

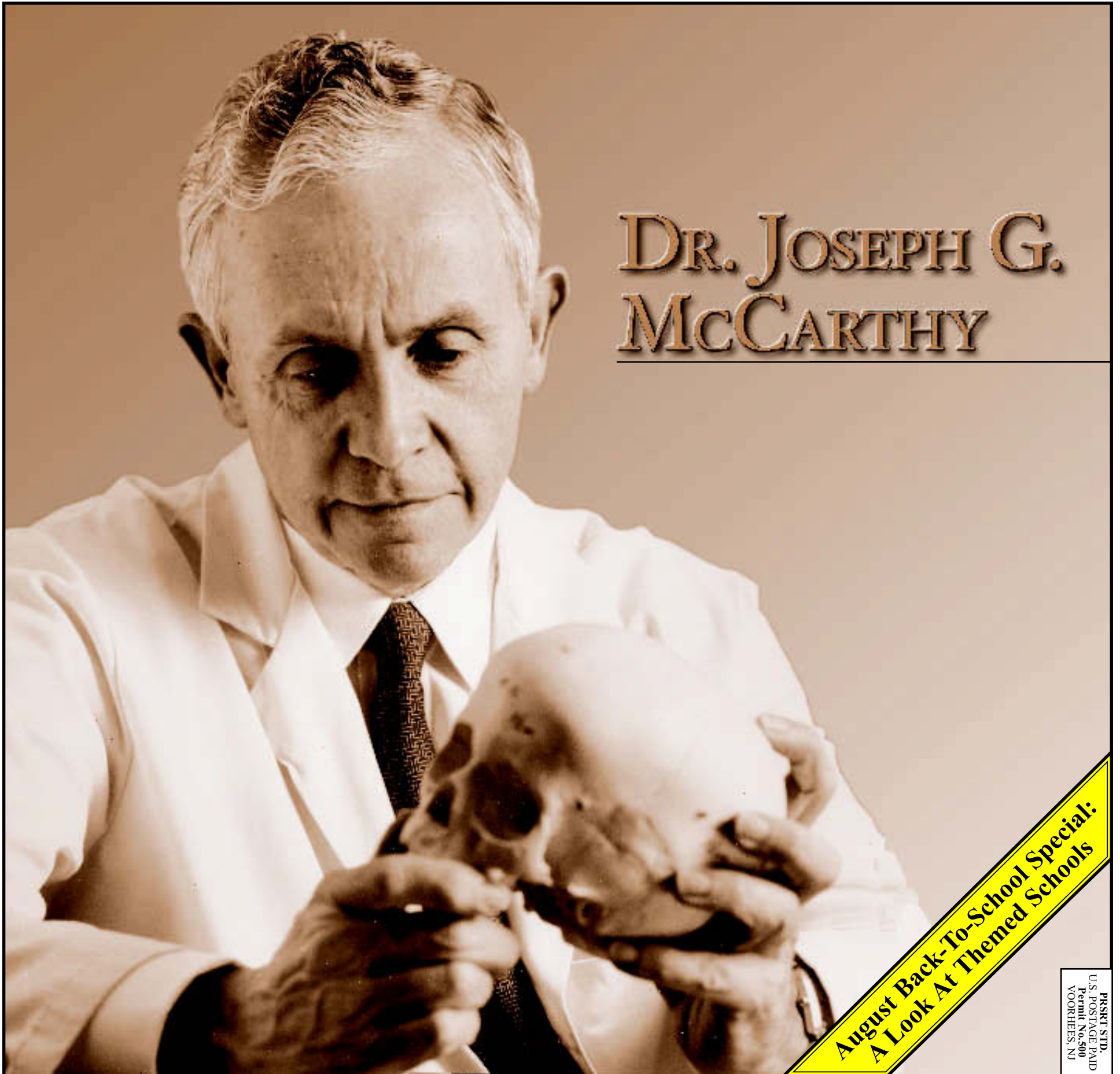
# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 12 • New York City • AUGUST 2003  
FOR PARENTS, EDUCATORS & STUDENTS

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## SHAPING NEW LIVES



## EDITORIAL

## Decisions, Decisions

By STUART DUNN

A great many decisions have been made recently which will have enormous impact on education for years to come. The Supreme Court has decided that race may be a consideration in college admission, but that it may not be given a fixed weight. I support these decisions, although I believe the emphasis on diversity is excessive. My view is that until the inner city public schools improve, some form of affirmative action in admissions is justified. The debate is now moot, although the discussion will continue and the issue will undoubtedly be revisited many times.

The Appellate Court of New York has ruled that public schools in New York City have been under funded by the State. Congratulations to those who have pressed the suit. It is to the shame of the Governor and the courts that it has taken ten years to adjudicate this issue. Further delay will be encountered as the legislature and/or the lower court develops a new, fairer funding formula, but it is now clear that it will happen.

The widespread failure on the State's Math A Regents exam has given those who oppose standardized testing new ammunition. It would

be unfortunate if as a result the Regents backed down on the requirements to pass statewide tests to qualify for a high school diploma or so diluted the tests as to make them meaningless. The Regents removal of Ms. DeFabio, the assistant commissioner for curriculum, assessment and testing, is a bad sign. The fact that nearly two out of three students failed the test raises questions and it is reasonable that the results were set aside while a study is conducted. But, it is not clear that the problem was basically with the test. Many questions must be answered. How was the test prepared and evaluated? The test has been characterized as faulty, but just what this means is not clear. Was it too difficult? Was it poorly worded? Was it confusing? If so, why did a large majority of freshman that took the test pass while a large majority of seniors failed? Does it have to do with a difference in the preparation or the ability of the student groups?

