

**A GUIDE
FOR PARENTS:
NEW SECTION**

EDUCATION UPDATE

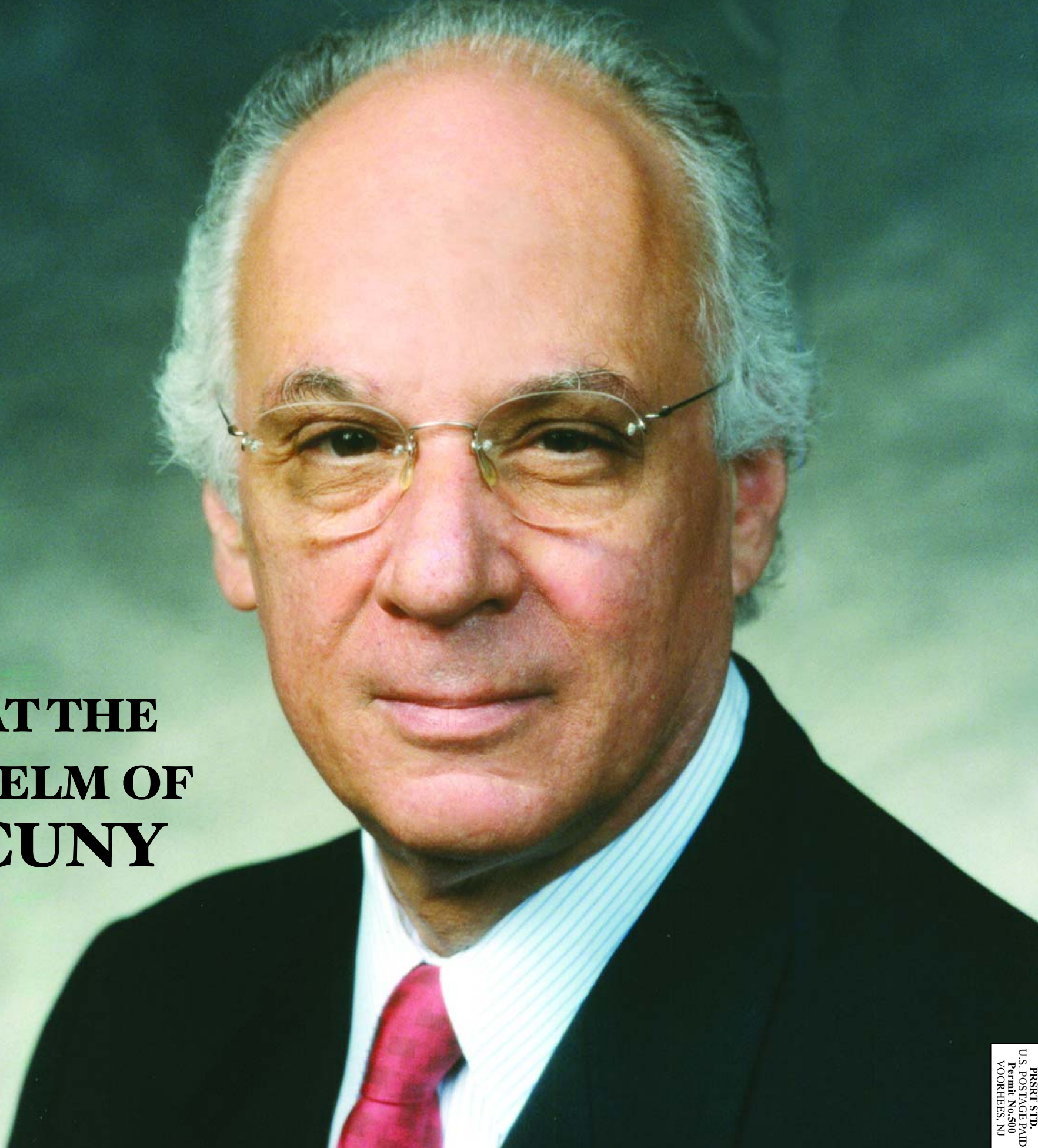
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 8 • New York City • APRIL 2003
FOR PARENTS, EDUCATORS & STUDENTS

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CHANCELLOR MATTHEW GOLDSTEIN



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EDITORIAL

AFFIRMING AFFIRMATIVE ACTION

By STUART DUNN

Last year the Federal Appeals Court found the University of Michigan's use of race as one factor in student admissions to be constitutional. This case is now under review by the Supreme Court, reopening the twenty-five year old Bakke decision on the use of affirmative action in college admissions.

In an ideal society all students would compete equally, and admissions would be based on past performance and future potential. (Just how this would be measured is debatable.) While our society is among the best on earth, it is far from ideal. This is particularly true with regard to educational quality and equality. One glaring shortfall is the difference in the education provided to mostly White, suburban children, and to mostly Black and Hispanic, inner city children. One of the effects of this disparity is that many minority applicants have difficulty competing for college admission on the basis of grades and test scores alone.

In order to compensate for this, many colleges have adopted a policy of affirmative action. But, what should affirmative action include? Should it just involve outreach and counseling? It clearly should include the elimination of racial, and other, bias from tests. Does it mean scholarships should be provided for those in need? Should colleges provide remedial programs? Should different standards be applied to minorities than to White and Asian applicants? Does it include setting aside a fixed number of places for minority students (quotas)? As we go down this list we move from broad public support to increasing disapproval.

Discrimination in entrance requirements has a long history in America's colleges. If you are the child of alumni, especially one who contributes heavily or has political influence, you may expect relaxed entrance standards. (George W. Bush is a noteworthy example.) If you are an outstanding athlete, your grades and test scores need not be very good. If you come

from a foreign country, small town or a rural area your chances of acceptance will be better than that of city kids with equivalent credentials. (After all, it is argued, we need student diversity.) While the public has accepted these special considerations, when it comes to race, many are prepared to draw the line.

Until we fix our inner city primary and secondary schools, we need affirmative action to provide minority kids a fairer opportunity for a college education. Ironically, equality in this case means special consideration. Anything else would be hypocrisy. Admittedly, race is an imperfect measure of reduced educational opportunity and quality. Some minority children go to excellent schools, but these are the exceptions. Unfortunately, for the most part, race and poor school quality are closely correlated. Race, therefore, serves as a practical substitute for evaluating each applicant's school history. As Berkeley and UCLA show, the elimination of race as an entrance consideration means reduced minority acceptances. In the University of Michigan case the use of race, as one factor in admissions seems fair and workable. Let's hope the Supreme Court agrees. #

LETTERS

Realistic Math Makes Sense for Students
by Eve Torrence (Education Update, Dec. 2002), generated many responses.

To the Editor:

Excellent [article], all the more powerful for its succinctness.

Monica Stein, Pittsburgh, PA

To the Editor:

I teach the Mathematics in Context curriculum (5th grade) and have been to Utrecht and have worked with the developers! I love it and have learned tons about math from it!

Karen Hoiberg, Ames, IA

To the Editor:

I am a Board of Education member who has fought unsuccessfully to keep curricula based on these disastrous ideas from being used in our schools. Thanks for your work on this important problem. I have followed the "math wars" in NYC with interest and the hope that they will set a new trend for mathematics instruction in our nation.

Sherry Harris, Easton, CT

To the Editor:

Are samples of student generated solutions available to view?

What questioning strategies and types of previous challenges guided students to developing their own solutions?

Were students exposed to other types of solution techniques before or after developing their solution techniques?

Iva Owens, Oklahoma City, OK

To the Editor:

Thank you for this report! I would like to get in contact with Eve Torrence, if possible. I am a researcher and teacher educator from Germany, and I have published about that what Eve calls her main conclusions from the experiences she had.

Prof. Dr. G. Krauthausen
Hamburg, Germany

To the Editor:

WOW! I am the K-12 mathematics coordinator in our city schools. I have been trying to switch the thought process of my teachers to this exact way. I have had limited success.

Thanks for the article. I will make sure all of my elementary teachers get it.

Hedy Alcock
Saginaw, MI

Dear Editor:

I wonder if Eve Torrence has actually examined what is being promoted as "math education reform in our country." Many of my students have been taught assorted strands of "reform math." The disgraceful pseudo-education that these students have received has nothing in common with what she observed in the Netherlands.

Domenico Rosa
Waterbury, CT

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Bank Street College and Newark Schools: A Success Story

By SYBIL MAIMIN

There are success stories in education. The dedicated people involved in Bank Street College of Education's New Beginnings Project, which turned failing schools in Newark, NJ into dynamic centers of learning, celebrated a book about the Newark initiative, *Putting the Children First: The Changing Face of Newark's Public Schools*, edited by Jonathan G. Silin and Carol Lippman, (Teachers College Press).

After the riots of 1967, Newark fell into a steep decline that severely impacted public education. The state took control of failing schools and invited Bank Street into a collaboration to help restructure the early education program. In 1996, the college introduced its progressive approach, which, explains Bank Street President Augusta Kappner, "creates an optimum physical learning environment which is structured but learning-centered. Teachers recognize different learning styles and adjust

instruction to meet individual needs and utilize kids' strengths." Begun with 16 kindergarten classrooms and slowly expanded to include pre-K through third grade and 100 classes in 20 schools, the project involves intensive staff development, curriculum reform, and change management. New supplies have been brought in and classrooms divided into different areas to facilitate small groups and learning by doing. Students can work independently as well as learn from each other. Bank Street rooms are alive. Teachers are nurturing and show pride in their pupils. Superintendent of Newark schools Marion Bolden says, "The partnership has transformed early childhood programs and has become the model that is replicated throughout the district.... Everyone who goes into the schools can feel the difference. Now we need a trickling down and bubbling up." Carol Lippman, director of the project, explains that it is "about partnerships and developing relationships. We could not have

done it without partners." Jonathan G. Silin, New Beginnings co-director of research, notes, "The challenge has changed over the years. Initially, it was about gaining trust and building relationships. That takes time." Adds Lippman, "We didn't go in with all the answers. We learned as much from Newark as they learned from us."

Evaluations and test scores show that New Beginnings is making a difference. The district is committed to the project. The foundation partners remain enthusiastic. A privately funded mental health initiative is making the schools more peaceful. Yet, cautions Silin, "We cannot change the world outside of the school. The building cannot be accountable for the larger social issues." Beth Lief, Bank Street trustee and well known and effective advocate for small schools and progressive education, wonders why "It is so hard to do what shouldn't be hard, to care for our children."

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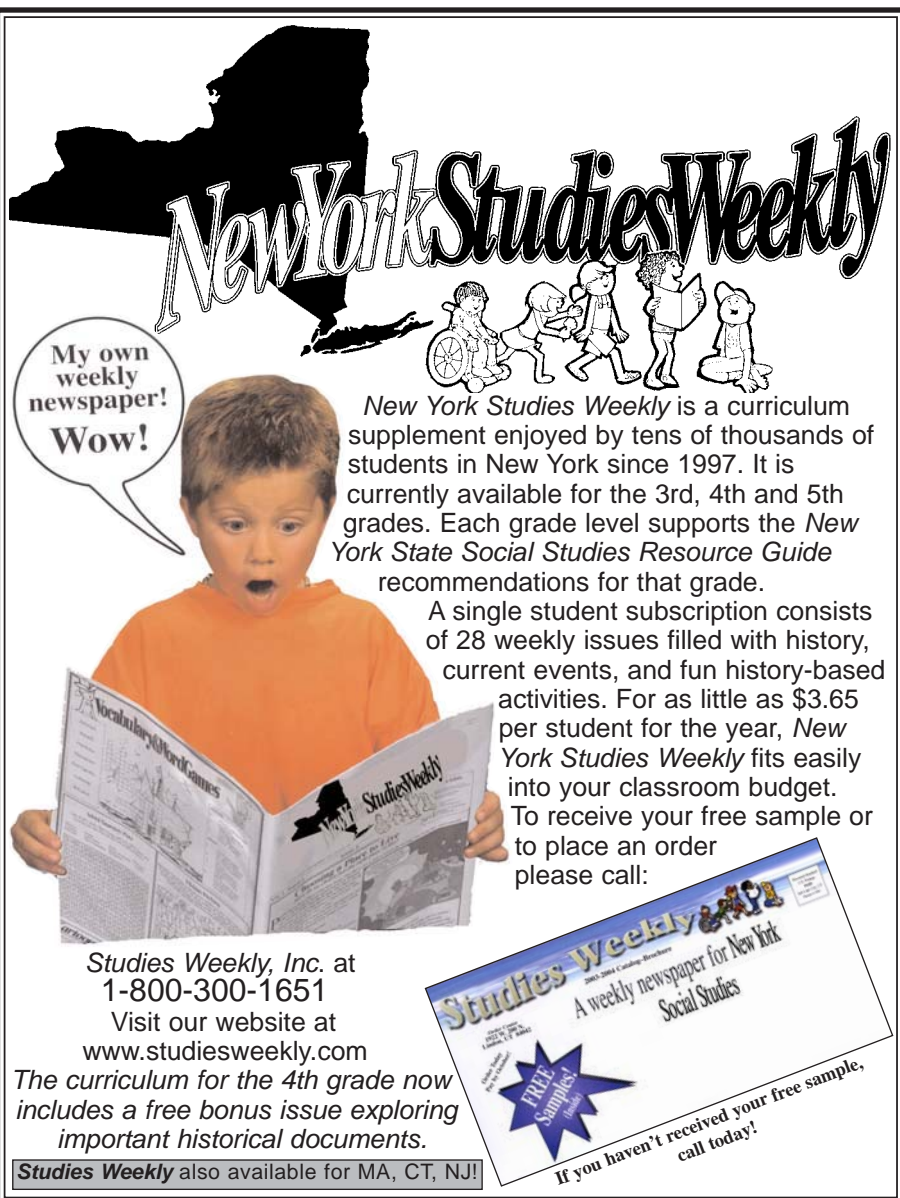
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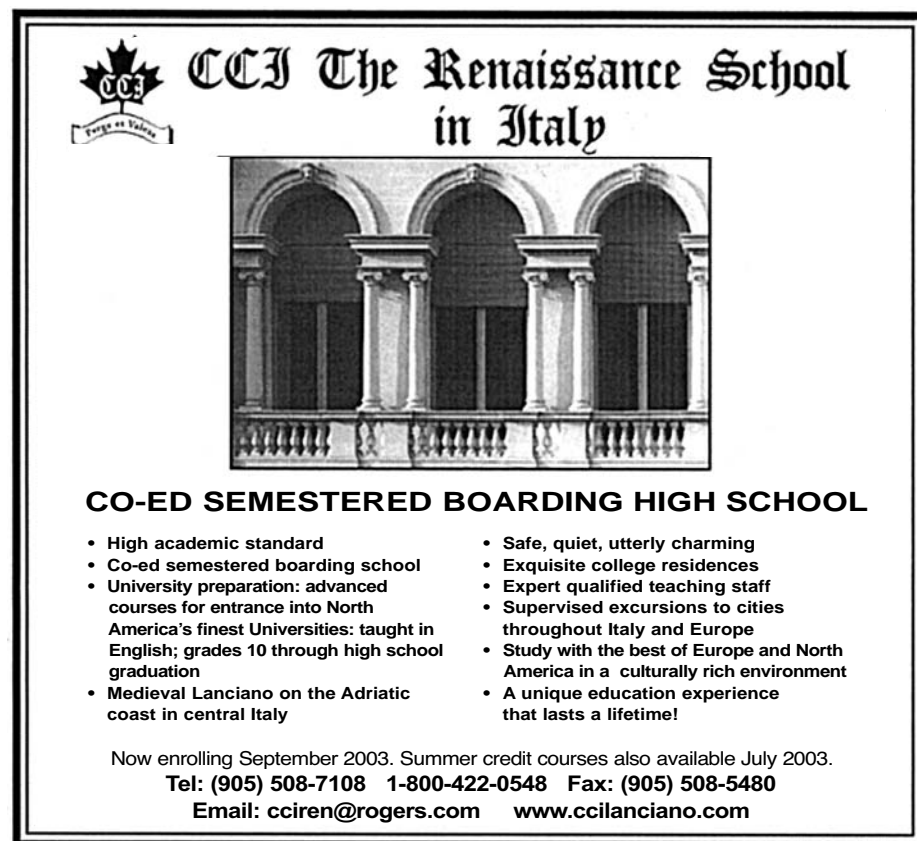
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Chancellor Matthew Goldstein at the Helm of CUNY

By JOAN BAUM, Ph.D.

On maps of old, dangerous or unknown territory suspected of harboring sea monsters was marked *hic sunt dracones*. Only those skilled enough to navigate the treacherous waters survived. In June 1999, Benno Schmidt, then Chairman of the Mayor's Advisory task Force on CUNY, reported that The City University of New York was "An Institution Adrift." Three months later, in the wake of the Schmidt blueprint for reform, Dr. Matthew Goldstein was appointed Chancellor. Now, four years later, with Dr. Schmidt having just been named Chairman of the CUNY Board of Trustees, Chancellor Goldstein can state that he has not only negotiated passage through some rough political and financial seas but that he has found secure mooring for the 20 colleges and graduate and professional schools that make up the nation's most diverse public institution of higher education. With rigor, commitment, and wide support from all constituencies, and without compromising CUNY's mission as an urban university, the Chancellor has tightened admissions and assessment criteria and turned a loose federation of often competing colleges into a unified three-tiered system of flagship programs that could serve as models for other public universities intent on piloting a similar course.

The turnaround is quite an accomplishment, considering that barely four years ago CUNY was said to be listing dangerously: enrollment and retention were imperiled, experienced faculty were retiring, and the press seemed unrelenting in its criticism. Now Chancellor Goldstein points to the success of initiatives that have helped CUNY "stay the course." Enrollments went up 10.5 % and the average

SAT scores of those entering the selective senior colleges shot up 80 points. In an address this past January at the Harvard Club on "fiscal challenges and new opportunities" at CUNY, the Chancellor reminded his audience that some years ago he had warned that "unless CUNY started to raise the bridge instead of lowering the river, our students would never learn how to swim." He is obviously pleased that "the bridge is going up" and that students as well as faculty and administration "are much stronger swimmers than we were, much better able to handle the uncertain tides of a rapidly changing world." A new assessment program "turned [the university] inside out," and the new tier structure, with its commitment to articulation between the two- and four-year colleges, as well as the introduction of an executive compensation/management performance system are helping sustain a new "meritocracy."

Confident about what Chairman Schmidt calls CUNY's "revitalization," the Chancellor is contemplating new ports of call, such as Governors Island, which he envisions as a site for an international think tank that would bring together prestigious CUNY faculty and leading scientists at neighboring institutions to do cutting-edge research on issues critical to the city and the surrounding region. The Chancellor also talks about a Journalism School, a School of Professional Studies (in conjunction with the Economic Development Corporation), more university-wide interdisciplinary programs, further collaboration with the New York City Department of Education, and continued enhancement up and down the line of "liberal learning." It's obvious that the Chancellor has more in mind than staying the course — he also intends to steer into uncharted waters.

Instinctively he draws his phrases and imagery not from nautical lore, however, but mathematical statistics, the field in which he earned a B.A. at The City College and a doctorate at the University of Connecticut, and in which he has published widely. A former president of Baruch College, of the CUNY Research Foundation, and of Adelphi University, Chancellor Goldstein talks of "large variance," data and "new managerial systems." While his background in both mathematics and higher education administration would seem to have prepared him for the fundraising campaigns and academic program reviews he faces continually, he says that heading up CUNY has been "the biggest challenge" he has ever faced. Other large universities don't have the university's extraordinary diversity, its vast number of low-income and immigrant students ("only in America") and its increasing number of those who could have gone on to ivy league schools but who chose CUNY instead, some of whom, perhaps were attracted to the new university-wide Honors College. With 325 participants, out of 2,500 applicants, the Honors College, now in its third year, is expected to grow to 1,400-1,600. The Chancellor beams. Other successes ripple out for him, the Teacher Education programs, now reflected in the over 90% pass rate on certification exams, the CUNY-high schools partnerships, and the Teaching Fellows, which originated at CUNY in joint sponsorship with High Schools Chancellor Joel Klein. "No other university system is so closely linked with public high schools."

"We're serious," the Chancellor says more than once about the university, which doesn't mean, of course, that the Chancellor always is. Playful, full of anecdotes ("let me illustrate that



CUNY Chancellor Matthew Goldstein

point with a story") and obviously enjoying his role at the helm, a company man, he nonetheless refers to himself as a "maverick." He is also a lover of opera and art and an appreciator of intellectual quality. He likes "to be around very smart people helping to solve very complex problems," and the "extraordinary faculty" at CUNY deliver. He doesn't just mean the Nobelists who make the news, or even the research-oriented professors who teach at the Graduate School, where one third of the Ph.D. programs are ranked nationally. He means teachers on all the campuses. Despite budget reductions this year, he has managed to hire 450 new full-timers.

The hour is late, the day cold and rainy, but he's off in a minute to attend a poetry jam in The Bowery. "Chancellors have to bang heads," he says, but they also need to listen quietly to new ideas. Vessels cannot always beat into the wind. Sometimes they reach their destinations best by simply yielding to the currents.#

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Don't Abandon the Children: The Need for Creative Partnerships

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

New York's economy has been in decline. Every day we read about lost jobs, reduced consumerism, an unstable stock market and consequent difficult time for the non-profits such as Mentoring USA (MUSA).

Mentoring USA's major donor corporations, battered by the poor economy, have either decreased funding or, at best, stayed at the same level, while MUSA's costs have continued to escalate.

It gets worse. Most of the volunteers we have lost this year have been professionals laid off by their companies, or, denied the paid leave-time that encouraged employees to turn out in large numbers. Some companies who provided

transportation to mentoring programs in the outer boroughs can no longer afford to do so. One such MUSA program, in Jamaica Queens, lost all of its mentors when the company had to discontinue the bus that drove the employees from their work place to the mentoring program due to cutbacks. There is no fairy tale ending. The program is no longer in existence, as it has proved difficult to find mentors who can make the long journey to the program, which is far from public transit stops.

