals who have made a significant contribution to improving the lives of people with developmental disabilities.

Dr. Rosen, who hold a doctorate in special education from Columbia University, Teachers College made a promise when she founded Education Update seven years ago. Every month Education Update would include articles of interest in special education to help, to support and to inform developmentally disabled people and their families.

Look for coverage of the event in the next issue of Education Update.

For more information about The Arc of San Diego call (858) 715-3780 or [info@arc-sd.com](mailto:info@arc-sd.com)

## UPCOMING CONFERENCES

**NAEYC Annual Conference and Expo**  
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November 20-23, 2002  
[www.naeyc.org/conferences/annual/2002/instannConf.htm](http://www.naeyc.org/conferences/annual/2002/instannConf.htm)

**The 2002 Business and Education Conference**  
"The New Era of Education Reform: Corporate Opportunities to Strengthen Tomorrow's Workforce"  
November 5-6, 2002  
Hilton Hotel, New York, New York

Information regarding registration is available at  
[www.conferece-board.org/conferences/conference.cfm?id=347](http://www.conferece-board.org/conferences/conference.cfm?id=347)

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CCI The Renaissance School, a semestered and co-educational boarding high school, has become a unique source of highest-quality education, preparing students for university/college entrance in the U.S.A., U.K., Canada, and Europe. This learning and living at CCI unfolds in Italy, home of the Renaissance and the starting point of today's knowledge-based civilization. The School's own town of Lanciano is an ancient-yet-modern, well-serviced small city of 40,000 located in the region of Abruzzo, beautifully situated between the Adriatic ocean and the Appennine Mountains and provides a safe, friendly, and charming environment for students to live and learn. Students directly experience antiquity, the middle ages, the Renaissance and modern Europe, both formally, through regular organized trips with the School, and informally, through daily life in a modern town sensitively aware and conserving of its more than 3,000 year history. Classroom and book learning, upon which the School places the highest value, is dramatically enhanced when students are learning in the very places where the events being studied occurred.

Students follow a challenging university-preparation academic curriculum, including Mathematics, Computers, Classical Civilization, Chemistry, Physics, Biology, Social Science, English, Art, and Drama. All courses are taught in English, except for Italian and French languages. The School offers high school grades 10 through graduation as well as Advanced Placement (University/College preparatory) courses, and students may enroll for a single semester or for up to four academic years.

CCI selects its professional teaching staff, who all possess the required teacher's qualifications, for strength of commitment to, interest and previous training in, their subject areas. They are also chosen for strong teaching capability, devotion to students' needs, interests both in and outside of school hours, and their willingness to assist and lead in the extracurricular life of the School. Since the School began, student awareness of and response to this professional interest and personal dedication has been very evident, and rewardingly expressed in sustained, and occasionally totally re-born, student commitment to studies and academic excellence.

CCI The Renaissance School's mission: To inspire students through rigorous teaching and sensitive collegial mentoring, to actualize their highest intellectual and moral potential, and become fully ready for effective university study and responsible adult life, while living communally at the historic center of our modern civilization.

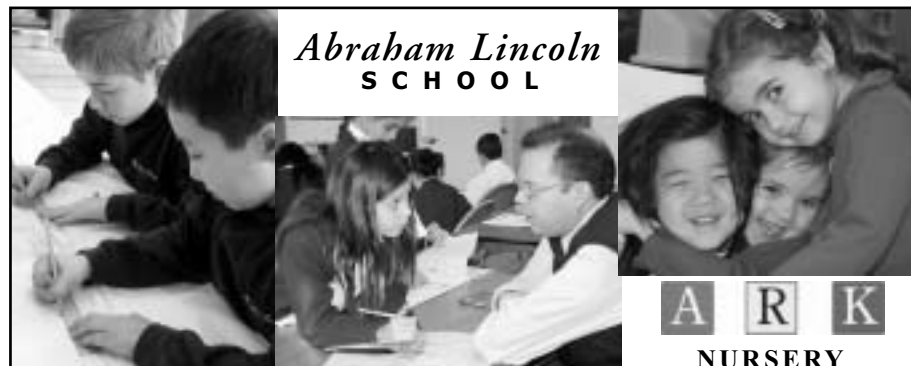


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## PROFILES IN EDUCATION

## Laurie Tisch-Sussman: Creative Solutions to Art Education's Woes

By MARIE HOLMES

Laurie Tisch-Sussman has always had an idealistic streak.

"At the University of Michigan I kind of majored in the anti-war effort," she says. Sussman graduated, with a degree in education, "thinking I was going to stop the war."

Friends joked at the time that her efforts had been a little too successful, for the war soon did come to an end, leaving Sussman without her cause.

She then moved to Park City, Utah to become a "ski bum." "I didn't know what [that] was, but I knew that no one else in my family had done it."

Fired from her waitressing job—"I still had that kind of rebel thing"—Sussman found work as a substitute teacher, then as a full-time Spanish teacher. She became involved with the Kimball Arts Center in Park City, helping out with fundraising efforts.

After five years of "ski-bumming," teaching, and fundraising, Sussman came to New York, where she worked in advertising, sales and promotions and eventually married.

She remembers having a conversation with a friend when her daughter was a few months old and voicing "that familiar moan of women with children—should I work full time? Part time?"

The friend mentioned a fledgling institution then known as the Manhattan Laboratory Museum (now the Children's Museum of Manhattan—CMOM). As it has to many other mothers of young children, the flexible schedule and community focus of the non-profit world appealed to Sussman. She served as Chairperson of the museum's board for over a

decade, overseeing its dramatic growth, and still serves as Honorary Chair.

In the mid-nineties, the Annenberg grants made news in the New York "foundation world." A program to create small schools was the first effort in the city funded by the Annenberg foundation, which had pledged \$500 million to public education. At the time, there was some talk about a second Annenberg program focusing on the humanities.

Then Commissioner Chapin pitched the idea to secure Annenberg funds to put arts back into the schools to Chancellors Cortines and Crew. Chapin was persistent, says Sussman, and then Schools Chancellor Rudy Crew was supportive of the plan. A firm called Art Visions was hired with funding secured from the Diamond Foundation to prepare a proposal to the Annenberg Foundation. Hollis Hendrick came on board as Executive Director after the Foundation awarded its challenge grant. Sussman was asked to chair the newly formed Center for Arts Education.

"I was really kind of ready not to do it," she recalls. "I didn't really want to take on anything that big." When proposing the plan to education professionals, "everybody said, 'great idea, impossible execution.'" But with the encouragement of friends, Sussman finally agreed to



Laurie Tisch-Sussman

steer the effort.

From 1996-2001 the group managed to raise \$24 million in public and private funds from the Board of Education, Department of Cultural Affairs and private donors to secure Annenberg's two-for-one matching grant. In the first grant round in 1997 over 400 schools submitted proposals.

To apply for a grant from the Center for Arts Education, schools are required to describe, in a formal proposal, how they plan to partner

with existing cultural institutions to enhance their arts curriculum as well as how they will sustain these programs after the grants run out. During the first 5 years, the Center for Arts Education awarded over \$21 million to 81 school partnerships.

The Center for Arts Education has expanded its activities to include parents as partners, a grants program where parents and children participate in arts activities in their schools. There is also an internship program that places high school students in arts-related businesses and organizations. Two years ago the Center launched the "4 R's" advertising campaign (subway posters read, for example, "Reading, Writing, Arithmetic, Rhythm") designed to raise public awareness.

Prepared to close in 2001 when the Annenberg funding ended, focus groups and casual conversations convinced Sussman and her co-workers that they should stick around.

That left the question of money, and whether the new schools chancellor would offer BOE funds. Based on the Center's new strategic plan, Chancellor Levy pledged \$2.5 million. Donations from private foundations and individuals followed which earned the Center extended funding in the form of a one-to-one "challenge" grant.

This June, the Center awarded 31 new schools with three-year grants of \$100,000. At PS 142, artists from Inside Broadway and Mark DeGarmo and Dancers will set up residencies, hold professional development workshops and perform for the students. At the High School of Communication and Technology, dancers from Dance Wave will teach dance to the students during their physical education classes and will train teachers in dance instruction. Partnership institutions range from small to large and are spread throughout the boroughs, from the New York City Philharmonic to the Snug Harbor Cultural Center in Staten Island.

"It's lunacy that you've got this city and no arts education," says Sussman. "It is like growing up in Bermuda and not learning how to swim." She believes that even modest funds can help "marshal the resources."

"We're in a pretty daunting fiscal situation right now," she says, acknowledging that Chancellor Klein and other city officials are facing difficult decisions. "But I think it would be difficult to cut the arts again. There's too much awareness."#

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- Adult and Continuing Education

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Zyphus Lebrun, City College Alumnus

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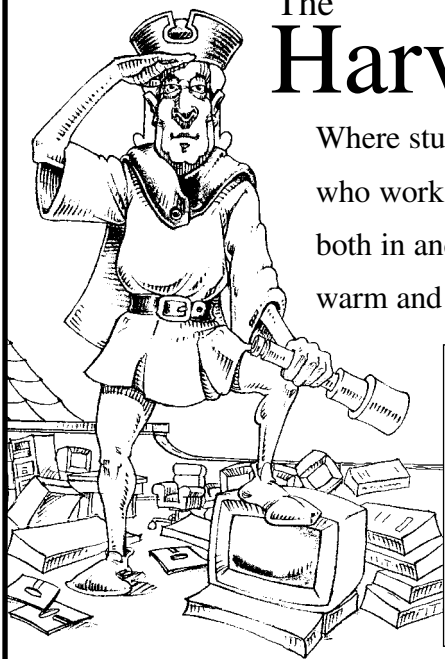




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## GRANTS FOR SCHOOL DISTRICTS

A New Monthly column to help school superintendents and principals get additional funding so needed at a time when school budgets have been cut.

### The Coca-Cola Foundation

The Coca-Cola Foundation encourages new solutions to countless problems that impede educational systems today, and it supports existing programs that work. Because the challenges for education are so broad, the Foundation's commitment is multifaceted. It offers support to public and private colleges and universities, elementary and secondary schools, teacher-training programs, educational programs for minority students, and educational programs. Next application deadline: December 1, 2002. [www2.coca-cola.com/citizenship/foundation\\_guidelines.html](http://www2.coca-cola.com/citizenship/foundation_guidelines.html)

### Teaching Tolerance

The Southern Poverty Law Center provides Teaching Tolerance grants of up to \$2,000 to K-12 classroom teachers for implementing tolerance projects in schools and communities. Proposals from other educators such as community organizations and churches will be considered on the basis of direct student impact. Application deadline: ongoing. [www.tolerance.org/teach/expand/grasguide.jsp](http://www.tolerance.org/teach/expand/grasguide.jsp)

### IBM's Reinventing Education Program

IBM announced a \$15 million grant program designed to drive higher-quality training for U.S. public school teachers—elevating their preparation to the rigorous standards in other professional fields. The announcement brings IBM's investment in its global Reinventing Education initiative—currently serving 65,000 teachers and six million students—to \$70 million. The Reinventing Education teacher train-

ing initiative creates a first-of-a-kind national collaborative among the participating teacher education schools with the common goal of driving up the academic quality of teacher preparation courses. The grants will bring innovative technologies into schools of education, and build new, permanent bridges between teacher education programs and the schools they serve. <http://www.ibm.com/ibm/ibm-gives/grant/education/programs/reinventing/>

### Handspring Foundation

The Handspring Foundation focuses on supporting non-profit organizations or international equivalents that help at-risk children and youth. The Foundation makes cash grants from \$1,000 to \$25,000 for projects that focus on preK-12 education or other issues directly related to at-risk children and youth. Application deadline: November 1, 2002.

<http://www.handspring.com/company/foundation/about.jhtml>

### eSchool News School Funding Center

Information on up-to-the-minute grant programs, funding sources, and technology funding. <http://www.eschoolnews.com/resources/funding/>

### Philanthropy News Digest-K-12 Funding Opportunities

K-12 Funding opportunities with links to grantseeking for teachers, learning technology, and more. <http://fdncenter.org/funders/>

### School Grants

A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects.

<http://www.schoolgrants.org>

## Calendar of Events

### October 2002

#### Cultural Events

**Works by Folk Artist Jack Savitsky**  
Seton Hall University, Walsh Library Gallery  
September 13 - October 29, 2002  
Co-sponsored by the Museum of American Folk Art, New York. Monday-Friday, 10:30am - 4:30pm, FREE  
(973) 275-2033

**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

#### Non-Profit Fundraisers

**Suds for Literacy: Car Wash**  
October 26th as part of Make a Difference Day  
Pacific St. between Hoyt and Smith, 10 AM - 2PM  
Suggested donation: \$5  
The Children (past and present) of The Sterling School and the Clients of Lady Liberty Educational Alliance give back to their community. Since these children are Dyslexic they wanted their community service project to help other children who need help to read and write, hence the profits from the car wash will go to 1) expand the services of Lady Liberty which provides free Orton-Gillingham based remediation and 2) a local neighborhood tutorial program.

#### 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.

**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.

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

**Green Meadow Waldorf School**  
Nursery-Grade 12 Open House  
Sunday November 24, 2-4 PM  
307 Hungry Hollow Road  
Chestnut Ridge, NY, Rockland County  
(854) 356-2514

**All colleges have scheduled open houses for CUNY Week October 6-12. They include:**

Baruch College: 10/9, 10/11  
Borough of Manhattan Community College: 10/8, 10/10, 10/11, 10/12  
Bronx Community College: 10/8  
CUNY School of Law: 10/9  
College of Staten Island: 10/10  
Hostos Community College: 10/10, 10/12  
Hunter College: 10/8  
John Jay College of Criminal Justice: 10/10  
Kingsborough Community College: 10/8, 10/10  
Laguardia Community College: 10/8, 10/10, 10/12  
Lehman College: 10/9  
New York City College of Technology: 10/8, 10/9, 10/10  
Queens College: 10/8, 10/9, 10/10, 10/12  
Queensborough Community College: 10/9, 10/10  
Sophie Davis Biomedical Program: 10/10

For hours and other information visit [www.cuny.edu/cuny-week](http://www.cuny.edu/cuny-week), or call 1-800-CUNYYES

#### Theatre

Three Hot Shows  
- *Beauty & The Beast*  
- *The Lion King*  
- *AIDA*  
Call: 212-703-1040 or 800-439-9000  
Fax: 212-703-1085  
Email: [disneyonbroadwaygroups@disneyonline.com](mailto:disneyonbroadwaygroups@disneyonline.com)  
Web: [www.disneyonbroadway.com/groups](http://www.disneyonbroadway.com/groups)

#### Workshops

**The ADD Resource Center**  
Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call in NYC (646) 205-8080 or Westchester/CT (914) 763-5648, [addr@mail.com](mailto:addr@mail.com)

**Resources for Children with Special Needs, Inc.**  
2002/2003 Free Workshops Series: What's out there and how to get it...  
35 Workshops for parents and professionals about programs, services and systems for New York City children and youth with disabilities. refreshments served.

**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 Brooklyn**  
**At the Brooklyn Public Library, Brooklyn Heights Branch, 280 Cadman Plaza West, 11201**

**Preschool Service for 3-5 Year Olds**  
October 24, 2002, 10 AM - 1PM  
**Educational Options for Children with Special Needs: Your Right to Know**  
October 29, 2002, 10 AM - 1 PM

**In Manhattan**  
**At the New York Public Library, Jefferson Market Branch, 425 Ave. of the Americas, 10011**  
**(Accessible entrance on 10th Street)**  
**Advocacy Skills for Parents: Referral to Services,**  
October 31, 2002, 10:30 AM - 1 PM  
**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

**Bringing Liberty Science Center to You!**  
Host LSC at your school, afterschool program, or community event. Through assembly shows and classroom workshops, we bring the excitement of LSC right to your location!

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Our classroom workshops, like our "Science Playground" program, are 30-45 min. in length and are designed to accommodate up to 30 students per session. The initial program fee covers 4 workshops at the same site, on the same day. Additional programs can be purchased for an additional charge.

**Assembly Programs**  
Our assembly programs are 45 min. - 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose, including our new Weather assembly, debuting in October 2002!

All our current workshops and assembly programs can be viewed under Educational Experiences at [www.lsc.org](http://www.lsc.org). Please call (201) 451-0006 and speak with either John Herrera x218, [jh Herrera@lsc.org](mailto:jh Herrera@lsc.org), or Jim McGlynn x340, [jmcglynn@lsc.org](mailto:jmcglynn@lsc.org), for further details.





## INSIDE THE SUPERINTENDENT'S OFFICE :

**Supt. Vincent Grippo, District 20**

By MARIE HOLMES

On the fifth floor of a sparkling, newly renovated building, with views of the nearby Verrazano bridge, Superintendent Vincent Grippo and his staff oversee 31,000 children in the Brooklyn neighborhoods of Bay Ridge, Borough Park, Parkville, Dyker Heights, New Utrecht and Bath Beach. Framed etchings and watercolors decorate the office and hallway walls, and if it weren't for the attached labels, nobody would know that the artists were still in grade school.

"We want artists who like to teach," says Grippo, rather than "teachers who like art." He also notes, jokingly, that professional artists, preferring to teach part-time, also come at a significantly lower price than regular classroom teachers. These artists, as well as music teachers, serve the elementary schools of District 20, which boasts a district-wide elementary band an orchestra and Suzuki violin in seven kindergartens. Because the state mandates art and music education only in middle and high school, many elementary schools, for lack of funds, do not include them in the general curriculum. Other arts programs in the district's schools include partnerships with the Frick Museum and the Metropolitan Opera.

Yet the 31,000 children who attend the dis-

trict's 23 elementary schools and 8 middle schools hardly spend all their in-class time finger painting or playing musical instruments. In a district where an estimated 40-45 percent of students come from homes where English is not spoken, literacy is another major focus area, particularly when it comes to professional development.