One thing the result shows is that you cannot raise the standards for the students without raising the quality of the teaching. You cannot hold students accountable without holding the education establishment equally accountable. The accountability of educators should be a primary

concern of the mayor and chancellor during the next few years. They have the opportunity to codify this in the next round of contract negotiations. Teachers must have the necessary credentials and training to teach assigned courses. Teachers and principals must be held accountable—achievement should be rewarded and failure punished. The requirement that all teachers be certified has been delayed; it should not be eliminated. Teacher aides should be required to have an associate degree, with training in the subject areas they work in.

We are getting ready to begin the first school year under the new governance. The district offices are being reorganized. The chancellor will now have to live with the decisions and compromises he has made. Let's hope that the schools can now really operate to the benefit of the children. #

## LETTERS

## Life on the Color Line

## To the Editor:

I will be a junior for the 2003-2004 school year. I will also be taking Advanced Placement English III. We were required to read the story of Frederick Douglas and choose two books from two separate lists. *Life on the Color Line* was on one of those lists. As I read this book I could not help but feel a connection to this life account. I am half black and half white, and my father (who is currently in jail) is a drunk and substance abuser. I can also relate to this story because there have been times that I didn't know where my next meal was going to come from, I didn't know if the electricity would be on or off, or if my father was going to get high and drunk and be the "monster" that my mom and I secretly called him. I will be 16 at the end of the month and I can honestly say that I've been through more stuff than most people twice my age. I would definitely recommend this book to anyone that has felt like the whole world is against them and that not a soul in the world cares about what happens to you because I know how it feels, and so do a lot of people.

Jessica Wildman  
Ayden, NC

## Beach Access for the Handicapped

## To the Editor:

My wife has MS and limited mobility. She uses an electric cart and a wheelchair. Our daughter is building a house on Lake Michigan. I want some device that will allow me to take

my wife on the beach. So I was very interested in this article. Thanks.

Jack Dykhuizen  
Lafayette, IN

## SIR: A Unique Program for Private and Public Schools

## To the Editor:

Congratulations to Professor Emeritus Jed Luchow of the College of Staten Island for daring to talk about, and develop, a four-year phonics-based teacher literacy program. Praise also goes to Fordham University's Graduate School of Education department under Dr. Joanna Uhry and to the Board of Jewish Education. Reading Reform Foundation has been offering phonics-based courses that employ multi-sensory techniques of teaching and learning for twenty-two years, as well as direct training of teachers in public school classrooms all over New York City. We welcome our new colleagues!

Sandra Priest Rose  
Founding Trustee and Reading Consultant  
Reading Reform Foundation

## Music in the Subways

## To the Editor:

Loved the article. Was in New York recently and was floored by a band named, "The Purefire"—great percussion—very unique.

Donna Petchel  
Wilmington, DE

## IN THIS ISSUE

Editorial & Letters . . . . .	2
Spotlight on Schools . . . . .	3-8
MetroBEAT . . . . .	9
Colleges/Grad Schools . . . . .	10-14
Music, Art & Dance . . . . .	15
COVER STORY . . . . .	16
Medical Update . . . . .	16-17
Theme Schools Feature . . . . .	18-19
Technology & Education . . . . .	20-21
Special Education . . . . .	22-28, 35
Books . . . . .	25
Children's Corner . . . . .	29
Movies & Theater . . . . .	30
Camps & Sports . . . . .	30
Resource & Reference Guide . . . . .	31
Homeschooling . . . . .	32-34

**Correction:** Please note the photo of Dr. Pola Rosen in the July 2003 issue is with Ivy Sterling, principal of P77K. Ms. Sterling was not an honoree. Carmela Montanile, one of her teachers, received an award.

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Box A1207  
New York, NY 10010  
Email: ednews1@aol.com  
www.EducationUpdate.com  
Tel: 212-477-5600  
Fax: 212-477-5893

## PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

## ASSOCIATE EDITORS:

 Heather Rosen, Adam Sugerman,  
Rob Wertheimer

## ASSISTANT EDITOR:

Michelle Accorso

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Dr. Pola Rosen



## HEADS OF SCHOOL SPEAK

PRIVATE

### Every Student Should Be Required to Read...

By HOWARD SCHOTT

What a huge question this is! Choosing from the wealth of great literature while selecting materials that are relevant to today's youth presents a unique challenge to the responsible educator. Let us, for the moment, set aside the actual selection of materials and address the principles under which those choices might be made. Since students graduate after completing eighth grade, the texts cited and the criteria for their selection are most relevant for seventh and eighth graders.

As an independent school, we have the good fortune to be able to make literary choices based on time-honored ideals that are not governed by state textbook lists. We try, where possible, to have our students read original texts rather than bowdlerized versions. Many of the world's classics, both old and modern, have been edited, trimmed and revised to suit a variety of political sensibilities. Secondly, we would like our students to read material presenting those aspects of character, virtue, and human nature that have been traditionally prized by western civilization and that are in danger of disappearance through lack of exposure. Finally, we seek literary ideas that will engage the minds of adolescents. They need to test great ideas against the canvas of the world.

So, 'every student should be required to read...' Shakespeare—two plays (*The Tempest* and *Twelfth Night*) and selected sonnets. Human nature, from the ridiculous to the sub-

lime, has no finer author than the Bard. The plays cited demonstrate the transformational potential in the human being as well as mankind's foibles. As for the sonnets, the sheer beauty of the language alone makes them 'musts' for our students. American authors—Mark Twain (*Life on the Mississippi*), John Steinbeck (*Of Mice and Men*), Stephen Crane (*The Red Badge of Courage*), Maya Angelou (*I Know Why the Caged Bird Sings*), Willa Cather (*O! Pioneers*) and Ray Bradbury (*Fahrenheit 451*). Our country's history, ethos, conflicts and ideals are all to be found in these authors' works. Plato—in particular, the *Apology* and excerpts from the *Republic* such as the 'allegory of the cave', the 'origins of war' and the 'myth of Er'. Adolescents are profoundly interested in the question of justice and its application in the world. Plato's work unflinchingly addresses these questions. His ideas have been valued for their philosophic depth and fine use of reason for 2500 years.