The New York City mayor should be steadfast in working with the state legislature to do everything possible to protect our children in these difficult fiscal days. We know from years of experience that it is cost effective to help children with programs that protect them from the injury done by a lack of services and attention. One of the most effective has proven to be the 1:1 mentoring of children at risk by a trained, committed role model.

The demand for mentors is great. Our staff receives inquiries from approximately 10 sources every week, requesting the MUSA program for their children. Every school, after school program, and foster care agency has the same story to tell: in tough times like these, mentors are more important than ever. These kids NEED mentoring role models. Unfortunately we have to say "no" to many of the programs because our staff is already overburdened. Each MUSA Program Manager currently has a caseload of seventeen sites which translates to approximately 200 mentor-mentee pairs. This is already pushing the outer limits of the ability to provide high-quality programming via consistent support.

For all these reasons, MUSA is proud to be the newest partner in a creative new initiative, "Building the Future One Life at a Time," sponsored by Emigrant Savings Bank. This initiative marks a unique public/private alliance of celebrities, businesses, civic organizations and the general public.

Through the support which Building the Future One Life at a Time provides to program

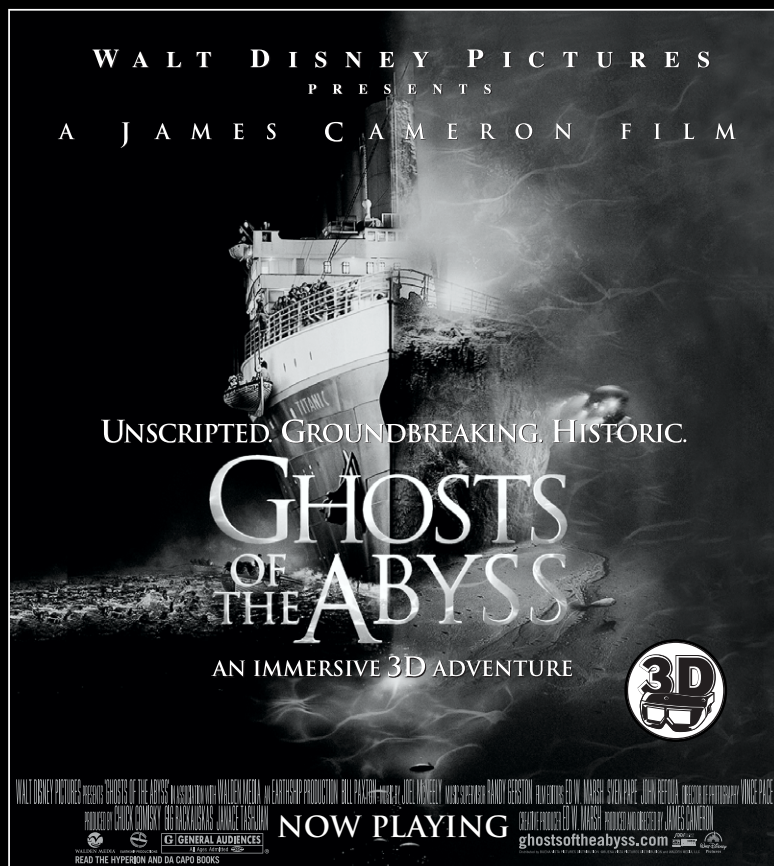
partners we bring much needed help and resources to our area's young people. Each of Emigrant Savings Bank's 36 branches has adopted a local school or community center, which is provided a broad range of support. In addition, each bank branch has been turned into a mentor recruitment center, in which Customer Service Representatives dispense information to customers about how to become a mentor. Anyone who opens a new account receives two gifts—a CD featuring top recording artists from around the city, AND a contribution to one of the program partners.

Working as a team, these public and private partners have found a way to increase the resources available to New York City's children, with a focus on mentoring. We all bring various strengths to the table, and when we collaborate, we are greater than the sum of all of our parts.

Hopefully other corporations can replicate this successful model of Emigrant Savings Bank.#

Matilda Raffa Cuomo is former first lady of New York State.

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LEARNING LEADERS ACCOMPLISHES WONDERS

Learning Leaders, founded in 1956 as the New York City School Volunteer Program, has a long history of mobilizing and training adult volunteers to work with students in New York City public schools and is now among the largest programs in the nation fostering parent involvement in education. Over 11,500 people volunteered last year under the auspices of this organization; 71 percent of these volunteers are parents of public school children.

While Learning Leaders had accumulated considerable testimony and anecdotes in support of its program, the organization sought a more comprehensive assessment of its impacts. Arete Corporation, a New York City-based evaluation, planning and management consulting firm, was engaged by Learning Leaders to conduct an independent in-depth evaluation of its model of parent involvement.

The researchers amassed a large body of evidence showing that the Learning Leaders approach to training parents to volunteer in schools makes a significant difference in their behavior at home with their own school-age children, that their children perform better, and that the program makes a difference in the schools in which there is a sizable presence of volunteers.

After serving as a Learning Leaders volunteer, parents spend on average 27 percent more time reading with their children and 22 percent more time helping their children with homework than they spent before becoming a volunteer. The children of Learning Leaders perform

better academically than their peers: they score higher on both English Language Arts (ELA) and Math tests, and they have better attendance. Learning Leaders has a beneficial and profound effect on schools in which large numbers of parents serve as volunteers (20 or more).

Often, language barriers have deterred parents from getting involved in schools. Not only do Hispanics constitute the largest single ethnic group among Learning Leaders volunteers, but also the percentage of total Hispanic parent volunteers is even greater than the equivalent Hispanic student percentage of the school system (over 42 percent of the parent volunteers vs. 38 percent of the students). Parent volunteers have *very* positive feelings about Learning Leaders. Ninety-five percent of all survey respondents said that being a Learning Leader was a very positive experience.

The overwhelming conclusion is that the Learning Leaders approach "works." It is a major factor in bringing about positive change in parental behaviors, student performance, and the quality of school environments. It has a demonstrable impact on higher student academic performance, a more orderly school atmosphere (exemplified by reduced student suspensions), and better parent-teacher communication. The evaluation findings also suggest that it is not simply volunteering itself but, more specifically, volunteering as a Learning Leader that leads to these benefits to public schools, parents and their children.#

ThinkQuest Comes to NYC

By STUART DUNN

Starting with a pilot program in 2002, ThinkQuest New York City introduced a program in which students work in teams with the support of adult mentors to develop educational Web sites. The teams, consisting of up to six students, work with teacher coaches. Teacher training for the pilot program was conducted in conjunction with the Center for Development at City College of New York. The ThinkQuest philosophy is based on student-centered, Internet-enhanced, project-based learning. It is expected that through the program, young people will develop technology skills, gain knowledge in specific subjects, and learn interpersonal skills.

The ThinkQuest New York City program is an offshoot of the ThinkQuest Internet Challenge, which was launched in 1996 by the Advanced Network and Services, Inc. This program has already brought on-line learning to over 100,000 children in more than 100 countries, and has created a library of over 5000 educational Websites, which are used by millions of students and educators each year. The New York City program was launched last year in cooperation with the Department of Education, Office of Instructional Technology. By the end of the 2002-2003 school year, it is expected that 200 educators will be trained, who in turn will bring the program to schoolchildren throughout the five boroughs. Program evaluation is being conducted by the Center for Children and Technology, EDC.

In a time of fiscal austerity, it is particularly noteworthy that this program has

been launched with private support. Sponsors include AOL Time Warner Foundation and the Mark and Ania Cheng Kingdon Family Foundation.

In a recent letter, Caroline Kennedy, CEO of the Office of Strategic Partnerships, New York City Department of Education wrote: "These are challenging times that call upon us all to find new ways to meet our common goal of providing New York City's 1.1 million public school students with a first-rate education. Chancellor Klein is committed to developing vital public-private partnerships that marshal the resources of the business, nonprofit and educational communities to reform our schools and give our children the chance to make the most of their potential...That is why the Department of Education is proud to work in partnership with ThinkQuest."#

Literary Riddles

By CHRIS ROWAN

I. Match the person to the quote:

- (a) "Never think that any war, no matter how necessary...is not a crime."
(b) "War, like any racket, pays high dividends to the very few."

*Henry David Thoreau, Ernest Hemingway, Noam Chomsky
or U.S. Marine Corps General Smedley D. Butler.*

II. "Every gun fired, every warship launched, every rocket fired signifies in the final sense a theft from those who hunger and are not fed."

Who wrote these words?

I. (a) Ernest Hemingway (b) U.S. Marine Corps General Smedley D. Butler.
II. Dwight D. Eisenhower.

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Young Audiences Honor Riesenberg & Ellerbee

Young Audiences/New York (YA/NY), a pioneer in creating innovative arts education programs integrating the arts and education for New York City public school students, will host its annual Children's Arts Medal Benefit at the Metropolitan Pavilion on Monday, April 7, 2003. YA/NY will present the 2003 Children's Arts Medals honoring two exceptional advocates of the arts and arts education, Robert

Riesenberg, Executive Vice President and Director of MAGNA Global Entertainment and Linda Ellerbee, journalist, author and award-winning television producer.

"I feel honored to be part of a cause which has affected me personally," said one of this year's honorees, Robert Riesenberg. "Growing up, I was always participating in the arts and I am greatly appreciative of the ways it has influ-

enced my life."

"I feel strongly that every child should be introduced to the arts," said Linda Ellerbee, one of this year's Children's Arts Medal recipients. "As a long-time producer of children's specials and a weekly newsmagazine for kids—Nick News with Nickelodeon—I am convinced that engagement in the arts at an early age positively affects children."

"We are delighted to honor two such important advocates of arts education in New York City, Robert Riesenberg and Linda Ellerbee," said YA/NY Executive Director, Joanne Bernstein-Cohen. "Last year we worked with more than 200,000 young people, teachers and families in the New York City pub-



Linda Ellerbee

lic schools with more than 10,000 workshops and performance programs by professional artists together with classroom teachers. With funds that we raise at this benefit, we look forward to augmenting our work in public schools in 2003 and beyond."

Young Audiences/New York advances the artistic and educational development of New York City's public school students by bringing students together with

professional artists of all disciplines to learn, create and participate in the arts.#

New Orleans Music Festival with Louis Armstrong

New Orleans' favorite new festival is Satchmo SummerFest, a five-day event celebrating the lasting influence of jazz icon, international cultural ambassador and native son Louis Armstrong. The 3rd annual festival events will be held July 31 - August 4 at locations around the city.

The festival grounds at the Louisiana State Museum's Old U.S. Mint include four music stages, entertaining and educational panel discussions, an outdoor New Orleans food court appropriately dubbed "Red Bean Alley," and a children's area. The Museum's New Orleans Jazz exhibition, featuring the cornet on which Armstrong learned to play as a youngster and other rare and important artifacts, is also a must-see.#



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E-cards from the "Braille Bug" Children's Web Site

The days of flimsy paper cards with cartoon animals are gone. The web-savvy kids of today are looking for something a little more hip and up-to-date. At the American Foundation for the Blind's (AFB) Braille Bug children's web site, kids can take advantage of a unique feature to compose and send Braille e-mail cards to their friends and loved ones. At the same time they learn about Braille.

When visiting the Braille Bug web site (www.afb.org/braillebug), children can type in a message, or click directly on Braille icons to spell out a secret message or card, and have it translated immediately into Braille. The message is then displayed in Braille as the sender types in the e-mail address for delivery. Kids who receive the e-card can go to the Braille Bug to view it, get decoding help, and learn more about Braille. Although children can send Braille e-mail messages from the Braille Bug all year long, on Valentine's Day this feature is especially popular.

"All kids are fascinated by Braille; they think it's a secret code that's fun to learn," said Francis Mary D'Andrea, director of AFB's National Literacy Center in Atlanta, GA.

"Sending Braille greeting cards is an entertaining and educational activity that can only help foster a better understanding and acceptance of people with disabilities."

Designed for children in grades three through six, the Braille Bug was launched last year to teach sighted children about Braille and to encourage literacy among children. It is the first interactive and educational website that is fully accessible to all kids—including those with disabilities. The "Braille Bug," the site's ladybug mascot with the six dots of the Braille cell on her back, welcomes visiting children and helps them to understand the "secret code" of Braille through a variety of online activities and games. USA Today, the National Education Association, and the American Library Association have honored the Braille Bug web site as an outstanding educational site for children.

The American Foundation for the Blind—the organization to which Helen Keller devoted her life—is a national nonprofit whose mission is to eliminate the inequities faced by the ten million Americans who are blind or visually impaired.#



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Research On Beach Access for the Handicapped

It's virtually impossible for people who use wheelchairs and other mobility devices to enjoy the full benefits of a beach experience, but the National Center on Accessibility (NCA) at Indiana University Bloomington is working to remedy this situation that affects millions of Americans.

NCA Director Gary Robb recently directed a study of adults in Florida using various types of devices to move people across the beach surface.

"Most typical wheelchairs are impossible to use on sand, so people with disabilities are unable to enjoy the beach," Robb explained. "We had about 40 men and women who use wheelchairs test five different wheeled devices designed to traverse beach sand to evaluate their usability. We are now compiling the data and hope to report our findings in two to three months to government agencies, people with disabilities, and others interested in an independent analysis of this equipment."

The report will cover only participant input and recommendations. No ratings of the devices or purchase recommendations will be made, he said.

Robb said factors being reviewed include the comfort and safety of the devices, along with their appearance, ease of operation and independence of use. He estimated the cost of these devices at between \$1,000 and \$2,000 each when manually operated. Powered devices cost considerably more. "These costs would make purchase by the general public prohibitive, but not necessarily for government and private beach agencies that could purchase them as a public service and recover their costs through

rental fees," he said.

Robb estimated there are 2 million people in the United States who use wheelchairs, so the survey findings will interest a large group of people. "The development of these accessible beach devices will obviously help those with disabilities," he explained, "but it also will help the elderly who have difficulty walking across a sandy surface because of the infirmities of aging." He said more than 6 million Americans use mobility devices such as walkers, canes or crutches. In addition, some 25 million people have difficulty walking a quarter of a mile or climbing a flight of 10 stairs, and most of these are either elderly, disabled or both, he said.

Robb said NCA first studied this topic soon after the Americans with Disabilities Act was passed in 1990. Many of those devices are no longer in existence, he said, and the newer models reflect significant improvements.

Two years ago the NCA conducted a study on the use of "temporary beach mats" as a way for people to traverse sand while remaining with their individual mobility device (wheelchair, cane, crutches or walker). A summary of that report is available on the NCA Web site at <http://www.indiana.edu/~nca> [<http://www.indiana.edu/~nca>].

NCA is a cooperative program between IU and the National Park Service that was created in 1992 and is committed to full participation in parks, recreation and tourism by people with disabilities. NCA has helped develop national accessibility guidelines for swimming pools, trails, beaches, golf and other recreation environments. For more information, contact Robb at 812-866-4422 or grobbs@indiana.edu [<mailto:grobbs@indiana.edu>].

Wallace-Reader's Digest Fund gives \$50,000 for Study of Successful Leaders in High-Poverty Schools

The Wallace-Reader's Digest Fund has given \$50,000 to Dr. Jacobson, University of Buffalo professor of educational administration in the GSE's Department of Educational Leadership and Policy, for a study of successful leadership in elementary and secondary school settings that serve high-poverty communities.

The research will focus on learning more about school leaders' influence on student performance, and how they work with teachers, staff, parents, members of the community and the students themselves to improve student learning.

The grant is part of the Wallace-Reader's Digest Fund's "Ventures in Leadership" program, the goal of which is to help nonprofit, tax-exempt organizations and public schools around the country test innovative ideas for improving educational leadership.

The grant is part of "The Campaign for UB: Generation to Generation," which is in its final phase and has a goal of \$250 million.#

For information on how you can support the University at Buffalo, go to <http://www.buffalo.edu/giving> (<http://www.buffalo.edu/giving>).

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A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area.

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Legislature Re-Elects Two Board of Regents Members

Assembly Speaker Sheldon Silver, Education Committee Chair Steve Sanders and Higher Education Committee Chair Ron Canestrari announced the re-election of two members to the New York State Board of Regents. Re-elected to the 16-member board are Regent Geraldine Chapey of Queens and Regent Lorraine Cortes-Vazquez of the Bronx. The current term of each regent is set to end March 31st.

Board members are elected to five-year terms

by a joint session of the state Legislature. There is one regent for each of the state's 12 judicial districts and four at-large members. Regents do not receive a salary for serving on the board.#

Looking for information about NYC public school system? Want to know what's going on at the Department of Education? Log on to www.nycenet.edu or call the Department's Parent Hotline at 718-482-3777.



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Resources, Referrals and Help

As a principal of a private school for learning disabled children, I am asked by parents and other professionals on a daily basis for information on resources. With web access, Resources for Children's source book (212-677-4650) and the "leave no child behind legislation," one would expect that reliable information is readily available. Yet when the need is for low cost services or very specific services, my daily interactions tell me that getting information is still difficult.

Three opportunities have recently become available to parents. One provides free psycho-educational evaluation, one free remediation with a learning disabilities specialist, and one excellent on-line support.

Free Evaluations:

As I am sure most parents and professionals are aware, if you have concerns about your child's academic progress you can request, in writing, an evaluation from the Department of Education. Therefore, one might wonder why a free private psycho-educational evaluation might be desirable. There are two reasons: First to get a second opinion, especially if you find yourself in disagreement with the primary evaluation. Second, the mandate of The Department of Education is to offer appropriate services within a public school setting, not necessarily to provide a diagnostic profile of your child as a learner. The State College of Optometry, Learning Disabilities Unit has recently received a grant to provide FREE evaluations for children in grades k-8 with Medicaid (non HMO) or Centercare. As part of this process your child will also receive a visual and perceptual evaluation. Call 212-780-

4960 for information.

Free Remediation:

Often parents face a difficult problem: they know that their child needs Orton-Gillingham or multi-sensory remediation but they don't know how to go about getting help. While many fabulous well-trained Learning Disabilities Specialists can be contacted by calling The International Dyslexia Association (212-691-1930) options are fewer when families lack financial resources. Lady Liberty Educational Alliance was established to offer instruction in reading and related language skills free of charge to students who have not yet gained adequate skills in a standard school setting despite intervention and who cannot afford private fees. Contact Carol Kanter at 212-744-6121 (10-3). Because Lady Liberty is a charity with all of its monies committed to providing services, it must raise funds to continue to provide remediation.

The Manhattan Jazz ensemble will perform a benefit concert at The Weill Recital Hall of Carnegie Hall on Friday May 16th at 8PM. To support his unique and very worthy program call for tickets at 212-247-7800 or go on-line to www.carnegiehall.org.

On-Line Support:

Finally for those parents new to the process or seeking information about learning disabilities on the web try www.schwablearning.org. Charles Schwab, of brokerage fame, is dyslexic and has put the considerable resources of his organization to work on creating a guide for parents and educators. Request a parent or educator packet.#

NATIONAL POETRY MONTH: STUDENT POETS

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By KATARZYNA KOZANECKA

a khaki convoy nearing
and farthing away,
stirring crows to wing,
kicking up mud in flecks
against the house-wall
on which hangs a poster
for a film; the house-wall
around whose corner a dog
hangs by the throat,
its snowed coat thawing,
its snowed coat thawing.
the film is przed-wiosna,
before-spring.
made in west in west west.
i've no eyes for it.
my winter's longer than that world's
by an arm of rope.

may you forgive me

By ALICE CHAN

finding your unwritten
notes oh what have you not done, unpainted
monsters in history: for example "the creative
romans had more than one means of crucifixion" – t
for time and x for space every variable of
hidden haggard graves formed
every diurnal turn of unswept earth. in digging (may
you
forgive me for not knowing you) i find a
violin with a twisted neck. charred
scarred by efficient virtue of our contemporary
ovens, it did happen
again what dying-posts have we today created
across
splintered skies what
apologies must i make for (in)humanity
goodnight i love you world

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The **Group For ADHD** is dedicated to individual adults, children, and families of all ages living with Learning Disabilities and Attention Deficit Hyperactivity Disorder. The goal is to establish alternative and adjunct treatments to drug therapy as well as to offer school and workplace support.

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CAREERS

PAUL BINDER, FOUNDER,
BIG APPLE CIRCUS

By TOM KERTES

Paul Binder's first "circus thoughts" came to him during his stint with the San Francisco Mime Troup in 1970. "It had an outstanding circus training program," says Binder, now the Director of the world-renowned Big Apple Circus. "We studied all kinds of circus things, such as juggling, trapeze work, and aerials." But how does a Dartmouth, and later Columbia Business School, graduate find himself with a mime troupe in the first place? "I was working in television, first as a stage manager with Julia Childs and then with Mike Douglas as a talent coordinator. I was booking the more serious guests, such as authors, so I felt fairly satisfied with my accomplishments in TV. It was the 1960s," smiles Binder. "A restless time for most of us. And I was beginning to feel that I was ready for a lifestyle change."

Binder's desire to be in showbiz led him to the Mime Troupe on the West Coast. With his friend he developed a juggling act that became so successful; it took them all over Europe. They were a hit on the streets of Paris, "performing in front of the Casino de Paris, passing a hat." Being in the right place at the right time paid off: the street jugglers were discovered by the Neaveau Circus de Paris, which took Binder and his nouveauupartner on a tour throughout France.

By now Binder, despite his outstanding business background, got completely bitten by the circus bug. He began to feel that bringing a different type of circus to the United States—one that Americans never had a chance to experience before—would be an ace business idea.

Thus an American version of the "Circus Intimes" was born. Instead of the huge three-ring Barnum & Bailey type presentation, this would be a circus of theatrical intimacy, a special kind of a performance where the audience would completely surround the artist. "We wanted to create a powerful connection between the audience and the performer," Binder says. "We wanted an almost visceral response, to make a profound impact on the audience."

Upon his return to the U.S., the Brooklyn-born Binder began to research circuses—and he found that his idea would be novel, indeed. "Growing up, art was always an enormous part of my life," he says. "I was in every school play both in high school and at Dartmouth. And, as a kid, my happiest memories were of sitting around on Saturday nights with my family and listening to my Dad playing the violin." Creating the Big Apple Circus would be a way of staying in the arts and, at the same time, mak-



Paul Binder

ing people feel good.