"We have a very language-rich literacy approach," says Grippo, which involves "reading, writing, speaking and listening."

Each school has up to five teachers who are certified as Reading Recovery teachers by a program run out of NYU. "It's like intensive care for youngsters in the first grade who are experiencing difficulty with literacy," explains Grippo. Last year, District 20's fourth graders scored third citywide on standardized exams, above the averages for both the city and the state, despite having the fourth largest number of English Language Learners citywide.

Grippo contributes this success to a number of factors, primarily professional development.

"It's the most important thing. You've got to teach teachers to work smarter, not harder—they already work hard." He also credits a whole-child approach and after school programming made possible by funding from 21st Century Schools.

The district supports an inclusion model for special education students, in which students



Superintendent Vincent Grippo

are brought into the mainstream classroom, along with another teacher and a paraprofessional.

"We're trying to keep kids in their classrooms and keep down the student-teacher ratio," says Grippo.

With slimming city budgets, how does district 20 manage to afford all these "extras"?

Foremost, explains Grippo, "we run a very lean administration." He admits, however, that the district has been "very lucky in getting grants."

Within the last two years, the district has been awarded a federal Magnet grant of \$5 million, \$7 million to improve teacher training, \$2 million from 21<sup>st</sup> Century Schools for the after school programming, Comprehensive School Reform Education grants from the State Education Department and several other sums. The individual schools have also received

funds, such as the two Annenberg grants for arts education that were announced last June.

Like many districts, 20 relies on one staff grant-writer, as well as other temporary consultants.

"You have to be competitive," reasons Grippo. "You have to be a manager. You have to know your budget and how to use it."

Competition, Grippo believes, isn't necessarily a negative thing, even in the public schools. Middle-school students in the district, for example, apply to small theme-based academies carved out of large middle schools. "Our middle school kids literally make a choice. They don't necessarily stay in the same school," says Grippo. "Oddly enough, the competition works. Schools get worried and they start to make changes."

The Superintendent strongly feels that "a building does not define a school," which is lucky, given that district 20 is 107 percent utilized, despite the opening of a new school in September, the addition of portable classrooms and the new early childhood center, which houses a number of beautiful new kindergarten classrooms in the lower floors of Grippo's office building.

In one classroom, a group of five year-olds sat on a brightly colored rug, listening to their teacher; in the cafeteria, folded tables had been pushed against the walls to make room for physical activity as the children jumped in and out of colored hula-hoops.

"The real challenge," says Grippo, "is to get a quality program into every school, into every classroom, into every grade, and leave no child behind."#

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## *Klaas Kids & Court TV Present Forensics Curriculum*

By TOM KERTES

"It's the most horrible thing that can ever happen to a parent. It changes your life. You face your fears like you never faced them before. You have to become proactive—do something, anything!—or you'll get totally defeated by it."

The speaker is Mark Klaas, the father of Polly Klaas, the 12 year-old girl who was kidnapped and killed in the mid-1990's. Mr. Klaas has become the leading spokesman and activist in the field of preventing such tragedies—and catching and punishing the perpetrators in cases where the crime could not be prevented. He formed the Klaas Kids Foundation which, in partnership with Court TV, has already digitally fingerprinted and created photo files of over 8,000 children around the country.

Court TV's popular Mobile Investigative Unit has wrapped up a 20-City nationwide tour at the Children's Museum of Manhattan by unveiling an unprecedented high school forensics curriculum, created in partnership with Klaas Kids. "While the level of science education in this country is unsatisfactory, forensic education is practically nonexistent," said Tom Bohan, a spokesman from the American Academy of Forensic Science, which played a significant part in developing the curriculum. "So this is a significant step in the right direction, something we're really proud to be a part of."

The curriculum, called "truly high-class," by Bohan, indeed includes the teaching of the latest scientific developments, including DNA analysis, fingerprinting, analysis of hair sam-

ples, footprint casting, fiber comparisons, digital imaging, and all other imaginable avenues of investigative techniques and forensic technology. It comes with high quality instructional materials as well. But how to get the word out to science teachers?

"That is our task," said Dr. Gerald Wheeler from the National Science Teachers Association. "We are holding a Forensic Education Conference on October 25-27 for high school science teachers from all over the country. We have 53,000 members devoted to teaching science. And this wonderful new curriculum will be our featured topic."

"This is the ideal time to embark on this new curriculum," said Klaas. "The current rash of high-profile child kidnappings has brought increased attention to this national problem—and it indeed demands the formation of creative partnerships between private and governmental institutions. So the involvement of a major media corporation—such as Court TV—is huge."

"Increased attention leads to better education," added Klaas. "In fact, we are already seeing some results. I submit to you that without the focus upon the Van Damme, Elizabeth Short, and Samantha Runyon cases, we would not have found those two young teenage girls alive in California. The Sheriff's Department there simply would not have known what to do, at least not at the incredibly high level they operated in that case."

So it's quite clear: "better education will inevitably lead to greater safety."#

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Director of The Sterling School  
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### An Open Letter From the Publisher

#### WHO'S THE "TEACHER OF THE MONTH" IN YOUR SCHOOL?

Dear Principals and Superintendents:

Education Update is currently seeking nominations for our new Outstanding Teachers of the Month full page feature.

The feature will honor four teachers each month for their outstanding work with students. Parents, principals, superintendents, students and colleagues may nominate teachers by describing, in one or two paragraphs, what is "special" about them. Principals are required to sign the recommendations before they are sent on to *Education Update*. A panel of prominent educators will review the nominations.

In June, we will invite the teachers, their principals and superintendents to a luncheon to celebrate their achievements.

Teachers are the backbone of our educational system and they deserve the recognition that *Education Update* plans to give them. We would greatly appreciate your posting this information in your office or in your school newsletter. Please email nominations to ednews1@aol.com or fax to (212) 481-3919.

Sincerely,  
Pola Rosen, Ed.D.  
Publisher



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### CONFERENCE ON READING

KEYNOTE SPEAKERS: Linnea C. Ehri, Ph.D., Dist. Prof., Graduate Center of the City University of New York. TOPIC: "EFFECTIVE INSTRUCTION: WHAT RESEARCH TELLS US," and Judith C. Hochman, Ph.D., Program Consultant, Windward Teacher Training Institute, White Plains, NY. TOPIC: "SENSE & NONSENSE IN CLASSROOMS: APPLYING RESEARCH."

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## HALSTEAD BRINGS THE WORLD INTO NYC CLASSROOMS

By POLA ROSEN, Ed.D.

Teachers and students recently came together in a culminating activity that really connected them to other countries and peoples, clearly demonstrating the success of Heather Halstead's program Reach the World. Founded just a few years ago when Halstead graduated from Princeton University with a passion for teaching and for sailing the seven seas, her not-for-profit endeavor was the perfect union of her interests. With the purchase of a large sailboat, the Makulu II ("big momma"), Halstead as skipper and classmates and friends as crew, plotted a course around the world. As they circumnavigated the globe, beset at times by rough seas and engine trouble, they continued to make contact with classrooms in New York City via satellite. Students could "sail" as arm-chair travelers while learning about the countries, customs and peoples that the Makulu visited. Not only could students track the voyage and ports of call on a map, they were also able to email crew members with any questions they had. Teachers could design curricula around any facet of the Makulu's voyage and the crew could provide the "hands-on, reality base" for the lessons.

At the final activities and festivities recently,

students from Mrs. Moon's fourth grade class in PS 163 Manhattan discussed the animals that Makulu II had seen on its voyages. Among them were sharks and snakes, which the children described with interesting facts.

The 6th graders at IS 145 in the Bronx presented a project on the Galapagos Islands. Eight groups of four gave written reports about various topics. Students continuously tracked the ship through [www.reachtheworld.org](http://www.reachtheworld.org). Collaborating teachers included Kelly Kaughan and Leila Morsy. According to Kaughan, the "greatest significance of the project was that each child was connected to part of it and then deeply researched that topic. Integrating the curriculum was a challenge that took longer than expected partly because we only had four computers."

Students from class 704 in IS 390 made these comments: "Because of Reach the World, we can communicate with kids around the world; you're just one click away."

When the ship finally arrived in New York City, students were eager to go on board, meet the crew in person and see the physical Makulu II which they had tracked so assiduously and which had widened their horizons so dramatically.#

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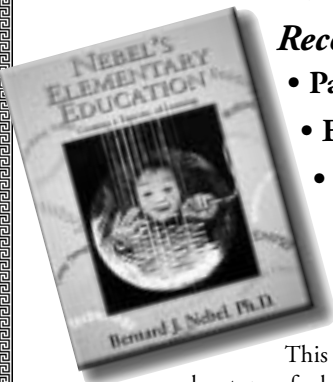
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- Limited on-site registrations will be accepted on a space available basis.

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Monday, Oct. 21, 9:15 am

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Monday, Nov. 4, 9:15 am

Thursday, Nov. 14, 9:15 am

Monday, Nov. 18, 9:15 am

Monday, Dec. 2, 9:15 am

Friday, Dec. 6, 9:15 am

##### LOWER SCHOOL

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Thursday, Oct. 10, 9:15 am

Tuesday, Oct. 15, 9:15 am

Thursday, Oct. 24, 9:15 am

Thursday, Nov. 7, 9:15 am

Tuesday, Nov. 19, 9:15 am

Thursday, Dec. 12, 9:15 am

##### UPPER SCHOOL

9TH GRADE - 11TH GRADE

Friday, Oct. 25, 9 am

Monday, Oct. 28, 9 am

Monday, Nov. 4, 9 am

Friday, Nov. 15, 9 am

Monday, Nov. 18, 9 am

Thursday, Dec. 5, 10:45 am

##### MIDDLE SCHOOL

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Wednesday, Oct. 16, 9:30 am

Monday, Oct. 21, 9:00 am

Wednesday, Oct. 30, 9:30 am

Wednesday, Nov. 6, 9:30 am

Wednesday, Nov. 20, 9:30 am

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## Students Learn Outdoors in the Pacific Northwest

By **BRENDAN KILEY**

Snuggled in the woods of Bainbridge Island, just a 35-minute ferry ride from Seattle, the newly-opened Puget Sound Environmental Learning Center (PSEL) provides students with new ways to get their hands dirty.

Founded in 1998, the PSEL seeks to yoke together science, technology and arts education, using hands-on learning in a verdant setting. Primarily offering four-day overnight programs for area students in grades three through six, the Center's attendees learn through exploring inter-tidal ecosystems, mapping the boggy areas of a watershed and testing a local pond's water quality before bringing their data back into the classroom for careful analysis.

"We want to take an experimental approach to serious learning," says Pat Guild O'Rourke, the Center's Director of Education. "We want the students to see the seriousness that can happen from learning when their experience comes first."

At the time of its official opening in

September, the Center anticipated that over 7,000 students, children and adults will pass through its doors annually. In addition to overnight programs for elementary school students, graduate students, teachers and families can attend classes in nature photography, furniture-building and, using the Center as an example, sustainable design.

"We incorporated green materials to show the public what we can do with green building," said Communications coordinator Christine Llobregat. The PSEL's founders visited over 20 centers and conducted extensive group meetings with the island community before designing the site.

"Our buildings teach," explained Denise Dumouchel, School and Teacher Programs Coordinator. In the classrooms, students stride across floors made of bamboo, cork and recycled tires and study on countertops made from recycled yogurt cartons. The Center boasts passive and active solar energy and a "living machine"—a wastewater treatment system utilizing plants. "We try to model developments in sustainable design," Dumouchel said, "which is a dream for many residential programs I've worked for before."

After the success of a ten-school pilot program, the PSEL is booked through the 2002-2003 school year. The Center, however, carefully tries to balance and represent the total variety of the Seattle area. Private and public schools from districts urban and rural, wealthy and needy, have been encouraged to partici-



Learning in the great outdoors in Seattle, WA

pate. According to Dumouchel, the Center aims at providing education with powerful personal experiences: "The affective domain has to come first."

The programs seem to be working. Besides coming away with a greater education about the interrelatedness of human and ecological systems, students have learned how to get along with one another. This success fulfills one of the Center's primary missions—education that provides an integrated sense of social and ecological stewardship.

Dumouchel's favorite anecdote involves a group of homeless students who entered the April pilot program. After they returned to their regular school, their recess monitor called the PSEL, wondering "what it had done to them."

"For the first time, the kids were playing together without trying to hurt each other," Dumouchel said. "A lot of this relies on our ability to meet the children where they are when they arrive. It's a very powerful experience for a lot of these kids."#

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## "The Promise of Preschool"

Airs Sunday, October 27 at 12:30 pm on WNET/13

By MERRI ROSENBERG

In this compelling documentary, the film asks the provocative question of whether the American convention of starting public school in kindergarten is too late.

Not surprisingly, perhaps, the inevitable conclusion, after viewing this one-hour argument proclaiming the benefits of quality pre-school experiences, is yes.

Although there are a few

voices arguing against universal pre-school for American children (notably articulated by a spokeswoman for the conservative Goldwater Foundation, mostly because the K-12 public school model, in her opinion, doesn't have a stellar track record), most of the experts who executive producer John Merrow gives air time to in this work are staunch supporters of making good pre-school available to all.

The program is essentially divided into four parts. One shows a private Montessori nursery school in Manhattan, where—for a yearly tuition of \$15,000—the privileged three and four-year-olds are exposed to astronomy, art, music, reading, and chess. Another segment documents what it's like for children in the impoverished inner city of Bridgeport, Connecticut, who attend a federally-funded Head Start program, whose teachers earn, on average, less than half of the Montessori staff's \$38,000 a year, and where the focus is on teaching basic skills, like colors, letters, numbers and shapes.

Much of the middle section of the documentary highlights the *ecole maternelle* system of France, where the teachers all have master's degrees in early childhood education (paid for by the French government), and where all children have access to the same curriculum, the same equipment, and perhaps most important, the same standards. And all of it is free for the parents.

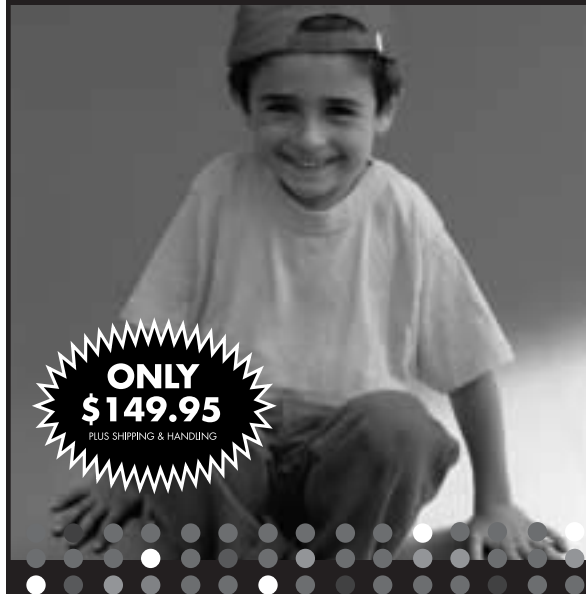
As Marian Wright Edelman, speaking admiringly of the French system, says, "In France, the value of children isn't even discussed. It's assumed."

The documentary places France's system (where the cost of universal pre-school is about \$3,300 per child) in sharp contrast to the inequitable patchwork that characterizes America's offerings, where it's painfully obvious that the offspring of educated, affluent parents who have access to the best pre-school education available start kindergarten with an undeniable advantage over children who live in inner-city poverty, or rural isolation.

And the documentary also focuses on Georgia's experiment to provide universal pre-school to four-year-olds (at a cost of \$4,000 per child, paid for by the state; Head Start spends about \$7,000 per child), an endeavor that former governor Zell Miller developed as a keystone of his administration.

It's hard to watch this and not come away thinking that our system is flawed from the beginning, that given the higher standards and expectations required of our children at ever earlier ages, it's more than a pity to waste those years between three and five. Anyone who works with elementary school children should make it a point to watch this documentary.#

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## Poll Shows Voters Want States to Fund Preschool

State governments should provide enough funding so that every American family can afford to send its three and four year-old children to a high-quality preschool education program. That's what 87 percent of respondents said to in a national survey of 3,230 voters just released by the National Institute for Early Education Research (NIERR), a newly-formed institute at Rutgers University.

The poll shows remarkable support for voluntary, universally available pre-kindergarten, according to NIERR Director Steve Barnett. "Voters across all age groups," said Barnett, "agree in two points: early education should be of high quality and they should be available and affordable to all parents."

Survey respondents say the biggest obstacle parents face in finding a good early education program is that many are too expensive (42 percent). They also say there's not enough information on finding programs, there aren't enough good programs, and programs aren't close to home or work.

Most voters surveyed think high-quality programs should be free to all children, regardless of family income. While half say these programs should be funded from the existing state budget, one-third believe early education is so important they would be willing to pay higher state taxes to fund universal access to quality programs.

The poll also shows that voters believe early education is important for a variety of reasons. 76 percent are convinced that participants are more self-confident and better adjusted; 73 percent believe participants do better when they reach elementary school; and 71 percent think preschool programs strengthen families

by giving parents the resources they need to help their children get a good start.

Only one in five persons surveyed currently had children aged five and under, and Barnett sees the widespread support for early education from adults who aren't directly involved as encouraging.

The poll was conducted by Peter D. Hart Research Associates and Market Strategies last winter. Those questioned numbered 1107 nationwide.#

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#### Grades 5 - 8

October 10, 2002  
 October 17, 2002  
 October 24, 2002\*  
 October 31, 2002  
 November 14, 2002  
 November 21, 2002\*  
 December 5, 2002  
 December 12, 2002

#### Grades 9 - 12

October 9, 2002  
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 October 23, 2002\*  
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## CAREERS

## LAUREN GLAZER: RESTAURANT MANAGER

By JOAN BAUM, Ph.D.