The suggestions found above are by no means meant to be exhaustive. No mention has been made here of great historical documents or fine poetry (other than Shakespeare). The principles of choice would apply to these as well. The world of ideas held in works of great literature is a worthy field of engagement for the minds of the young. As educators, we should give great care to its use and development.#

Howard Schott is the Headmaster of Abraham Lincoln School ([www.abrahamlincolnschool.org](http://www.abrahamlincolnschool.org))

## Teaching Kids How to Read

By JILL LEWIS

If you can read this sentence, you probably don't know what it's like to look at a line of letters and be utterly baffled. Unfortunately, too many children throughout New York are struggling with such simple sentences as, "See Sam run." While the debate on how to solve this problem has reached national proportions, there is one local program already in City schools that gives children the gift of reading.

Reading Reform Foundation of New York is a 22-year-old organization that trains teachers to use specially developed phonics-based approaches to teaching reading, making learning easier for the students by having them employ all their senses in the process.

Conceived by a group of teachers and Sandra Priest Rose, a founding trustee of the organization who spent part of her career as a reading consultant in Community School 9 District in the Bronx, Reading Reform Foundation seeks to leap past the current controversies in educational theory to put proven methodology to work on behalf of children.

How does the Reading Reform program work? While most teachers' colleges emphasize "whole language" theory, even for beginning reading, the Reading Reform program breaks the English language into approximately 24 basic spelling rules and then encourages the use of specific multi-sensory techniques to imprint learning on the brain. Children participating in this program see letters and letter combinations, then say them, write them, and, finally, read them.

Reading Reform's experts say that this method reinforces learning because what the student hears, sees, says and writes, he or she understands and remembers. This is essential, they say, for beginning reading; it helps prevent

letter and word reversals and enables students to go on to write sentences and stories as well as analyze what they are reading. Once a good foundation is laid, the students can comprehend and read widely. But the success of the Reading Reform methodology lies not just in its curriculum. The Foundation trains kindergarten, first, second and third grade teachers who are selected by their principals to participate. The year-long program begins in July with graduate-level courses held at the Foundation's West Side headquarters. Then, a Reading Reform mentor works directly with teachers in their classrooms for a full school year, helping to design lesson plans and guiding the teacher through the implementation of the organization's research-based techniques. Annual fall conferences on effective teaching techniques and workshops designed for parents and teachers round out the program.

Reading Reform's success is evident. During a recent end-of-year visit to a third grade class on Manhattan's Lower East Side, 30 children were reading and writing with ease, enthusiastically using advanced vocabulary words in new and challenging sentences. Since 1985, Reading Reform Foundation has provided in-school training in over 100 public schools, serving 590 teachers and almost 17,000 children.

During the summer, the newest class of teachers began learning the Reading Reform curriculum. Participants are becoming skilled at specific techniques for teaching sound-symbol relationships, syllable division and spelling rules. As the discussion rages on in the corridors of education departments around the city and the country, I invite you to observe a handful of New York's public school teachers as they become effective reading teachers.#

Jill Lewis is a reading consultant in NYC.

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## Summers Come, Careers Go



By JILL LEVY

As the summer progresses, many of you will be leaving us for a well-deserved retirement. Some were not ready to take this important and daunting step but acted because of changes on the horizon or the threat of layoffs. Others may be forced to give up your careers or tens of thousands of dollars because of Department of Education's disrespect for your expertise. This is not the way any of us wanted to end a career of service. Yet, changes have been imposed upon us without our input. Whatever professional autonomy we had is being diminished by decisions from the most centralized autocracy most of us have ever experienced.

I remember Joel Klein in the beginning, less than a year ago. He sought information from us and others. He seemed open to a dialogue and ideas.

I remember Deputy Mayor Dennis M. Walcott standing beside me at our CSA Leadership Conference last November and speaking about forging a partnership. Was it only for show? Did the tide change when we negotiated a contract with no givebacks, or when we didn't "hop on board" and applauded them blindly without comment or criticism?

Under the new regime, the atmosphere at Tweed quickly became a circling wagon train, drawing in closer and closer. The message became clear: either you're with us or you're cut off. Unions were and still are the enemy. Most parents were treated with utter disrespect. Input from principals was ignored. Legislators

who disagreed were rewarded with dismissive airs but there are those who were enticed by potential rewards.

The Leadership Academy raised more than \$30 million dollars to train principals, but we have to fight for the \$1 million the Department of Education agrees to give us as per our contract.

"You cannot build a school system on contributions," I told Joel Klein. "When those big-time donors lose interest and pull out, the system will not be able to sustain itself," I cautioned. But the glitz and media attention are so intoxicating!

While we support the academy's intentions, and have openly shared our professional development programs with those in charge, we are, nevertheless, disappointed the leaders of this academy do not have leadership expertise.

When the mayor unilaterally moved to dismantle 32 community school districts and dismiss superintendents we joined State Sen. Carl Kruger's lawsuit and expanded the arguments to explain why the reorganization was unlawful. In mid-June, the city settled. We got everything we wanted. This action was not designed to maintain the status quo. We believe extraordinary change can be achieved within the legal framework of community districts.

We hope the current changes in our system will help educate our children far beyond those skills required on tests. The question is, could we have accomplished the same goals without the level of anguish and anxiety?

For those of you who are leaving us, we wish you the best life offers. The work we do has an impact far beyond our knowledge. For the school leaders staying behind, we must heed the warning of Gen. Eric K. Shinseki upon his

retirement. As reported in The New York Times, Gen. Shinseki said, "You must love those you lead before you can be an effective leader. You can certainly command without that sense of commitment, but you cannot lead without it. And without leadership, command is a hollow experience, a vacuum often filled with mistrust and arrogance." Have a healthy summer.#

Jill Levy has served as president of the Association for Neurologically Impaired Brain Injured Children and on President Clinton's Committee for People with Disabilities. Ms. Levy has a Master's degree in special education and has taught graduate courses on the subject. She is president of the Council of School Supervisors & Administrators.