"The circus is a unique life-style; it's like living in a close-knit, international community," says Binder. "My wife, Katja Schumann, is from a fifth-generation circus family." Kids Max and Katherine work with horses and perform a variety of other functions around the Big Apple Circus. "I've never pushed them—it is a life that is very different," says Binder. "But Max chose to work with the circus. And Katherine, who will be at Barnard College in the fall, is talking of coming back."

Viva la difference! The Big Apple Circus, an enormous success, has been around for 25 years now. "Each show is built around a specific theme," says Binder. "This year, it's a tribute to New York around the turn of the century." Other recent themes have been the Wild West, Big Top Doo-Wop, and Jazz-Matazz.

The tent, which could seat 850 people at the beginning, now seats 1620 in New York and 1750 on the road. The 50-foot ring is "the perfect size to still make intimate contact with the audience," Binder says. "Circus is the original theater—and I feel that we were a major force in reviving the art form in the U.S. Now we are on our second generation of guests." Each year, a half million "children of all ages" attend. "We live a very intense life," says Binder. "There's a tremendous amount of training involved. And yes, you can apprentice with us. But we have no training-school per se."

The Big Apple Circus also performs the famous "Circus of the Senses" (for children who are visually and hearing impaired), and sponsors a Clown Care Unit in pediatric hospitals around the nation.#

For information, or to make a contribution, call Tom Exton at 212-268-2500.

HAVE YOU THOUGHT OF
BECOMING A PHARMACIST?

Over one-third of pharmacists would select another field if they had their careers to do over, according to a new survey by Allied Consulting, a Dallas-based health care staffing firm. The survey indicates that pharmacists have plenty of job opportunities to select from today but are not necessarily content with their choice of a career.

"Job security does not always translate into job satisfaction," notes John Hawkins, vice president of Allied Consulting. "Some pharmacists have reached a point of diminishing returns in their careers."

Despite abundant job offers and rising salaries, however, 22 percent of pharmacists surveyed indicated they would not recommend pharmacy as a career to young people today.

The nature of pharmacy work can be repetitive in some settings, and patient and peer interaction can be minimal, as can the prospects of organizational advancement.

When asked to identify their two top motivations for seeking a new position, more pharmacists cited "more interesting work" than any other factor.

Supporting Science Education:
Public/Private Partnership At Work

By CARLO PARRAVANO, Ph.D.

"Write a check and get out of the way!" That's the answer some school administrators give me when I ask them how the most effective business partnerships operate. Having worked on both sides of school-business partnerships, I understand their reactions. A well-intentioned business without experience in education can cause more harm than good.

However, when done right, a business-education partnership can be more than just providing funds. Businesses have the ability to strategically align with our schools' goals when financial support is coupled with technical assistance and flexibility. Such had been the experience of Merck & Co., Inc., a corporation with a long history of supporting education. Motivated by a desire to make a long-lasting impact on science education, Merck created the Merck Institute for Science Education (MISE)—a public/private partnership dedicated to improving the participation, performance and interest in science among children in grades K-8.

Merck recognized that the challenge of reforming science education required a balance of the following: a long-term, focused commitment; guidance from science education experts; respect for teachers and administrators; and careful evaluation along the way.

With this knowledge, MISE formed partnerships with public school districts in four communities that are home to Merck's major operations. Because we believe that teachers are the single most important factor in improving student performance, MISE's programs primarily focus on professional development and other kinds of support, for the elementary and middle school teacher. This year marks the 10th anniversary of the program and its efforts in strengthening teaching expertise, making learning hands-on and increasing science proficiency.

When the program began 10 years ago, the

partner schools and MISE worked together to change the way science is taught—moving away from text book centered learning and toward the use of hands-on experimentation. However, as teachers began to implement this new approach, they began to realize that they needed deeper background knowledge in science. To meet this need, MISE introduced three key initiatives known as the Leader Teacher Institute, Peer Teacher Workshops, and the Principal's Institute to the bolster teacher's knowledge of science and the ability of school administrators to support the teachers.

The success of the program has had the kind of impact that it sought to achieve from the beginning. Our accomplishments are far ranging and have touched all areas of school life and development by: creating professional learning communities for administrators, principals and teachers by fostering communication, sharing experiences and supporting standards-based science teaching; enhancing the level of student performance by placing emphasis on inquiry-based curricula, scientific reasoning and critical thinking; influencing science education reform on local and state levels by developing and supporting changes to science standards and assessments.

Business partnerships can make a difference in public education. The difference begins with funding but it can go much further. With vision, good planning and effective communications, school-business partnerships can be a win-win proposition for all stakeholders, foremost among them, our teachers and students.#

Dr. Carlo Parravano is the Executive Director of the Merck Institute for Science Education. Prior to joining Merck in 1992, he was Professor of Chemistry at the State University of New York at Purchase and Director of the Center for Mathematics and Science Education of the SUNY Purchase/Westchester School Partnership.

BOOK REVIEWS

A PASSIONATE CASE FOR
LIBERAL EDUCATION

Former Dartmouth and University of Iowa President James O. Freedman provides an intelligent guide for administrators in *Liberal Education and the Public Interest*.

In 1996 James O. Freedman published *Idealism and Liberal Education*, which discussed the ideals that shaped his life as an intellectual, a law professor, and a college and university president. In *Liberal Education and the Public Interest* he convincingly explores his firm belief that a liberal education is the "surest instrument yet devised for developing those civilizing qualities of mind and character that enable men and women to lead satisfying lives and to make significant contributions to a democratic society."

Freedman concentrates directly upon the problems facing university presidents and all university administrators. A passionate and beautifully written argument for the benefits of

a liberal education, *Liberal Education and the Public Interest* is also a practical guide for those administrators struggling with such threatened institutions as tenure and affirmative action; it enables them to make an effective public case for the value of a liberal education.

Freedman speaks out clearly, lyrically, and sometimes bluntly; throughout, in an important and timely fashion, he makes us aware of the many ways in which a liberal education nurtures independent perspectives and strengthens democratic values.

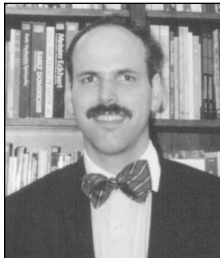
James O. Freedman is president emeritus of the University of Iowa and Dartmouth College, past president of the American Academy of Arts and Sciences, and the author of *Crisis and Legitimacy: The Administrative Process and American Government* and *Idealism and Liberal Education*.#

City College & Columbia U Share Grant

City College and Columbia University have received a National Science Foundation Traineeship (IGERT) grant to establish an interdisciplinary Ph.D. program in soft materials. Albert Einstein Professor of Science and Engineering Morton M. Denn, who is a member of CCNY's Chemical Engineering and Physics Departments, will head the partnership. CCNY and Columbia University will share a \$2.9 million grant that will offer doctoral research fellowships.



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'Bowser the Hound Meets His Match', 'Baby Possum Has a Scare', 'Peter Rabbit Learns to Use His New Coat' by Thornton Burgess (B. Schackman & Co., \$2 each)

After a long, cold winter, spring is here! There is time to take children outdoors and enjoy nature, and all the animals one finds there. Some neat little presents for the young ones are some nicely illustrated booklets of Thornton Burgess tales such as *Bowser the Hound Meets His Match*, *Baby Possum Has a Scare*, and

Peter Rabbit Learns to use His New Coat (\$2 each, B. Schackman & Co.), as well as some larger booklets of stories in rhymes called *Baby Chickies*, *Ducky Doodles*, and *Bunny Babies* (\$2.95 each, B. Schackman & Co.). From the stirring fight of Digger the Badger and Bowser the Hound, to Baby Possum landing on a stone that moves in the Thornton Burgess tales, to the chick that comes home late to bunnies enjoying ice cream in the story rhymes, there is much to capture the young child's eye.

As this issue of *Education Update* appears, Logos Bookstore will be in the midst of a 50% off Spring book sale of many books presented in special sales sections. The sale started March 24, 2003 and will go through April 7, 2003. There is still a 10% discount off on our regular books.

'Baby Chickies', 'Ducky Doodles', 'Bunny Babies', (B. Schackman & Co., \$2.95 each)

Kill Your TV Reading Group will be discussing this spring, *Mrs. Dalloway* by Virginia Woolf on Wednesday, April 2, 2003 at 7 P.M. and *Atonement* by Ian McEwan on Wednesday, May 7, 2003 at 7 P.M. The study and discussion group of Augustine's *City Of God* continues on the other Wednesday nights at 7 P.M.

For the spring Holidays come to Logos for cards, books and gift items for Easter, Passover, Mother's Day, graduation, Father's Day, baptism, confirmation and first communion. Enjoy the spring!

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

Upcoming Events At Logos

50% off Spring Book Sale, Monday, March 24-Monday, April 7, 2003

Wednesday, April 2, 2003 at 7 P.M., KYTV will discuss *Mrs. Dalloway* by Virginia Woolf Wednesday, April 9, 16, 23 and 30, Study and Discussion of Augustine's *City Of God*

Wednesday, May 7 at 7 P.M., KYTV will discuss *Atonement* by Ian McEwan

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

Bank Street Holds Best Children's Book Awards

By POLA ROSEN, Ed.D.

The day war was declared in Iraq, I shall never forget where I was: at a celebration of the best books for children at the Bank Street College of Education, a haven for those seeking refuge from the harsh reality of the world outside. In her opening remarks, President August Kappner expressed the sentiments of the audience in saying, "We live in a world of such uncertainty, we need the world of books and literature for children."

The Children's Book Committee has a 30-year history of working in the community and in the New York City public schools to guide librarians, educators and parents to the best books for children published each year. The current committee, led by Chairperson and Coordinator Alice B. Belgray, includes educators, librarians, authors, parents and psychologists who share a passion for the world of children's literature. Young reviewers from all over the country, ages 7-15, read and evaluate many of the books as well. The Committee publishes *The Best Children's Books of the Year* and *Books to Read Aloud with Children of All Ages*, an annotated list of over 400 books.

Caroline B. Cooney, one of the winning authors felt that the role of a writer is to "transport kids to realms of gold. Homer did that for me," she said. Her book was entitled, *Goddess of Yesterday*. Winner Kristine O'Connell George always wanted to write a book based in the south, where her mother was born, because it was such a foreign culture compared to her hometown in Indiana. Her book, *Little Dog and*

Duncan won a poetry award. Her 7½-pound dog and a neighbor's 70-pound dog were the inspiration for the poems. The book's message is that whether large or small, canine or human, our emotions are not much different; there are amazing rewards in friendship; and that fairness, equality, differences and mistakes are common threads in our lives.

Doreen Rappaport, author of *No More! Stories and Songs of Slave Resistance*, was inspired to write because "the tragedy of slavery still lives with us." She wanted children to see how to take an experience that's negative and transform it to something positive and strong. "Children," she said, "have to learn that there are ways to resolve evil and deal with it. People resist, rebel and survive."

A young reviewer, Adam Bresgi, age 11, from the Solomon Schechter Day School in Bergen County, New Jersey, enjoyed *Little Dog and Duncan*. "It was a really good book, fun and a quick read," he said, obviously enjoying his role as judge.

When asked what kind of books children need in today's unsure world, Linda Greengrass, a member of the editorial committee, responded that there are few resources to reassure very young children, that stories can provide safe places, and can show ways to resolve conflicts.#

For further information about *Books of the Year* call 212-875-4540 or email: book-com@bnkst.edu



Caroline B. Cooney

April is 'Poetic' in its Springtime Beauty. Celebrate the Joy of Poetry!

By SELENE S. VASQUEZ

PICTURE BOOK: AGES 5 THRU 8

The Scrubby-Bubbly Car Wash
by Irene O'Garden.
Illustrated by Cynthia Jabar.
(Harper Collins, 32 pp., \$15.99)

An effervescent picture book filled with tongue twisting alliteration and bouncy rhymes: "Soapy floppy brushes mop/ from our tires to the top." Children describe the frothy sights and sounds of a car wash.

POETRY: AGES 5 THRU 10

Dear World
by Takayo Noda.
(Dial, 32 pp., \$16.99)

Lyrical verses praise the joys and wonders in the world. Each selection begins as a letter..."dear car...you will not need wheels/ if you have wings./ I wish you wings/ in your dream tonight." Colorful cut-paper and watercolor collages compliment the whimsical child-like ruminations.

POETRY: AGES 8 THRU 12

The "mighty Casey" with smoke coming out of his ears and gums glistening, steps up to the plate in this classic baseball poem. Caricatures rendered in a mixture of acrylics, watercolors and colored pencils. Notes about the author included.

Paul Revere's Ride: The Landlord's Tale by Henry Wadsworth Longfellow. Illustrated by

Charles Santore. (Harper Collins, 32 pp., \$16.99). A poem told as Longfellow truly wrote it - regarding 19th century gentlemen gathered around a cozy parlor fire 100 years after Revere's historic ride and recounting the details of that fateful night. Somber but beautiful blue,

Casey at the Bat: A Ballad of the Republic Sung in the Year 1888
by Ernest Thayer.
Illustrated by C.F. Payne.
(CIP, 32 pp., \$16.95).

green and brown tones depict the attempted secret attack in the dark of the night.#

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

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ANTHROPOLOGIST BATESON SPEAKS AT BARNARD

By KIM BROWN

Personal identity shines brighter when viewed through Mary Catherine Bateson's words. "We are not what we know but what we are willing to learn," she once said. Parts of oneself shift into focus when considered in the light of her work.

Ms. Bateson is a writer and cultural anthropologist who has written and co-authored numerous books and articles. *Full Circles, Overlapping Lives* is her most recent book. *Composing a Life* is best known. She is the daughter of Margaret Mead, the most famous anthropologist the world has ever known. Recently, Ms. Bateson spoke at her mother's alma mater, Barnard College.

She came to speak about *Composing a Life*, education issues and personal commitment. But first things first, Ms. Bateson, currently a Visiting Professor at Harvard Graduate School of Education, asked that the podium be replaced with a small table. After the table was covered with a blue cloth she hopped on, preparing to deepen the audience's understanding of life.

She began with institutions of higher learning. Just as there are health maintenance organizations, colleges, she argued, "should think of themselves as learning maintenance organizations." Their role is not to prepare adults for jobs but rather "maintain, broaden and deepen our curiosity throughout our life cycle."

She should know about developing the mind throughout life. She is, after all, on a sixth



Mary Catherine Bateson

career. She recently retired as Clarence J. Robinson Professor in Anthropology and English at George Mason University and is president of the Institute for Intercultural Studies in New York City.

"When I sat down and wrote *Composing a Life* the problem that I was grappling with was the discontinuities in my own life, some of which had to do with being a woman," she told the audience. "I got my doctorate in Middle Eastern studies and linguistics, writing on classical Arabic poetry, right? And [my husband] took a job in Manila."

Composing a Life addresses changes in women's lives due to marriage, childbirth, chauvinism and other factors. Continuing learning and curiosity are necessary resources to meet these challenges, Ms. Bateson says.

"I really believe that the place to be in this world that's so diverse and so rapidly changing and so unpredictable is to be unremittently curious and trying to understand and never say, 'I have come to a final clear understanding.'"

The very dilemma that many women face, trying to balance multiple commitments, is actually a tremendous strength, Ms. Bateson says. It helps to broaden understanding and resist oversimplification of decisions.

Ms. Bateson rejects the metaphor of juggling responsibilities. She says it is "trivializing."

"If you tell me that my efforts to live a rich,

Aging with Grace: Intriguing Findings from the Nun's Study

A behind-the-scenes look at the landmark study about aging, was the topic of a lecture recently by David Snowdon, Ph.D. at Marymount Manhattan College in New York.

For 15 years, Dr. Snowdon, professor of neurology at the Sanders Brown Center on Aging, University of Kentucky, has been studying the lives and brains of 678 School Sisters of Notre Dame to learn about the effects of aging and Alzheimer's disease on the brain. His unprecedented research has captured the attention of scientists and scholars worldwide and continues to yield new data about advancing age. Dr. Snowdon's book, *Aging with Grace: What the*

Nun Study Teaches Us About Leading Longer, Healthier, and More Meaningful Lives, blends science and state-of-the-art medical technology with the stories and spirit of the nuns whose lives and minds give evidence and context to the study.

Dr. Snowdon's lecture was the result of a unique collaboration between the New York Alumnae of the College of Notre Dame of Maryland, headed by President Mary Pat Seurkamp and Marymount Manhattan College, Continuing Education Division. President Judson R. Shaver of Marymount welcomed the audience of over 200.#

Young Latinas Leadership Institute Scholarship

Five women, all freshmen at The City University of New York, have been named recipients of the first Young Latinas Leadership Institute Scholarship. The students were awarded \$1000 for four years to be used toward their college tuition. In addition to the scholarships, as inaugural participants in the Young Latinas Leadership Institute, the young women will be paired with prominent Latina professionals as mentors and will be invited to all conferences and seminars sponsored by 100 Hispanic Women.

The scholarship winners are:
Yesenia Garcia, Hunter College, Computer

Technology.

Nicole Caruso, New York City College of Technology, Human Services.

Luisa Christina Chevere, Lehman College, Child Psychology.

Lavinia L. Solano, College of Staten Island student, fashion design/entrepreneur.

Enita Lauren Rivera, Baruch College, Hotel Management.

More than 86,000 Hispanic students are enrolled at The City University of New York, half of them pursuing undergraduate and graduate degrees. More than 62% of those students are women.#

complicated, creative life count as juggling, what are you telling me? First you're telling me I'm going to drop something."

The audience laughed. In her closing remarks she spoke about the importance of reflection.

"Experience doesn't make you wise. Thinking about experience is what makes you wise," she said. "What we do in classrooms is what sets the stage for this process of growing, complexifying, balancing and reflecting."#

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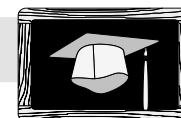
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Barnard/CBS High School Essay Contest Winners Are Powerful Writers

By POLA ROSEN, Ed.D.

For the past twelve years the Barnard College/CBS essay contest for public high school students in New York City has challenged students to write about, "A Woman I Admire," according to Christine Royer, founder and organizer of the contest. This year over 685 entries from 79 high schools around the city were submitted. Judith Shapiro, President of Barnard College, and a graduate of New York City public schools (PS 26 and Junior High School 16, Queens) said she was "thrilled to support the vision and promise exemplified by this year's winners. Since 1889 Barnard has been committed to advancing the academic, personal and professional success of women." Among the accomplished writers training and inspiring future generations of women at Barnard are Mary Gordon, Carol Phillips, Ellen McLaughlin, and Quandra Prettyman. Serious writers, according to Shapiro, have said that they are motivated by a search for truth. Some have said that the role of the writer is not to say what we can all say, but what we are unable to say; Toni Morrison said "I always start out with an idea, even a boring idea, that becomes a question I don't have answers to. Most of the essayists chose to honor their mothers or grandmothers. President Shapiro spoke of some of the entries: there is the mother who leaves behind an abusive partner, moving from one home to the next with her young daughter, earning a bachelors degree despite all odds; there is the mother struggling to survive with four young children in Bosnia after her husband is forcibly taken away; and

then there is a deaf mother who inspires her daughter with the unique ability to understand and to love. Shapiro spoke eloquently to the winners: "We meet these women in your essays and they come alive in powerful prose. You took the blank page and made it your own. You organized your thoughts and imbued them with feeling. Whether or not you choose writing as a career, I am confident that throughout your

You took the blank page and made it your own. You organized your thoughts and imbued them with feeling.

lives you will continue to pursue the search for truth and beauty through the written word.

There were four cash prize winners and 26 certificate winners; essays were selected by a panel of judges including Cindy Stivers, President and Editor in Chief of TimeOut New York, Pola Rosen, Publisher and Editor in Chief of Education Update, Barnard English Professors Quandra Prettyman and Elizabeth Dalton and author Ayana Byrd.

The first prize winner, Aminata Cisse, received \$1000 and her school, Midwood High School in Brooklyn, received \$500. Her essay appears below.

The Woman I Admire Most

By AMINATA CISSE

She wipes the sweat from her brow as she paces back and forth from the ancient armoire. Her eyes remain alert as they scrutinize every aspect of the water-stained walls of her bedroom. She adjusts everything in her way, uttering complaints in a tone that no language barrier can disguise. The heat intensifies her state of unrest. The lack of rain wears on her being; she is worried about the harvest.

Kuumbaa Tiam, my paternal grandmother, has lived for approximately 65 years. Her skin, like the reddish brown earth outside has been darkened by the sun. Standing over 6 feet, she doesn't fit the familiar model of the petite grandmother. Her intelligent eyes simultaneously reflect pain and strength. She has borne ten children and has outlived three. As the matriarch and senior wife, she is given the respect of her station.

The livelihood of Diossong's inhabitants rests in its crops and its religion. It is late summer and the once-emerald fields have turned a brittle brown. The Saharan winds, blowing from the north, bring piles of stifling sand with them in an effort to extinguish all life. As the fields wither around her, my grandmother is left with nothing more than her daily prayers. No one internalizes the suffering of the land more than she.

I stand in awe of her. Born in a place and time when women are relegated to a lower status,

she has disavowed the passivity fated for women of her culture and religion. She is pious, but hasn't compromised her God-given nature to be strong-willed and outspoken. For over 45 years, she has endured my grandfathers

philandering (albeit legal). He has married and divorced three of the five wives he has taken, in addition to her, over the years. She has stood as the pillar of financial support for the family, going into cow herding when my grandfather couldn't provide for her and their children.

She has no education: she can't read

and write. I hear her thoughts through the inept translation of a cousin, speaking fledgling English, but where her words fall short her demeanor comes through clearly. She has never been and never will be cowed. She coddles her grandchildren and laughs with her daughters-in-law as they prepare the evening meal. When she has to, her tongue cuts deeply; her hands dismiss and nullify speech. Outside, nature fights her but she doesn't bend. She prays for rain.