It's 1:30 p.m. on a Tuesday, gloriously sunny, a welcome respite from the intense muggy heat of the last few days, and anyone with a love of food, New York, and the outdoors would be sitting at one of those wonderful cafés that continue to sprout up all over the city. Indeed, near Union Square Park, the sidewalk lunch tables are mostly taken, but nothing beats the scene at the Union Square Café on 16th Street. It's packed, which is remarkable, because the action's not outside in the sun, but inside.

People keep arriving. They know where they're going and why. Union Square, one of five restaurants owned by Danny Meyer, has a reputation for having not only some of the best food in town but one of the most welcoming atmospheres as well. That customers get a full-smile, soft-toned greeting and feel immediately comfortable is largely due to the presence of Union Square's vivacious young manager, Lauren Glazer. Only 30, she handles with ease the kind of high-powered job that has proved daunting to many a pro twice her age. "There's nothing snooty about this place," she says, no arrogant host or headwaiter telling people where to sit, what to order, especially wines. She sees to it.

With her open face, blonde hair pulled neatly back around her ears and barely there make up, she exudes healthy, all-American good looks that suggest an ingénue bound for the stage. Except that 1) Lauren has already been there (and will soon be doing some singing again, "belting out Broadway tunes"), renewing her early college passion—she was a theatre/English major at Yale; and 2) behind that fresh-faced enthusiasm clicks a shrewd intellect. Lauren Glazer knows exactly what she's doing in the restaurant world. And loving it.

Others may have opened doors for her but once inside, she made the most of the advantages. She also paid her dues. She worked for years as a waitress, long hours and tough situations. She watched, studied, learned what she did not know, including business and trends. Though tourists keep returning to Union Square and constitute approximately 50 percent of the clientele, it's important to remember them, she says. Nothing so pleases customers as a sense of being recognized. Many Union Square regulars even have their own table. This extended sense of family was particularly manifest on the night of 9/11/01. Frightened, confused, depressed, people showed up at the Union Square Café looking for a familiar place. Lots of places had closed. Union Square Café stayed open. "That night food took on great importance," Lauren remembers. "People wanted to be in a safe place, somewhere they could be secure." Union Square did a lot of meat loaf and potatoes that week.

So what accounts for the success of an upscale restaurant manager like Lauren Glazer? Experience, experience, experience. And nothing's been lost because of her undergraduate major. Just the opposite. "This industry is all theatre," she says. In fact, the dinner-theatre connection has been diminishing of late, with more people skipping shows and turning dining into the entire evening. Dinner has become the show, at least her show to produce and direct. As a restaurant manager she draws on her theatrical training, and when she was a theatre undergraduate, doing regional theatre and summer stock and working with a children's group on "Fiddler on the Roof," she waited tables.

Out of college and thinking restaurants, however, she admits she was totally green. "I knew

nothing about food, I thought mashed potatoes came out of a box." After graduation from Yale, she went on to waiting Big Time: The Empire Diner, where she worked the graveyard shift, 11:00 pm to 7:00 am. Then a friend who owned a small restaurant on the upper West Side, Good Enough To Eat ("what great meat loaf!") gave her an opportunity to branch out, purchase orders, get into hosting, the restaurant business. Did she lose time by not majoring in business management in college? No, though she did go to bartending school. What was truly valuable, she says, was her all-around liberal arts education. Being a manager means exercising critical thinking, problem solving and communication skills. As for that theatre major, well, she delights in "performing" little acts of surprise for her customers, if she learns something significant about them. She takes pride and great pleasure in getting a "rave" as customers leave, and suffers to the point of not sleeping, if there's been a slip up.

Yes, it's important to learn how to handle the financial side, and be trained to answer phones and make reservations, but some things can't be taught, she notes—entrepreneurial spirit, inner graciousness, a feel for the hospitality business. Lauren Glazer loves her work but like those who ultimately work for someone, she daydreams about being her own boss. Someday. Maybe.#



Lauren Glazer

## Learning Leaders Helps Students Succeed

The recent opening meeting of Learning Leaders headed by Carol Kellerman, filled the Sheraton ballroom to overflowing. Special guests included Nane Annan, a lawyer in Sweden who is currently a learning leader and wife of Kofi Annan, Secretary-General of the United Nations. Ms. Annan has devoted her life to helping people around the world who are struggling with poverty, ill health and the lack of education.

Chancellor Joel Klein and UFT President Randi Weingarten addressed the group congratulating the volunteers on their efforts. Speakers also included a NYC police detective and mom who spoke poignantly about how learning leaders had helped her daughter, Maggie Tutts was honored with a 91<sup>st</sup> birthday cake by one of the 21-year-old twins she tutored 15 years ago.

Learning Leaders is the largest volunteer organization solely dedicated to helping New York City's public school children. Founded in 1956, Learning Leaders recruits, trains and supports over 11,500 school volunteers who provide one-on-one and small group instruction to over 168,000 students.

If you are interested in volunteering call (212) 213-3370 or [www.learningleaders.org](http://www.learningleaders.org)

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Clay Ables, Director of ECS, maintains "We are convinced that distance learning situations like ECS will make up part of the educational picture in the future. But, there are many different versions of Internet schools; we just want to make sure that we are the model program."

To ensure this is achieved, along with the individual course instructors that teach for the school, ECS employs 4 full-time certified teachers to assist the teachers in working with the students. "We are in this for the long haul," ECS Assistant Director Sherri Hurn asserted "We are not a passing fad, but will continue to flourish, as we become a leader in providing innovative, online education."



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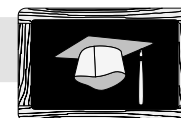
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## Dean Series:

## Teachers College Dean Plans Higher Profile for Institution

By MERRI ROSENBERG

Mrs. Baker would be very proud.

Darlyne Bailey, the recently appointed Vice President for Academic Affairs and Dean of Teachers College, is quick to acknowledge the many mentors and influences in her life who've helped her achieve her stunning professional success.

One in particular stands out: Dean Bailey's much beloved and admired kindergarten teacher, Mrs. Baker.

"She was awesome," said Dean Bailey, affection and gratitude shading her words. "Mrs. Baker told me that I should pay attention to my voice, because other little kids paid attention when I spoke. She said it was one of the gifts I had and that I should know that. For me, she modeled what the perfect teacher is, someone who believes that everyone is born with a gift."

During an energetic and far-ranging one-hour conversation, it quickly became clear that Dean Bailey gets what education is about. That, at its core, it's about that magic relationship between one particular teacher, and one particular student, that "allows everyone to feel valued and valuable, and able to be their most authentic self," as Dean Bailey said. "It's about finding ways to bring out the best in people, and help them succeed. When I'm meeting with someone, I want every single person to know that they are most important to me."

That philosophy has imbued Dean Bailey's activities since she arrived at the Morningside Heights campus eight and a half months ago, as the first African-American woman to sit in the Dean's chair at Teachers College. During this time, she has been pursuing a "listen and learn" strategy, meeting with her colleagues among the students, faculty, staff and community to



Dean Darlyne Bailey

understand more completely the strengths and resources of what is widely acknowledged as the premier graduate education program in the country.

"I really take this job as a service, with the idea of leadership in service," Dean Bailey said. "I see the faculty, students, staff, emeriti faculty, alumni board and community as stakeholders here, with a vested interest in our presence. I believe that my job is to make sure the work of the college endures. It's like the Native American philosophy, that says we're building for seven generations to come."

Not surprising, perhaps, for someone trained in social work and organizational behavior and who has, since 1994 until arriving at Teachers College, been Dean and Professor at the Mandel School of Applied Social Sciences at Case Western Reserve University in Cleveland,

Ohio. Dean Bailey also held a secondary appointment in that university's Weatherhead School of Management.

"My job is to serve," Dean Bailey insisted. "Deaning has been most humbling. You can't be a leader without people believing you're a leader. People have to want to work with you, and you have to have the ability to know when to get out of the way."

Like the student-centered classrooms, which she champions, Dean Bailey fervently believes, almost as a doctrine of faith, that "everybody is a teacher/learner. You create a place where students know their ideas are valued. Education has to be reciprocal. I left the world of teaching when I felt that teachers weren't embracing the whole child in the context of his/her community, and I went into the field of social work. I think I've always looked at the world this way, that no one profession can do it alone. Social work and education are vehicles to change the social condition."

Towards that end, Dean Bailey is building bridges throughout the immediate neighborhood, among the various Teachers College groups, within Columbia University itself, and in New York City at large. Within the local community, for example, she is emphatic that Teachers College not come in as the 'expert,' but rather as a listening partner to understand what the community really needs and how Teachers College can best serve those needs. Besides working closely with the local public school district, Teachers College has recently started working with a small Catholic elementary school in the area, St. Charles Borromeo. Dean Bailey has been meeting with the Teachers College alumni council, and recently

*continued on page 39*

## \$4 Million Gift Launches Sally Kerlin Institute



Sarah "Sally" Kerlin '36, demonstrated a lifelong commitment to Bank Street. After graduating from Radcliffe in 1934, Sally considered becoming a doctor. Then a friend told her about a new school for

teachers with a unique progressive philosophy of education that was starting up in an old warehouse.

A first visit impressed her so much that she chose to enroll at Bank Street as a graduate student. For the next sixty years, she served Bank Street as a student, teacher and alumna. She became a member of the Board of Trustees in 1954, and served as Board President from 1956 to 1963. In 1998, she became a life trustee, one of only five ever elected.

Sally embodied Bank Street's kind of independent thinking, and she also exemplified compassionate giving. In her many years at Bank Street she was particularly committed to both environmental education and hands-on learning. In December 2001, she and her husband, Gilbert Kerlin, put their interest in the environment into concrete terms: they established the \$4 million Sally Kerlin Endowment for the Teaching of the Natural and Environmental Sciences.

Sally died on December 23, 2001, at the age of 89, but her legacy continues—as it has for three generations. Her daughter, an alumna, now serves on the Board of Trustees and a granddaughter earned her master's in 2000.

In addition to the Kerlin gift, which benefits all programs in the institution, Sally left in her will an additional \$400,000 unrestricted bequest to the Bank Street College Endowment Fund. This gift helps ensure that the College has the needed funds to continue providing the unique Bank Street education it always has. #

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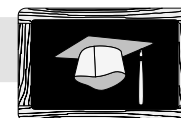
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COLLEGE PRESIDENT SERIES

# GREGORY H. WILLIAMS: PRESIDENT, CITY COLLEGE

By MARIE HOLMES

"My father somehow developed this great thirst for knowledge," says Gregory H. Williams, who became City College's 11th President on August, 2001.

"Thirst" is certainly an understatement. Williams' father, an African-American living in Indiana, was so determined to go to college that he spent his nights studying by the light of a coal oil lamp. "In the 1930's," explains Williams, "African-American high school students in the State of Indiana were relegated to technical programs; the boys in Industrial Arts, the girls in Home Economics."

When his father was a senior in high school he spent his schooldays constructing a house adjacent to the campus of Ball State University, where President Williams eventually earned his undergraduate degree. Too poor to spend ten cents on bus fare, Williams would pass the house his father had built every day on his walk to class, filled both with pride and indignation upon seeing this landmark to his father's struggle. When Williams' father applied to Howard University his application was rejected for lack of academic coursework, a result of being in the technical program. Determined to go to college, however, his father returned to high school for another year in order to earn the academic credits required for admission. He studied for a year at Howard, although he never earned his degree.

"The obstacles he faced didn't extinguish his desire for education and his determination to inculcate that in my brother and me," Williams

said. A fine basketball player, Williams wanted to spend one summer sharpening his court skills. His father, however, required him to attend summer school. He believed that education would one day open doors for me that were closed to him, and he was right," says Williams. His father encouraged him to read and they often took trips together to the Christian Science reading room. This quest for education and knowledge provided some stability and direction for Williams amidst the racial turmoil of his childhood, which is detailed in his gripping memoir, *Life on the Color Line: The True Story of A White Boy Who Discovered He Was Black*.

Now an experienced college administrator with five earned degrees, including a J.D. and Ph.D. from The George Washington University, as well as three honorary doctorates, Williams is well aware that his experiences are not merely anecdotes of life in the racially-divided America of the first half of the 20th century.

"Over three quarters of our students are members of minority groups and over half come from families with incomes of under \$25,000 a year," says Williams. "According to the latest edition of *U.S. News and World Report's America's Best Colleges*, City College is the most diverse campus in America where Blacks are the largest minority group," he added. Blacks make up around 30 percent of CCNY's student population, while Hispanics account for 26 percent and Asians around 14 percent. "That is what makes City College the



President Gregory H. Williams

most significant ladder of upward mobility in New York City and also in America," Williams said.

He may well be correct. As the flagship campus of The City University of New York, with increasing enrollments now topping 12,000 City College constitutes the core of the nation's largest urban university.

Like colleges across the country, new procedures impacting immigrants without documentation have caused difficulties for some students. Since 1989 The City University has

*continued on page 34*

## CUNY Week Oct. 6-12 Features Open Houses, CUNY-TV Marathon Public Lectures, Exhibits, Performances

Feast on a gourmet meal, meet United States Poet Laureate Billy Collins, see a celebration of Afro-Puerto Rican culture, watch cutting edge films and learn more about opportunities in higher education during CUNY Week, starting October 6 at all 20 colleges of The City University of New York.

Student chefs prepare gourmet meals at the New York City College of Technology in Brooklyn. Billy Collins reads a selection of his works at Lehman College, where he serves as distinguished professor of English. Hostos Community College in the Bronx displays a celebration of Afro-Puerto Rican culture. The works of talented CUNY film students premiere on CUNY-TV. Art exhibits, dance performances, concerts, and faculty lectures are packed into seven days of "open houses," showcasing academic programs, world class campuses, distinguished faculty, student achievements and alumni who have gone on to successful careers with the help of a CUNY degree.

"When you visit the 'open houses,' you will meet financial aid experts, counselors, faculty and students to help you think about the best college program for you," said Chancellor Matthew Goldstein.

A 15-hour CUNY-TV marathon on Sunday Oct. 6 from 8 a.m. to 11 p.m. on Channel 75 will kick off the week. The programming will feature the premier of this season's "Study with the Best" series—the magazine show which highlights innovative educational programs, award-winning faculty and outstanding students and alumni. Among the newest segments will be one called "Never Too Early, Never Too Late," featuring a doctoral student at the Graduate Center and her three-year-old son who is getting his own education at the Early Childhood Center there, as well as 83-year-old Seymour Honig who graduated in June from Kingsborough Community College.

For a complete schedule of events, please visit [www.cuny.edu/cunyweek](http://www.cuny.edu/cunyweek) or call 1-800-CUNY-YES.

See Page 31 for book review of President Williams' *Color Line*



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# MEDICAL UPDATE



New York City • DEPARTMENT OF HEALTH AND MENTAL HYGIENE  
FOR PARENTS, EDUCATORS AND COMMUNITY LEADERS

## COLUMBIA NURSING DEAN HOPES TO TRANSFORM PROFESSION

By MERRI ROSENBERG

To hear Mary O'Neil Munding, Dean of the Columbia University School of Nursing and the Centennial Professor in Health Policy, explain it, the much discussed nursing shortage has less to do with an actual shortage of nurses as with the way the profession is structured.

"There isn't a shortage of nurses, but a shortage of rewarding jobs," said Dr. Munding, who holds a doctorate in public health from Columbia University's School of Public Health. "20 percent of all licensed nurses aren't working in nursing. They're teaching, selling real estate, or pursuing other options. Of the 2.6 million nurses in the country, 500,000 of them aren't working in the profession. The crisis is a hospital crisis, because the jobs are not configured to reflect the level of expertise that nurses have. Younger nurses are leaving the field faster than older nurses, because they are dismayed by the disparity between the responsibility levels that are there, and the authority levels that aren't."

Dr. Munding does concede, however, that there is a shortage in advanced practice care nursing, with many primary care positions going unfilled.

Not to worry. Like any good health care prac-

itioner, Dr. Munding has a remedy at hand. Through the Columbia University School of Nursing, a new degree proposal is being considered by the university, leading to a doctor of nursing practice, that, as she provocatively put it, "will revolutionize nursing and change how people think about nursing."

The doctor of nursing practice will offer a terminal degree for nursing professionals who want to go beyond even the master's level in specialty fields like primary care, psychiatric mental health, nurse anesthesia, acute care, and nurse midwifery, among many others, that the School of Nursing currently offers.

"The idea with having a doctoral degree is to have the nursing profession recognized at the same level of authority and accountability as other health professions," Dr. Munding said.



Dr. Mary O'Neil Munding

her school's professors, and in 1997, created a midtown Manhattan primary care practice, staffed by nurses.

During her impressive career, Dr. Munding—a mother of four and grandmother of seven who lives in suburban Westchester County—has been a forceful advocate for removing many of the barriers between nursing and medicine, and is working to develop a

"It is radical, and one of those tipping point things that will help with the re-engineering of hospital-based nursing."

Dr. Munding is also working on developing exit boards for the new doctorate, beyond the licensing system that is already in place, as a way to "provide a quality credential for what nurses are already doing." She has established a faculty practice in nursing for

clear, professional role for nurses.

Perhaps her vision stems from her undergraduate experience at the University of Michigan, where, Dr. Munding recalled, "we nursing students took anatomy at the medical school, and we thought we were just as important as the doctors."

Raised in Fredonia, New York—a small, rural

*continued on page 39*



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- 3) Slow or sloppy writing, incomplete work. This can be the result of poor eye-hand coordination.
- 4) Slow or choppy reading, poor word recognition, reverses letters, poor reading comprehension. This is often the result of poor visualization.

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Dr. Ettinger assists student with a processing speed procedure

a psychologist, corrects visual deficiencies that interfere with learning. The 10-week program has resulted in improvements of 4+ years in concentration in some cases. And this is without medication.