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## PROFILES IN EDUCATION:

## Maxine Greene, Philosopher & Aesthete

By JOAN BAUM, Ph.D.

What's immediately apparent about Maxine Greene, Barnard class of '38, the philosopher queen of aesthetic education, who has, in fact, been referred to as "the most important American philosopher [on education] since John Dewey" and "the consummate spider woman," for her groundbreaking interdisciplinary research, is her memory. Moving about slowly now—sciatica, but "what the hell"—she continues to exhibit the same kind of spirited intelligence, spiked with humor, that has marked her long professional life. Names from the near and distant past come easily to her—she must know and have known just about everyone who was anyone in the world of art, philosophy, literature, education, administration, and social activism of all sorts. She talks without missing a beat, theme or subtle ramification. For all the initiatives—the first woman, the first Jew, the first editor, teacher, professor—she tends toward amusing, self-deprecating comments—such is her confidence, her achievement. And her continuing energetic dedication. On the day *Education Update* caught up with her in her apartment, she offhandedly acknowledged flowers just sent to her by Lincoln Center Institute colleagues for one week's work: several workshops on literature as art and eight lectures on aesthetic philosophy.

In a field which still seems to many jargon ridden, Maxine Greene comes across as a straight shooter. A great reader and shrewd critic, a lover particularly of literature, history and philosophy (the existentialists were always



Professor Maxine Greene

favorites), she says that she "never wanted to be in education, but there I was" (women were not welcome where she wanted to be). And so she went on for a doctorate in education at NYU, concentrating on the humanities—she still recalls a course on post-Elizabethan drama. She hoped to teach philosophy. What emerged, from her many interests, turned out to be a subject she wound up teaching herself—

aesthetics in, and the aesthetics of, education. And then it was Maxine Greene, off making history, including helping found the Lincoln Center Institute for bringing artists into the schools and schools to the arts.

And then it was Maxine Greene, off making history, including helping found the Lincoln Center Institute for bringing artists into the schools and schools to the arts.

She wishes she could be more sanguine today about the ideas she's championed all her life. Too many people talk about the importance of the arts in and to the schools but don't deliver, she says. The professional radical in her is roused. She would like people to write letters to political candidates and insist that in all plans for curricular reform, which center on assessment and accountability, attention be paid to music, visual arts, dance—she is particularly concerned about children using their bodies well. She is also quick

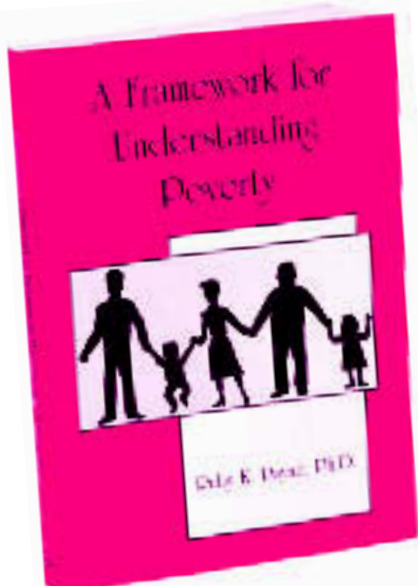
to distinguish between pedestrian and imaginative. As Dewey emphasized, the creative life must be nurtured, the arts must be naturally, integrally brought into the schools." The names of particular teachers come to mind—this one brought a string quartet to her school, that one a dancer. You don't just show a Rembrandt, you make art part of learning a discipline and you recognize the difference between providing information and stimulating a love of knowledge.

She surprises by her vision of what might be called democratic elitism. "I hate the idea of distance learning," she says, and then quickly adds that there can be great value in computers and video learning—children who can't get to museums have wonders online. But the key is stimulating the imagination, and for that, teachers need to study epistemology. And appreciate how in a city like New York, with its diverse cultures, that culture itself, defined by art, can be a terrific educational stimulus. Incidentally, she points out, in Indonesia, there is no word for art—no need, "it's all around." Is she optimistic about recent changes in the education community in the city? She smiles. There are some wonderful teachers around, and she does appreciate political necessities and budget shortfalls, but she worries about declining opportunities for creative teaching. "Art is a pathway to dreams" and, she might readily have added, recalling the influential mid-century American poet Delmore Schwartz, "in dreams begin responsibilities."#

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## TEACHERS COLLEGE, COLUMBIA U PROFS DISCUSS NYC SCHOOL FUNDING

Following the recent decision by the New York State Court of Appeals in *CFE vs. State of New York* that requires State leaders to establish a commission to correct school financing formulas by giving more money to NYC schools, Teachers College, Columbia University, excerpts experts from issued the following comments.

Henry M. Levin, the William Heard Kilpatrick Professor of Economics and Education: "As I have emphasized in my own research, the amount of funding is a necessary condition to obtain appropriate results for all children. Fairer funding is a necessary condition for obtaining fairer outcomes. It is not a sufficient condition and will not serve to automatically meet the standard set by the Court.

Strengthening the responsibilities and capacities of families to undertake their roles are absolutely crucial to making progress. In my view, schools cannot

do it alone. Thus, how additional funds are used is crucial. Early childhood education, tutoring and homework assistance and parental education to help children succeed, selecting and maintaining high quality teachers, are all important directions to pursue."

Tom Sobol, former Commissioner of Education for the State of New York and currently the Christian A. Johnson Professor of Outstanding Educational Practice at Teachers College: "The Campaign for Fiscal Equity (CFE) has long understood that getting a favorable court decision is not the end of the matter. It's a necessary victory and a great victory. Those of us who believe in the cause of poor kids having a good education are exulted at the victory we've won. That is just an important battle won. Not the war. The action now shifts to the legislature and the governor to comply with the court's decision. The Campaign for Fiscal Equity has already developed a process of trying to specify the conditions kids need to have and the cost of those conditions. I expect we'll hear more, not only from the legislature and the governor, but the Campaign for Fiscal Equity, as well, as we move into the next phase of these prolonged crusades."