She has been a daughter, a mother, a sister, a wife, now a grandmother, yet she has always remained-defiant, bombastic-just like the red earth. My grandmother has lived her life with few material resources or comforts but in her presence one can see she has mined the deepest areas of human strength and dignity. #

It is late summer and the once-emerald fields have turned a brittle brown. The Saharan winds, blowing from the north, bring piles of stifling sand with them in an effort to extinguish all life.

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Indiana U Studies Alcohol Abuse in Students

Why young alcoholics seem insensitive to the negative consequences of their behavior is the subject of a five-year research study now under way at Indiana University Bloomington (IUB) that includes a focus on college alcoholism.

Peter Finn, professor of psychology and director of the Biobehavioral Alcohol Research Laboratory at IUB, is directing the research supported by a grant of \$1.3 million from the National Institute on Alcohol Abuse and Alcoholism. The project started in May 2002 and involves 500 men and women ages 18 to 25 who have alcohol abuse problems. Finn is interested in why people engage in self-destructive behaviors, and he has more than 15 years of alcohol research experience.

"The results of this study should provide valuable information about the mechanisms that lead to early-onset alcohol problems and also increase awareness of prevention and treatment efforts for early-onset alcohol problems," Finn said.

"We are looking at the mechanisms that may influence problems in self-control and poor decision-making that we see in young men and women with alcohol abuse problems," he explained. "Is it because they don't see the long-term effects or negative consequences of their behavior, or is it because they don't care?"

One aspect of the research addresses college drinking. "One aim of this project is to investigate the psychosocial mechanisms, such as affiliation with college fraternities and sororities, that distinguish non-antisocial alcoholism from antisocial alcoholism," Finn said. He believes that some undergraduates are generally more careful in their drinking, more responsible through actions such as use of a designated driver, and more aware of the problems that excessive drinking can cause. He said these individuals are less likely to be antisocial and less likely to develop serious problems with alcohol.

For more details, contact Finn at 812-855-9548 or finnp@indiana.edu



Teacher as Anthropologist

by Amy Grillo Angell, Ed.D.

As a professor in the Adult Degree Program at Vermont College, I have the great privilege of working one-on-one with student teachers completing our independent study-based licensure program. As I read their teaching journals, I sometimes come across statements such as "Billy was off task again for the entire reading period." In the language of anthropological or ethnographic research, this would be an example of an "etic concept"—a concept that is meaningful to the observer, but out of synch with the lived experience of the person being observed. From inside Billy's world, what the anthropologist would call the "emic" perspective, he is not "off task" at all, but rather engaged in some task of his own, perhaps a very meaningful and important task. Upon realizing this, in one of those wonderful "ah ha!" moments that student teaching is designed to inspire, my student teacher was transformed into an anthropologist, intent upon discovering the meaning and dimensions of the task that Billy was engaged with, and determined to build a bridge between that task and the one that the teacher had designed. Over time, she began to think of each student as having a unique little culture of learning that could be uncovered and understood and used to reach the child, who might otherwise remain "off task" in the eyes of his teachers and disengaged with the particular learning opportunities presented within the structure of the curriculum. Eventually, this child, whose lively mind was in fact deeply engaged with some task that remained invisible to his teacher, might come to be seen as a poor student, or as one with "attention problems," or worse.

How, we might ask, can an overworked teacher with a room full of children be expected to attend to the individual "learning culture" of each child's mind? Isn't this the kind of unrealistic, idealistic thinking perpetuated by university professors who don't understand the exigencies of everyday life in the classroom? Perhaps it is just that. But perhaps, and this was the case with my student teacher, it is precisely this type of approach that makes teaching so interesting and exciting, and that ultimately protects us from "burnout." With this simple shift in perspective, her daily routine became one that filled her with fascinating questions about ordinary occurrences that had previously been taken for granted. She began to feel a sense of gratitude for what her students were teaching her everyday. She began to appreciate the pure pleasure of learning, of seeing things anew. And, in envisioning herself as an anthropologist setting out each morning to discover the exotic inner lives of third graders, she felt a sense of adventure. Isn't a teacher who remains a learner, who is filled with the awe and excitement of constant discovery, exactly who we want to have guiding our children on their journey through school?#

Dr. Amy Grillo Angell is Professor of Liberal Studies in the Adult Degree Program at Vermont College of Union Institute & University, an ethnographic researcher, and a former elementary school art teacher.

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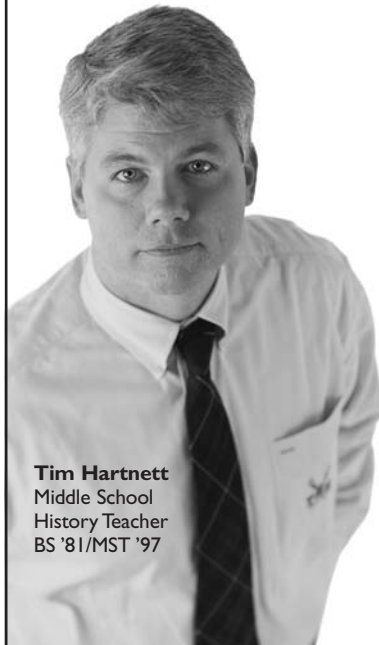
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BARNARD PRE-COLLEGE SUMMER PROGRAM

By JOAN BAUM, Ph.D.

If ever Mayor Bloomberg needed proof that New York City in the wake of 9/11 has lost none of its ability to attract out-of-town youngsters—with the obvious blessing of their parents—Barnard College's Pre-college Program For Young Men And Women would be more than ample proof. In the words of its event-toned director, Allison B. Kimmich, who grows enthusiastic as she reports the fact, the post 9/11 reaction to Barnard's summer in the city offering of courses, visits to major cultural institutions, life-after-college seminars, and mini career fairs, has been "just the opposite" of what she had expected. And so New York City got a different look in the brochure—going from a traditional skyline shot for summer 2002 to a spectacular photo of the city at dusk for summer 2003. Rather than get defensive about being in a highly targeted urban area, "we embraced the city," says Allison Kimmich, promoting it as an extension of the classroom. The result has been "fantastic."

Over the past two summers, applications have been way up (with a 34% gain from 2001 to 2002), and the program now caps at a little over 200. Considering that the program began 18 summers ago with a score of participants, the growth has been phenomenal, much of it reflective, no doubt, of the significant growth of the College itself. The program thus could be said to enhance the College's recruitment efforts, but in fact, Barnard hardly needs the

boost. Besides, the mission of the program stands on its own: to explore the complex relationship between gender and leadership and to foster those academic and social skills that will make young women truly competitive in the professional world. Though only 15-20% of the 16-17 year olds who attend the Barnard pre-college program actually apply to the undergraduate college, the program measures success by its ability to diversify and develop its own offerings while continuing to be selective. Most applicants come from out of town (26 states were represented last summer), but native New Yorkers participate, with the greatest number of applicants coming from the NY /NJ region (25% and 16% respectively), followed by applicants from California (14%), not to mention six foreign countries. The demographic resembles Barnard's freshman class. Of those who will be graduating in 2006, for example, 26 attended the pre-college program.

Other institutions, of course offer similar summer institutes, but Barnard's is unique in several ways, says Dr. Kimmich. For one, the program has her—a Ph.D. in Women's Studies from Emory University. She also has extensive administrative experience working in programs such as the Johns Hopkins Center for Talented Youth (for ages 12-16). Though the heart of Barnard's pre-college program is its five-week offerings in the Humanities and Social Sciences, the program also offers special one-week mini courses, a newly instituted Young

Women's Leadership Institute (to begin July 6), expanded opportunities to meet with Barnard alums, and an increasing number of evening and weekend activities, including outdoor film festivals, theatre outings, romps at Jones Beach, and nibblings at various restaurants.

The most popular courses reflect the program's responsiveness to contemporary interests. There's the ever-popular "From Page to Screen," where students wind up making a three-minute short film, a silent with music, using Barnard's state-of-the-art equipment. And then there's "Reform and Revolution in the Sixties" and courses in art history with their attendant Wednesday visits to MOMA and the Met. Some of the workshops, discussions, and seminars are student-run. The one-week Institute, for example, concludes with showcase sessions at which students discuss action plans to take back home. Other curricular tracks have students creating action-oriented projects, which they demonstrate to the full group at the end. Students can also elect to participate in a joint initiative sponsored by the United Synagogue for Conservative Judaism, where they live and study at the nearby Jewish Theological Seminary. Other collaborative ideas are in the works.

Hard to believe that so much can go on in one intensive week, but it does, some of it subtly. Central to the Barnard program is the residential experience. Many summer campuses "bemoan" this aspect, Dr. Kimmich notes, but



Dr. Allison B. Kimmich

at Barnard, where approximately 75% of the pre-college fellows live in residence halls, learning how to get along with peers is an essential part of the "developmentally appropriate" experience. Students have freedom, Dr. Kimmich adds, but they also understand, or come to understand, what it means to have "freedom with limitations." Not at all incompatible with having fun in summer in the city.#

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APRIL 2003



EDUCATING MATH TEACHERS

By ALFRED S. POSAMENTIER, Ph.D.

A well-known journalist was asked what major he would advise a college freshman, enthusiastic about embarking on a career in journalism. He replied, anything in the liberal arts, but don't take any journalism courses. Strange advice that is perhaps unexpected. This sort of response reflects a growing trend back to liberal arts. This theme is nobly touted in James O. Freedman's new book *Liberal Education and the Public Interest* (University of Iowa Press, 2003). The basic argument bandied about is that a well-rounded individual is more valuable than a narrow specialist—the specialized training can come later. It is well known that many large companies prefer to train their own employees in ways that not only familiarize them with the latest technology, but also reflect the company's culture. It is easier to train an educated person, than to educate a trained person.

What might this tell us about how we ought to prepare young people for careers in education? There, too, the importance of having a proper liberal arts education is rapidly gaining in importance. The previous euphoria with specializing in teaching methods has taken a "back seat" to providing potential teachers with a well-rounded liberal arts education. Recently it has become the rule rather than the exception that majoring in education as an undergraduate has become less desirable than majoring in an area of the liberal arts and sciences and minor-ing in education as the ideal preparation for the teaching profession. Those with a background in, or at least some moderate exposure to, subjects like history, science, political science, philosophy, psychology, and sociology will have a marked advantage in understanding human behavior, understanding ways of thinking, and benefiting from what has happened in the past and knowing ways to analyze current events. In short, teaching is first knowing content—and, at that, broadly—to be able to make connections and comparisons to properly enrich the instruction.

Teachers should not only be familiar with the latest thinking about effective methods of instruction, but also with the infusion of tech-

nology, done appropriately and without the often-distracting flare that can accompany these initiatives. Care must be taken that the technological glitz can overshadow the subject. The key areas in education today, especially from a political standpoint, are the "three R's"—reading, writing and arithmetic. These are the areas on which schools are judged. A case in point is the recent listing of the 200 most effective New York City schools—based on their performance on these subjects.

It is expected that anyone who is university educated has mastered the first two. It is usually the third, arithmetic (or more accurately mathematics) that is lacking in the arsenal of skills for most lower grade teachers. Why is mathematics competence reserved for the few? To add insult to injury, why are so many adults proud to admit their weakness in mathematics? Is it because of the perception that the majority of the well educated are weak in mathematics, and so being amongst the majority is popular? Or is it that we do not see the direct importance of mathematics as compared to literacy? Perhaps an effort ought to be made to show the multifaceted usefulness of mathematics beyond just some quantitative applications.

In this rapidly progressing technological era competence in mathematics is becoming ever more essential, not as a vehicle to be able to do arithmetic computations more quickly (for that we have the ubiquitous calculator), rather to understand mathematical concepts, reasoning, and above all genuine problems-solving skills. We must better prepare our elementary school teachers, not only in the content of mathematics, but also in the ways they can motivate their classes to begin to appreciate the subject, or its beauty as well as its application. There is an inherent beauty in mathematics that unfortunately stays hidden from most students today because of

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ADDICTION PSYCHIATRY & PAIN MANAGEMENT FOCUS OF SILVER HILL SEMINAR

The latest developments in Addiction Psychiatry, the use of painkillers and the management of chronic pain, are the focus of the Spring Seminar at Silver Hill Hospital in New Canaan, Conn. Featuring presentations by five prominent experts in their fields, the seminar is co-sponsored by the New York University Department of Psychiatry, the American Academy of Addiction Psychiatry, and Silver Hill.

Marc Galanter, M.D., a Professor of Psychiatry at New York University Medical Center, will present research on Healing Through Social and Spiritual Affiliation. Roger Weiss, M.D., Associate Professor of Psychiatry at Harvard Medical School, will discuss Substance Abuse and Mood Disorders. Henry R. Kranzler, M.D., Professor of Psychiatry at the University of Connecticut Health Center will address Recent Developments in Pharmacotherapy and Alcoholism. Dual Diagnosis (the combination of a psychiatric and an addictive disorder) is the topic of Richard Rosenthal, M.D., Chairman, Department of Psychiatry at St. Luke's Roosevelt Hospital Center. David Haddox, M.D., Vice President, Health Policy, Purdue Pharma, L.P., will discuss The Interface of Pain

and Addiction and describe the latest pharmaceutical developments in pain management.

According to Dr. Richard Frances, President and Medical Director of Silver Hill, "No group of patients suffers more than those with both addiction and psychiatric problems, including pain management. The Spring Seminar brings together five national experts in the dual diagnosis field to discuss these pressing issues. The event is a complement to last year's extremely well received symposium in which a different panel of speakers addressed the same topic." The presentations at Silver Hill will be published in a special supplement of the American Journal on Addiction in July 2003, with an introduction by Dr. Frances.

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Can Cancer be Prevented?

By CYNTHIA STEIN, M.D., M.P.H.
Special to Education Update

Can cancer be prevented?

Yes. In fact, at the Harvard Center for Cancer Prevention, we estimate that more than half of all cancers in the US could be prevented. Each

year over 1 million people in this country are diagnosed with some form of cancer, but this number could be significantly reduced by basic lifestyle changes. There are some things, like age and family history, that we can't control. However, there are steps that everyone can take to lower their risk of getting cancer:

A Discussion of the Hippocratic Oath



(l-r) Drs. Blumenthal, Gotto and Pellegrino

By HERMAN ROSEN, M.D.

"The Hippocratic Oath and Its Role in Modern Medicine" was the topic of a recent conference under the auspices of the Onassis Public Benefit Foundation in collaboration with the Hellenic Medical Society of N.Y. Panelists were Admiral Susan Blumenthal, M.D., Assistant Surgeon General; Antonio M. Gotto, Jr., M.D., D.Phil., Dean of Weill Medical College of Cornell University, and Edmund D. Pellegrino, M.D., Professor Emeritus of Medicine and Medical Bioethics, Georgetown University. The oath, written by the renowned Greek physician Hippocrates over 2,500 years ago, is sworn to by most graduating medical students. A modernized version was written in 1964 by Dr. Louis Lasagna, clinical pharmacologist.

Admiral Blumenthal spoke on the ancient oath's implications for current public health challenges. The oath states, "What I hear in the

course of the treatment or...in regard to the life of men...I will keep to myself." "This concept is prescient," Blumenthal said. The federal government will soon implement secure safeguards against the misuse and disclosure of medical records, in the new Health Insurance Portability and Accountability Act (HIPAA). Dr. Blumenthal stressed that prevention of disease is preferable to a cure. Most important advances in the past century are indeed based on prevention—for example, eradication of smallpox and diphtheria. Hippocrates mandated dietetic measures for the benefit of the sick. Currently a good proportion of disease is related to nutrition if one includes alcoholism, starvation, and obesity. The surge in incidence of diabetes, even in youth, is related to obesity. The oath states to do no harm. The Institute of Medicine has now recognized medical errors as causing over 50,000 deaths per year. The FDA has now proposed bar-coding of medication in hospital use to reduce this enormous toll.

Dean Gotto spoke on "Professionalism and Medical Education: Modern Expressions of the Hippocratic Oath." He detailed the basic tenets of the oath: education, empirical/national approach, love of the sick, self-regulation, and confidentiality. Gotto stressed the importance of lifetime learning to a physician, as information becomes obsolete and new information becomes available. He spoke of the legacy of Hippocrates at Weill Medical College, symbolized by a transplanted seedling from the plane tree at the Island of Kos, said to have been planted by Hippocrates, who used to teach in its shade. The now adult tree at Weill Medical College is the site where medical school graduates annually take the Hippocratic oath, administered by the Dean. The tree is appropriately dedicated to Dr. George Papanicolaou, a Greek physician who worked for many years at the New York Hospital-Cornell Medical Center where he developed the "Pap" smear to detect uterine cancer.

The third panelist, Dr. Pellegrino, focused on criticisms directed at the oath and moral skepticism raised over the years. He responded to these accusations, emphasizing the oath taken by your physician is for the patient's protection. A physician must be loyal to his patient and not worry about society's resources. Entering the medical profession should engender a life of service to others.

Many guests, members of the diplomatic corps and members of the Hellenic Medical Society attended the symposium. This society has its origins in a medical fraternity organized by Dr. George Papanicolaou.#

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

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The growth of Charter schools is exploding around the nation. If you do a web search for "charter schools," the number of state conventions and organizations meeting every month in most states is amazing. Their growth in New York City is somewhat slower. Recently, Chancellor Klein stated he embraces creativity in forming charter schools and theme schools but they should be enfolded within the public school system. Here are several views on the current state of charters.

Women's City Club Reports on NYC Charter Schools

By SYBIL MAIMIN

The jury is still out on charter schools. To help fellow citizens better understand this experiment in alternative, publicly funded education, the Women's City Club (WCC), an organization long involved in advocacy and public policy, has prepared a very impressive, detailed "snapshot" of the 16 charters operating in New York City in 2002. (An addendum describing two additional recently opened schools is being added.) Researched and prepared by WCC education committee co-chairs Eleanor Stier and Dorothy Wilner with assistance from intern Sharon Van Engen, a Hunter College student who is making the report the basis of her master's thesis, the study is intended "to inform rather than evaluate" because the schools are new and still have short track records (charter schools were first authorized in New York State in 1998). The authors, who have solid backgrounds in education and policy, visited each school, conducted in-depth interviews with school heads, met with state education department officials as well as the former and current director of the New York City Office of Charter Schools, and attended two charter school conferences.

Charter schools are unique because they are funded by tax dollars. But in an effort to improve education, they can bypass many of the regulations imposed on traditional public schools. They are established by a five-year con-

tract between a school and a chartering entity, which in New York City is the Board of Trustees of the State University, the Board of Regents, or the Chancellor. A board of directors oversees each institution's governance. The schools are often small—mean school size is 189 pupils and mean class size is 22 pupils. Teachers tend to be young, idealistic, and relatively inexperienced. Directors are generally mature, charismatic, and visionary and focus on academics, values, and, very importantly, school culture. New York City charters serve mainly low-income, minority families. They receive Title I funding based on the federal Elementary and Secondary Education Act ("No Child Left Behind"). In addition, they receive per pupil allotments from the state (\$7,972 for 2002-03) and private support from profit and not-for-profit organizations. Philanthropists, including Bill Gates, Carl Icahn, and George Soros, have contributed to New York's charters.

So, how are they doing? Stier, Wilner, and Van Engen were struck by the uniqueness of each school and the differences in their cultures. The vision of the founder and the opportunity to personally choose staff is important. Sponsors and additional funding make a difference. Kipp Academy, the highest performing public middle school in the Bronx is very structured and requires uniforms, specific behaviors, and a long school day. A much more relaxed atmosphere is

found at the highly regarded Renaissance Charter School in Queens which emphasizes a sense of community. All schools encourage heavy parent involvement; some require a contract that details parental responsibilities. Parents value the sense of safety they provide. Many of the schools only serve K-2, and expansion plans are limited by lack of funds and space. Problems with Committees on Special Education (services for children with disabilities) are common. It is difficult to compare charters that serve just a few grades with traditional institutions. Proponents of charter schools hope

they become competitive models that encourage improvements in under-performing public schools. Wilner points out that charters network with each other but, as yet, do not become involved with other schools in their communities or share "best practices." The researchers recommend that existing institutions be allowed to live out their five-year contracts and assessments made before additional schools are established.

The report "Snapshot of New York City Charter Schools 2002" can be found on the Women's City Club Website: info@wccny.org.#

Harlem Charter School Charts a Road to Success

By TOM KERTES

Chancellor Joel Klein says he hopes to create an atmosphere more congenial to the creation of charter schools in New York City. One can only hope he succeeds because charters, far more often than not, have been a resounding success. And because, in spite of that success, the atmosphere for their creation in New York is anything but congenial right now, according to David Esselman, the Deputy Director of Harbor Arts and Sciences Charter School in Manhattan.

"I've found the process far friendlier in California," said the youthfully enthusiastic Esselman, who hails from the Left Coast. "The New York process for approval was far more laborious and intensive, including a required 1200-page application, as opposed to 2-400 pages in L.A."

Still, in the end, the application for a five-year provisional charter was approved by SUNY. And a good thing, too: Harbor, which replaced a failing P.S. 50, has been a happy plus by whatever measurement one applies. "We are only in our third year right now, and we've already raised our ELA and math test scores by double-digit percentages," Esselman said.

"In the first two years, the focus was strictly on the sciences and the arts," added Esselman, who joined the Harbor Charter School, along with new director Noemi Donoso, just last year. "And it was very successful, at least as far as test scores were concerned. But it wasn't very creative and the teachers were burnt out. I think that Noemi and myself brought in a different, more creative atmosphere, and it's been working great. Our teachers—and as you may know, the biggest problem for charters is to find and keep highly qualified and experienced teachers—have been extremely loyal and enthusiastic." That's in spite of the fact that, after the first few years of a teacher's career, charter schools are not able to quite keep up salarywise with "regular" public schools.

And that's been far from the only obstacle to success. "It is an ongoing myth that charter schools draw only outstanding students," said Esselman. "We get our students from anywhere in New York City, through a strict lottery system required by law. The fact is that we serve a population with a lot of needs. We have a higher preponderance of ADD and ADHD students and many of our kids have been failed by other public schools. The majority of our students in the upper grades that came in were under grade level."