"Most eye care professionals measure eyesight, but omit the testing for learning skills," states Dr. Henry Ettinger, director of a local VIP. "Many of my patients have gone from failing or special ed classes to A's and B's by the tenth week of the program."

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*-Lillian Sanchez-Perez*





## Joshua Bell: A Genius of Note

By JOAN BAUM, Ph.D.

The surprise is not that Joshua Bell, the world renowned violinist, lives up to the hype about him as an all-around wonderful guy, or that at 34 he is that relatively rare example of a prodigy who has made good, but that he handles his still-growing fame with such ease and confidence that he can switch suddenly from humorous quip to profound comment and give the impression that an intimate and deeply reflective conversation has just gone on. Beyond the movie-star good looks (People Magazine voted him one of the "50 most beautiful people in the world") and the slight catch in his voice—both of which have no doubt endeared him to a legion of young admirers who have established Josh-watch fanzine websites—Bell seems to have eluded the perils of celebrity. His modesty alone distinguishes him in the firmament of superstars. He is quietly thoughtful, generous in crediting others, and respectful in asserting views on education that may go against the grain. He defies stereotype. If he does not really love certain pieces, he has said, he won't play them, no matter how well they might yield a dazzling performance.

He started playing the violin at four—but his parents didn't push. He is passionate about classical but loves crossover. His bluegrass-inspired albums with the composer Edgar Meyer, his Gershwin collaborations with composer John Williams, his spectacular concerts and recordings of Leonard Bernstein's "West Side Story Suite," where he joined forces with arranger William Brohn—to name just a few—have all become award-winning albums. Then there was the movie. In 2000 the composer John Corigliano, who won an Oscar for his score of "The Red Violin," thanked Bell for his work on the film and for playing "like a god." Though Bell champions the music of living composers—he won the 2001 Grammy for Best Instrumental Soloist with an Orchestra for his recording of the Nicholas Maw Violin Concerto—at heart he is a Romantic traditionalist. His newest CD for Sony is a knockout performance of the Beethoven ("the Holy Grail of violin concertos") and the Mendelssohn violin concertos, with Sir Roger Norrington conducting the Salzburg Camerata, for which Bell composed the cadenzas. In typical self-effacing manner, Bell says he finally "felt ready" to tackle the Beethoven. He speaks with diffidence and reverence of a concert at Carnegie Hall in April 2003 which will feature the Bruch violin concerto.

Composing, performing, and reaching an audience are integrally related for Bell. Like Mozart, he says as an aside, he cares how his work is received. This desire to connect with listeners is probably at the heart of his popularity, particularly with the young. Of course, having his picture on magazine covers doesn't hurt. There he is in *Town and Country*, sitting in a rowboat in Central Park Lake, modeling a camel hair coat, in *Music Magazine*, in *Tennis Magazine* (he was a finalist in a national competition when he was 10 and cherishes his other stringed instrument, an Agassi racket), and in *Elle*. He has also played competitive basketball, and early on developed a "slight addiction" to computer games, which has made him a hit with the techies.

In the beginning, which means Bloomington, Indiana, where Bell was born and went to public school, musical life started early. Yes, the story about his plucking rubber bands attached to a dresser drawer when he was merely a toddler is

true. His first violin followed at the age of four: a 1/16th size instrument. The prodigy syndrome can indeed be destructive, Bell says, but he wouldn't want to generalize. Though there was a piano in his house (his mother played) he instinctively gravitated to the violin ("my father's favorite instrument"). Both parents are psychologists and amateur musicians, and for a while, his mother was his part-time manager. He speaks of them as watchful but loving parents who gave him room to play, in all senses of the word.

Sharply analytical, Bell trusts his instincts and heart. It took a mere couple of minutes for him to fall deeply in love with the 1712 Stradivarius he recently bought for \$4 million and which he unabashedly plays on the roof of his downtown New York apartment. Inside the apartment, it's another matter, reflecting his love of physics and math, video and computer games. He adores this "stuff," and it no surprise to learn that for the last few years he's been an adjunct professor at MIT, where he is working in the Media Lab with colleagues on a computer-enhanced hyperviolin, part of a wider "Toy Symphony" project "to help children perform and compose music." This conjoining of creative and critical interests can be traced not only to his parents but to Bell's legendary teacher, Joseph Gingold, with whom he started studying at the age of 12 and whom he refers to lovingly as a kind of "grandfather." Two years later, it was all acclaim: a debut at 14 with Riccardo Muti and the Philadelphia Orchestra and first place in Seventeen Magazine/General Motors' music competition. Soon to follow would be a sensational debut at Carnegie Hall.

Education is a central concern for Bell. He cites the inner-city youngsters he met in Boston—some had never seen a violin before and were completely captivated at meeting a performer—a few would hardly let him get away. Though he himself had been bored in kindergarten and was finally skipped to first grade—"unheard of at the time in Bloomington"—he is against promoting accomplishment in ways that might turn out expert technicians devoid of soul. He admires the Suzuki technique and uses some Suzuki books, but he would prefer that the method also teach children how to read notes.

By far, as influence on him, he names the incomparable Gingold, mentor par excellence, who set an example that music should be pleasure and who encouraged the young Bell to take master classes abroad so

that he could hear what others had to say. But it was less what Gingold said than what he elicited, Bell recalls. "He never spoon fed anything, he made me think for myself, he didn't just tell, he showed by example." The ideal mentor, for Bell and maybe for anyone, a teacher who "sought to find a player's soul." Under Gingold's guidance Bell came to believe, contrary to what is generally held, that "children are very expressive" and capable of great emotional depth when they play.

The Gingold experience readied Bell for the joy, not just the necessity, of the basic study that he found under the tutelage of Mimi Zweig, young at the time, but supremely gifted in teaching etudes, scales, the foundations. The focus of Bell's teachers was music, but the larger lessons resonate for him and should not escape anyone interested in the education of the young.#

Ask not for whom the Bell tolls, he tolls for thee—on his website for starters—[www.joshua-bell.com](http://www.joshua-bell.com)—and on numerous and wonderful CDs.

## GUASPARI MAKES MUSIC IN HARLEM

By MARIE HOLMES

"Rest position. Put your violin out. Put your bow straight out. Balance your weight—center your weight. Don't wiggle!"



Roberta Guaspari

The students lined up in the basement of River East Elementary clutch the tiny wooden instruments under their chins, trying not to squirm, arms arched precariously above the strings in preparation to bow. Finally, the notes rise, echoing off the bare cement walls.

"Stop!" screams Roberta Guaspari—Tzavaras. "What's wrong?"

"Somebody's off" says a little voice.

"More than somebody's off," responds Guaspari. The group lesson continues like this for the next sixty minutes, stopping and starting to correct posture and technique, with Guaspari pounding one foot against the linoleum with the regularity of a metronome—and twice as loud. With all eyes on their teacher, the children begin to play the national anthem, which they perform every year at a Knicks game at Madison Square Garden.

Charged with maintaining order in a room full of active children holding delicate instruments, Guaspari, both frazzled and determined, could be any schoolteacher on this sunny September afternoon. This teacher, however, is one of the most publicly celebrated educators of recent years.

A child watches with fascination as she pulls out a copy of her book, *Music of the Heart*, which preceded the movie of the same name. "She's famous," whispers the girl to the student standing next to her.

The 1998 film, in which Meryl Streep portrays Guaspari, was the culmination of years of media attention that Guaspari's students had attracted in their struggle to keep their violin teacher at River East and the Central Park East schools.

Guaspari, from Rome, New York, arrived in East Harlem in the early eighties following the dissolution of her marriage. A friend then studying at Union Theological Seminary convinced her to move to the city with her two young sons. Once there, she met Deborah Meier, founder of the three East Side elementary schools, and the strings program was born. But in 1991 budget cuts went into effect, and Guaspari was told that she would not have a job after the school year ended. "We wrote everybody," she recalls.

It was months before the media took notice. In April, *The New York Times* ran a story in the Metro section. A request from Prime Time Live followed. Yitzak Pearlman saw the segment on TV and called Guaspari at her home. The famous violinist agreed to attend the schools' annual concert, after which he gave an impromptu speech pleading for continued funding. "He went up in front of the stage on his crutches," remembers Guaspari, "and he says 'Bravo to these kids and what I want to say is, let them play.'"

That year, Guaspari and friends managed to raise enough money to pay for Guaspari's salary and benefits. They also founded the Opus 118 Music Center, named after the street on which Guaspari still resides, just blocks from River East. The Carnegie Hall concert in which students and famous musicians shared

the stage (re-enacted for the movie) was held in 1992. And it was all on film.

The resulting documentary, the Oscar-nominated *Small Wonders*, caught the attention of Miramax's Harvey Weinstein, who approached Guaspari about the possibility of a feature film.

Four years later, the media blitz having subsided, Guaspari teaches in the same schools, lives in the same house on 118th street, and has no plans to leave.

"I'm not going to quit fighting for kids to have music in their lives," she asserts, "especially children in urban settings who need it the most."



Subsequent "fiddlefests"—including the upcoming performance on November 14th at the Apollo theater—

maintain Opus 118, underwriting strings instruction in the elementary and middle schools serving Harlem. While Guaspari's salary is now paid by the district, the organization sends other instructors out into the schools, brings children to the Center for lessons and helps train others in Guaspari's unique method through teacher training institutes.

While she admires the Suzuki approach,



Guaspari's teaching style is more focused in the realities of classroom instruction. "I've developed my own way of working with children in a group," she says, which includes her own inventive vocabulary. "It's gabble gobble—but it works."

Posture, she believes, is fundamental. "You have to be set up on the instrument with the right posture before you have a chance." But the first requirement is a music teacher. "There are no strings teachers," she laments. Visiting artists and organizations, Guaspari says, "come in and train the teachers and play a concert—and to me this is just a tease. This pushes away the possibility for these kids . . . it makes it more remote."

Music education belongs in the core curriculum, she says, citing studies that have shown improved academic performance in students with early exposure to music instruction. Yet at the same time, Guaspari sees music as a means to impart her students with less quantifiable types of skills: "It empowers these children with the ability to make something beautiful that allows them to believe in themselves and know that they're special."

"Music, to me," she says, "is almost a spiritual way of relating to another human being."

Of all the students she has seen continue their music training, there is one student in particular very near to her heart. Jose, who now attends LaGuardia High School, lost his mother over a year ago. At the funeral, says Guaspari, "he took the violin out and he said 'I'm going to play my mother's favorite song,' and he played Ave Maria . . . I don't know how he was so composed," she marvels. "Violin changed his life."#



## Education Update Sponsors the John Lennon 'Million Dollar Bus'

By MARIE HOLMES

Holland, an 8th grade student at the Professional Performing Arts School, announces that she has been working on a song. Without so much as a blush, she belts out the chorus, hitting every note. The five other students applaud. Yes, this is going to be their song. Within ten minutes, they've composed the lyrics for the first verse.

"Now we need a bridge," announces Holland. That accomplished, someone suggests a second verse, and perhaps a "tag" at the end.

"They know what they're doing," laughs Herminio Quiroz, a sound technician on the John Lennon Educational Tour Bus. These students do have an edge in the music world. At the Professional Performing Arts School in midtown, the day is divided between academic and performance courses. Some of their peers work on Broadway and in film and television, and the kids frequently talk about and sing the hit song written by Alicia Keys, one of the school's best known graduates.

The bus has hosted students from kindergarten through high school, aspiring musicians and those who had never played an instrument,



The John Lennon bus tours around the country

tice the whole thing as Quiroz and Sobel record the instrumentals. When the last notes of their first run-through die off, Holland exclaims breathily, "That gave me chills that was so good!"

"I can't believe we wrote a song!" says Danielle, wondering if they can earn extra credit at school.

After sitting and singing for three hours, they're finally having trouble sitting still. "This is tiring," admits Holland

But when Quiroz and Sobel hand out headphones, they get serious again. Disappointed with the first take, they're ready to stay all night in order to get it right, but parents are already waiting and calling cell phones. On the third take, nobody misses a cue. A few of the girls tape extra riffs to add onto the last chorus, and within half an hour the recording is mixed, burned onto CDs and handed out to the young songwriters.

"I'm gonna go home and play it over and over again," says one.#

See Music In History on page 34



Students enjoy harmonizing on the keyboard

and instruments, and by 2000 the bus had become its own non-profit organization. The front section houses top of the line electronic equipment, allowing students to mix beats and sounds, while the back half, behind the tiny bunks carved out for the traveling sound engineers, holds guitars, bass and keyboard and equipment for students to record their own songs.

"The bus alone is worth \$400,000,"

touring the country for ten months out of the year. Described as a "non-profit recording studio," the bus project is an offshoot of the annual John Lennon Songwriting Contest.

Eight years ago, in a meeting with Yoko Ono, Brian Rothschild of Das Ventures mentioned the idea of holding a songwriting contest. Ono was interested in developing the project, and with her help, the first contest was launched in 1997.

"I had the thought to take a bus and outfit it with recording capabilities," says Rothschild, "and right away I was sending it to schools." Maxell, Yamaha, Guitar Center and other companies donated sound engineering equipment

says Jeff Sobel, another sound engineer, who adds that they sometimes call it the 'million dollar bus', though the total value of the donated equipment could easily exceed that.

Groups of young people, like the students at Professional Performing Arts, are invited to spend a number of hours on the bus, during which they write, record and even produce videos of their original songs. When following concert tours, such as WARPED and Sprite Liquid Mix, the students from Boys and Girls Clubs and other groups spend the day on board to record a song and perhaps meet some of the touring musicians, who often stop by, occasionally taping their own work.

The students at Professional Performing Arts that evening only had four hours in which to record their song. Within an hour they had finished the lyrics and were singing along as Quiroz, on the keyboard, and Sobel, on guitar, composed the accompaniment. The four girls took on the first verse, embellishing the lyrics with riffs. It took a bit longer to arrange the second verse, complicated by the pre and post-pubescent vocal ranges of the boys. When harmony and melody finally meshed, the girls offered praise and encouragement: "That sounds so nice!"

They decide to expand the bridge so that each student will sing his or her own line, then prac-



Students are trying various instruments on the bus with Education Update on the monitor behind them



Students sing their own compositions



The back of the well-equipped bus





## The Little Orchestra Society's "Lolli-Pops" Find New Home

*Lolli-Pops*, The Little Orchestra Society's popular concerts for children ages 3–5, will be making their new home at the Kaye Playhouse at Hunter College (68th off Lexington) for the 2002-2003 season. Conducted by Music Director Dino Anagnost, these special 50-minute concerts feature Bang the Lion, Bow the Panda, Buzz the Bee and Toot the Bird—four animal characters each representing a section of the orchestra. The animals take center stage along with Maestro Anagnost and together they help the children in the audience playfully discover the wonders of classical music.

Dedicated as "The Playhouse at Hunter College" in 1942 by President Franklin Delano Roosevelt, the theater has been the site of many memorable performances. Marian Anderson,

Pinchus Zuckerman, Jussi Bjoerling and Martha Graham are just a few of the legendary artists that appeared at The Kaye during its first three decades. Due to the financial crisis in the 1970's, the playhouse was closed. It was re-dedicated as "The Sylvia and Danny Kaye Playhouse at Hunter College" in 1993 and has since featured a wide array of artists including Audra McDonald, Sherill Milnes and Ballet Trocadero de Monte Carlo.

There are many benefits for The Little Orchestra Society in moving to The Kaye. The theater itself is significantly wider, thus providing more up-front seating. The direct access from the street eliminates the stairs, which will be very much appreciated not only by our patrons, but also by our production staff. The

Kaye has a large coat check facility where patrons can store their belongings. In addition to these improved facilities, The Kaye offers 200 more seats than its old home, Florence Gould Hall. The additional seating will allow more children and families to attend the *Lolli-Pops*, which are often fully subscribed. There will also be more seating for schools to attend The Little Orchestra Society's *Chance for Children* Friday dress rehearsal performances.



Maestro Anagnost & characters with fan Emily

The fall series of *Lolli-Pops* begins with *The Orchestra-A Happy Family* on Saturday and Sunday, October 19th and 20th and continues on November 9th and 10th with *Things That Go Bang* and *Peter and the Wolf* on November 23rd and 24th. Saturday performances are at 10:20 am and 12 noon, with Sunday performances at 1 pm and 2 pm. For more information or to purchase tickets, call The Little Orchestra Society box office at 212-971-9500.#

## THE JETSLIDE

By ANDREW SCHIFF

Interested in learning how to play slide guitar? Before you go to your local music store and let your salesman fit you with a generic slide that prevents you from playing chords during a song, slip on the JetSlide and feel how easy it is to switch between slide soloing and chord playing. The JetSlide is simply the latest and greatest innovation in guitar playing technology.

One of the fears that guitarists encounter in playing slide is a loss of musical timing when switching between the use of a slide and going back to a non-slide situation. But with the

innovative JetSlide you can play slide guitar licks, while retaining full use of your fretting fingers for playing either chords or guitar solos, and do so without losing a beat. While the JetSlide takes a little time to get used to (just one night of practicing), once you've mastered it, it can open great possibilities for your playing.

The key to the JetSlide is its cylinderless design. Fit the slide on like you would a ring which connects to the slide that rests alongside the ring finger itself. The back and bent portion of the slide bar rests between the flesh of the ring finger and pinky. This prevents the slide from turning excessively toward the underside of the ring finger. It also stabilizes the slide while it is being used, and helps it fall out of the way when the finger tab is released.

Another major benefit of the JetSlide is that it makes slide guitar instruction all the more fun. Now, if you're teaching slide guitar and your student is wearing the JetSlide on his ring finger, while you are wearing your JetSlide on your finger, switching between rhythm and lead guitar becomes much easier and more fun. When the fun increases, so will the frequency

of the lessons.