Jay Heubert, Associate Professor of Education and Law at Teachers College and Adjunct Professor of Law at Columbia University Law School: "Regarding the significance of the decision: New York and other

states have set high standards—and assert that virtually all students can meet those standards. The CFE decision says is that it is the state's responsibility to make sure that kids actually get a meaningful opportunity to acquire the high-level knowledge and skills that the State's own standards reflect.

Many students in New York are not getting that opportunity now. Even as the State's rigorous Regents requirements for high-school graduation go into effect, the current budget crisis is forcing New York and other states to cut the very funds that are intended to help students meet high standards. As a result, the heaviest accountability burdens fall increasingly on students, rather than on the adults whose constitutional responsibility it is to educate them well. In New York and elsewhere, many students are being denied high-school diplomas—the tickets to future educational and employment opportunity—for not knowing what

their schools have never taught them. In short, the current state of affairs is sharply at odds with the recent decision in *CFE vs. State of New York*."

Regarding the need to form a commission: "In New York, appointment of a blue-ribbon commission, with representation from the key constituencies concerned about public education, could help ensure that school districts and schools have the time and support they need to help all students reach high standards. Kentucky's Pritchard Commission provides an illustration. Formed after a 1989 Kentucky Supreme Court decision similar to the recent CFE decision in New York, the Pritchard Commission has achieved broad public acceptance and credibility, in part because its members are well regarded and broadly representative.

That commission has been able to think through the difficult problems and resist pressures to adopt quick fixes. The result has been a school-improvement effort that most people regard as exemplary.

The recent high-court decision in New York raises many important questions, such as what constitutes a 'sound basic education' and how much it should cost to provide one to every student. A New York commission like Kentucky's would be very helpful in addressing these questions and many others."#

For more information contact Diane Dobry at (212) 678-3979 or dd173@columbia.edu

*Those of us who believe in the cause of poor kids having a good education are exulted at the victory we've won.*

*-Tom Sobol, Former NYS Commissioner of Education*

## \$45 Million State-of-the-Art Fire Training Facility Opens

Mayor Michael R. Bloomberg and Fire Commissioner Nicholas Scoppetta recently opened the Fire Department's new \$45 million fire training facility at the Fire Academy on Randall's Island. This much-needed facility included the construction of three new buildings and the renovation of one existing structure. The renovation includes a 6,000 square foot "Burn Building," the 35,000 square foot Field House containing a fire-fighting simulator and a 35,000 square foot learning center. The "Burn Building" uses computer controlled technology to simulate conditions of a live fire in many different types of construction, as well as other scenarios, such as automobile fires or dock fires. Probationary firefighters will experience realistic training including heat and fire simulations. The adjacent Field House contains the latest in fire fighting technology

including a structural fire-fighting simulator. The Field House simulates a street complete with different buildings representing major types of construction used in New York City, including private dwellings, commercial structures, apartment houses and brownstones. Firefighters will practice varied operational techniques including entry, search, ventilation and hose line operations in each of these structures. A state-of-the-art Learning Building consisting of six classrooms that offer the latest in audio-visual technology, as well as a distance learning center, that will provide instructional opportunities for firefighters in remote sites. The building will also house new locker rooms, cafeteria, gym and a bunker storage facility.

"This state-of-the-art facility will provide the training that our firefighters deserve," said Bloomberg. "Since September 11<sup>th</sup> we have hired more than 1,800 probationary firefighters and are rebuilding the ranks of this great department with the best equipped and best trained firefighters in the world. Not only will our probies benefit from this enhanced facility, but also all firefighters and officers will use this facility for

in service training. The FDNY never stops learning, training or preparing new techniques to keep New Yorkers safe."

"The City of New York has always relied on its firefighters in times of crisis or disaster. But at no time in our department's history has the City depended so heavily on the ranks of the Fire Department as one of its first line defenses against terrorism," said Scoppetta. "This modern facility will provide us with the ability to support the vast new array of crucial technology necessary to continue training our firefighters to respond to any emergency effectively, efficiently and safely with the best protection possible—knowledge and training."

The final phase of this project will be modifying the existing "smokehouse" building allowing probationary firefighters to train under real smoke conditions. The Fire Department's 27-acre Training Academy now consists of 12 buildings. The Academy opened in 1975 and was constructed—at a cost of \$13 million—by the New York State Urban Development Corporation.#

For more information contact Francis X. Gribbon (FDNY) (718) 999-2056.





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# LEADERSHIP ACADEMY LAUNCHED AT TWEED



*Future principals listen as Schools Chancellor Klein speaks*

**S**chools Chancellor Joel I. Klein recently announced the opening of the New York City Leadership Academy and greeted the first class of 90 aspiring principals. Deputy Mayor Walcott joined Chancellor Klein at the announcement, as did Wallace Foundation President M. Christine DeVita, who presented Chancellor Klein with a check for \$5 million, the first installment of the Foundation's three-year \$15 million grant to the Academy.

The Leadership Academy is the centerpiece of the Department of Education's system-wide effort to create more effective schools. The Academy is providing leadership development programs for aspiring principals, new princi-

pals, and existing principals. Sandra Stein, Ph.D., the former director of the Aspiring Leaders Program at Baruch College, serves as the Academy's Academic Dean. The 15-month Aspiring Principals Program is the first of the Academy's programs. It will utilize problem-based, experiential learning and will provide candidates with strong leadership development and a one-year residency in a New York City public school under the guidance of an experienced mentor principal.

The members of the first class of 90 aspiring principals were chosen through a rigorous selection process. Over 10% of the class hails from outside the New York City school system.