Donoso, a superstar teacher, has provided



Students in a computer class at Harbor

ATTENDING A LOCAL CONFERENCE ON CHARTER SCHOOLS

By SYBIL MAIMIN

Charter schools, an experiment in educational reform, is a movement, an industry, and for those involved—a passion and commitment. Thirty-nine states have charter school laws and over 575,000 students attend 2,700 of these quasi-independent public schools. In New York State, 11,000 children attend 38 charter schools in nine different cities. The charters are performance contracts and have a set time limit (five years in New York State). They detail the school's mission, ways to measure success, and accountability requirements. Charters to establish schools are mainly sought by parents, teachers, community members, or entrepreneurs; an existing school may convert to a charter. The purposes are generally improvement in education, desire for autonomy, and realization of a special vision. As publicly funded institutions, charters are open to all children; in New York, a lottery is held when demand exceeds number of seats.

The movement is well organized. A recent local conference sponsored by The New York Charter Schools Association and The New York Charter School Resource Center (similar conferences are frequently held around the nation) offered training, advice, networking opportunities, and a look at the goods and services required by charter schools. This year's meeting featured panels on the No Child Left Behind Act, public and private fund-raising, and public relations strategies. Brian W. Jones, general counsel at the US Department of Education, delivered the keynote. New York City Councilwoman and chair of its Education Committee Eva Moskowitz, a fervent advocate of charters, was presented with the Charter School Champions Award.

The current fiscal crisis was on the minds of

attendees who depend on tax dollars as well as private profit and non-profit funds for their schools. In the changed environment for grants they were advised to be pro-active, knock on doors, and most important—write proposals correctly and with attention to every requirement. There is "competition for money" and "some fatigue out there," they were told. Make a strong case that your school is "viable." Application for federal No Child Left Behind funds is particularly difficult and cumbersome. Getting professional assistance from outside sources experienced in the application process was recommended. Brian Jones brought from the Department of Education in Washington the message that "education is a public good and to improve it creates a public good." He congratulated the "revolutionaries" at the conference for "rethinking how to make a meaningful public education for our kids."

Charter schools are still controversial because they tap into tight tax money and, according to some, are precursors to vouchers. Advocates see their potential as models for reform. A bipartisan bill currently in the NY State Assembly, A.4236, would impose a three-year ban on new charter schools and cut some funding. The formula for per pupil funding is different from that of regular public schools and, some say, favors charters. Charter advocates see the bill as punitive and a serious blow to their movement. Proponents believe it is a fair means of sharing tax cuts being imposed on public education. Councilwoman Moskowitz sees the bill as "an attack on charters." "In times of fiscal austerity, competition is extremely important," she maintains. "Many obstacles have been put in our way, but we will not be stopped."#

extensive professional development—which occurs primarily after school, including late-night classes—to make sure that the teachers don't feel that they're lost. "We've managed to develop a strong community among our teachers," Esselman said. "They are all coming back next year." The class sizes at Harbor are small, averaging 13 students per teacher, and the curricula are extremely free flowing and creative, including a novel-based approach to language arts. "In addition to our flexibility in instruction—we can go with the flow and find what WORKS—all the great aspects of this place come from the fact that we're a small school," said Esselman. "We are like a large family. Much individual attention is being paid to each student and we are able to quickly react to unique individual needs. Which may be changing all the time, by the way."

"And, as all science shows, that is the key to a superior education."

The charter school, serving primarily East Harlem and the South Bronx, derives extreme benefit—including after-school programs, a health center, and free crisis counselors—from The Boys and Girls Harbor, a well-known \$5-million a year social service organization housed in the same building. "It's a unique arrangement," Esselman said. "We are so fortunate to have Harbor in the house and Central Park across the street. It's been nothing less than wonderful for us."

The Harbor Arts and Sciences Charter School hopes to expand in the future. "We'd like to start another building here in the community, add a class per grade, and go to 300 students," Esselman said. "Right now we have 176. But we will not defeat our own purpose—the class sizes will be the same. We certainly shall not compromise anything that makes us special."#

We are living in tumultuous and historic times. With the outbreak of war, Education Update decided to look at military education, offered in military run schools both on the high school and college level or subcontracted by the military in regular schools.

Let's Boost Achievement Levels in Schools!

By THOMAS K. CONNELLAN

Here's a startling finding from various studies and reports about education: students in military-run schools regularly outperform their private school and public school peers. Their students score almost 60 percent higher than the national average in reading. Military schools boast an astonishing 97 percent high school graduation rate.

Yet a higher percentage of their students are black and Hispanic, half live at the poverty line, and they have a 35 percent annual mobility rate. Additionally, their parents have less education and higher rates of alcoholism and domestic abuse than private school kids. This seems to fly in the face of everything that's commonly thought to lead to student success. How do you explain it? Consider this three-part explanation.

Accountability

Children who grow up with permissive, overindulgent parents lack accountability. A military culture, however, is culture of accountability. Everyone is taught to face mistakes without fearing blame or repercussions, and to view missteps as learning opportunities. As a result, behaviors and bad habits such as passing the buck are unlearned or never learned at all. Accountability is one of three environmental factors I've identified that all successful organizations have in common. The other two are high expectations and feedback.

High Expectations

High expectations also run through the military. A strong sense of confidence prevails. It's that "can do!" mindset that can overcome the fear, uncertainty, or doubt present in so many situations.

When a leader—in business, education, parenting, coaching, or military—creates a belief in someone that they can succeed, they usually

do. Henry Ford said, "Whether you think you can or think you can't, you're probably right." That statement should be posted on the wall in every school in the country.

Feedback

Feedback? You can't learn without feedback. If you get feedback once a year, you can only learn once a year. Get feedback once a month and you can learn once a month. Get it once a week and you can learn once a week. The more frequently you get feedback, the more rapidly you can learn.

The military thrives on feedback. I remember feedback from commanding officers that was quite explicit. You probably do, too. Children likewise need feedback. Different style. Different content. More supportive in nature. But feedback all the same.

How do you boost feedback levels with a student (or anyone else)? Well, who's always with a student? The student. 24/7. If someone knows what he or she is accountable for, they can give themselves their own feedback. Every day, all the time. Then their learning takes a quantum leap. Feedback from others still plays a role, but self-feedback accelerates learning.

Three Messages

DOD-run schools, not surprisingly, have all three factors working in their favor—accountability, high expectations, and feedback. Moreover, these factors create a close working relationship between parents and schools—much closer than exists in many public or private schools. Everyone is singing from the same sheet of music.

Want to boost achievement levels in schools? Three messages for educators and parents regarding the kids: hold them accountable, believe in them, and provide supportive feedback.#

Military Education at U of Maryland

In 1949 University of Maryland University College (UMUC) began making higher learning accessible to working adults in the U.S. military—any time, any place—even in some of the most nontraditional places for learning imaginable. UMUC has been on a remote mountaintop outpost in Korea and in combat zones in Vietnam.

Thanks to the Internet and UMUC's advanced technological infrastructure, U.S. service members abroad can continue their studies without interruption even when reassigned from continent to continent. In short, anyone who begins a UMUC degree in one place may resume his/her studies wherever there is a computer with Internet access. Last year, more than 47,000 active-duty military and dependents took UMUC courses through the University's overseas programs in 28 foreign countries, under contract with the U.S. Department of Defense. More than half (27,000) of these students attended UMUC in Europe. An additional 6,000 active-duty military enrolled in UMUC courses stateside—online and on-site. Military enrollments in the United States are the fastest growing segment of UMUC's student population.

Today, UMUC—Europe, based in Heidelberg,

Germany, offers classes at U.S. military installations in Europe, the Middle East, and Africa, the most recent of which was established in Kosovo in spring 2000. To date, close to half a million students have taken courses from UMUC—Asia, based in Tokyo, Japan, and thousands have earned certificates or degrees.

In 2000, UMUC was selected as one of the first colleges/universities to participate as a U.S. Navy College Partner to offer distance-learning programs to sailors.

In addition to UMUC's history of providing educational resources to U.S. service members, UMUC has tailored its graduate programs for:

Info Resources Management College, National Defense University – Ft. McNair, Washington, D.C. (1995)

U.S. Army Signal Center – Ft. Gordon, GA (2001)

U.S. Naval War College – Newport, RI (2001)

Army Management Staff College – Ft. Belvoir, VA (2001)

Joint Forces Staff College, National Defense University – Norfolk, VA (2002)

Air War College, Air University – Montgomery, AL (2003)#

Military Education: Alternative Learning and Living Experiences

COMPILED By MICHELLE ACCORSO

Do military schools really better prepare the leaders of tomorrow to be well-rounded respectable citizens or are they simply training kids to "straighten up and fly right," speaking when spoken to, taking directions and orders with a "yes, sir" response and ultimately joining the branches of the military? Although stereotypical views about military schools abound, many offer a high quality of education. The following is a partial list of schools and colleges in the United States.

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For more than 100 years, Howe Military has combined a rigorous residential academic experience with high expectations of personal responsibility for students, grades 5 through 12. 100 percent of the graduates are accepted to college. *Howe Military School, P.O. Box 240, Howe, Indiana 46746, admission@howemilitary.com, www.howemilitary.com*

Valley Forge Military Academy And College

Founded in 1928, Valley Forge features an all-male college-preparatory boarding school and a two-year transfer college located in Wayne, Pennsylvania—just 15 miles west of Philadelphia.

Valley Forge provides students with an educational experience rooted in quality academic programs and supported by leadership responsibilities. *Valley Forge Military Academy and College, 1001 Eagle Road Wayne, PA 19087-3695, 1-800-234-8362, www.vfmac.edu, admissions@vfmac.edu*

United States Naval Academy

The Naval Academy gives young men and women the up-to-date academic and professional training needed to be effective naval and marine officers in their assignments after graduation. Every day, as the undergraduate college of the naval service, the United States Naval Academy strives to accomplish its mission to develop midshipmen "morally, mentally, and physically." *United States Naval Academy, 121 Blake Road, Annapolis, Maryland 21402-5000, www.usna.edu*

U.S. Merchant Marine Academy at Kings Point

This Academy teaches students how to succeed in the maritime and transportation industries or the Armed Forces, while it prepares them to receive a bachelor of science degree, a merchant marine license, and an appointment as a commissioned officer on reserve or active duty in the U.S. Armed Forces. *admissions@usmma.edu, www.usmma.edu*

United States Air Force Academy

Recognized as the premier developer of aerospace officers, leaders prepared and motivated to lead our Air Force and nation. *admissions.usafa.af.mil, www.usafa.af.mil/flash.cfm*

Virginia Tech of Cadets

Naval ROTC was established in 1983. The cadet regiment expanded to a three-battalion structure in 1998. Virginia Tech Corps of Cadets is one of only 6 senior military colleges outside the 5 federal military academies.

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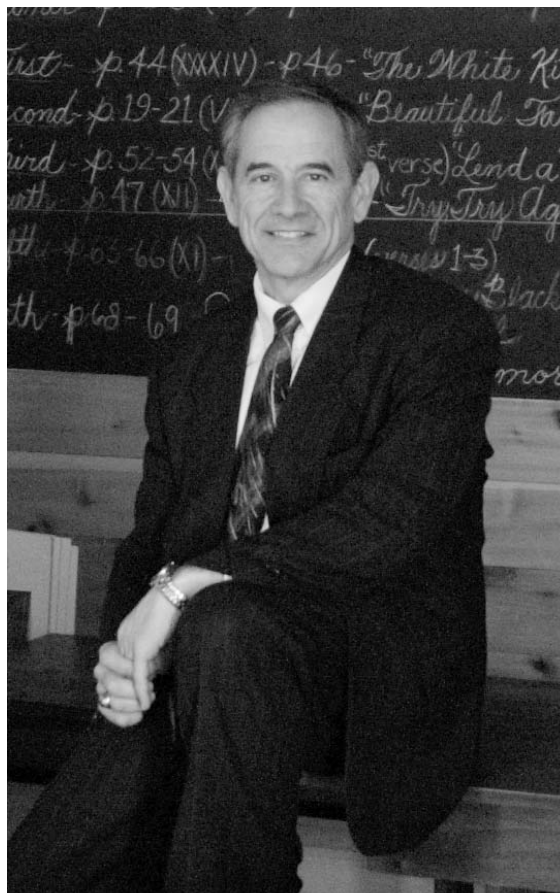
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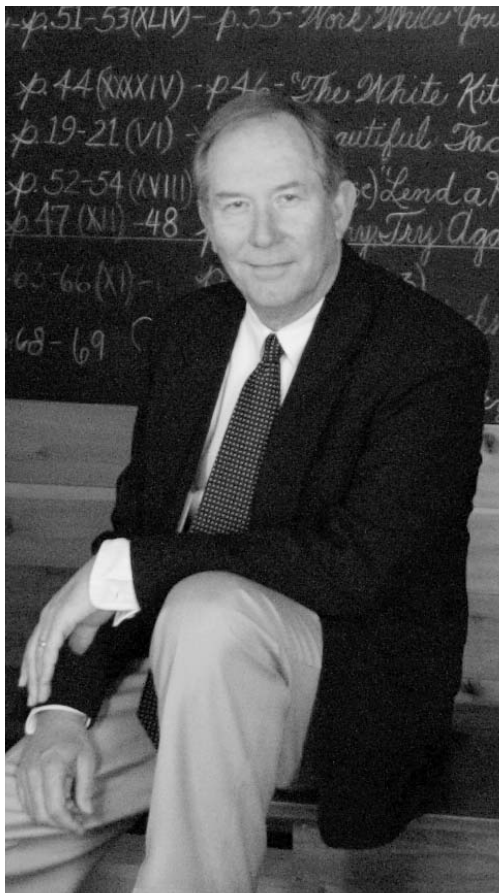
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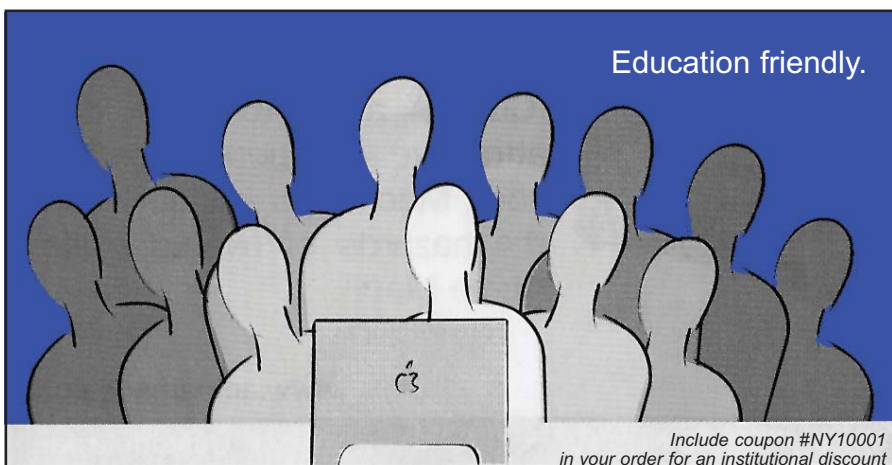
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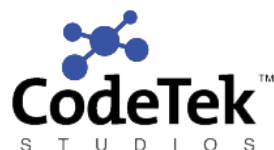
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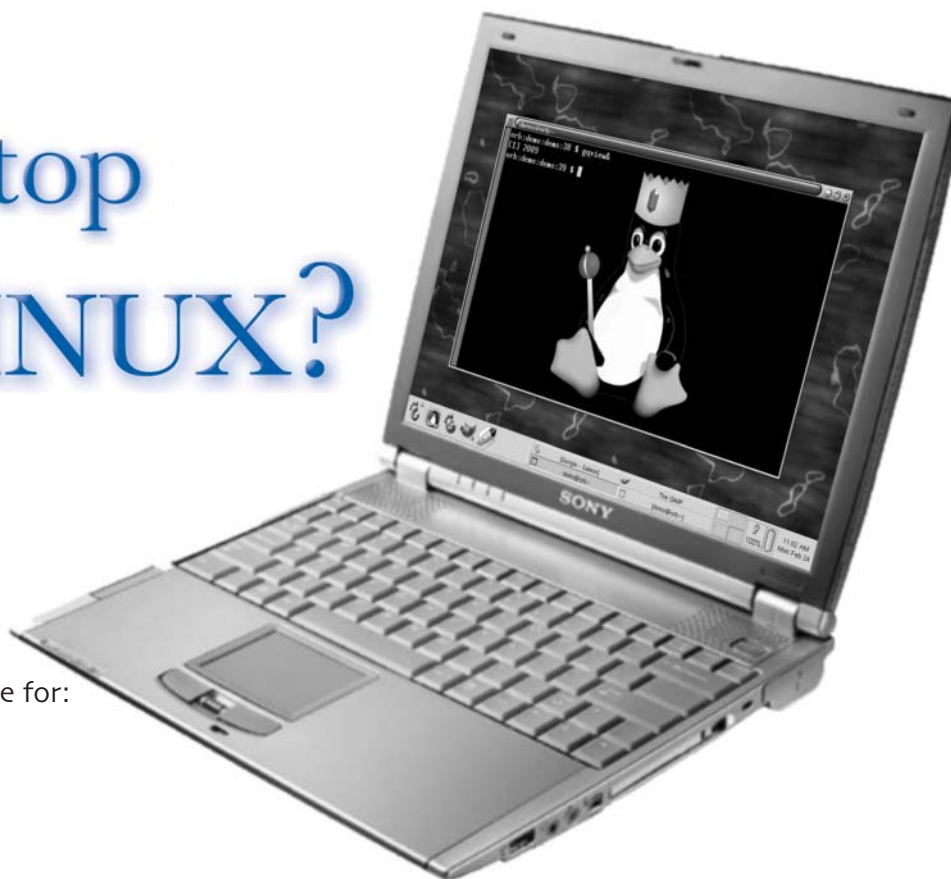
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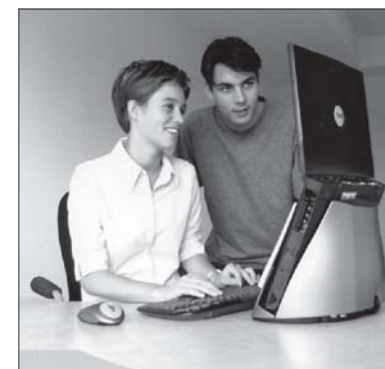
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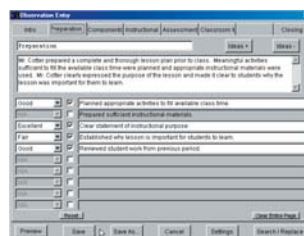
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Principal For A Day Cheered By The Changes At Morris High

By TOM KERTES

"You wanna' go where everybody knows your name" applies not only to Boston bars but to New York Public Schools as well. So there's a lot to "Cheers" about the goings-on at Morris High School.

As "Principal For A Day" Dr. Charlotte K. Frank, a Senior Vice President at McGraw-Hill, remarked, "the changes [Principal] Jose Ruiz are implementing are nothing short of remarkable." These changes include helping the administration to break up the venerable old school, established in 1903, into five smaller Academies, all featuring a specialty major (languages, violin and dance, etc.). "We believe that this will pique the students' interest in school—and the far smaller student-to-teacher ratio will be enormously beneficial as well," Ruiz, a brilliant bundle of energy, said.

Ruiz, on the job less than two years, has already accomplished some miracles: he took a school in dire need of improvement and raised the performance dramatically. Between January 2000 and 2003 school years, the percentage of all Morris students passing English Language Arts regents went from 32.2 percent to 60.8, math regents 18.1 to 38.1, science regents 6.3 to 43. These as-yet-unpublished numbers are still unofficial—"but that doesn't make them any less remarkable," according to Frank.

This particular "Principal For A Day" knows exactly what she's talking about; Frank, a one-time New York State Regent, spent 25 years in the public school system, including nine as Executive Director in Charge of Curriculum and Instruction for New York City public schools. For the past eleven years she's been the point person for the close relationship between Morris and McGraw-Hill. "We try to



Dr. Charlotte Frank

support this school in every way we can, from donations, to corporate internships e.g. Standard and Poor's, to sponsoring the robotics team and Moot Court, to creating Big Brother-Big Sister mentoring type relationships between our people and the students. They attend the annual shareholders meetings, she said. The Robotics Team is one of the best in the nation; it recently received an \$11,000 donation from the New York Yankees. With troubled students, "we try to focus in on every problem sharply, on an individual basis, like a laser" Ruiz says. "We waste no time doing something about it." This includes holding onto enthusiastic and highly qualified—but young and without-seniority—teachers or paying for individual math tutoring sessions by a NYU graduate student.

Even in this difficult budgetary environment, "if you really want to get something done, it can be done," Frank said. "And Jose Ruiz is the ideal example of that type of thinking."

Indeed, when talent and good will team up, miracles can happen. As Frank was visiting the nascent "High School of Violin and Dance" at Morris High School, freshman Carlos Irrizary was practicing a routine that was Broadway caliber. "He's had some martial arts background," said teacher Marisol Rosado. "But it's his first year dancing." Another student, after just a few violin lessons with the Suzuki Method, was playing complex Chopin and Beethoven pieces purely by ear on the piano. But the school HAS no piano.

A sad waste of exceptional talent? Not necessarily. "I promise you, we will do something about this piano situation," said Frank. "I don't exactly know what we'll do just yet. But we will put our heads together and make something happen."#

Rosie Perez Takes Center Stage at LaGuardia High

By SYBIL MAIMIN

It was a day of sharing at LaGuardia High School of Music and Art and Performing Arts as film and stage star, dancer, and choreographer Rosie Perez assumed the role of "Principal For A Day." Accompanied by acting interim principal Kim Bruno, Perez was treated to the amazingly broad offerings of the school as she interacted with students in photo, advanced painting, and Honors English classes where events such as war, peace, racism, and relationships were being tackled. She watched dancers and was entertained with a variety of musical performances; she tapped



Kim Bruno and Rosie Perez

her foot in a jazz class, heard part of Tschaikovsky's Ninth Symphony played by the senior orchestra, listened to the senior chorus rehearse for a performance at Carnegie Hall, and ate lunch in the handsome art gallery surrounded by impressive student work and the sounds of the school's chamber group. LaGuardia even has an instrument repair shop where three professionals take care of musical equipment and teach their skills to students.