Traditionally, it's one guitar player at a time playing slide-lead while the other guitarist strums chords as a rhythm guitarist. But with JetSlide, each musician can switch back and forth between lead-slide and rhythm guitar. With the invention of this fine piece of equipment, the JetSlide should, in time, make the use of the regular slide obsolete. Older, more traditional slides will just slip slide n'away.#

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### MASTER VOICE BUILDER TAKES ON MAJOR REPAIR JOB

By ROBERT TALBERT

In her early 20's, my pupil Maria had it all—looks, intelligence, personality, drive, a commanding stage presence, and, above all, a lovely voice. A brilliant future seemed assured. But what had started out as a shimmering, silvery vocal tone had become strained, unsound, and scratchy. In her eagerness to become an overnight sensation, she had begun forcing herself, and unthinkingly she was destroying her instrument.

Maria was lucky. The damage to her vocal cords was not permanent. After completing a careful program of reconstruction at the Regnier Winsel Studio, step-by-step, she diligently rebuilt, and reversed her injuries.

Under both the leadership of Regnier Winsel himself, as well as my own, the school has helped many people similar to Maria, as well as public speakers, singers from the popular stage, and broadcast announcers. We have worked not only to repair ailing voices, but also enhance trained ones, and build proper vocal control.

Building a voice isn't complicated. One has to work with muscles of the throat just as a person works with barbells to develop the arms. You don't sing through the nose or the front of the head—a practice which is often referred to as "forward placement" by many teachers today, or "erroneous nonsense" by myself. Anyone who can sing on-key and follow my directions, I guarantee a beautiful voice!

We cannot all be opera singers of the first, second, or even third magnitude, but we can all have the satisfaction of knowing we've done our very best. The Regnier Winsel Studio has been working with dedicated individuals for over 34 years, and is located at Suite 5D at 260 West 72<sup>nd</sup> Street in New York. Further information can be obtained by calling 212-724-9246, or writing to the address above.

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## MUSIC IN THE SCHOOLS

By KITTY CARLISLE HART

For the past 25 years, I have been trying to get music into the regular curriculum of the public school system. It seems that I've been banging my head against a brick wall. The "powers that be" always promised me that it would happen, but only once did they keep their promise, when they put a music program into the *tenth* grade, which was obviously far too late, and then, quite soon, withdrew it. Each time I approached the schools to advocate for music in the curriculum, I was told that I only had inconclusive data for doing so—when we all know that introducing music as early as kindergarten does not present inconclusive evidence! It is all too true that children who receive these music programs write better, perform better in math and are measurably better equipped to grasp the fundamentals of an academic curriculum.

There are some excellent music programs, but they are randomly distributed and dependent upon the largesse of the citizenry. One such program in Opus 118 in Harlem, directed by Roberta Guaspari, who has done more than wonders in providing music education to inner city school children by reaching out to various schools with her string programs. The River East School is one recipient of her outreach efforts. When I visited the school one day with fellow music education advocate Matilda Cuomo, the young musicians that we heard perform were doing much more than playing "Rock-a-bye-baby!" Their faces solemn, they headed to their places and raised their instruments. I could not hold back my applause. Not only had these children learned how to play an

instrument, they had also learned the discipline and cultivated the self-esteem that will allow them to function successfully in today's world. This performance was subsequently featured on the Today show, hopefully lending credence and giving exposure to the importance of music in the schools and the gifts that it bestows upon those children involved.

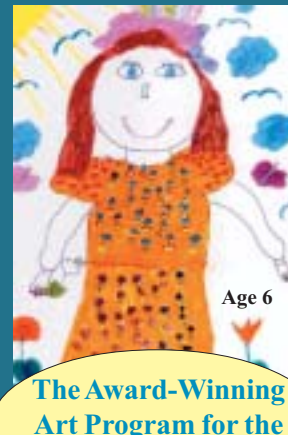
As far as I'm concerned, I would be nowhere today if it weren't for music, but then I had advantages that most of the city's public school children do not. My mother had the financial means to provide me with music education and train my voice. I even had the great fortune to receive some of this instruction in Europe.

I knew that it wasn't possible to provide all of this to public school children, but the thought of them going through these formative school years without any kind of formal training *whatsoever* seemed absolutely reprehensible!

As the newly appointed chair of the New York State Council on the Arts, I was able to win my first battle at a hearing in Albany in front of a packed house. My interviewer asked me why public assistance should be given to music students, since I myself had not had it. The blood rushed to my head. I burst out, saying, "But that's just the point! I had help from my mother, but I want every kid in the state of New York to have the same opportunities that I had." Everyone in the room applauded, and my interrogator smiled at me and said, "That's one up for you, kid!"

Perhaps, yet we still have a long way to go and much convincing to do in order to provide our children with what they deserve: a well-rounded education that *must* include music.#

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## *Vienna Choir Boys & Boys Choir of Harlem Join Together For First American Performance in the Great Hall at City College of New York*

**“Songs in the Key of Harmony” to Benefit Both Choirs and The CCNY School of Education**

The Vienna Choir Boys and the Boys Choir of Harlem have sung together just once before: at the 1999 New Year's Eve Strauss-Gershwin gala at the Musikverein in Vienna. In a review of the DVD released of the gala, Amazon.com wrote: “The American-Austrian partnership [is illustrated] superbly [when] the Boys Choir of Harlem joins the Vienna Choir Boys in *The Blue Danube*. The sense of joy is pervasive and infectious.”

Though separated by five centuries, the Vienna Choir Boys and the Boys Choir of Harlem have much in common. Both groups are known worldwide for the pure quality of their voices; both have a repertoire that ranges from classical to pop music; and both choirs succeed because of the hard work and discipline of their members.

The Vienna Choir Boys was established more than half a millennium ago in 1498 by Emperor Maximilian I of Austria to sing sacred music for Sunday services in the Imperial Chapel, a tradition that continues to this day. From its inception, the Imperial Music Chapel has always attracted Europe's foremost composers to write music specifically for the special talents of the Vienna Choir Boys, and their ever-expanding repertoire includes everything from sacred and classical music, waltzes and polkas to pop, jazz and experimental music. The Vienna Choir Boys, comprising four choirs of 24 members aged 10 to 14, tour widely on six continents and have visited

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the United States more than 80 times since their first tour here in 1932. While touring, the Vienna Choir Boys have also learned folk songs from many lands, which are now incorporated into their standard repertoire. All of Vienna's schoolchildren aged six to 14 are now benefiting from the musical training provided to the Vienna Choir Boys in a special after-

school music program recently introduced by the Choir School.

Following the October 17 benefit, the Vienna Choir Boys, conducted by choirmaster Robert Rieder, will embark on a tour that will take them to more than 40 cities in the U.S. and Canada. They will return to New York for their annual Carnegie Hall Christmas concert in December.

The Boys Choir of Harlem, founded in 1968, is a beloved academy serving over 500 boys and girls. This celebrated artistic institution has captured the spirit of a vibrant community and used it to create a potent and powerful vision. The Boys Choir of Harlem has an artistic repertoire ranging from classical music to jazz, contemporary songs, gospel, spirituals, and specially commissioned works by leading African-American composers.

The Boys Choir of Harlem program evolves directly from a vision of consistent, compassionate, communal strength in raising children. It builds on the African philosophy of “it takes a whole village to raise a child,” combined with a commitment to classical or character education, which instills basic values and stresses discipline, hard work, cooperation, and goal-oriented behavior that affect all aspects of children's lives.

With music as the motivator and catalyst, The Boys Choir of Harlem engages students in the educational process, opens

them up to learning, and provides the vehicle through which they are able to transfer the skills they learn through the arts.#

**•Education Update is proud to be a benefactor of this event•**



## MUSEUMS AS EDUCATORS

WHITNEY MUSEUM  
TO HOST FAMILY DAY

Saturday, November 2, 2002 from 11 a.m. to 3 p.m., the Whitney will clear an entire floor of the museum for its third annual family day. Children ages 5-10 and "their grown-ups" can visit the museum free of charge for "New York Stories." Planned activities include building bridge sculptures, making favorite food books and drawing city skylines, all inspired by works from the museum's collection of 20th

century art. Families can take tours of the museum's permanent collections, which include works by Edward Hopper and Georgia O'Keefe as well as new acquisitions such as works by Jackson Pollock, Andy Warhol and Jasper Johns. Pre-registration is required.

To register, call the Education office of the Whitney Museum: (212) 671-5300.#

## SPECIAL EDUCATION

'People Like You':  
Living Successfully  
with Learning Disabilities

By JONATHAN MOONEY

"Jonathan, people like you flip burgers. Mark my words; that is what you will end up doing." This is how I started my high school career. Little did I know that seven years later, in spite of the fact that I did not learn to read until I was 12 years old, I would be a published author and an Ivy League graduate.

As a kid, because I was hyperactive, I grew up with people shaming me, yelling things like "What's wrong with you?" I spent a lot of time in the hallway with the janitor. If I wasn't in the hallway, I was in the slow reading group. In fourth grade, I was diagnosed with dyslexia, labeled as "learning disabled." I grew up in the 'blue bird group,' which, in spite of its patronizing name, was obviously the "stupid" group. I spent much of elementary school hiding in the bathroom crying, terrified of reading out loud.

"People like you" has a long history as a euphemism for those whom schools don't like. It's used as the rhetorical equivalent of a racial slur; it's been used to demarcate the class boundaries in our society, and it's been used for people who don't fit into any of those categories, like myself, but find themselves to be outsiders. There are at least 20 million individuals in this country who are learning disabled and/or have ADD. Many of these students still suffer in school. And yes, many creative and intelligent individuals, despite the rapid expansion of physiological and learning diagnosis, still grow up feeling alone, defective, "stupid," "crazy," and "lazy." But despite the current trend of defining these students as pathological, there is nothing wrong with these kids—there was nothing wrong with me. While it is true that I can't spell to save my life (I once wrote an organic chemistry paper on orgasmic chemistry), my problem was not dyslexia. I struggled at times with dys-teachia.

So am I, now, at age 25, flipping burgers? Although to this day I still spell at a third grade level and have the attention span of a gnat, I recently graduated from Brown University with a 4.0 in English literature. I was a finalist for a Rhodes scholarship and was awarded the Truman Scholarship for public service for graduate studies in the field of creative writing and education. In addition, as an undergraduate, I co-authored a book, *Learning Outside the Lines* published by Simon & Schuster (September 2000). I guess I am not flipping burgers.

I get emails all the time from people wanting to know how I found success, what pill did I take (and where can they get some) when the reality is I am the same little red-headed punk who was told he

would flip burgers. What replaced "stupid," "crazy," and "lazy" in our collective vocabulary for educational outsiders has been a tide of pathology and a professional colonization of these students' identities. One needs to look no further than the labels themselves and the professional service industry that has arisen to fix these kids' "problems." Fixing, and seeing myself as broken or pathological, had nothing to do with my success. In my work with students, teachers, and parents, fixing is in fact counter-productive. In my life, I was empowered by a mom, with a voice like Mickey Mouse and a mouth like a truck driver, who fought for me every day. I was taught the difference between schooling and education by my beautiful third grade teacher, Mr. R, who accommodated my weaknesses, told me "screw" spelling, to define myself by what I could do, and, at all costs, to follow my passion.

So how do we help those kids like me? The road to changing the brutal marginalization of labeled students lies in empowered teachers, students, parents, and communities whose voice is respected in the educational process, not silenced by the political din calling for standardization. But I truly believe that things won't change for students like me, no matter how many dollars we throw at this issue, or how many books are written about different learning, until we answer a new question. The question is not one of whether or not kids learn differently; we all know they do and have known that since the beginning of time. The question is why have we, as a culture, been engaged in a cyclical debate about individualizing education since the days of John Dewey, then Howard Gardner, now Mel Levine, and nothing has changed? Every day, kids are told that they are special, individual snowflakes, then told to sit down in a uniform line of desks, told what to think, how to think, and when they can go to the bathroom and when they can eat, waiting for some factory bell to dismiss them. What is it about our institution, or society, that deeply distrusts the individual?

I worry sometimes that our institutions need educational outsiders, regardless of their labels. That these failures serve as some systemic example to make everyone stay in their right place. But while that is a sobering reality, I will never forget Mr. R., because it is not institutions that matter, but people. And while we should never stop working to have just institutions, a fight I am committed to along with the vast majority of educators I have met in my work, we have more control over how we treat others and what kind of people we become ourselves. About a year ago, after giving a lecture I met a 92 year old man, an educational outsider, and all he could talk about was his second grade teacher who made him feel like a person. And that made all the difference.#

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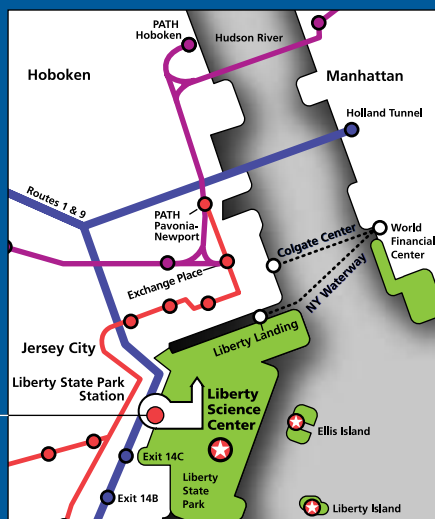
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## Kid Stuff:

Great Toys From Our Childhood  
(May 25, 2002 - January 6, 2003)

If you built it, played it, or created it as a kid, chances are that it will be part of this traveling exhibition. The exhibits are a remarkable presentation of more than 200 of the most popular toys of the past fifty years, from Tonkas and Tinkertoys, to Raggedy Anns and Radio Flyers. The Sciences of Toys, an onsite demonstration designed to bring science to this exhibition, will debut in September! It will provide some fun, interactive learning experiences on topics such as polymers, and the mechanics of an Etch-A-Sketch!

## In the IMAX® Dome Theater:

Jane Goodall's Wild Chimpanzees  
(October 12, 2002 - October 2003)

Take a giant screen journey into the hearts and minds of wild chimpanzees with the world's most famous field researcher, Dr. Jane Goodall. The film weaves together the story of a chimpanzee community and the work of scientists seeking to understand the lives of these remarkable creatures. Jane Goodall's Wild Chimpanzees chronicles Dr. Goodall's more than 40 years of legendary work among the chimps at Gombe Park in Africa, and leaves viewers with an important message about conservation and an awareness of chimps fragile existence in the wild.

Lewis & Clark: Great Journey West  
(May 18, 2002 - February 2003)

Relive an amazing tale of discovery and exploration as National Geographic Films brings to life the first crossing of what would become the United States. With careful research and meticulous recreations, this scientific expedition lives again on the big screen. Two hundred years after their epic journey, go back in time with Lewis, Clark, their guide Sacagawea, and their brave Corps of Discovery, as they discover the adventure, danger, and wonder of the unmapped West.

Also Showing:  
Australia: Land Beyond Time  
(Through February 2003)

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## FACTS ON TEENAGE DEPRESSION FROM *MORE THAN MOODY*

By DR. HAROLD S. KOPLEWICZ

- Each year as many as 8.3 percent of the adolescent population will begin exhibiting signs of depression.
- More teenagers die each year from suicide than from all other illnesses—from cancer to AIDS—combined.
- According to the CDC, each year, 1 in 5 high school students in the United States has thoughts of suicide.
- Each year, over 2 million high school students in the United States make specific suicide plans.
- Each year, some 400,000 high school students in the United States make suicide attempts requiring medical attention, coming to an average of 1,000 attempts a day nationwide, every day of the year.
- One in five teenagers report that they have had a major depressive episode that went untreated during their adolescence.
- While ten million children and adolescents have a diagnosable psychiatric disorder right now, there are only 7,000 board-certified child and adolescent psychiatrists in the United States and fewer than 6,000 child psychologists.
- During adolescence, there is a burst of rapid brain maturation during a period that roughly correlates with the ages at which rates of depression increase markedly—this maturation may explain why adolescents have an increased susceptibility for depression.
- Gay and bisexual adolescents are more likely than their peers to have been victimized and threatened, to have used drugs and alcohol and

to have engaged in sexually risky behaviors. In addition, they have more suicidal ideations and have made more suicidal attempts.

- While 31 percent of white children and adolescents with emotional problems receive treatment, only 22 percent of African-American and 14 percent of Hispanic children and adolescents receive the care they need.
- Overall, only 1 in 5 depressed teens gets psychiatric treatment, and those who are untreated are likely to experience a recurrence of their depression.
- In 90 percent of suicide cases, there is some underlying psychiatric disorder, with depression being by far the most common. It is the leading condition in half the suicides of adolescent boys and 70 percent of girls.
- Suicide rates among susceptible teens have been shown to increase following media coverage of teenage suicide.
- In recent years, adolescent suicide rates have begun to decline with a notable exception among teenage African-American males, whose rate has increased 105 percent in the past decade.
- Girls are twice as likely as boys to attempt suicide, but boys are ten times more likely to die (this may be explained by choice of method—girls tend to overdose, while boys are more likely to use guns).
- 80 percent of adults suffering from major depression will respond to antidepressant drugs. #

*Dr. Harold S. Koplewicz is the author of More than Moody: Recognizing and Treating Adolescent Depression.*

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### Book Review

## *More Than Moody: Depression in Teens*

According to a recent report by the United States Surgeon General, approximately 3.5 million children and teenagers suffer from depression. Adolescents who suffer from the disease may lose their capacity to feel joy, overcome developmental hurdles, and cultivate the self-esteem that will allow them to become happy, productive adults. At worst, depression can result in severe isolation and a sense of hopelessness that increases the risk of violence towards others or towards themselves.

The Centers for Disease Control report that among high-school age children in this country, there are an average of more than 1,000 suicide attempts a day. Despite the fact that depression is a factor in most of these cases, 80 percent of depressed teenagers get no treatment.

Clearly this is a public health problem of major proportions. But how to distinguish between normal teenage angst and a treatable illness?