Other candidates have previously served within the City's school system and are returning to the system after successful private sector careers or work in other school systems, while others are new to the City's schools. Sixty percent of the incoming class are comprised of African-American, Latino, or Asian candidates, and about 70% are female. The ages of the aspiring principals range from 26 to 66. Approximately one third of the candidates have prior school supervisory experience and two thirds have teaching, staff development, guidance, or other pedagogical experience.

Following the announcement of the Leadership Academy, Thomas J. Sobol, former Commissioner of Education for the State of New York and currently the Christian A. Johnson Professor of Outstanding Educational Practice at Teachers College and Director of the Superintendents Work Conference at Teachers College, said, "I am delighted that Chancellor Joel Klein and Mayor Bloomberg have made the preparation of school principals as one of their most important priorities. We know for sure that while there may be some bad schools with good principals, there are no good schools with bad principals and New York City has about 1100 or 1200 schools now. There has been enormous turnover in the ranks of the principals of those schools. Given today's emphasis on leading learning, the need to train well substantial numbers of effective principals is paramount. The Department of Education is currently conducting its own program for meeting these needs and we wish them every success and we stand ready to provide what help we can in this significant



*M. Christine DeVita, Wallace Foundation President*

effort." Caryn J. Block, Associate Professor of Psychology and Education in the Department of Organization and Leadership at Teachers College, agreed with Sobol. "It is encouraging to see that preparation of principals is a priority. I am also encouraged that their commitment extends beyond training, and that a mentorship program is in place. I believe that fundamental to the success of this endeavor is the follow-up and support that these principals will receive after the training has occurred and once they are leading schools. I think that it is critical that these principals receive support and guidance on an on-going basis. The mentorship program is one step in this direction."#

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*Professor Sandra Stein*



*Supt. Angelo Gimondo attended the meeting*

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## STUDY SHOWS DRUG TESTING IN SCHOOLS NOT ENOUGH

Drug testing in American schools is a relatively new and somewhat controversial procedure. Fought by the ACLU on the grounds of being intrusive to students' rights, the Supreme Court of the United States first allowed student athletes to be tested in 1995 and last year permitted testing for all extracurricular activities.

The American School Health Association's *Journal of School Health* published a study last month showing significant deficiencies in the application of testing alone. The study of 76,000 students across the nation concluded that there was little change between the percentage of drug use in schools that used drug testing procedures and those that did not. *The New York Times* reported on this study saying that only 18 percent of schools use any kind of drug screening. The study and the article suggest that drug education and prevention programs may be needed.

Surveys conducted by the Narconon® Drug Rehabilitation and Education Program of several hundred thousand students across the country show that it is the type of information and the manner in which it is presented that determines the best results.

Many prevention programs in schools dryly talk about consequences of drug use, use scare tactics such as mock alcohol-related fatality skits, or show samples of drugs that only peak students' interest in 'learning more' about them. While these approaches may work for some, the majority of students don't feel that they are very real to them.

The Narconon prevention program uses effective two-way communication with a lot of energy and interest between the presenter and the

students. Combined with information that isn't normally taught and the fact that many of the presenters are former drug addicts that have been able to successfully get their lives back, students are able to get the toughest questions answered in a way that satisfies their curiosity without having to try drugs for themselves.

J.T. Daily is a Prevention Specialist for Narconon Arrowhead, one of the nation's largest and most successful private rehabilitation and education facilities. Daily recently spoke to 800 students at an inner-city high school. The students started off cheering when the words "alcohol" and "weed" were mentioned at the start of the presentation and Daily then knew that it wasn't going to be an easy talk. But, by the time it was over, the students had not only paid attention but gave him a standing ovation as well.

"After the presentation the principal was shocked because the last speaker about drugs was booed out of the auditorium," said Daily of that afternoon. "It was really cool because a lot of the kids were coming up to me and thanking me as well, but all I did was my normal presentation. I guess it was the first time someone really communicated with these kids on their own level."

Daily and other Narconon Prevention Specialists around the world follow simple presentation styles and have fun. Again, it is the type of information talked about and the manner in which it is delivered that really counts. According to Daily, "I wish I had this information when I was in school so I wouldn't have done some of the things I did growing up, like start taking drugs."#

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## Driving Crime Down and Revitalizing Neighborhoods Throughout The City

By MAYOR MICHAEL R. BLOOMBERG

Good news has a way of building on itself; success breeds success. Because New York City is the safest big city in the nation, and because we're both addressing our short-term budget problems and going ahead with plans to build for the future, businesses are giving the Big Apple their votes of confidence by making major investments here.

The FBI confirmed what New York's own statistics have showed. Despite the Police Department's budget belt-tightening and new anti-terrorism responsibilities, crime continues its historic, decade-long decline. Among the ten largest cities in the U.S., New York ranked 10<sup>th</sup> on the FBI's overall crime index for 2002. In terms of public safety, we were 203 out of the nation's 225 cities of 100,000 or more people. That puts us right between Garden Grove, California and Henderson, Nevada—an achievement that is a tremendous tribute.

We also released our proposed rezoning of 170 blocks in the Greenpoint and Williamsburg communities in Brooklyn. This plan, which enjoys broad local support, aims to create 49 acres of walkways and public spaces along the East River. That will open up an abandoned stretch of the waterfront for public use and enjoyment for the first time in decades. Over

the next five years, our Administration plans to create 65,000 units of affordable housing; the rezoning of Greenpoint and Williamsburg will be a major step toward reaching that goal.

Our Administration is also using city-owned land to spur economic development. Case in point: We announced that a full square block in East Harlem—now used to store road salt—will be developed as the biggest auto sales and service center in New York City. With the assistance of tax-exempt bonds made available by the City, two of the most respected names in the auto business—General Motors and Potamkin Auto Group—will open four minority-owned and managed car dealerships in this Harlem Auto Mall. The first will be launched in 2005. The mall has the potential to bring up to six car dealerships and as many as 400 new jobs to the community. And last week, the City Council Land Use Committee approved our Administration's proposed rezoning of 57 blocks in East Harlem—a plan that has the potential to create up to 1,700 units of badly needed housing in this growing neighborhood.