Instructor Gary Fogel proudly showed Perez the state of the art recording studio where youngsters "get the whole recording experience," make a CD, and can prepare college audition tapes. Fogel's collection of old record players and equipment fascinated the star who reported her father was also a collector. A new major, Technical Theater, involves building sets. LaGuardia presents Off Broadway-quality shows and students, working with professionals, build full sets. "We teach them everything they have to know," explains teacher Paul Eisenberg. "The kids bring Off Broadway energy."

"They love you," exclaimed a delighted Bruno, as Perez traveled through the school, hugging, shaking hands, asking questions, exchanging words, giving autographs, and posing for pictures with excited fans who were

clearly thrilled to have this very special visitor and role model. Perez, in turn, was clearly impressed with student work and energy. She asked many questions, offered praise and encouragement, and remarked, "This school is amazing. It is a gem. Use it. Soak everything out of it you can."

In a talk with drama students, she said, "Acting is make-believe, it's a job. Set everything up and then let the magic happen." She advised, "Learn your lines. You have no freedom if you don't know your lines." Additionally, "Reading is essential to acting. Don't just read the text. Understand the

text, the themes and subplots. You have to do homework to find techniques and tools. I had to learn this along the way. I didn't have the privilege you kids have." Giving special encouragement to young people of color, she said, "When you are a minority, you don't have the liberty to be yourself. Others are quick to criticize. Don't let them push you down so you become so angry you hurt your own career. You must keep pushing on and insisting, I'm going to be who I am."

With about 2,360 students, 32 academic classrooms, and 80 specialty rooms or studios, LaGuardia is a very costly enterprise. Kim Bruno was pleased to share, celebrate, and show her school off. She also expressed concerns. "We are a public school and we need funds." Generous alumni and corporate and foundation grants are critical. Sharing the role of Principal for a Day was Robert Hurwitz, chairman of Nonesuch Records/Warner Music Group. While good-naturedly allowing the more recognizable Perez center stage, Hurwitz showed keen interest in the students' accomplishments and thoroughly enjoyed the day. His company has given a much needed grant to LaGuardia for which he was recognized in a ceremony of appreciation.#

STUYVESANT GETS HIGH MARKS FROM PRINCIPALS FOR A DAY

By POLA ROSEN, Ed.D.

Stuyvesant High School had a homecoming for three illustrious alumni returning as principals for a day. Each principal represented a different discipline: Erica Morgan-Irish, V.P., Black Entertainment Television; Gerry Golub,

Sr. Managing Director, American Express; and Herman Rosen, M.D., Clinical Professor of Medicine, Weill Medical College of Cornell University. For these principals it was a chance to visit the Stuyvesant building, now in Battery Park City, they never attended. The new building

is ten years old, but Stuyvesant has been in existence since 1904. Greeting the visitors was the dynamic Principal, Stanley Teitel. He reminded everyone of the recent accomplishments this premier math and science high school could boast of, such as having more finalists in the recent Intel Science competition than any other school

in the nation. This was tempered by pointing out a plaque dedicated to the nine Stuyvesant alums who died in the World Trade Center attack on 9/11. The new 10-story school has laboratories, an 800-seat auditorium and an Olympic size swimming pool.

The schedule was planned to allow each principal to visit classes of interest to them. Erica Morgan-Irish visited a class on video journalism, among others. Gerry Golub visited classes on great books and mathematics. Dr. Herman Rosen visited a class on vertebrae dissection, which happened to be studying the excretory system of the lamprey. Dr. Rosen, a nephrologist, was able to discuss interesting features of the fish's kidneys. Other classes visited included robotics, medical ethics, art and architecture. The gleaming new building retains a "museum" of the old school. One of the school's architects, Peter Samton (classmate of Dr. Rosen), included a working classroom rebuilt with the original desks, inkwells and blackboards. Throughout the building, a sentimental note

was struck with the glass-encased "time capsules" with mementos from each graduating class.

Each Principal for a Day made inspiring concluding remarks to the staff and student body.#



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Stanley Teitel & Gerry Golub



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A Message from the Chancellor

By JOEL KLEIN

The New York City Department of Education is fully committed to ensuring that our public schools are places where students, teachers and the entire school community are safe and secure. During this period when our nation is at war, our commitment to the safety and security of your children is unwavering.

To ensure that every public school in the City is ready to respond to emergency situations, my office has been in constant communication with the superintendents, principals and School Safety Committees that are responsible for safety and security at our schools. We also remain in around-the-clock communication with the New York City Police Department and the Mayor's Office of Emergency Management.

Each school in the City has a School Safety Plan and stands ready to implement emergency procedures should they become necessary. I have asked principals to be sure that information about evacuation routes and outside evacuation locations is available to all parents. School Safety Committees will be meeting reg-

ularly to review safety procedures and to ensure that all school staff are prepared and ready to respond to any potential emergencies.

The potential impact of the ongoing war effort on New York City is of serious concern to all of us. We will be vigilant in providing support to our children during this difficult period. Principals and teachers will be carefully monitoring children to address concerns and to facilitate appropriate classroom conversations about the war. I know that you will be doing the same with your children at home. To assist you in supporting your children, I have posted on the DOE website guidelines for parents that have been published by the National Center for Children Exposed to Violence. We have provided your children's schools with similar guidelines for teachers.

In the days and weeks ahead, the Department of Education and the principals and teachers at your child's school will be doing everything possible to prepare for potential emergency situations while at the same time maintaining the daily routines of educating and caring for your children. #

Fight over Pataki's Education Cuts Reaches Critical Stage in Albany Budget Negotiations

By ASSEMBLYMAN
STEVEN SANDERS



The fight over Gov. Pataki's \$1.4 billion cut in State aid to public schools is reaching a very critical stage. *Just to stay even,*

New York City would need \$750 million, counting the Governor's devastating cuts as well as the cost to the city for the hard fought and indispensable salary increase approved last year for city teachers. The Governor budgets not one penny to help the city maintain an ample and properly trained teaching force. He has failed to acknowledge any responsibility not only for maintaining teacher salaries but also for protecting our biggest achievements of the past several years, such as smaller class sizes in the early grades or our highly successful and critical universal pre-kindergarten program, which his budget scraps in entirety.

The Pataki budget would cause the size of elementary school classes in the city to soar by an astonishing 25 percent and would eliminate vital teacher professional development programs, such as teacher centers and teacher-mentoring programs, which help schools meet the demands of the state's new rigorous academic standards.

His budget totally undermines all the hard work that has gone in to so many key areas, from reducing overcrowding in our schools to attracting—and retaining—qualified, certified, quality teachers.

How can Mr. Pataki try to balance the state's budget on the backs of children? How can he actually advocate the virtual eradication of all after-school programs and the curtailing in many districts of full-day kindergarten? And why would a Governor who in his reelection campaign touted education accomplishments largely initiated and fought for by the Assembly, now, just months later, advocate gutting early intervention programs that provide teachers, guidance

counselors and other professional school staff the opportunity to identify problems that affect a child's whole future? (These include learning disabilities, developmental disabilities, hearing and vision deficits, and other conditions that must be identified early in order to provide children with the right support services, so they can be on sound footing to meet their full potential.)

Other aspects of the Governor's proposals camouflage the threat to all students, such as his effort to lump money for special ed with general education funding. This kind of insidious strategy would result in parents fighting parents—for "crumbs"—instead of providing each child with a healthy piece of the educational pie, to nourish our young children and help them get them learning the right skills, straight from the start.

Finally, The Governor's budget would leave too many of our schools far, far behind technologically, with inferior science labs, broken equipment, inadequate wiring and antiquated libraries. Mr. Pataki's devastating cuts would also offer no hope for city schools to keep up with vital maintenance work and without resources to enhance the physical condition of classrooms, gymnasiums, libraries, auditoriums and the overall school infrastructure.

If we squander children's appetite for learning and reading, stifle, at an early age, their interest in school, or fail to help them develop good studying habits, we put all of them at risk, either of failure and of low self esteem or, sadly, of achieving so much less than their potential.

In truth, all children have special needs—the need to connect with a qualified well-trained teacher who can help that child overcome or cope with challenges, or keep an otherwise bored child excited about learning, eager to excel.

Why would *any* Governor choose to put public education on a fast track to destruction? #

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

Keeping NYC Safe Is My First Priority

By MAYOR MICHAEL
R. BLOOMBERG



Now that the war in Iraq is underway, I don't think it matters whether you favored or opposed launching the effort to disarm Saddam Hussein. The

important thing is that we're all united in supporting our men and women in uniform, and in praying that the conflict is short, successful, and as bloodless as possible.

As New Yorkers, we're also well aware that events halfway around the globe can turn our own lives upside down. We've learned that the world can be a dangerous place—a reality that people in other lands have lived with.

With hostilities overseas underway, the NYPD has implemented a set of increased security measures. Police Commissioner Ray Kelly has formulated their plan, Operation Atlas, which includes some highly visible elements. An augmented police presence is at many locations throughout the city, including bridges and tunnels and stepped up patrols on the subways and waterways. Other parts of Operation Atlas are not as noticeable. They include air monitoring by teams trained in detecting and handling chemical, biological and radiological contamination, and also ongoing intelligence gathering.

Recently I met with President Bush and

Homeland Security Secretary Tom Ridge at the White House briefing them on the steps we've taken to protect NYC. I was pleased to hear Sec. Ridge tell reporters later something that all New Yorkers should find reassuring: that no city in the country does a better job, across the board, in preventing terrorism.

Federal assistance, in the form of airspace restrictions and the return of flight patrols to the skies above our city, is an important part of our security measures. The President recognizes that New York has special needs in combating terrorism, and I'm confident that he will take that into account as he proposes additional appropriations for homeland security.

What should average New Yorkers do in these trying times? Naturally, we should all be vigilant. If you see something suspicious, call 911 or the counter-terrorism hotline at 1-888-NYC-SAFE. And then let the professionals handle it. But the most important thing is that we continue to live our normal lives—going to work, sending our children to school, and enjoying evenings out with friends and family. Over the past week I have met New Yorkers from all over the City—on subways, at lunch in midtown, at Madison Square Garden, in Times Square, community meetings in Queens, and at Church services in Brooklyn. And whatever views we have on the war's necessity, one message is loud and clear from everyone I met—we will not be immobilized by fear. #

Principals For A Day Jump Into The Fray At P.S. 123

By TOM KERTES

Harlem's P.S. 123 was fortunate in its choice of "Principals For A Day." They were men and women of action.

City Councilman Bill Perkins got right to the point. "Miss Jenkins, tell me what I can do for your school," the Deputy Majority Leader said. "Give me some homework." Caroline Hendra, from Ogilvy Associates, arrived at the school with a new project: the kids are going to create a commercial. And Steve Mills, the President of Sports Team Operations at Madison Square Garden, sent a bilingual New York Liberty Player to visit the school when he heard about some tensions between French and English-speaking students from the Principal.

"It's my third year as a 'Principal For A Day,'" said Mills. "I participate because I think it's an important program. I read too many negative things about education in the media—how difficult things are. I'm happy to see that it's not always so."

"I grew up and went to public school in a difficult neighborhood in Roosevelt," added Mills. "My Dad was a teacher and basketball coach—and my uncle was a principal. So I know first-hand how committed most educators are."

If it wasn't for the dynamite Miss Jenkins, running P.S. 123 would be a challenge. "We are still on the 'Need Of Improvement' list, but we're getting closer to reaching standards," she said. With over 1,000 students, this is the largest school in Harlem. Over 25 percent of the children live in shelters or other temporary housing. Yet the school is clean and inspirational, the walls are dotted with the students' best work, and the attendance is 93 per cent.

"I'm fortunate to have outstanding teachers and a truly excellent support staff," said Jenkins, lovingly shooshing some latecomers toward their classroom. "They keep my spirits soaring."

And so does the changing educational environment under Mayor Bloomberg and Chancellor Klein. "In particular, I am very hopeful of the idea of parent liaisons," Jenkins said. "Parent involvement is one of our biggest problems around here. So I think a person fulfilling this function—helping to create a closer bond between the parent and the school—could be extremely helpful in a school such as this one."

Other creative ideas come from the teachers themselves. Ms. Bien, a first-grade teacher full of youthful enthusiasm, came up with "Harlem Mail Kids" under a Bank Street grant to develop a thematic curriculum. Her class of six year-olds runs a post office, including applying for a job, making post office boxes, and designing and selling stamps. "We went to Landel's (a local restaurant) with the idea," Bien said. "And they donated the uniforms (sky blue t-shirts worn proudly by all in the class, with a 'Harlem Mail Kids' logo on it)."

"This teaches us about the Three C-s: communication, cooperation, and community," tiny Francisco said. The students learned about appreciation as well; they wrote an enormous "Thank you" letter to Landel's.

"Sure, we could use more funds, more modern computers, a better-equipped state of the art library and many other things," Ms. Jenkins said. "And we are working on acquiring those things. But, in the meanwhile, we are doing the best we can for these children." Which appears to be an outstanding job. #



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Product Review: *Lapvantage Laptop Dome*

By MITCHELL LEVINE

It's not hard to understand why mobile computers have become such a prominent phenomenon in education technology today. If technoliteracy is to be considered an inextricable component of literacy in general, as it must, then providing hands-on experience for our students with basic digital technology must be a priority. By definition, portable computers can be transported to and from school, allowing districts to level the playing field between economically disadvantaged districts and their higher-income neighborhoods, in terms of their children's ability to access technology in the home.

But as auspicious as this sounds, the use of laptops in institutional settings presents a number of difficult problems. For one, providing mobile computers as an addition to the desktop hardware already in place is often prohibitively expensive, but using them as desktop replacements in a classroom situation is awkward. The

typical postures required to operate a mobile once posted on a desk naturally lead one to questions of long-term orthopedic safety and protection from repetitive stress injury in developing children, especially in light of the touchpad most often seen in these units. It doesn't help much that the space limitations imposed by a typical public ed desk generally prohibit the use of a full-size keyboard as well. In fact, the Center for Disease Control itself declares that desktops are to be avoided, if their design does not allow for neutral posture.

Thanks to The Plasticsmith's Lapvantage Dome, institutions ranging from elementary schools to higher education can take advantage of many of the primary benefits of mobile computing, while avoiding these liabilities. Essentially an acrylic platform suspended on an ABS plastic dome, the Lapvantage allows a laptop to be elevated a full 3.5" above the surface of a desk, enough clearance room to permit the use of a full-sized keyboard and standard mouse without the need for an expensive docking station. It's ergonomic design is specifically engineered to meet the CDC's own standards for orthopedics. As an added bonus, the sturdy plastic "feet" included with the unit, which fit directly under the chassis of my Passport 2000 provided much needed ventilation space for its cooling fans. Best of all, I was able to set the entire thing up and running in under one minute - an Education Update product review record.

For under a \$100 for an adjustable height
Continued on page 30

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Lady Liberty Educational Alliance

The Manhattan Jazz Ensemble will perform at the Weill Recital Hall at Carnegie Hall on Friday, May 16, at 8 o'clock for the benefit of LLEA (Lady Liberty Educational Alliance). In this concert, the vocalist will sing jazz and contemporary music, including Beatles songs. Tickets will be available after April 15 at the Carnegie Hall box office by calling Carnegie Hall charge 212-247-7800 or online at www.carnegiehall.org. Additionally, requests for tickets and information can be made by email at rkbidask@com. For more information, go to Lady Liberty website, www.readliberty.com

Events

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217 Prospect Street, South Orange, New Jersey
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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.

Lindamood-Bell

153 Waverly Place 9th Floor NY, 10014

(212)627-8576; Contact: Liz Craynon
Lindamood-Bell Learning Processes, an internationally-renowned leader in educational instruction and research, will be hosting an Open House at its New York City Learning Center on Tuesday, April 8th at 7:00pm. Lindamood-Bell has pioneered the development of leading programs to help children and adults learn to read, spell, and understand language. Parents, educators, and professionals are invited to attend the Open House, where Lindamood-Bell consultants and clinicians will provide information about the sensory issues surrounding language and literacy development-including the symptoms of dyslexia, hyperlexia, attention deficit disorder and autism. Discussion will focus on sensory-cognitive function, as current research indicates that weaknesses in this area can cause severe problems with language and literacy comprehension. Staff will be available after the presentation to discuss how Lindamood-Bell's programs can best help you or your child. The event is open to the public and refreshments will be served. Please call Lindamood-Bell at 1-800-300-1818 to RSVP for this special Open House.

Lindamood-Bell's sensory-cognitive programs develop language processing skills for individuals of all ages. Student gains in language and literacy skills are significant and life changing, and are often made after only a few weeks of intensive instruction. Lindamood-Bell is one of the world's leading educational institutions with 36 Learning centers nationwide, and a center in London, England.

One of Lindamood-Bell's primary goals is to research effective language and literacy intervention. Recently Lindamood-Bell, and its involvement in a five year research study with Georgetown University's Center for the Study of Learning, was featured on the PBS special,

THE SECRET LIFE OF THE BRAIN. Lindamood-Bell's programs will also be featured on the upcoming Reading Rockets five-part series, LAUNCHING YOUNG READERS, which will air on PBS this fall. Additional information about Lindamood-Bell's programs is available on-line at www.lindamoodbell.com, or by calling 1-800-300-1818.

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

Ruby Payne, aha! Process, Training Center
Spring Schedule, Houston Area, Texas, Eye-Opening Learning: www.ahaprocess.com

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A Framework for Understanding Poverty (Day One) - Freta Parkes, May 19
Learning Structures (Day Two), May 20
Application of Learning Structures Through Classroom Strategies - Kim Ell, May 21
Hear Our Boys Cry: Boys in Crisis - Paul Slocumb, May 29
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Meeting Standards and Raising Test Scores When You Don't Have Much Time - Magee & Kim Ellis, June 13
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Software Review: Eye Candy 4000

By RICK SULZ

Imagine waking in the middle of the night to the noise of a spaceship landing outside of your window. You quickly grab your digital camera and manage to get in a few shots of our planet's new visitors. Filled with adrenalin you download your Pulitzer Prize-winning shots into your computer. But wait; your pics do not include aliens, only pictures of a sleeping forest. Since you already notified your friends about your extra-terrestrial visitors, you have to alter your images quickly.

Here is where *Eye Candy 4000* by Alien Skin Software comes to the rescue. As one of the premiere image manipulating plug-ins available, the package includes 23 sophisticated, photo-realistic special effect filters (compatible with Photoshop). Complex special effects are easily produced thanks to a feature-rich, yet intuitive interface. Within minutes a peaceful forest can be transformed into a raging scene suitable for a sci-fi movie.

Alien Skin Software produces other professional-quality plug-ins. *Xenofex 2* provides more phenomenal effects such as lightning tools and clouds. *Splat* creates unique frames,

textures, edges, borders and more, which allow you to customize any image in your collection. *Image Doctor* quickly removes blemishes and defects and will also clean up those JPEG files you compressed too much, producing astonishing results.

Designed for both the Mac and Windows platforms, students and digital camera enthusiasts will relish the power of these plug-ins for the production of school yearbooks, flyers, posters, handouts and websites. Novices will quickly learn the programs, but professionals will immediately recognize and put to use their tremendous power. #

Lapvantage

Continued from page 29

model, or \$50 for a fixed height version, the Lapvantage should be a serious consideration for any New York City education technology buyer concerned with the safety, productivity, and convenience of their school's portable computing. For more information, the manufacturer can be contacted toll-free at 800-394-3774, or online at [#">www.lapvantage.com.#](http://www.lapvantage.com)

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Can Cancer be Prevented?

Continued from page 19

to many other health problems, including heart disease, stroke, lung infections, and pregnancy complications. Even the smoke from other people's tobacco use (second-hand smoke) is harmful, increasing the risk of lung cancer and heart disease in nonsmokers. Children exposed to second-hand smoke are at higher risk of sudden infant death syndrome, asthma, lung infections, and ear infections. The good news is that as soon as people quit smoking, their health starts to improve. Quitting smoking is the single best thing that smokers can do to improve their health.

Maintain a healthy weight.

Excess weight has been linked to a variety of cancers, including colon, breast, and uterine cancer, and many other chronic diseases, like diabetes and heart disease. Almost 65% of adults are overweight, and over 30% are considered obese. For reduction of cancer risk and other health benefits, we should balance the amount of calories consumed with regular physical activity.

weight, it also lowers the risk of breast and colon cancer, osteoporosis, heart disease, and diabetes. It enhances mood, improves sleep, and helps people reduce stress. Activity doesn't need to be strenuous to be beneficial. Moderate exercise, like brisk walking, offers health benefits. Physical activity is important for children since healthy patterns of behavior can be established at a young age, and exercise in childhood may affect disease risk later in life. Get at least 30 minutes of physical activity every day.

Eat a healthy diet.

What we eat can have a significant impact on cancer risk. Eating a diet rich in fruits, vegetables, and whole grains has been linked to a lower risk of multiple cancers and heart disease. Eating less red meat helps limit the amount of unhealthy saturated fat in the diet and decreases the risk of cardiovascular disease, colon cancer, and prostate cancer. While eating a variety of healthy foods provides most of the vitamins our bodies need, taking a multivitamin with folate every day can offer extra protection against

colon cancer, heart disease, and certain birth defects. Important in any healthy diet is total calories because excess calories from any source can lead to weight gain.

Limit alcohol.

Alcohol has different effects on different diseases. While it may help reduce the risk of heart disease, it also increases the risk of several cancers, including breast, colon, esophageal, and oral cancer. Alcohol use comes with risk of increasing blood pressure, weight, heart failure, addiction, suicide and accidents; therefore non-drinkers should not start drinking. Drinkers should limit alcohol intake to a moderate amount (1 drink/day for women, 2 drinks/day for men).