In *More Than Moody: Recognizing and Treating Adolescent Depression* (G.P. Putnam's Sons; \$25.95), Dr. Harold S. Koplewicz, one of the nation's premier child and adolescent psychiatrists, explores and illuminates an under-recognized but growing problem in America today: depression among teenagers. Through his first-hand experience as a clinician and researcher, Koplewicz helps parents distinguish between normal teenage angst and true depression, a serious psychological illness with important long-term consequences. Dr. Koplewicz uses stories of real teenagers to show parents, teachers, health care professionals—and young adults themselves—the warning signs, risk factors, and key behaviors to look for. Furthermore, he outlines the options for treatment, which have broadened dramatically in recent years, with the expanded use of SSRI anti-depressants for young people as well as advances in such non-pharmaceutical approaches as cognitive behavior therapy.

*More than Moody* concludes with a look at the myths, facts and controversies surrounding the treatment of adolescent depression. Dr. Koplewicz provides the information needed to make informed decisions about treatment options, including the increased number of prescriptions of SSRI anti-depressants for use in treating young people, and presents cases in which various treatments have worked especially effectively. He examines the misconceptions that stigmatize teens that take psychiatric medications, and explores the public's almost universal belief that teenagers should only turn to medication after psychotherapy fails,

explaining why it is based on outdated information. He looks at the encouraging results of specific, symptom-oriented treatments, including non-pharmaceutical approaches such as cognitive behavioral therapy (CBT) and interpersonal therapy (IPT), and analyzes the latest studies comparing the effectiveness of medicine versus therapy. Above all he reflects on the role parents must play as advocates for their children, and the partnership that must exist between the parent, the teen, and the clinician.

Harold S. Koplewicz, M.D., is the founder and director of the New York University Child Study Center, and the Arnold and Debbie Simon Professor of Child and Adolescent Psychiatry, Vice-Chairman of the Department of Psychiatry and Professor of Clinical Psychiatry and Pediatrics at the New York University School of Medicine, and Director of the Division of Child and Adolescent Psychiatry at the Bellevue Hospital Center. A multiple award-winning psychiatrist, he was named one of “America's Best Mental Health Experts” by *Good Housekeeping* magazine, one of America's top doctors by Castle Connolly, and one of the “Best Doctors in New York” by *New York* magazine.

Widely known as an advocate for children with mental illnesses, he is the Editor-in-Chief of the *Journal of Child and Adolescent Psychopharmacology*. He is the author of *It's Nobody's Fault: New Hope and Help for Difficult Children and Their Parents*. Dr. Koplewicz lives in Manhattan with his wife and their three sons. #

*More Than Moody:  
Recognizing and  
Treating Adolescent  
Depression*  
By Harold S.  
Koplewicz, M.D.  
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### Phi Delta Kappa International: Meeting on Special Education

Area 6F Host Chapters: Columbia University, Teachers College, CUNY, Fordham, Iona College, LIU, Mercy College, NYU, Pace University, NYC, Westchester, S.I.

#### Author Seminar Lecture Program

Dr. Barbara Ludlow, Professor of Special

Education, West Virginia University  
 "Trends for Shaping the Future of Special Education: Emphasis on Integration, Inclusion, and Managing Challenging Behaviors"

Barbara Ludlow, Ed.D., a native New Yorker, is a Professor of Special Education at West

Virginia University, where she coordinates the distance education graduate training programs in Severe/Multiple Disabilities and Early Intervention.

Wednesday, October 9, 2002

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One Pace Plaza, Lecture Hall South, 2nd Floor (take west side elevator near food kiosk)

6:00PM Buffet Dinner 7:00PM Seminar

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Response Panel:

Jill Levy, President, CSA,

Linda Wernikoff, Deputy Superintendent for Special Education Initiatives

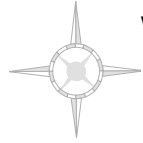
Kathleen Le Fevre, Director of Instruction D75

Ira Kirkland, Chapter Chair, Psychologists & Social Workers, UFT

Contact: Irma Godlin, Area 6F Coordinator if you plan to attend! Phone: (212)475-7981, Fax: (212)475-7048, e-mail:

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#### Workshops

- **A WAY WITH WORDS: VOCABULARY DEVELOPMENT IN THE CLASSROOM**  
 Date: Tuesday Oct. 15 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Lydia Soifer, Ph.D.
- **MAKING SENSE OF A PSYCHOLOGICAL REPORT**  
 Date: Wednesday Nov. 13 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: David Gottesfeld, Psy.D.
- **WORDS ADD UP: WRITING IN MIDDLE SCHOOL MATH**  
 Date: Tuesday Oct. 22 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Beverly Plaskett
- **PREPARING FOR ELECTRONIC RESEARCH**  
 Date: Saturday Nov. 16 Time: 9 AM - 1 PM Fee: \$75 Instructor: Anne Marie Rowley

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## FROM THE SUPERINTENDENT'S SEAT



## Integrating Arts into the Curriculum

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

When I heard that this issue of *Education Update* would be focusing on arts in education, I was so proud. This past spring, Syosset Schools received two national awards in recognition of our arts in education programs. The Magna Award was given us by the National School Boards Association, and the Kennedy Center Alliance for Arts Education Award of Excellence named our district as the number one in the country for arts education.

The award committees gave us numerous reasons why we were chosen for the awards. They cited many examples of the program opportunities we provide for our students, but they all have two factors in common: One, the arts are integrated into all facets of student curriculum, in every grade, in every possible way. Two, we teach our students by helping them to appreciate the finest art and music and to experience them in a firsthand learning environment.

Over the past five or so years, we have developed partnerships with a number of fine cultural institutions in New York City. Our high school students learn opera from the same coaches who train the singers at the Metropolitan and then they perform on stage with these talented singers.

Our middle school students enter the witty world of Gilbert and Sullivan through a partnership with the New York Gilbert and Sullivan Players, and also perform on stage in a full-

scale production with the professionals.

Elementary, middle school, and high school students learn about art through visits to the Metropolitan Museum of Art and the Museum of Modern Art. What makes these visits unique is that their own teachers receive training from museum educators on how to use the art they will see in the museums in lessons that are integrated into their classroom curriculum.

It has been said that art is not just a part of life, but that art is what makes life worth living. It is our mission to give our students a lifelong appreciation of the arts so that they may enrich their own lives in many ways.

We have been very fortunate to have an extremely supportive Board of Education—the best in the country—and community of parents who also understand the important role that the arts play in providing a full education to our students. In addition, in all of our district's ten schools, we have had the complete cooperation of administrators, faculty members, and staff. Together, we have made the arts—music, theater, visual arts, dance, video—an integral part of the student's curriculum, and we have all benefited from this.

The question is not how much arts education should we provide for our students, but how much arts education CAN we provide for our students?

In Syosset, we have found that our students will embrace every opportunity to learn and experience fine quality arts and cultural programs. This should be a priority for all schools. #

## Exciting Activities in the Everett Children's Adventure Garden at The NY Botanical Garden

Trees dressed with fiery red, orange, and yellow leaves; gold-kissed blades of grass, and crisp cool air means fall is upon us. Families visit the Everett Children's Adventure Garden to learn about plant science in a fun and engaging way. Experience the beauty and excitement of nature in the one-of-a-kind, 12-acre indoor/outdoor science museum where children explore, discover and learn how plants live and function. There are so many things to do—from making ghostly leaf rubbings to up close examination of the creepy-crawlies that inhabit our Forest. Our specially designed inquiry-based programs stimulate a child's enthusiasm for science, ecology and conservation.

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scientists. A few of the many things children learn are, what's in a flower by taking it apart and putting it back together—and children look at things through a bee's eye view!

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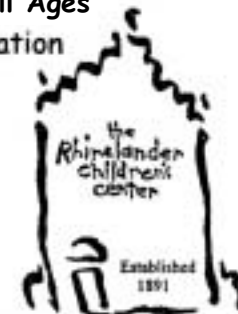
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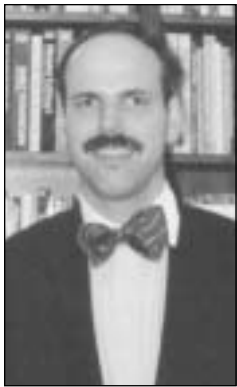
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As to the changes going on in one particular industry during this present time, *Book Business* by Jason Epstein delineates the past and current situations as well as the future of book publishing. As the creator of Anchor

paperbacks in the 1950's, a founder of *The New York Review Of Books* in the 1960's, creator of *The Reader's Catalogue* in the 1980's and former editorial director of Random House, Epstein knows the book publishing industry well and presents clearly the current crisis facing book publishing.

His reminiscences of his life in publishing convey a feeling of what the industry was like from the 1950's to the advent of the Web. For the committed book reader, *Book Business* is the book to read to find out the business side of books. Come to Logos and pick up a copy.

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

### Upcoming Events at Logos:

Wednesday, October 2 at 7 PM, KYTV Reading Group will discuss *Bel Canto* by Ann Patchett.

Wednesday, November 6 at 7 PM, KYTV Reading Group will discuss *The Comedians* by Graham Greene..#

## Life on the Color Line, by Gregory Howard Williams

By MERRI ROSENBERG

Someone should introduce Gregory Howard Williams to Frank McCourt.

Both describe almost unbearable childhoods and adolescences that make a sensitive reader wonder how either could have surmounted them to arrive at a productive adulthood. And while McCourt's description of his miserable Irish Catholic childhood in *Angela's Ashes* probably eclipses Williams' evocation of his painful upbringing in racially segregated Muncie, Indiana during the 1950s in terms of humiliation and deprivation, Williams' experiences would still put him in the running as a competitor for 'survivor of terrible childhood.'

Now President of City College, and a graduate of Ball State University and George Washington University, Williams' explores with brutal honesty the torturous path he had to pursue to attain his educational and professional goals.

The eldest of four children, whose father ran a beer joint for tourists and soldiers in Virginia, Williams grew up for the first 10 years of his life comfortably ensconced in the middle class life of a white Southerner. When his parents separated, after a tempestuous and violent relationship-fueled by infidelities and drinking-Williams and his next-oldest brother, Mike, were suddenly plunged into the hand-to-mouth society of the poor blacks who lived in Muncie, Indiana.

Although James "Buster" Williams, the boys' father, had passed for white in Virginia, he couldn't maintain that fiction in his native Muncie. What the author discovered only upon being brought back to Muncie (a community he had previously visited as the white grandson of a white family) was that his father, by marrying

a white woman, had transgressed the social norms of that day. The children, despite white skin and features, were shunned by the white community as half-caste racial mongrels, and had no refuge except in the black community.

Williams describes a harsh and difficult childhood, where his black relatives-themselves eking out a precarious existence-had little to spare, and often begrudged him and his brother food. With a paternal grandmother whose indifference was almost as callous as that expressed by McCourt's own grandmother; a father who was quick to put his young children to work, yet reluctant to earn a living himself, and white relatives who forgot their existence, Williams and his brother were spared the orphanage only when a compassionate family friend, Dora Weekly Smith took both boys to live with her.

It was her kindness, faith and encouragement that Williams largely credits with his determination to escape the ghetto, and fulfill his ambitions. "Though only ten years old, I faced one of the hardest choices of my life: to dream or to despair...I chose to dream." In school, Williams studied hard and worked diligently, understanding both from his father's explicit statements and his own perceptions, that education was his only escape.

Yet the racial inequalities of that time, and that place, intruded. Williams was told by a teacher that he would get an academic achievement award at his sixth grade graduation. He didn't receive it because that kind of prize wasn't going to be given to a black student. In middle and high school, Williams had to choose whether to associate with the white students-assuming he could 'pass'-or with the black students. Because he looked white, when he opted to walk down the aisle during ninth grade graduation with a dark-skinned black girl, no one congratulated him.

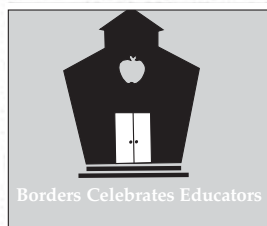
Integration was a long way off. Williams had to daily negotiate the delicate color line that

*continued on page 32*

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## Upbeat Uptown: "Harlem Song" Dramatic Downtown: "Shanghai Ghetto"

By JAN AARON

George C. Wolfe's, "Harlem Song," at the legendary Apollo Theater, tells the history of Harlem through a 90-minute revue, combining songs, dances, films, and interviews. This is an enjoyable, but not groundbreaking, history lesson for everyone. Monday's 11 a.m. show is for students (to order the teacher's guide, call 212-977-1100). The \$4-million revue was created to attract tourists to newly revived Harlem and its world famous Apollo, now undergoing a multi-million dollar facelift.

Wolfe, ("Bring in Da' Noise/ Bring in Da' Funk"), the producer at the New York Public Theater, crams a lot into a fairly brief experience. Here is an oral history of Harlem, a visit to the old hotspots, and a feel-good message about the future, expressed through first rate dancing, from cakewalks and jitterbug to shake, and marvelous blues, ballads and gospel. Interspersed are video clips of Harlem residents reminiscing about their beloved neighborhood. Their comments are fascinating. Biographical notes would be a valuable addition to the printed programs. Atmospheric old film-footage is projected above Riccardo Hernandez's spare, but innovative set.

The talented 16-person ensemble portrays, in 11 segments, defining moments in Harlem his-



Queen Esther and Cast

George C. Wolfe

tory. One of the most memorable, "The Depression" features fabulous dancing at a rent party, which Harlemites back then paid to attend as a way of raising rent money. This is followed by a ballad, "Here You Come With Love," tenderly rendered by Queen Esther. The show pays brief attention to the neighborhood's decline after World War II.

Music includes classics like Billy Strayhorn's "Take the A Train" (here in Spanish *Coje El A Train* by Nilo Cruz) and new numbers with lyrics by Wolfe and music by Zane Mark, conductor of the on-stage orchestra, and Daryl Waters. Jules Fisher's and Peggy Eisenhauer's evocative lighting, Paul Tazewell's period costumes, and Ken Roberson's right-on choreography provide stunning moments throughout.

On the serious side, not-to-be-missed downtown at the Quad is the award-winning movie, "Shanghai Ghetto," a feature documentary about Jewish refugees who escaped the Holocaust in the only place open to them—Shanghai, China. (Apollo Theater, 235 West 125 Street, Saturday, Sunday and Monday; tickets, 212-307-7171; \$20-\$50; for film timings, call 777-FILM.)#

## Color Line

Continued from page 31

informed nearly all of his decisions and actions, realizing the grave consequences (Klan repercussions, violence from other students, etc.) of a misstep.

As Williams expresses it, "I hadn't wanted to be colored, but too much had happened to me in Muncie to be a part of the white world that had rejected me so completely." Paradoxically, his racial identity gave him the tools to become his own person: "I knew who I was and what I wanted to be."

After a disappearance of more than 10 years, by the time the author's white mother returned

to invite Williams and his brother to move in with her and her new husband, it was clearly too late. Williams couldn't forgive her for having been to Muncie without once stopping in to see him or his brother, or allowing the two of them to contact her. And the condition she offered for joining her family meant that "we were to forget we were 'colored boys.'"

Williams wasn't about to forget. The memories of living on the wrong side of the color line were won at too high a cost. This is a gripping, and important, story about what it meant to live during the pre-Civil Rights era, from the distinctive perspective of someone who knew what it was like to live in those vastly different worlds of black and white.#

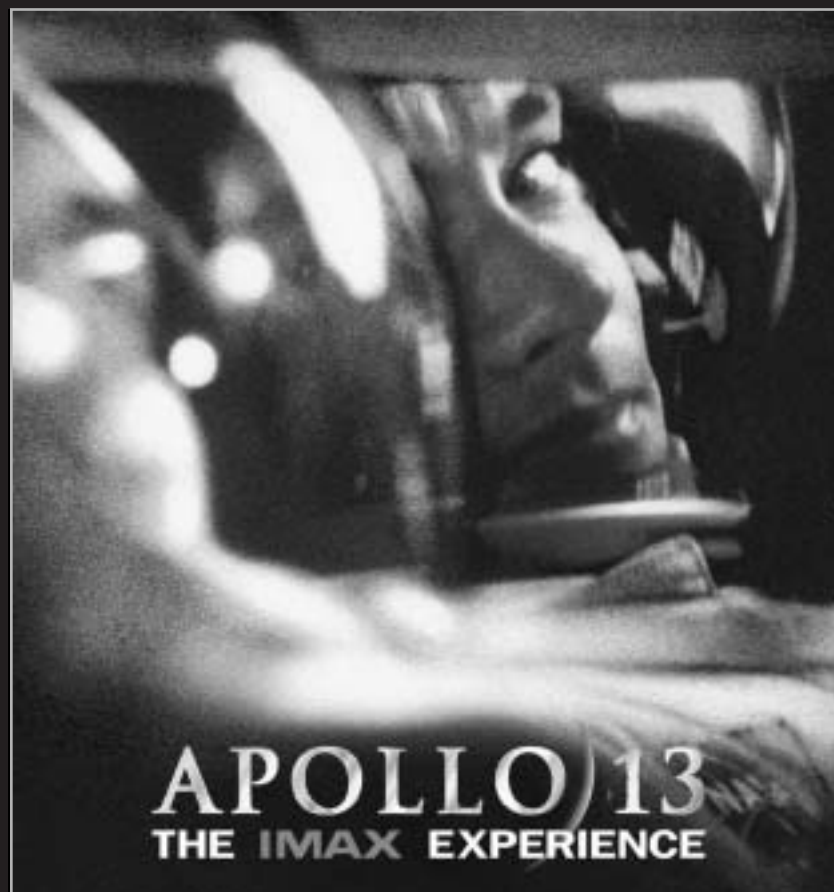
## NY Public Library to Offer Free Online Test Practice

Library-card carrying New Yorkers now have a new resource to help them prepare for exams. Learn-A-Test is a free online service of test preparation materials and practice exams based on official tests. The Learn-A-Test database provides practice exams in 14 subject areas, from Cosmetology to US Citizenship, and includes practice exams ranging from 4th Grade

Reading to GRE Skills as well as a variety of civil service and law enforcement exams given in New York and other states.