In short, we're driving crime down—revitalizing neighborhoods throughout the city—and creating new jobs for New Yorkers. Like I said, success follows success—and New Yorkers are the ultimate winners. #



## Hearings On High-Stakes Testing Planned

By ASSEMBLYMAN STEVEN SANDERS

Later this fall, I will chair hearings on New York State's high-stakes Regents exams, the subject of much debate. All too often, high standards, which the Regents and State Education Commissioner Richard Mills are to be congratulated for developing, are confused with high-stakes, Ado or die exams. But high standards do not require or justify high-stakes testing.

I have no problem at all with the use of standardized tests, given statewide, as a key assessment tool providing important district-by-district and comparative information for the Regents and the State Education Department, as well as for local superintendents, principals and teachers.

Until the Regents promulgated the new learning standards in 1996, there was little objective evaluation of the performance of high school students anywhere in New York State, with each of the 700 school districts employing their own set of standards for high school graduation.

Having said that, I have great concern that the Regents and the Commissioner made a determination which I feel was wrong and dangerously rigid, to go from one extreme to another. Accountability does not require the Regents' requirement that no student can earn a diploma, regardless of their *entire* academic record, without passing rigorous Regents exams in each of five subjects (English, Math, Science, American History and Global

History). Failing even one of those exam means that the student is denied a diploma.

We all have our strengths and weaknesses, good days and bad days. Furthermore, can we ever be truly satisfied that the exam itself is without error and fairly calibrated at the appropriate level of difficulty? Can we be truly confident that what is being tested was adequately taught or that each test always correlates neatly to the learning standards and curriculum?

And even if the test is perfectly devised, a student's one bad score or one bad day should not define a school career.

The importance of high standards and common assessment criteria is real. All students should take Regents exams and all schools should factor those results into determining the student's final grade. Additionally, Regents exam marks should be part of a student's transcript and, as such, become a component of the student's overall academic profile.

Yes, of course our schools and our students should be held to high standards. But the one-size-fits-all testing model adopted by the Board of Regents swings the pendulum too far, the policy reflecting confusion between solid standards and high-stakes hype. #

*Steven Sanders, (D, Man.), is Chairman of the New York State Assembly Education Committee. To contact him, or for information about the locations and schedule of hearings, e-mail him at sanders@assembly.state.ny.us or phone 212 979-9696.*



## Mentoring USA Enhances Self-Esteem Development for Immigrant Youth

By MATILDA CUOMO & PREETI PARASHARAMI

Ana, an immigrant youth from the Dominican Republic, once said to her mentor, "[By moving to the

United States] I have lost my sense of language, culture and self identity." Ana, who attends PS 20, speaks of the difficulty or 'disconnect' many newly immigrated youth experience when attending city schools. Nearly one third of the total student populations in New York City schools are immigrants. This ever-increasing population of children begets an interesting challenge: how educators aid in the development of immigrant youth self-esteem and provide them with a sense of connection to their new communities despite the apparent language and cultural barriers.

Mentoring USA (MUSA), partnered with New York City public schools and other after-school agencies in September 2001 to offer an English as a Second Language (ESL) mentoring program, which provides English Language Learners (ELLs) with the academic and emotional support of a caring adult mentor. The role of an ESL mentor is twofold. Primarily, the mentor helps the mentee improve his or her English skills by supplementing the city's English as a Second Language curriculum with one-to-one reading and writing lessons. ESL mentors also prepare immigrant youth for the rigors of middle school and high school, providing their mentees with the opportunity to

better engage in the process of learning. In this way, the one-to-one relationship between the mentee and the mentor provides ELLs with guidance and the self-esteem to success.

During the 2002-2003 school year the ESL mentoring program thrived at its five pilot sites as well as at two additional sites. For example, PS 161, a West Harlem middle school site that attracts few mentors because of its location, had a one hundred percent increase in mentor enrollment. The impact of the increased mentor participation is evinced by an increase in scores on the Language Arts Exam and the visible change in the children's demeanors. As Liana Acosta, a social worker who commutes from New Jersey to the Harlem site, says, "Mentoring at PS 161 was the experience of a lifetime! Knowing that their grades had significantly improved and hearing their laughter every Saturday was worth the one hour drive to New York every week."

At PS 161, with the support of Site Coordinator Alicia Hobbs and Principal Barbara Brown, the pairs had the opportunity to explore the Harlem community by taking a walking tour of the CCNY campus and its surrounds and attending various cultural events including the World's Fair, a Yoga workshop, a Knicks game and the Ringling Brothers and Barnum and Bailey Circus.

ESL mentoring programs also run at PS 20, a highly diverse Middle School located in the lower-east side, PS 188, District 1's site for all children who have recently immigrated from Spanish speaking countries, PS 70, a Long

Island City school with a high population of Eastern European immigrant youth and at the Fordham Youth Ministry, a Bronx after-school program serving children from the Caribbean and Central America.

In general, immigrant students have higher dropout rates than the native born, and for this reason the ESL mentoring program has expanded its scope to include high school students. Mentoring USA partnered with The Door, A Center of Alternatives, Inc., and Con Edison to provide teenage immigrant youth with adult mentors. Specifically, the ESL mentoring program at The Door has matched Chinese youth with mentors from a variety of backgrounds. Most of the children in the mentoring program emigrated from China less than a year ago. Their limited English skills have been an inspiration rather than an obstacle for mentors. As Matthew Cavazos, a first generation Mexican-American and mentor at The Door, says, "ESL mentoring has allowed me to improve my teaching and communication skills and most importantly, has given me the greatest opportunity—to touch the life of someone special and make a difference in the community."