Protect your skin from the sun.

Sun exposure causes the majority of skin cancer. Some forms of skin cancer, like melanoma, can be fatal, and others, such as basal cell and squamous cell cancer, can be highly disfiguring. Since about 80% of lifetime sun exposure occurs before the age of 18, sun protection is critical for children. Adults need to avoid excess sun to prevent additional skin damage and to provide good examples for their children. It is best to avoid

extended periods in the sun between 10 am and 4 pm, use sunscreen with SPF 15 or higher, and wear protective hats and sunglasses.

Get regular screening tests.

While we don't have screening tests for most cancers, we do have tests for colon, breast, prostate, and cervical cancer. Screening tests can work either detecting changes before they become cancer or finding cancer at an earlier and more treatable stage. Screening saves lives, but only if people get tested. Talk to your doctor about what tests are right for you.

Make healthy choices.

Of course, each individual is unique, and it is impossible to predict who will or won't develop cancer. However, many healthy life choices offer multiple benefits, reducing the risk of a variety of cancers and other chronic diseases. For more information on strategies to prevent disease, visit www.yourcancerrisk.harvard.edu. Even small behavior changes can bring significant health benefits and improve the chances of living a long and healthy life.#

Dr. Cynthia Stein is Instructor in Medicine, Harvard Medical School and the Harvard Center for Cancer Prevention.

The Writing Center is an on-campus tutorial service. We help all types of students with specific writing tasks, assisting them in developing strategies and approaches to writing they can use on their own. Students work one-on-one with a Writing Consultant, receiving individualized instruction to develop competence and confidence in writing. Consultants are selected for their ability to help students through the writing process, from idea formation through final drafts. The consultants have relevant academic and teaching experience and are comfortable working with both native and non-native speakers of English pursuing a variety of degrees. Teachers College students benefit from a special subsidized rate. Non-TC adult and adolescent students are welcomed and accommodated.

To obtain a writing consultant, first register in person at the Writing Center and pay for the first 3 hours of time. Once payment is made, client and consultant are matched; contact your new consultant for an appointment. Consultants and clients create a mutually agreeable schedule of appointments and can meet in one of our tutoring rooms on campus or another location.

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Step Back In Time: Historic Richmond Town, Staten Island



Try your hand at churning butter.



Stone carver prepares marker.

By JAN AARON

Tired of life in the 21st century? Try stepping back in time. Historic Richmond Town seems a world away. Stretched out on a 100-acre swath of rich grassland, this was the site of Staten Island's first community in 1685. It is now a make-believe museum town with 40 sites in various architectural styles. Some buildings were part of the original community and others were relocated from other parts of Staten Island. Historic Richmond Town is a wonderful place for families to while away a few hours.

Your starting point is the Visitor Center in a former 19th century Greek Revival courthouse. Here you can pick up a map for a self-guided tour, huddle and make your plans. It's great fun to go around on your own and very easy as well. Nearby is the Staten Island Historical Society Museum, formerly the County Clerk's and Surrogate's Office, which houses bits of Americana, including the kid-pleasing exhibit, TOYS!

Places to explore include the Voorlezer's (lay minister's and teacher) House 1701, the oldest standing building that served as a school in America. Built by the Dutch Reformed Church, it also is the oldest structure on its original site in Richmond Town and a National Historic Landmark. Another stop is a Dutch Flemish farmhouse with furnishings to represent a Methodist household in which basket making was an important seasonal activity and source of supplemental income. Be sure to check out

the General Store and the adjacent 19th century Stephens-Black House, filled with period furnishings.

Delighting visitors daily are costumed interpreters and craftspeople who demonstrate Early American trades and crafts such as printing, tinsmithing, basket making, and butter-churning. In summer, you might want to make a reservation for the Traditional Dinner, served outdoors with old-fashioned utensils. Old Home Day in October highlights crafts and there's a month-long Christmas celebration.

Before you leave, have a bite at the Parsonage restaurant or informal Bennett Refreshments. Then walk about one-half mile

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east and up steep Lighthouse Hill to the Jacques Marchais Museum of Tibetan Art, the largest collection of its type in the West.

Begin and end your historic adventure aboard the Staten Island Ferry (dating from the 19th century) and be sure to wave as you glide past the Statue of Liberty.

(Historic Richmond Town, 441 Clarke

Avenue, 718-351-1611; adults, \$5; seniors, \$4, 5-17, \$3.50; Sept-May, Wed.-Sun., 1-5; June-August, Mon., Wed-Sat. 10-5; closed Tues. From the ferry terminal, take Bus S74 to Richmond Road and St. Patrick's Place, and follow the signs to the Visitor Center. Educators: For curriculum based tours, call 718-351-1611, ext. 280.) #

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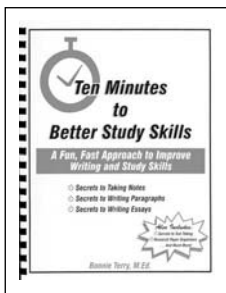
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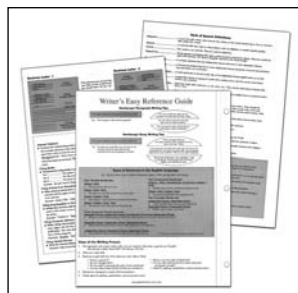
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- Bonnie Terry, M. Ed.



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APRIL EVENTS AT SARAH LAWRENCE COLLEGE

PERFORMANCE: Landmarks of the Contemporary Cello, Wednesday, April 9, 8 p.m., Reisinger Concert Hall, \$10/\$8 senior citizens and students
A festival of 20th-century masterworks for the violoncello, this performance is third in a series of three concerts in 2002-03, and features a rare performance of Morton Feldman's evening-length minimalist masterpiece for cello and piano, "Chromatic Field." Chris Finckel, cello; Stephen Gosling, piano. For more information, please call (914) 395-2411.

READING: Fiction Writers Read from Their Work, Wednesday, April 9, 6:30 p.m., Free, Esther Raushenbush Library
Three Sarah Lawrence alumnae/i will read from their work. Nelly Reifer MFA '96 has published work in 110 Stories: New York Writes After September 11 and in the forthcoming anthology Lost Tribe: New Jewish Writing from the Edge. Her stories have also appeared in magazines, journals and online publications. Jon Papernick MFA '00 is a former journalist who lived and worked in Israel, an experience that served as the foundation of his first collection of stories, The Ascent of Eli Israel and Other Stories, published in 2002. Catherine E. McKinley '89 teaches writing at City College of New York. Her memoir The Book of Sarahs, about growing up as the mixed-race adopted daughter of Caucasian parents and her subsequent search for her birth parents, was

published in 2002. She was a Fulbright Scholar in Ghana in 1999-2001 as part of her research for her next novel. This event is underwritten through the generosity of the Linda Ashear Fund for Visiting Poets. Call (914) 395-2411.

LECTURE: James Loewen to Speak, Wednesday, April 9, 6:30 p.m., Free, Titsworth Lecture Hall

James Loewen will deliver a lecture entitled "How History Keeps Us Racist and What To Do About It." Loewen, who taught race relations for twenty years at the University of Vermont is the Author of Lies My teacher Told Me: Everything Your High School History Textbook Got Wrong. He has been an expert witness or consultant in more than 50 class action lawsuits, mostly in the areas of civil rights, voting rights, employment discrimination and education. He is currently working on a book about "sundown towns," purposely all-white towns in the U.S. from 1850 to the present. This event is part of the Women's History Lecture Series. For more information, please call (914) 395-2405.

LECTURE: Anne R. Kapuscinski to Speak on Genetic Engineering, Friday, April 11, 12:30 p.m., Free, Esther Raushenbush Library

The Politics of Food Environmental Studies Series closes with a lecture by Anne R. Kapuscinski, "Pursuing Science's New Social Contract: Salmon, Biotechnology and the Safety-First Initiative. A professor of fisheries and of conservation biology at the University of Minnesota, Kapuscinski is an international authority on biosafety policies and science, ecological effects of genetically engineered organisms, and the genetically engineered fish and other marine organisms. The founding director of the Institute for Social, Economic and Ecological Sustainability, and a specialist in biotechnology and aquaculture, she studies the ecological risks of genetically engineered fish and the policies and practices of sustainable aquaculture. This lecture is sponsored by the Environmental Studies Program and the Science, Technology and Society Program, and by Barbara B. and Bertram J. Cohn, and the Marilyn M. Simpson Trust. For more information, please call (914) 395-2411.

PERFORMANCE: Romantic Music for Violin and Piano, Wednesday, April 16, 8 p.m., \$10/\$8 senior citizens and students, Reisinger Concert Hall

The program includes Poeme, Opus 25, by Ernest Chausson; Sonata No. 1, by E. Ysaye; and Beethoven's Sonata Op. 47, no. 9, "Kreutzer" Heather Bixler, violin; Ron Sat, piano. For more information, please call (914) 395 2411.

READING: Jennifer Egan, Wednesday, April 23, 6:30 p.m., Free, Esther Raushenbush Library

The New Yorker called Jennifer Egan's novel *Look at Me*, which was nominated for a National Book Award, "comic, richly imagined, and stunningly written... an energetic, unorthodox, quintessentially American vision of America." National Public Radio's "Fresh Air" equated *Look at Me* with Ralph Ellison's *Invisible Man*, "another novel that charts the modernist riddle of human identity." Egan has also written *The Invisible Circus* and *The Emerald City* and other stories. Her fiction has appeared in *The New Yorker*, *Harper's* and *GQ*, and her journalism in *The New York Times Magazine*. This event is underwritten through the generosity of the Linda Ashear Fund for Visiting Poets. Call (914) 395-2411.

PERFORMANCE: Duets for Keyboard and Cello, Wednesday, April 23, 8 p.m., Reisinger Concert Hall, \$10/\$8 senior citizens and students

Program includes works by DeFesch, Herzogenberg, Prokofiev and Jason Haney. Carsten Schmidt, piano, harpsichord; James Wilson, cello.

PERFORMANCE: MFA Dance Concert, Thursday, April 24; Friday, April 25, 8:00p.m.

Bessie Schönberg Dance Theatre, Performing Arts Ctr. The Graduate Program in Dance at Sarah Lawrence presents a dance concert featuring original works by Michelle Fox, '03; Tikola McCree, '03; Sara Smith, '03. For reservations or more information, please call (914) 395-2433.

PERFORMANCE: The Cygnus Ensemble: World Premiere of Milton Babbitt's Swan Song No.1, Wednesday, April 30, 8 p.m., Reisinger Concert Hall, \$10/\$8 senior citizens and students

The internationally acclaimed Cygnus Ensemble will perform works of the seminal American composer Milton Babbitt, including the world premiere of a composition written especially for Cygnus. Babbitt is one of the most celebrated of 20th-century composers, and highly influential in contemporary music and composition. The performance includes pre-concert talk by Babbitt, and short film on his life. Cygnus is in residence at the College throughout the 2002-2003 academic year, and this concert will be the third and last concert the group will perform while in residence. Featuring Judith Bettina, soprano. For information, call (914) 395-2411.

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LOCAL YOUTH CHOSEN FOR LEADERSHIP PROGRAM IN FAR NORTH

New York 17-year-old Jake Merkin has been chosen by Northwaters Wilderness Programs to participate in a unique leadership program on the Hayes River this summer along with eleven other young people. Jake was accepted based on his outstanding performance in our programs over the past five years. He has high skill levels in white water paddling, first aid and swimming and has demonstrated enormous leadership potential, maturity and integrity explains program director Jodi Browning. The young people who take part in this program must also have completed the organizations James Bay expedition.

From July 13 to August 18, the participants along with two qualified instructors will paddle and portage a total of 600 kilometers through remote country and challenging white water. There is something about a far northern river that makes you stand up straight and be accountable says Browning. It is usually a place of great power and intensity—a place that instills humility and respect. It sets a brilliant stage for young people to learn the fundamentals of leadership and discover their potential as human beings. In previous years, the leadership program has taken place on the Seal, North Knife, Moisie, Noir, Rupert and Great Whale Rivers.

The program has wide application. It helps participants play a leadership role in any setting and gives them skills for positively dealing with peers, says Browning. The timing of the program is fitting since many of the participants will soon be entering the work force or attending their first year of university or college.


Participants spend the first few days at base camp going over the curriculum, getting to know one another and choosing a partner with whom they will create a communicative, creative and effective co-leader team. Each pair leads the trip for a minimum of two days. This involves physically leading the group down the river. It also includes giving a presentation on a topic related to white water canoe tripping (from knots and lashings or basic map and compass to environmental ethics) and running activities to encourage cohesion, trust and cooperation.

Interaction/discussion between the main instructors and participants is key. At the end of each day the instructors debrief the leader pairs away from the main group giving candid but safe feedback. Later that day, their peers also provide feedback. All participants learn and practice a recipe for good feedback, which includes providing an open setting, using good timing, describing behavior rather than judging it and limiting information to what is digestible.

The main program instructors teach lessons on hard skills such as advanced navigation, advanced white water paddling, rescue techniques and emergency trip procedures. They also give lessons on abstract elements of leadership such as conflict resolution and counseling, the stages of group development, the learning cycle and wilderness environment teaching techniques. There are some rare and interesting dichotomies involved in being a participant in this program, says Browning. For example, you are a member of a group but you're studying group dynamics. You are a student, but you're also a teacher.

Zuzana Eperjesi from Richmond Hill, Ontario, took the leadership program in the summer of 1997. I learned a lot about communication and feedback. I now work and live in a community setting where the core community members are people with developmental disabilities. When I'm dealing with a difficult situation, I have great success calling on the things I learned during that trip. I gained invaluable experience leading the canoe trip down that dangerous river working with my co-leader and looking out for the safety of the group. This has put me in good stead as I make tough decisions at work that directly affect the lives of our core community members. Zuzana has been working at Northwaters as a trip leader since 1998.

For information about Northwaters, choosing and supporting experiences for your children and contemporary rites of passage, contact C.G. Stephens at Northwaters Wilderness Programs, voice: 1-866-458-9974, fax: 518-962-8768, email: north@northwaters.com



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BOTH CAMPS INCLUDE FIELD TRIPS, SPORTS AND SWIMMING

- Camps are in session from June 23-July 25.
- Camps will be held in Marymount's new, fully air-conditioned Middle School building at 2 East 82nd Street.
- Camps begin at 9:00 am and ends at 3:30 pm, Monday through Friday. Camps are closed on July 4th.
- Performing Arts campers must sign up for the full five weeks.
- Science & Technology campers may sign up for 3, 4 or 5 weeks.

For Further Information Call: 212-744-4486

Joseph LeRea

Community Elementary
School 170
Bronx
Elizabeth Brodsky, Principal
Dr. Stan Mims, Superintendent
District 9



What are the significant events in the life of a college student that contribute to causing a change in major from Sports Announcing and Management to one as an Elementary School Teacher? For Joseph LeRea this epiphany came after he saw the differences he could make in the lives of summer campers who he coached in basketball clinics. "If I can cause these fundamental changes in the way these kids approach teamwork, discipline, and skill development in eight weeks, imagine what I can do with impressionable children over the course of a year." As simple as that might sound, it led to a change in major studies from Sports Management to Elementary Education.

The results, six years later, are nothing short of remarkable! Joseph LeRea is an accomplished second grade teacher who demonstrates limitless patience for the inquisitive seven year olds who see him as a giant (he's well over six feet), caring and committed teacher. The parents defer to his judgment and actively 'plot' to get their other children in his class. His graduates, (Community Elementary School 170 is a K-2 School) repeatedly return to show off their CTB and ELA results long after they have left his class. He enjoys the respect and admiration of his colleagues and continuously seeks out new challenges for himself.

When you ask Mr. LeRea what are the significant ingredients in his classroom, he answers methodically but precisely: "I spend entire weekends planning for individual needs of my students; print rich environments don't just happen, they are created. There is no better or more fulfilling way to establish this type of class setting than with the original and edited works of his students; the writing and publishing that students create are critical to their own sense of achievement and accomplishment."

NEW YORK STUDIES WEEKLY

Peek into a fourth grade classroom today and you are likely to find the students reading newspapers! The social studies kind, that is. *New York Studies Weekly*, now approaching its sixth year of publication, is currently read by more than 65,000 students in New York schools. This weekly curriculum supplement for social studies has a framework based heavily on the New York State Social Studies Resource Guide. There are currently six different social studies publications available in New York: *New York Studies Weekly 4/ New York History*; *NYSW 3/World Communities*; *NYSW 5/ USA, Canada, and Latin America*; *World Studies Weekly*; *USA Studies Weekly A* and *USA Studies Weekly B*. Each of the New York publications contains regular feature articles that support the core requirements. For example, the fourth-grade paper includes several New York history lessons and a current event. Other exciting features include *Good Government*, *This Week's Question*, *Arts and Crafts*, and *New York Wildlife*. Page 4 of each weekly issue is packed with additional fun, and students aren't the only ones who love the hidden pictures and crossword puzzles found there! Teachers and parents are really pleased with the puzzles and games, which support core vocabulary and also function as a review for key concepts.

The *Let's Write* feature has been a consistent favorite, with students and NYSW staff. Each week, students are asked to respond to this feature with a creative essay of approximately 150 words. Each month, four to eight student essays are chosen for publication. Each student that has an essay chosen for publication receives a five-dollar cash award and a "Junior Historian" certificate. Managing Editor, Shellie Burrow states, "There are hundreds of entries sent each month that include essays, poems, and interviews. It's really terrific to watch the steady progression in the written work of the students as the year goes on. There is evidence of a strong and gifted teaching community out there. They're doing a great job!"

What's new this year for *New York Studies Weekly*? In response to requests from many teachers, Foxridge Publishing will include a free bonus issue that focuses on historical documents for the *New York Studies Weekly 4* subscribers. In addition, much of the *U.S., Canada, Latin America* series will be revised both in content, and in arrangement of the topics. Topics such as colonization, government, and economics will be moved to the beginning of the school year. The *World Communities* series will increase the illustrations to better meet the learning styles of those young historians. Curricula are currently being developed for sixth and seventh grades and will be ready to debut in 2004-2005.

Samples for the *New York Studies Weekly* series as well as curricula for grades 3, 4 and 5 for Massachusetts, grades 3 and 4 for New Jersey, and grade 4 for Connecticut and Maine, may be ordered by calling 1-800-300-1651. Teachers receive a free subscription in addition to a Teacher's Supplement with every classroom order.#

OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for April 2003 have each been nominated by their colleagues, students, parents, principals and superintendents. *Education Update* has selected three nominees for their outstanding work on the "frontiers" of education.

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

Consistent with the school's theme, Mr. LeRea's class "Celebrates Success" on a daily basis. Routines and rules are established immediately and the focus on writing and reading for enjoyment begins on the first day of school.

What happened to the career in Sports Announcing? Mr. LeRea still brings his enthusiasm for organized sports to the classroom and his reading groups often bear the names of NBA, NHL, and MLB teams. So if you pass by his room, you're more than likely to hear Mr. LeRea's students encouraging each other with plaintive cheers of "Let's Go Yankees. Let's Go Mets. Let's Go Rangers!"

Penny Frank
LaGuardia High School of Music
& Art and Performing Arts
Kim Bruno, Principal
Tony Sawyer, Superintendent



Penny Frank has been a dance instructor at LaGuardia High School of Music & Art and

Performing Arts for 35 years. She is a demanding teacher who receives the requisite response from her students since they see in her what they might become. Ms. Frank is warm and caring. She is one of our most effective teachers, one who never stops until the job is done, always going above and beyond—a total professional. She devotes herself unselfishly to her young dancers.

In addition, Ms. Frank spends hundreds of hours beyond the school day and during holiday breaks, working with the students on their performance projects. I refer specifically to the Arts Recognition and Talent Search candidates. In fact, Ms. Frank has coached more finalists in this Presidential Scholar program than any other dance instructor in the country and this year we have six finalists and seven honorable mentions.

Students and teachers alike continue to be inspired by her example.

Lillian Philips
William Leng School P.S. 54
Staten Island
Paul J. Choset, Principal
Christy Cugini, Superintendent
District 31



I have been fortunate to know Mrs. Lillian Philips professionally and personally for eight years in my capacity as principal of PS 54 in District 31, Staten Island, NY.

During these past eight years Mrs. Philips has done substitute teaching in our early childhood grades. Each class she takes over is done with a love for children and teaching. Her passion for children as well as her responsibility to the curriculum is second to none!

Her kindness, sensitivity and building self-esteem are her trademarks!

Whenever a teacher is absent and Mrs. Philips steps in, I have great peace of mind that the children will receive great instruction and be treated extremely well!

P.S. 54 is truly lucky to have Mrs. Lillian Philips by our side as an integral part of the P.S. 54 family. Kudos for a job extremely well done!

Barbara Tetenbaum
Marathon School P 811
Queens
Joan Washington, Principal
Dr. Susan Erber, Superintendent
District 75



Barbara Tetenbaum has been a music teacher at P811Q, a school for students with severe disabilities since 1975. Barbara's talents are varied and her giving never ends. Her work can be described as magical, as she adapts her lessons to children with autism, behavior disorders, and physical and cognitive delays. Barbara always finds a way to reach the most "unreachable" child. Her outstanding sense of humor, patience and expertise never fail. Barbara uses the piano keyboard, adapted musical toys, instruments, and total communication techniques to get all of her students to respond and move to the music. She composes songs and writes lyrics when she cannot find appropriate publications for certain occasions.

There are so many ways that Barbara contributes to our school, too many to mention in one short article. Barbara is also a registered nurse and works weekend shifts at a local hospital. At the end of her shift she collects helium gift balloons left behind and brings them to school on Mondays to be used by the Adapted Physical Education department in "Volley balloon" games.

Barbara's Special Events committee ensures that no holiday goes unnoticed. She is sensitive toward the diverse cultures in our school and finds ways to have everyone feel included. Barbara inspires others to participate so that the school gets decorated with student and staff work for every event. Whether it is the Haunted Gym, Tree Planting Ceremonies, Holiday Gifts for every child, Valentine Photo Hearts, or the Field Day and Picnic, you know Barbara is behind the scenes, and in front and center getting the festivities underway, and getting things done!