To try out the new service, go to NYPL's Electronic Resources Page at [nypl.org/branch/resources.html](http://nypl.org/branch/resources.html). Click "education" from the subject menu and find Learn-A-Test on the menu.#

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## CFE Case to Court of Appeals: Pataki Should Settle

By ASSEMBLYMAN  
STEVEN SANDERS

The Court of Appeals will soon hear oral arguments in the landmark *Campaign for School Equity* case. Governor Pataki, regrettably, appealed the decision by Justice DeGrasse, which held that the State's school funding formula was both unfair and inadequate for New York City's students. Pataki's appeal prevailed at the Appellate Division, but, ironically, the Governor recently changed his tune and suddenly has repudiated the idea that attaining only an 8th grade education is acceptable.

But that is the *opposite* of what the State has argued since the beginning of this litigation, that the "sound basic education" called for in the State Constitution should be construed in the most minimal way—the equivalent of only an 8th grade education.

Now the plaintiffs are appealing to the State's highest court, the Court of Appeals, and Pataki has refused to settle the case. Is this in the interest of our children? Of course not.

The State, the defendant in the suit, has argued that the drafters of the Education Clause of the State Constitution had in mind only the "limited purpose" of continuing in place "the existing public school system." The implication of this position seems to be that the State is obligated to support and maintain the public school system only at the level of educational functioning that prevailed in 1894, when this constitutional provision was adopted.

A sound basic education cannot be less than that required by the Board of Regents in the form of minimal standards for graduation from high school. In November of 1997, the Regents defined what was necessary for a sound basic education by promulgating Regents' Learning Standards. These

standards have been explicitly approved by the legislative leadership of both parties and by the Governor and stand as the official policies of the State of New York.

The Regents' new graduation requirements, enacted together with the standards, changed the previous two-track diploma system. Now there is only a Regents' diploma. To obtain this diploma, every student must pass Regents exams in English, math, global history, United States history and science. Failure to pass all five Regents exams will cause a student to forfeit a high school diploma.

The consequences of not receiving a high school diploma are catastrophic. Without this accreditation one is unable to matriculate in college, barred from applying for many civil service jobs, may not serve in the U.S. armed services and faces limited private sector employment opportunities. It is astonishing that anyone can contend that the "sound basic education" students in New York State are guaranteed in our State Constitution can be so inferior that students are not educated enough to meet high school graduation requirements!

The Regents' Learning Standards do not represent an "aspirational" education, but rather the acquisition of the skills and knowledge which New York's educational leaders and public officials believe are necessary for all high school graduates in New York State to attain.

The Court of Appeals should acknowledge that the current Regents' Learning Standards provide a concrete expression of the type and level of skills needed for a sound basic education in the 21st century and that students therefore are entitled to the resources necessary to have a reasonable opportunity to meet these standards.

The State's anachronistic construction of the Education Article is no less bizarre at the dawn of



## Mayor's Management Report: Your City's Report Card

By MAYOR MICHAEL  
R. BLOOMBERG

Where do you turn when you want to know what condition your child's school building is in, if the local playground is in good repair or how clean the streets in your neighborhood are compared to those in other communities?

Answers about those and the state of other basic City services are in the "Mayor's Management Report." It's designed to be a public report card on the performance of City agencies. And the latest MMR, makes it easier than ever for average New Yorkers to get information about City agencies, and judge how well and how cost effectively they're functioning.

By and large, City agencies are doing a remarkable job. The current MMR covers the twelve months ending in July. We all recognize that was one of the most difficult periods in New York history. Nevertheless, for the most part the performance of City agencies either improved or remained stable. For example, major felony crimes continued to fall, down 9 percent since last year and by 31 percent since 1998, and homicides fell 10 percent this year. The response time by police, firefighters and emergency medical personnel was cut; deaths from tuberculosis declined; so did complaints about potholes in City streets. Those achievements make New

York a better city for all of us.

The new MMR is itself a major step forward in making City government more open and accountable. It is more user-friendly than MMRs of the past in three significant ways. First, it's slimmer, better organized and written in plain, understandable language. Second, it's more sharply focused on measuring success or failure in delivering City services, and that gives New Yorkers a clearer picture of what really matters to us. And third, it makes innovative use of the latest information technology. For the first time, selected data from the MMR has been computer mapped.

That permits anyone logging on to the City's website at [www.nyc.gov](http://www.nyc.gov) to evaluate the work of City agencies anywhere in the Big Apple. Just click on the phrase "My Neighborhood Stats" on the City's home page, type in a street address, and you can find performance indicators about parks, police, schools and other City services in that neighborhood and compare them to other communities across the City.

Efficiency in City services is more important than ever. We're in an era when every agency has to do more with less. City employees are working hard to do just that. And the information available in the new MMR will help every New Yorker judge how well we're doing our jobs.#

the 21st century than would be, for example, a contention that First Amendment protections of speech should not be held applicable to the Internet, a technology not in existence in the 18th century.

Especially in light of the Governor's new statements repudiating the idea that an 8th grade education is acceptable, he should negotiate with the plaintiffs and settle this case. Failing that, I am

optimistic that the Court of Appeals will rule in favor of educational equity for *all* of New York State's children and for funding that is realistic to meet the new standards.#

*Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 East 16th Street, New York, NY 10003 (e-mail: [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us); tel.: (212) 979-9696).*

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## President Williams

Continued from page 19

permitted students who could prove residency in New York State but did not have official immigration documentation to pay the resident tuition rate of \$3200 per year. When administrators realized that this process was technically in violation of 1996 federal legislation, the policy was put in jeopardy. On August 9th, however, Governor George Pataki visited CCNY to sign the Immigrant Student Legislation Act, which allows New York City high school graduates without legal immigration status to continue to pay resident tuition rates at both the City and State Universities. "These students don't have the resources to pay out-of-state tuition and that would [have] effectively closed the door to higher education for them," says Williams, who noted that City College was founded over 150 years ago to educate the children of the working class and immigrants.

He cited the example of a recent student who was raised in a rural mountain region of Mexico, came to New York, washed dishes during the day and studied English at night.

"He eventually enrolled at City College, has an outstanding academic record and plans to earn a Ph.D."

Williams understands what it is to overcome obstacles in order to receive an education. While attending college he worked full-time as a deputy sheriff, often more than 40 hours per week. "I managed to graduate in four years so I know it can be done. I can identify with the struggles of today's City College students, most of whom must work while attending college. I tell them not to get discouraged, and that if they work hard and keep their goal in mind they will succeed."

The most popular major at City College is psychology, Williams estimates, while engineering and architecture are also student favorites. CCNY boasts the only public schools of engineering and architecture in New York City. Other popular programs include Sonic Arts (sound engineering) and a new undergraduate major in biomedical engineering.

"What City College has demonstrated," he says, making no effort to hide his gentle Mid-Western accent, "is that you can have a very diverse environment combined with very high quality programs."#

## Music In History

COMPILED By  
CHRIS ROWAN

In 4000 B.C., (in Egypt) musicians were depicted playing flutes and harps.

In 2000 B.C., trumpets were reportedly played in Denmark.

In 800 B.C., the earliest known complete piece of music appeared on a stone tablet in Sumeria (now Iraq).

### Firsts

In 1501, the first printed music book was published in Venice.

In 1711, the first practical piano was produced by Bartolomeo Cristiforo in Florence.

### In U.S. History:

#### Firsts

In 1716, the first musical instrument shop in the thirteen colonies opened in Boston.

In 1787, the first secular songbook in America was published in Philadelphia.

In 1917 (on February 26) the first Jazz record was released - *Livery Stable Blues* by the **Original Dixieland Jass (sic) Band**.

In 1920, blues singer Mamie Smith became the first black singer to record.

In 1972 (on October 18) Henry Lewis

became the first black American to conduct at New York's Metropolitan Opera House.

### Music at a Distance

In 1877 (on March 31) an audience at Steinway Hall in New York City heard the first concert by long distance telephone (from Philadelphia).

In 1940 (on March 10) the first televised opera was performed at the Metropolitan Opera House.

### Music and Education

In 1833 (on January 8) the first musical pedagogy school in the U.S. opened in Boston.

In 1849, the Normal Academy of Music (in Connecticut) began awarding academic degrees in music.

### Quiz

Which American composer signed the Declaration of Independence?

Answer:

Francis Hopkinson (1737 - 1791) of Philadelphia. He wrote, "My Days Have Been So Wondrous Free" (1759). He also wrote political satires and patriotic poems.

### Literary Riddles By Chris Rowan



Question: Which piece of work was written in a tuberculosis hospital by an author fighting to keep his leg from being amputated?

Answer:

*Inchmains* (1875) by the English poet William Ernest Henley (1849 - 1903). It ends with the words: "...I am the master of my fate, I am the captain of my soul."

## October Events at the Bank Street Bookstore

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### Thursday, October 17, 4:30 pm

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### Saturday, October 19, 2-4 pm

Join us for a day of author signings featuring **E.L. Konigsburg** and **James Howe!** 12:00-1:30 pm

Meet E.L. Konigsburg as she signs copies of her books including the best-selling *From the*

continued on page 35

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# ASHTON DIGITAL UNVEILS PASSPORT 2000

By MITCHELL LEVINE

Ashton Digital, premier mobile technology manufacturer, recently unveiled its Passport 2100 Series - the newest addition to its family of Intel-based PC notebooks. The laptop features a Pentium® IV processor with speeds of 2.2 Ghz and above, an extra sharp 15" 1400 x 1050 SXGA Active Matrix TFT display, 512MB of system memory, and up to 60GB of hard drive storage. Although the SecureME hardware-based password-access security feature available on previous iterations is regrettably absent from the 2100, the latest version does provide external CD controls which allow the unit to be used for playback, even when powered-down.

"Our design is superior to plastic casings, because we use magnesium on both the top and bottom of our notebook" comments Ben Totanes, Ashton Digital's Sales and Marketing Director. "The advantage of this is that the laptop is lighter, thinner, stronger, and better able to dissipate heat than traditional models. Our CPU runs cooler than those of typical notebooks, which trap heat inside the unit. This feature reduces the frequency of crashes and improves reliability," he adds.

For multimedia power users, the Passport 2100 offers the ATI Radeon Mobility 4x



AGP/3D Graphics accelerator, a DVD-ROM/CD-RW drive, and a TV-out port (NTSC/PAL) with MacroVision Capability. This latter feature allows the user to connect the system to a television and watch DVD movies through the TV's screen, a function perfect for presentations. Ashton Digital, based in Milpitas, CA, is a manufacturer of notebook computers, LCD monitors, IDE storage devices and home theater systems. They can be contacted through their site at [www.ashtondigital.com](http://www.ashtondigital.com), or 1-866-9ASHTON.

## Bank Street

*Continued from page 34*

*Mixed-Up Files of Mrs. Basil E. Frankweiler.* This classic is celebrating its 35th anniversary this year. Ages 8 and up.

2:00-4:00 pm

Book signing with James Howe, author of the award-winning bestseller *Bunnicula*, as well as many other books for young readers. James will read from his latest series, *Tales From The House of Bunnicula*, and autograph books. Ages 5 and up. Please call 212-678-1654 for more information..#

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## Teaching Art Through History as a Right Brained Activity

By SHARON JEFFUS

I believe that art can be incorporated with many different core subjects. This combination offers children an opportunity for creative problem solving and inventive thinking while reinforcing core learning. Art that is integrated into regular class subjects can be a refreshing switch from typical left brain activities that monopolize most school days. This breaking of class routine refreshes and revitalizes the students, and is so much fun, we won't even tell them that they have been learning!

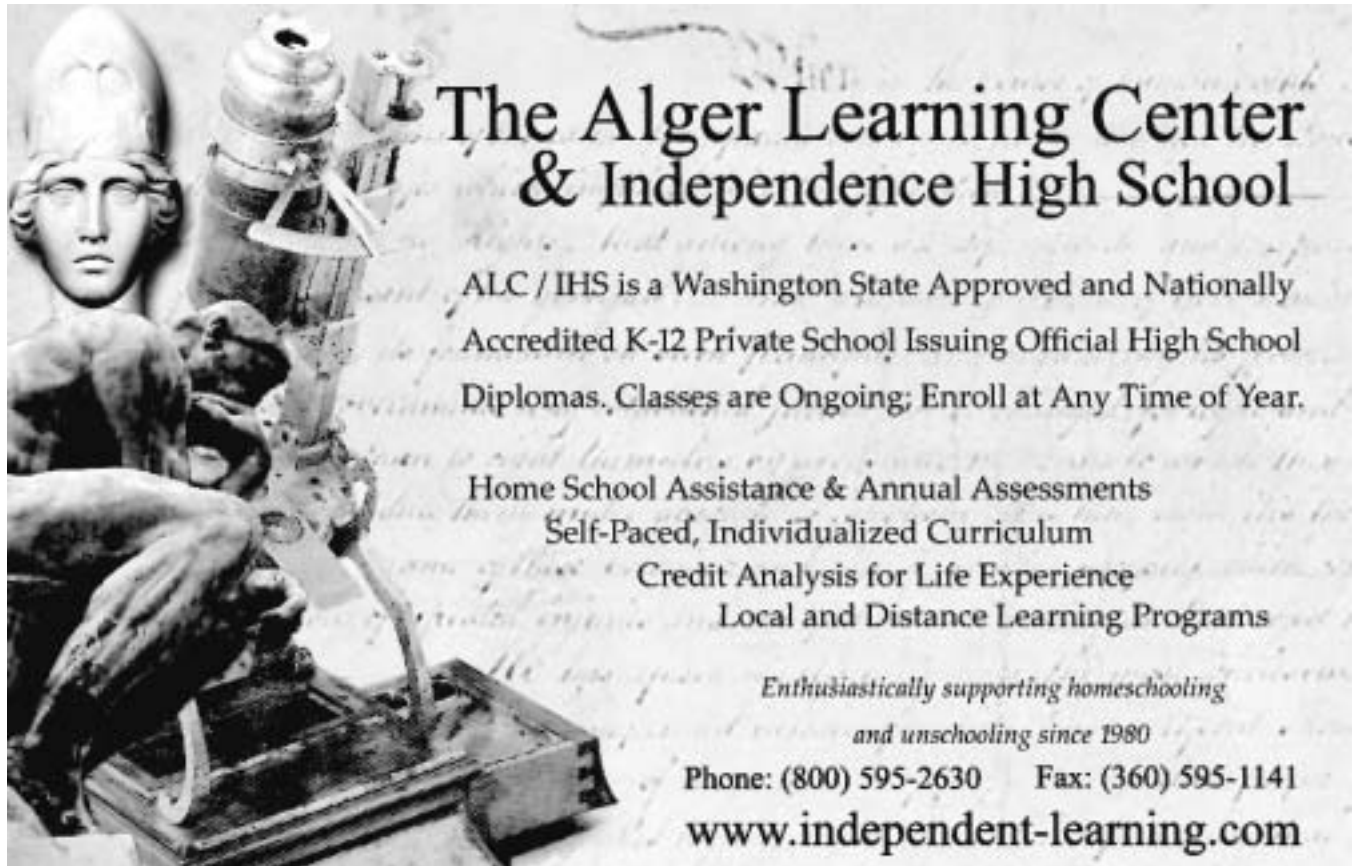
It is remarkable the number of great scientists and inventors that were artists first. This fact alone makes it simple to incorporate both science and history into art. In our own American history, we have Samuel Morse, the inventor of Morse code. He was a talented artist who did historical pictures.

Robert Fulton is sometimes called the Leonardo da Vinci of America. He not only invented the steamboat, but also studied painting in England with great master artists. My very favorite scientist/artist is George Washington Carver who first painted the beauty of his wonderful plants before beginning the inventive activities he is so famous for. As you can see one doesn't have to search far to find men of history that were accomplished at both art and science. Studying science by drawing observations, building models (inventions, architectural structures, plant and animal cells, etc.) all can add to the core learning fun and enhance learning.

In the history of man, the first scientific illustrator was the great artist Leonardo da Vinci. He explored what was inside of the human body, theorized about how it worked, and left detailed anatomical pictures still in use today.

Some believe his attention to detail of underlying structures is how he was able to become a master at painting the beauty of the human face

*continued on page 39*



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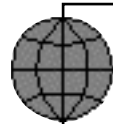


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## Teaching Art

Continued from page 37

and figure as well. Children can do research and then draw and color their own books on anatomy. They can build the human skeleton out of poster board, or model with clay the internal organs. They could dissect a frog and draw the results step by step as they think of Leonardo making his anatomical sketches for future generations.

Other people that could be studied are too numerous to mention, but a few of my favorites are: the great Renaissance architect Brunelleschi (discovered the laws of perspective). He also built a beautiful dome that could only be imagined in previous eras. A good idea is to allow children to design their dream house and then attempt to build it three dimensionally with mat board scraps and a glue gun. Galileo drew first what he saw in the telescope. Take students to an observatory with sketchpad in hand and allow them to draw

## Columbia Nursing

Continued from page 20

upstate town—by a mother who was a teacher and a father who was a business executive, Dr. Munding grew up with an implicit understanding that her career choices were either nursing or teaching. She began her vocation as an obstetrics/gynecology nurse in Ithaca, New York, moved into intensive care nursing, earned a master's degree in nursing education, and was awarded a fellowship to become a family nurse practitioner. Dr. Munding also received a prestigious Robert Wood Johnson Health Policy fellowship, which brought her to Washington as a staff member for Senator Edward Kennedy on the Senate Labor and Human Resources Committee.

She was also tapped by former president William Clinton to serve on the health Professionals Review Group, which analyzed the health care reform plan spear-headed by then- First Lady Hillary Rodham Clinton. Widely published in the fields of nursing and health policy journals, Dr. Munding is also the author of *Home Care Controversy: Too Little, Too Late, Too Costly* and *Autonomy in Nursing*.

Dr. Munding has long thought that the future of nursing education is in better educated nurses, with advanced degrees. When she became dean of the nursing school in 1986, Dr. Munding began the process of transforming the nursing school from an undergraduate college, comparable to Columbia College or Barnard, to a purely graduate school, offering master's degrees to those who already had earned a bachelor's degree. Since 1988, the Columbia program has only offered graduate degrees.

The School of Nursing, which enrolls about 500 students a year (and had about 200 when Dr. Munding first stepped into the Dean's role), attracts a diverse student population, with twice the national average of under-represented minorities, like African-American men and Hispanics. Many of the students have earned undergraduate degrees from places like Stanford, Princeton, Barnard, Yale, and Berkeley, among others.

"We want to educate young people about the marvelous opportunities in the field of nursing," Dr. Munding said. "We want high school guidance counselors to encourage those interested in a health career to consider nursing. We're looking for people who have a clear idea of what they'll do with their education."#

## Teachers College

Continued from page 17

launched a Dean's Alumni Advisory Group as well.

She has also met with New York City's new chancellor, Joel Klein, to discuss proposals and strategies that would enable the city's Department of Education to benefit from Teachers College expertise and resources. As one example, Dean Bailey cited the recent change in the recruitment schedule—by the time New York City recruits at Teachers College and elsewhere, many of the most promising candidates have already been hired by competing suburban districts.

Teachers College, with its Peace Corps Fellows program, Teachers Institute, Principals Fellowship program, and other programs, is well poised to share its plentiful resources with both the local community, and the larger New York City community.

"There are pockets that know what we do," said Dean Bailey. "But Teachers College needs to be much more visible. When we're more visible, we can be more impactful. We're considering the question of how can we put together a college wide plan, and go to the Mayor and Chancellor saying, 'this is what TC can do. You've got problems. We've got solutions.'"

Dean Bailey is also looking to expand Teachers College's relationships with other graduate schools within Columbia University, as well as with other New York City schools of education, and is excited about their newly formed alliance.

It's clear that Dean Bailey is used to breaking barriers, something she does with apparent ease. During her tenure as Dean at Case Western Reserve (where she was also the first

African-American woman, and the youngest, to hold that position), Dean Bailey chaired the governing body of the Mandel Center for Nonprofit Organizations where one of her most significant accomplishments was facilitating a new outcomes-oriented curriculum. Dean Bailey also chaired the governing body of the Mandel Center for Nonprofit Organizations.

Although born in Harlem, her family moved to Englewood, New Jersey, where she and her younger sister were among the first African-American students to move through a newly desegregated public school system. Dean Bailey entered Lafayette College as one of the first women (as well as one of the first African-Americans), and early on learned to deal with both racism and sexism.

Not surprising, then, that Dean Bailey has thought carefully about diversity, and its importance both in the classroom, and in Teachers College.

"If you don't pay attention to the voice of the other, then everyone loses," she said.

Still, what resonates most deeply with Dean Bailey is a profound love of education.

"My mother told my sister and me that we could do anything we wanted to do," said Dean Bailey. "She told us that we were a mixture of all God's good things, and that has kept me both humble and proud. I come from a family of strong people—my father worked three jobs—and strong women, who believed in education. My mother is a very strong woman, and I feel I'm genetically predisposed to taking on hard stuff." Dean Bailey's sister is a middle school physical education teacher.

"Everything I've ever done in my life has led me to this," Dean Bailey said. "I believe that things happen in the right way at precisely the right time."#

your explanation. This is active learning as opposed to passive learning. In passive learning, students read and listen to information and then regurgitate what they have learned.

In active learning they take part in the learning process. Look at the following lessons and enjoy learning about the Renaissance with your children.#

Sharon Jeffus has a B.S.S.E. in art education and 10 years experience teaching in public schools, and 6 years teaching homeschool support groups all over the country.#



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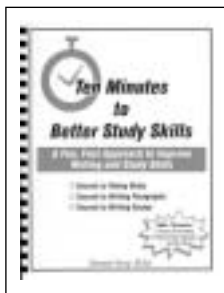
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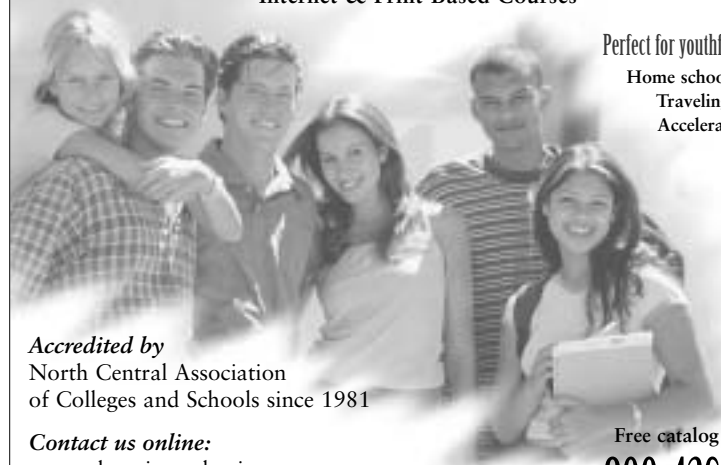
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The screenshot shows the HLN website interface. At the top, there's a search bar and navigation links like 'Home', 'About Us', 'Contact Us', 'Log Out'. Below that is a 'Welcome to Hawaii!' banner. The main content area features an article titled 'The Mayflower: Journey to a New Life' with a picture of the ship. The article text describes the Pilgrims' journey and their settlement in America. There are also links to 'Homeschool Resources' and 'Curriculum Library'.

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## Cuomo

Continued from page 3

ic production. Some of our mentors and mentees attended the New York premier performances on June 28-30 at The Public Theater, and we hope that this year some of our mentees will be featured in the production! An ancillary benefit is that exposure to the arts helps older youth to contemplate future careers which they may never have considered.

In the past few years, the idea of involving at-risk youth in the arts has been gaining momentum. In 1999, the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) partnered with the National Endowment for the Arts (NEA) to use art programs to steer at-risk youth away from crime and delinquency. Many advocates who help at-risk youth believe that the arts give youth a positive outlet for their ideas and talents, so they can create instead of destroy. We consider music and art-based programs as opportunities to offer our young people an understanding of team spirit and a forum to work out their problems without conflict.

The children that we reach through mentoring represent our future leadership. Through the generous support of those in the arts community who care, we introduce them to a larger world where they can become productive, contributing members of our society, rather than adding to the criminal or welfare statistics. By offering them new, exciting alternatives as participants in our BRAVE Juliana program, we make a real difference as we encourage our mentees to use their creative energies for positive social change. #

Matilda Raffa Cuomo is Founder and Chairperson, Mentoring USA.

## City College

Continued from page 3

tuition and resulted in reduced enrollment. All the while the reputation of the institution faltered as alumni felt that the quality and standards of the University were being compromised. Those of us at the front line can attest to the fact that quality was never compromised. We just gave many more students an opportunity to access higher education than we had in the past. Naturally the graduation rate declined, but that was to be expected. At least, in the spirit of the University, access was expanded while excellence increased.

So where are we today? Clearly our higher education program in the United States is as good as (and probably better than) that of any country in the world today. We are now setting the world standards in education, emphasizing, as always, access as well as excellence. The extensive testing programs in the lower schools for which we have become famous, and which constantly push our schools to higher plateaus, are now being replicated in many countries that previously frowned at our constant testing of students. The concept of a Baccalaureate degree, previously rarely found in Europe, is now being initiated in such countries as Germany and Austria.

The increase in enrollment shows that high quality is always the most sought after. High tuition costs should not be considered the signpost of a quality education. Take the European universities, for example. Most are still essentially tuition-free and maintain high standards. Although no longer tuition free, CUNY's tuition (currently \$3,200 per year) is relatively inexpensive and so continues to provide the traditional access for which it was originally founded. Besides the research agenda, at the City College, to mention one, the faculty takes pride in its

## Leadership

Continued from page 2

potential administrators in the district would be trained in instructional leadership, right in the schools and under the guidance of respected presiding or former principals, in order to build their practical knowledge and experience of what the job takes. The "heir apparent" would be in place to ensure continuity in any school change that has occurred.

I'm pleased to see that one organization, the National Association of Elementary School Principals (NAESP), is already taking sturdy steps in this direction. It recently published a handbook, *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*, detailing principals' responsibilities, with emphasis on instructional leadership.

The NAESP publication, among other things, identifies a number of standards that redefine such leadership for today's principals. These focus on leading schools in a way that puts students and professional development at the center; promoting the academic success of all students; creating and demanding rigorous content and instruction; using multiple sources of data as a diagnostic tool toward the goal of instructional improvement; and actively engaging the community to create shared responsibility for student and school success. The report also describes ways in which policymakers can offer improved support for school principals.

instructional program, minimizing large lecture sections and rewarding good teaching. After all, as the public's institution of higher education, is this not our ultimate charge? #

Alfred Posamentier is Dean of the School of Education at the City College of New York.

Central to raising our nation's academic achievement are our teachers. In New York City for example, the United Federation of Teachers, in response to requests by their teachers for curriculum in all the subject areas, assumed a leadership role by working with the leaders in the city schools, and published a curriculum for teaching English Language Arts (K-12). With this information, principals can work with their teachers to build the capacity for their students to successfully meet the ELA standards. Pivotal for success in this process is the school principal. Let us properly prepare them to do the job that has to be done—and give them the environment and tools they need to fulfill their mission to be the *principal teacher*. #

Charlotte K. Frank, Ph.D., is senior vice president for research and development at McGraw-Hill Education, a unit of the McGraw-Hill Companies, Inc. Formerly a teacher and administrator in New York City's public school system, she recently served as Regent of Judicial District 1 in New York



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# Resource & Reference Guide

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

## BOOKS

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

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## CAMPS

**Sol Goldman YM-YWHA of the Educational Alliance, 344 E. 14th Street, New York, N.Y. 10003, (212) 780-0800**

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

## COLLEGES

October Events at Sarah Lawrence College

**EXHIBIT: Printed Matter- An Exhibition of Paintings by Local Artists.**

**October 2 through November 1.**  
**Esther Raushenbush Library, Free**  
"Printed Matter" is an exhibition of work by local artists from the Silvermine School of Art in New Canaan, CT. Cary Thorp Brown, Kathy Draper, Valerie Cecire-Goldberg, Beverly Hildner, Jane Ingram and Mary Lee Robertson have worked in a print studio together for five years under the guidance of David A. Dunlop. Works will display a variety of printmaking styles from the abstract to the representational.  
For more information, please call (914) 395-2470.

**READING: Campbell Corner Poetry Contest winners to Read.**  
**Tuesday, October 8.**

**Pillow Room, Esther Raushenbush Library, 1:30 PM, Free**  
The Public is cordially invited to the fourth Campbell Corner Poetry Reading taking place Tuesday October 8. Natasha Saj, winner of the \$2,500 2002 Campbell Corner Poetry Prize, will read with finalists Moira Egan and Lance Larsen. Also reading from their work are poets Phillis Levin, David Baker, Beth Ann Fennelly and others. A reception will follow. The Campbell Corner Poetry Prize is named after the late mythologist and Sarah Lawrence college faculty member Joseph Campbell, and celebrates the alliance of poetry and philosophy.  
For more information, please call (914) 395-2411.

**PERFORMANCE: Cris Finkel in Concert.**  
**Wednesday, October 9. Reisinger Concert Hall, 8 PM, \$10/\$8 students and senior citizens**  
First of three concerts for cello and piano.  
For more information, please call (914) 395-2411.

**PERFORMANCE: Don Friedman Jazz Trio to Perform.**  
**Sunday, October 13. Reisinger Concert Hall, 4 PM, \$10/\$8 students and senior citizens**  
Martin Wind and Steve Johns will perform original jazz compositions by Don Friedman, Chick Corea and Tom Harel and songs from the American Classic Songbook.  
For more information, please call (914) 395-2411.

**LECTURE: Fast Food Nation- The Dark Side of the All-American Meal.**  
**Monday, October 14.**

**Esther Raushenbush Library, 7 PM, Free**  
Eric Schlosser, a journalist for the Atlantic Monthly, has been investigating the fast food industry for years. In 1998, his two-part article on the subject in Rolling Stone generated more mail than any other item the magazine has run in years. In

addition to writing for Rolling Stone, Schlosser has contributed to The New Yorker and had been a correspondent for the Atlantic Monthly since 1996. He won a National Magazine Award for "Reefer Madness" and "Marijuana and the Law" and has received a Sidney Hillman Foundation Award for Reporting.  
For more information, please call (914) 395-2411.

**PERFORMANCE: Concert by Italian Ensemble.**  
**Wednesday, October 16. Reisinger Concert Hall, 8 PM, \$10/\$8 students and senior citizens**

A contemporary ensemble from Italy, Interensemble, featuring Baio Bacelle, flute, Alessandro Bisello, clarinet and bass clarinet, Alessandro Fagiuoli, violin, Andrea Musto, cello; Alessia Toffanin, piano and voice and Benardino Beggio, conductor.  
For more information, please call (914) 395-2411.

**LECTURE: Michio Kaku on Hyperspace, Parallel Universes, Time Machines, and the Theory of Everything and Reading the Mind of God.**  
**Thursday, October 17. Reisinger Hall, 8 PM, free**

Stunning advances in theoretical physics and cosmology have revolutioned our understanding of the creation of the universe. "Superstring theory" is the leading candidate for a "theory of everything" which Einstein hoped would allow physicists to "read the Mind of God". This new theory forces us to confront the possibility of 11 dimensional hyperspace, time travel, dimensional portals and parallel universes. Michio Kaku is an internationally renowned authority on Theoretical Physics and the environment and the Henry Semat Professor in Theoretical Physics at CUNY.  
For more information, please call (914) 395-2411.

**LECTURE: "From Corsets to Body Piercing: Female Adolescence in Historical Perspective" - A Talk by Joan Brumberg.**  
**Tuesday, October 22.**

**Titworth Lecture Hall, 1:30 PM, Free**  
Joan Brumberg is the Stephen H. Weiss Presidential Fellow and Professor at Cornell University where she has taught history, human development and women's studies for more than 20 years. Her books include The Body Project: An Intimate History of American Girls and Fasting Girls: The Emergence of Anorexia Nervosa as Modern Disease. She has won awards from the American Library Association, the American Studies Association and the History of Science Society. This lecture is co-sponsored by Health Advocacy, the Center for Continuing Education, Child Development and Health Services.  
For more information, please call (914) 395-2411.

**READING: Colson Whitehead.**  
**Wednesday, October 23.**  
**Esther Raushenbush Library, 6:30 PM, Free**  
Colson Whitehead is the author of John Henry Days, winner of the New York Public Young Lions Award for Fiction, a Salon Best Book of the Year and a Pulitzer Finalist. Whitehead's first novel, The Intuitionist, won the QPB New Voices Award. Whitehead's journalism has appeared in Vibe, Spin, Newsday, and The Village Voice.  
For more information, please call (914) 395-2411.

**PERFORMANCE: Contemporary Music- A Piano Recital by Jeffrey Jacob.**  
**Wednesday, October 23. Reisinger Concert Hall, 8 PM, \$10/\$8 students and senior citizens**  
Jeffrey Jacob, described by the New York Times as "an artist of intense concentration and conviction" will play contemporary music by Chester Biscardi, Joelle Wallach, Daniel Kessner, Barok and Crumb. Since his debut with the London Philharmonic Orchestra at Festival Hall, Jacob has appeared as a piano soloist with over 20 orchestras internationally.  
For more information, please call (914) 395-2411.

**LECTURE: Guillermo Ferriol to speak on trade unions in Cuba.**  
**Wednesday, October 23.**

**Titworth Lecture Hall, 7 PM, Free**  
Guillermo Ferriol, director of Labor and Social Issues, Cuban Workers Federation and Vice President, Cuban Labor Law Society will answer President Bush's assertion that "no trade unions exist in Cuba outside government control." The important Cuban trade union leader and labor lawyer will address this and other questions including the critical role unions must play if the "globalization of justice" is to exist as a viable alternative to the vision of globalization put forth by transnational corporations. Sponsored by the Joanne Woodward Chair in Public Policy.  
For more information, please call (914) 395-2411.

## CONTINUING EDUCATION

**JASA, Jewish Association; For Services For The Aged, 132 West 31st Street, 15th Floor, NYC; (212) 273-5304**  
Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

## DANCE PROGRAMS

**New Dance Group Arts Center, 254 West 47th St., NY NY 10036, (212) 719-2733; www.ndg.org**  
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**NYU Child Study Center, 550 First Avenue, NYC; (212) 263-6622.**

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**The Smith School, (212) 879-6354**

The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at

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## VOLUNTEER ORGANIZATIONS

**Learning Leaders, (212) 213-3370**  
Join Learning Leaders, New York City's largest organization dedicated to helping public school children. Learning Leaders recruits, trains and supports over 11,500 volunteers who provide instructional support to over 165,000 children. No experience necessary. Training and curriculum provided. Call (212) 213-3370 to set up an interview.  
For more information visit [www.learningleaders.org](http://www.learningleaders.org).

## WEB PAGES

**www.AboutOurKids.org**  
Provides scientifically-based child mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child psychiatry, psychology, and development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

## WOMEN'S SERVICES

**Women's Rights at Work, (888) 979-7765**  
WRW, sponsored by Citizen Action NY, runs a toll-free helpline and free monthly forums for women experiencing workplace sexual harassment. Contact us at (888) 979-7765; visit us: [www.citizenactionny.org](http://www.citizenactionny.org).

## WRITING CLASSES / WORKSHOPS

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