The amazing thing is she makes it seem so effortless. Hence, the "Magic" of Barbara.#

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

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

Dr. Pola Rosen, Publisher

Please email recommendations, with photographs, to: ednews1@aol.com, or mail to: *Education Update*, 276 5th Ave. Suite 1005, New York, NY 10001



Father-Child Book Club in Queens

What: The Queens Borough Public Library in Jamaica, Jamaica Father's Project and Literacy Inc. (LINC) created a father's/children book club to encourage fathers to see themselves as active participants in their children education.

Who: All fathers and their children are welcome. The fathers attending the father's/children book club are also receiving assistance from the Jamaica Father's Project who help in finding jobs or getting a GED and include sin-

gle, custodian and non-custodial parents.

LINC is a not-for-profit organization that focuses on building local community and school connections that enrich literacy among young children, 0-8 years of age. LINC's mission is simple: to provide a system of outreach and coordination that builds language-rich neighborhoods where all young children are supported as readers.

Phone: 718-739-4088

SEAL WATCHING CRUISES

Come see the South Shore Harbor Seals. These irresistible creatures have been visiting our area for some 20+ years. Initially, only a couple of seals took up residence at the southernmost end of Haunts Creek. In following years a half dozen or so were visible at one time, but as years went on, more and more gathered every year. In recent years, 60 to 100 seals can be seen happily sunning and playfully swimming on many local peninsulas. More arrive every year!

Marine Biologists suggest that these seals follow the very large schools of herring on their annual migration from the northernmost reaches of Canada leading the seals here and keeping them in the area from mid-winter to mid-spring.

The seals consume more than three times

their body weight a day in fish just to keep from going hungry. An interesting diet, don't you think? The very cold, deep waters attract herring in large numbers, and keep our friends the seals well fed and happy. Come have a look at how the harbor Seals are in the wild, and see one of Nature's most adorable and happy animals. This is real fun for the whole family.

Cory "The Famous Bay men" Wyant will be personally narrating most trips. Cory has grown up on the very bay that these Harbor Seals visit each winter. When it comes to marine knowledge no one is better than Cory!

Every Sunday From March 2nd-April 13!
11am-2pm!

\$25 per adult, \$20 per child.

Nautical Cruise Lines, Freeport, NY. 516-623-5712 to reserve your tickets.#

GROWTH: HOW DOES YOUR CHILD MEASURE UP?

By PAUL SAENGER, M.D.

While there are some children who start life smaller than others, most of them usually catch up very early in life. However, for those children who are still significantly shorter by age two—below the third percentile on standard growth charts—they will most likely not catch up later in life and will probably remain much shorter than other children their age, and continue to be short as adults. These children have a lifelong growth disorder called "small for gestational age," or SGA.

In the United States, three percent of all babies are born SGA every year. While the majority catch up to normal height by age two, as many as 10 percent, or about 12,000 annually, do not. As a result, there are as many as 150,000 unique children over the age of two who have not caught up and, if left untreated, may never reach their growth potential. And while the size of a young child with SGA may be considered cute, especially among girls, there is nothing cute about the challenges they face as they get older. New parents can help by working with their pediatrician to pay close attention to growth charts and detect whether there is an underlying medical problem.

Since SGA is relatively rare, many parents are unfamiliar with the disorder and don't know where to turn for help. A recent patient of mine, a full-term baby was small at birth, weighing just 4 lbs. 13 oz. and measuring less than 18 inches. By age 4 he was shorter than 97 percent of children his age. I concluded that he suffered from SGA. Although he was producing sufficient growth hormone, he was not growing at a normal rate and never achieved "catch up" growth. I began daily injections of a growth hormone called Genotropin, FDA-approved for the treatment of SGA. He experienced no major side effects from treatment with growth hormone, the most common being

injection site reactions and eczema. Since he began treatment, he has grown approximately four inches a year and has caught up in size to his classmates.

Caused by a complication or trauma during pregnancy, it is believed that children with SGA have a difficult time processing growth hormone, which is naturally occurring in their body, and therefore need additional growth hormone to overcome the resistance and achieve normal height.

The earlier medical supervision and treatment occurs, the better off your child will be—for two key reasons. The first reason is that studies have shown kids with SGA can have significant academic and social problems, including being left back in school, shyness and low self-esteem. Therefore, experts believe if treatment begins prior to children beginning school, there is a greater chance that their height may begin to normalize and these consequences may be reduced.

The second reason for early diagnosis and treatment is that the majority of growth occurs before puberty. Therefore, the older a child is before beginning treatment, the less time he or she has to accelerate their growth and catch up to normal height—before they stop growing all together (usually in their mid teens for girls and late teens for boys).

For additional information about SGA and Genotropin, please visit www.genotropin.com, and for information about other childhood growth disorders contact The Magic Foundation at www.magicfoundation.org or (708) 383-0808.#

Paul Saenger, M.D., a pediatric endocrinologist, is an attending physician and professor of pediatrics at The Children's Hospital at Montefiore Medical Center and Albert Einstein College of Medicine in New York.

DR. TOY SELECTS BEST CLASSIC TOYS FOR 2003

By STEVANNE AUERBACH, Ph.D.

You can count on classic toys. These are the long lasting toys that "keep on playing" long after the batteries and latest fads are gone.

Where do you turn for a selection that provides a timeless, fun experience that will hold your child's interest? It's time to turn back the clock! Look for toys that have remained valued playthings since they were first introduced ten or more years ago. These are the lasting favorites of all children who have played with them.

The toys that with the passing of time have become true classics are often overlooked in the rush to get the "hot" new toys. Often great playthings may not reach youngsters who can benefit from playing with them. Parents need to balance their children's play experiences. They need to be reminded that the classic, and beneficial toys are still around. Quickly parents and grandparents will recall the fun they had with these same classic toys.

Stevanne Auerbach, Ph.D., known as Dr. Toy, has been tracking trends in the toy business for more than 25 years. In her just released "Best Classic Products for 2003" she has searched across the entire toy industry for the classic toys that fit the criteria for fun and high play value. Dr. Toy says, "Classic Toys are enduring and have many benefits. They encourage the child's involvement and are child-powered."

A wide-variety of selections is included among this year's winners. The list reflects toys that Dr. Toy says are perfect for all ages and interests from baby to older children, from low to high tech, and from nature to nurture. She recalls some favorite playthings in many family toy chests including (her favorite) Jacks and ball, Jump rope, Paper dolls, Pick-Up Sticks, and Marbles. Certainly anyone who has ever tried a Hula-Hoop still finds it fun to swirl one

of the colorful plastic hoops anytime, for exercise, stress reduction and amusement! "Classic toys," Dr. Toy says, reflecting back to her own youth, "are toys you return to from your own childhood like the shiny, durable Radio Flyer red wagon, scooter or tricycle. Many parents want to introduce their child to that special Yo-Yo, Lincoln Logs, Tinker Toys, Etch-A-Sketch, teddy bear, or first Lionel or LGB electric train. Classics are basics that never go out of style."

Dr. Toy carefully surveys the toy marketplace to select a wide-range of great classic toys. While Dr. Toy keeps abreast of new products she keeps her eye on the enduring qualities of the toys of yesteryear. The classic toys she has selected as winners have been available from ten to fifty years or more.

The winners of the annual classic toy search are included in "The Best Classic Toys for 2003 Report," available now on the free, popular, year-round web-site that presents her award selections of products she evaluates for parents and teachers. Dr. Toy's Guide [www.drtoy.com] provides all the information and includes photos, complete product descriptions, links to company sites and more consumer information.

If you are at a loss for an appropriate toy for the child in your life, the suggestions found in the "Dr. Toy's Best Classic Toys Program of 2003" will help you more easily locate valuable products to introduce to your child. These toys have truly met the test of time. They have endured, entertained and satisfied children for many years, and will continue to do so for many years to come.

Dr. Auerbach's book, *Toys for a Lifetime: Enhancing Childhood Through Play* (Rizzoli), provides a close up of over 60 classic toys that you enjoyed. She is also the author of *Dr. Toy's Smart Play: How to Raise a Child with a High P.Q.*

For more details see [#](http://www.drtoy.com)

New Activities Blossom in Everett Children's Adventure Garden at NY Botanical Gardens

Art is an Adventure: Saturday, April 12 through Sunday, April 27, 2003. Children discover how nature inspires art, from 1:30-5:30 p.m., at the Everett Children's Adventure Garden. Every day kids participate in a variety of ongoing activities, including watercolor painting, drawing botanical sidewalk art, plant paper making, and creating nature sketch notebooks. Children will take home their own artistic creations

For Children on School Break, Tuesday, April 15th through Friday, April 18th, 2003—Special Art Workshops at 1:30 p.m. and 3:00 p.m. A different art form is explored daily. This is an exclusive opportunity for children ages 6-10 years old to attend art classes led by recognized local artists including clay artist, Eileen McConnell, visual artist Claudia Engelbrecht, and Aija Sears, Garden educator and botanical illustrator. Each day, children work with a different medium to create their own masterpieces. Materials fee for special art workshops are \$3 per child.

Everett Children's Adventure Garden's 5th Anniversary with Nature's Ice Cream Parlor!—Every Weekend in May 1:30-5:30 p.m. Families wish the Adventure Garden a Happy 5th Birthday! Learn about the plant parts that give this treat its flavors. From all-time favorites like vanilla, chocolate, and strawberry, to exotic flavors like pineapple and coconut, you have plants to thank for the flavors. Children participate in special activities

like making and tasting fruity ice cream flavors! Kids get to make their own nature-sundae and top it off with "plant part" treats including nuts, chocolate, berries, and spices.

Professional Development Workshops

Classroom teachers and science supervisors have an excellent opportunity to come to the Garden for its new half-day Professional Development Workshops. These workshops are offered during school break to make it most convenient for educators to participate. The Professional Development Workshops enable new teachers in New York City to receive three (3) units of New York City Department of Education New Teacher Credit for each workshop completed.

Tuesday, April 22: The Plant Work Demystified, 9:00 a.m.-12:00 p.m./ How Plants Grow, 1:00 p.m.-4:00 p.m.

Wednesday, April 23: Introduction to the Forest 9:00 a.m.-12:00 p.m./ Pond Ecology, 1:00 p.m.-4:00 p.m.

Thursday, April 24: Flowers, Fruits and Seeds, 9:00 a.m.-12:00 p.m./ Plant Animal Interactions, 1:00 p.m.-4:00 p.m.

For more information or to register please contact James Boyer at (718) 817-8177.#

For further general information call (718) 817-8181 or visit us online at www.nybg.org

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

Math Teachers

Continued from page 18

a lack of properly trained math teachers in our schools. The early years—when youngsters' interests are being developed are most essential for excellent mathematic instruction. Yet this is where we find to most math-phobic teachers. This must come to an end. Pre- and in-service instruction must do more than show effective teaching methods. Not only should a teacher come to the position with a well-rounded liberal arts education, but it must include a strong component in mathematics—one that stresses its beauty and motivates the learner.

The training of new secondary school math teachers must now focus not only on the basic content underlying that, which is to be taught, but also on ways that the subject matter can demonstrate its attractiveness. This requires (obviously) a good command of the mathematics beyond that which is to be taught, as well as a broad background of the liberal arts. To make mathematics instruction interesting it must be brought into the broader context of the liberal arts. Teachers must be exposed to these "new" ways to view the subject matter. They must be shown ways to motivate youngsters, and they must recognize the powerful new ways that our technological advances enable a deeper and more genuine understanding of mathematical concepts. Early favorable experiences with mathematics will surely increase chances for success in college in this important subject.

How many math teachers today are resourceful enough to know the constant interplay between geometry and algebra, or the astonishing illustrations where various probabilities cause us to reassess our natural intuition, or beautiful geometric relationships that can be easily exhibited in a variety of ways, not to mention the role mathematics plays in the arts? Unfortunately too few. Perhaps most important about mathematics instruction is that it provides a wonderful training ground for developing life-long problem-solving skills that can be used in everyday life as well as to solve math problems.

It is well known that there is a math teacher shortage of crisis proportions in many areas of the country. This is not different here. New York City is still facing a teacher shortage, particularly in mathematics, special education, and bilingual education. Incredibly, New York schools will need about 1000 mathematics teachers in September 2003. Shortages of any commodity tend to reduce the quality of the product available. There is a crying need for more intensive training of math teachers, especially for many who will be asked to teach the uniform curriculum being imposed on about 1000 schools this fall.

At The City College of New York, we have played a major role in the Department of Education's efforts to stem the shortage crisis with an alternative teacher certification program that provides a quick route to the teaching profession. We hope these newly trained teachers, coming to the profession with a rich liberal arts background, will be able to provide effective mathematics instruction while at the same time further enrich the liberal arts education for the next generation of students. #

Dr. Alfred S. Posamentier is Dean, School of Education, The City College of New York—C.U.N.Y.

Vocational Education Resurgent: Part II

By FRANK CARUCCI

After all of the improvements in vocational education, much still needs to be done. Our vocational schools need to recruit more shop teachers, particularly in electronics. Vocational licenses need to be aligned with the new federal requirement that all teachers be "highly qualified." The UFT has formed a licensing and certification committee to deal with this issue. The city needs to assure that all shops are state-of-the-art and that training is industry-relevant and can lead to employment. The days when students made birdhouses or lamps from wine bottles are long gone.

The city DOE needs to expand the Substitute Vocational Assistant Program, which trains some of the most talented CTE graduates to become vocational teachers. Well over 100 SVA participants are now in our classrooms and 40 more are in the pipeline, learning their trades and learning to teach.

DOE needs to continue the Career Externship Program, which the UFT negotiated into the contract. Externships allow CTE teachers to return to the workplace to update their skills and see exactly what's happening in industry.

The city needs to adequately fund CTE programs, and New York's Washington representatives need to protect the federal funding stream.

Technology needs to be woven into the junior high curriculum, so that students get an early introduction to the world of work and can make informed choices about which high schools to attend. New York City schools fail to comply with state rules requiring this.

Principals and superintendents need an incentive to promote and support CTE. The chancellor needs to give some sort of "extra credit" on their report cards for supporting CTE, so our schools truly become places for diverse learning. One size does not fit all.

I believe the tide has turned in our favor. Indeed, the state now talks about CTE as a means to high academic achievement and not as an obstacle. And from recent meetings I've had with top DOE officials, it appears that they, too, want to build on the success of CTE programs and even expand them in comprehensive high schools.

President Bush's budget proposal — which

shortchanges education in general — could clobber high school vocational education in particular. The advances that New York City's CTE programs have made would be compromised if Congress adopts President Bush's proposal budget proposal for Fiscal Year 2004, which starts Oct. 1.

Right now, the Carl D. Perkins Vocational and Technical Education Act, which is up for reauthorization, allocates money to states according to a population-based formula; this year New York City's schools received about \$16 million in federal vocational support.

Bush would change that, collapsing what are now six vocational education streams into a block grant. States could spend it to meet educational goals in the No Child Left Behind Act that are not necessarily related to career and technical education (CTE). In addition, the president would reduce CTE spending by 23 percent, from the \$1.3 billion he proposed in the current fiscal year to \$1 billion.

As U.S. Department of Education speaking points describe, Bush would let states "make competitive grants to secondary schools and community and technical colleges." (Public schools, get in the mud and compete for an already too limited pie! Private and religious schools, come on in, the water's fine!)

States could spend the supposed vocational funds to develop end-of-course exams like New York's Regents or add it to Title I programs to "improve student outcomes, such as academic achievement" — in other words, not for career and technical education at all. If states do not block grant these funds with Title I, state grant money would be transferred collectively to local school districts and community colleges that partner with high schools and the business community.

Worse, the clear intent is to "shift from providing traditional vocational education to an entirely new focus on supporting academic achievement at the high school level and technical education at the community college level that is coordinated with high schools." (OK, kids, read that Milton and worry about heating and air conditioning when you hit community college!)

The administration's speaking points rightly assail "watered-down classes and low expecta-

tions" and "vocational programs [that] do not offer the academic or technical rigor to adequately prepare students for the demands of postsecondary education or the high-skilled workplace."

But the way to do that is through the approaches the UFT and the city Department of Education have taken — having a strong vocational program that "contextualizes" academic material, using rigorous industry-based assessments and really preparing students for the world of work. Yes have standards, yes have accountability, but give students the option of graduating from high school ready to take a skilled job.

The administration's plan ignores the reality of urban students' lives. The intent is to move students from high school to college on their way to the workforce.

However, it's perfectly legitimate for youngsters to decide to go from high school to work either because they want to or have to. Quality CTE programs prepare them for work. If they wish to further their education — as many graduates do — they can work their way through college and support their families with good-paying jobs.


Congress needs to reject Bush's plan and support the approach to vocational education that has been proven in New York City's schools.

Alfred E. Smith HS- Automotive Tech.
Automotive HS- Automotive Tech
Aviation HS- Aviation Maintenance Tech.
Chelsea HS- Business
East NY HS of Transit Tech- Industrial Electrician/Electrical Installation
George Westinghouse HS- A-Plus Computer Repair and Maintenance
Harry Van Arsdale HS- C-Tech Cable Tech.
HS of Graphic Communication Arts- Commercial Art Production
Samuel Gompers HS- Electronic Technician/A-Plus Certification
Thomas Edison HS- A-Plus Computer Repair, Cisco Networking Academy, Microsoft Office User Specialist
William Grady HS- Heating, Ventilation & Air Conditioning (HVAC)#
Frank Carucci is Vice-President of the United Federation of Teachers

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The company just announced a new scholarship

program for high school seniors underwritten by the Richard and Mica Hadar Foundation.

Since 1984, the programs have introduced Shakespeare and classic drama to nearly 100,000 students ages 9 through 18 in New York City public schools city-wide. The programs promote literacy, teach research and analysis skills, and build teacher capacity. Middle school students can enjoy a 12 week program learning about Shakespeare and other great playwrights.

Recently, Zoe Caldwell addressed a group at a launch of the new scholarship program. If ever words could evoke powerful emotions, Ms.

Caldwell unleashed that flood with her superb monologue.

For additional information: 212-229-2819 x18 or email jgiardina@tfana.org



Zoe Caldwell



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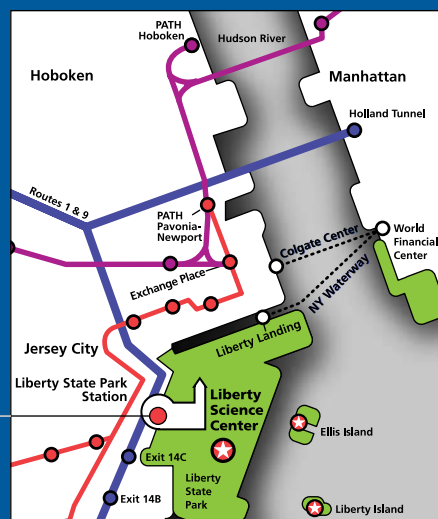
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Current Exhibitions:

MarsQuest (January 25, 2003 - May 4, 2003)

Here's your chance to play the part of space explorer! Send commands to maneuver a rover over a simulated Martian landscape and use NASA software to explore the Pathfinder landing site in 3-D. Experiment with collage puzzles to learn how scientists assemble larger planetary views from many small images. Study weather read-outs of the Red Planet, make craters, and take a virtual trip to the Martian North Pole to discover the ice and sand dunes that exist side-by-side. See all this and more in over 20 interactive experiences that make up *MarsQuest*.

Bilingual Exhibition! Scholastic's The Magic School Bus Kicks Up A Storm

(February 8, 2003 - May 4, 2003)

Join Ms. Frizzle and her class as you discover the wonders of weather within this fun, interactive environment based on the best-selling books and TV show by Scholastic. Learn the science behind meteorology, how climate affects culture, and what safety precautions you can take during severe weather events. From a re-creation of the Magic School Bus and Ms. Frizzle's classroom to the high-tech Weather Communications Area, play with basic principles and ingredients of weather making and investigate various weather-related phenomena in this bilingual exhibition (English/Spanish).

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 - June 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:

Pulse: A Stomp Odyssey (Through Summer 2003)

The performers of STOMP guide students with a rhythmic voyage of discovery through the exciting world of percussion.

NOBLE PRIZE EXHIBIT OPENS

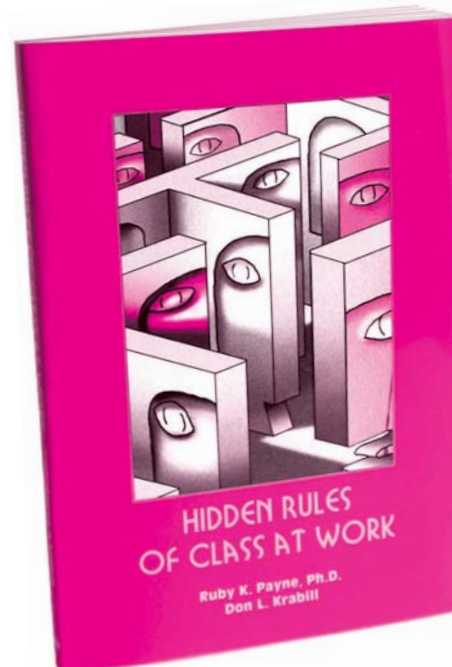
The Museum of American Financial History in Lower Manhattan has a special exhibit entitled "The Nobel Prize: Celebrating 100 Years of Creativity and Innovation" which will run through July 2003. The exhibit provides a glimpse into the minds, lives and work of selected Nobel laureates, particularly those in the economics category, through personal video interviews, candid photographic portraits and original artifacts.

The exhibition, curated by the Smithsonian, features personal items and scientific instruments belonging to Nobel Prize winners from the past century including Milton Friedman's briefcase, Albert Einstein's handwritten notes and Leo Esaki's Sony radio diode. The museum is open to the public Tuesday - Saturday, 10 am to 4 pm. Admission is \$2. The museum's website is www.financialhistory.org

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