At Washington Irving High School, Con Edison employees spend their lunch hour mentoring Chinese and Hispanic youth. This year Con Edison partnered with Mentoring USA to provide training for the mentors and workshops and curriculum materials for the mentees. David Hill, in his second year of mentoring at Washington Irving says of his

experience, "I think that Washington Irving's ESL program is a wonderful opportunity to help kids who are living in a tough environment, facing huge challenges, often while living in backgrounds where support is lacking. It's important as mentors to give something back to our community, by acting as role models, being caring adults and being interested in the mentees."

Mentoring USA continues to meet the challenge of helping English Language Learners build self-esteem, succeed in school and in their communities by providing one-to-one mentoring to newly immigrated immigrant youth. With over 130,000 English Language Learners attending New York City public schools, MUSA hopes to expand its program to include more sites in Brooklyn, Queens and the Bronx. None of the ESL programs run in the summe; however we recruit during the summer for the fall. On June 20<sup>th</sup>, mentors and mentees from PS 161, FYM and The Door showed they are conscientious about continuing their relationship all year round by attending our annual picnic. Since the ESL program was piloted in the fall of 2001, numerous pairs have continued their relationships from middle school into high school, demonstrating the continuous support that Mentoring USA encourages, which so benefits these children. #

*Matilda Raffa Cuomo is the former first lady of New York State and is the Founder and Chair of Mentoring USA. Preeti Parasharami is the B.R.A.V.E./Juliana and ESL Program Manager at Mentoring USA.*



## COLLEGE & UNIVERSITY PRESIDENTS SERVE AS ALCOHOL & DRUG PREVENTION LEADERS

The Higher Education Center for Alcohol and Other Drug Prevention announced new members of the Presidents Leadership Group (PLG), a body of higher education presidents and chancellors who have made student substance abuse prevention a priority on their campuses. Nine new members joined the PLG, representing a diverse group of campuses from around the nation. The expansion of the PLG marks the continued commitment by the Higher Education Center to highlight and promote the critical role of presidential leadership in collegiate alcohol and other drug prevention.

With support from The Robert Wood Johnson Foundation, the PLG was formed to bring national attention to alcohol and other drug issues on college and university campuses. Representing a broad array of institutions of higher education, officials from 45 campuses from 27 states now participate in this effort. The expanded PLG will build on the leadership efforts of its 36 previous members. Officials serve as prevention spokespersons, change agents, and models for other presidents; they also support statewide and regional alcohol and other drug prevention efforts, adopting leadership roles in existing regional initiatives or taking the lead in states where statewide efforts

have not yet taken hold.

"Presidents are in a unique position to invigorate and influence prevention efforts on their campuses and in their communities," said Higher Education Center Director William DeJong. "We look forward to working with the new members of the PLG as they continue to demonstrate how presidents may best serve this critical role, drawing upon campus resources and enlisting both campus and community constituencies in prevention."

The new PLG members were chosen based on their previous alcohol and other drug prevention efforts as well as their future plans for leadership in this area. The rigorous selection process required applicants to submit personal statements, letters of support from people within their institution and their surrounding community, and their campus's biennial review reports. "Substance abuse issues plague our institutions and prevent our students from maximizing their intellectual, emotional, and social potential," said Donna Shalala, president of the University of Miami and former U.S. Secretary of Health and Human Services. "Given this knowledge, we have a responsibility to do the best and most we can do to prevent further negative consequences. I welcome the opportunity



Dr. Donna Shalala

to continue in my commitment toward public health by serving in the Presidents Leadership Group."

The Higher Education Center formed the original PLG in 1997. That year, the six-member PLG published an alcohol prevention report urging college presidents to become more active leaders on this issue on their campuses and in their surrounding communities. Copies of the PLG report, "Be Vocal, Be Visible, Be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention," and its companion video can be obtained by visiting the Higher Education Center's Web site at [www.edc.org/hec/plg/products.html](http://www.edc.org/hec/plg/products.html).

The Higher Education Center for Alcohol and Other Drug Prevention serves as the national resource center for institutions of higher education concerned with reducing alcohol and other drug use. Funded by the U.S. Department of Education, with supplemental funding from The Robert Wood Johnson Foundation, the Higher Education Center offers training, technical assistance, publications, and other information to assist those who want to take an active part in changing the environment in which students make decisions about alcohol and other drug use. The Higher Education Center is based at Education Development Center, Inc., an internationally known nonprofit educational research and development organization located in Newton, Massachusetts.#

For additional information, contact the Higher Education Center at 800-676-1730 or [HigherEdCtr@edc.org](mailto:HigherEdCtr@edc.org).

## PEOPLE IN THE NEWS

### NY Women in Communications Elects New President

Joannie C. Danielides, President, Danielides Communications, Inc. has been elected to lead the nationally acclaimed communications organization—New York Women In Communications, Inc. (NYWICI) as President, 2003-2004. NYWICI celebrates its 75th anniversary this year. A veteran public relations executive, Joannie C. Danielides is recognized for empowering career oriented and community-minded women through targeted media placements. As NYWICI president she will preside over a newly elected board of directors, as well as a diverse membership of 1000 communications practitioners representing the fields of: broadcast, marketing, public relations, arts and entertainment and new media.



Joannie Danielides

"I have always been inspired by NYWICI's mission and am honored to be president," Danielides said. "In our 75th year it is vital that we come together and applaud the past achievements of our fellow colleagues. We must also look to the future and set new goals for an ever-changing industry." Danielides will work with a stellar NYWICI board to continue to present quality events and networking opportunities for executives in public relations, advertising, publishing, entertainment, newspapers, film, and new media. Together they will raise NYWICI's visibility through special anniversary programs, including a conference featuring inspirational women, a student conference to impact future leaders, and the MATRIX Awards in the spring.#



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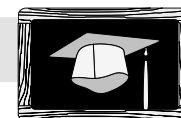


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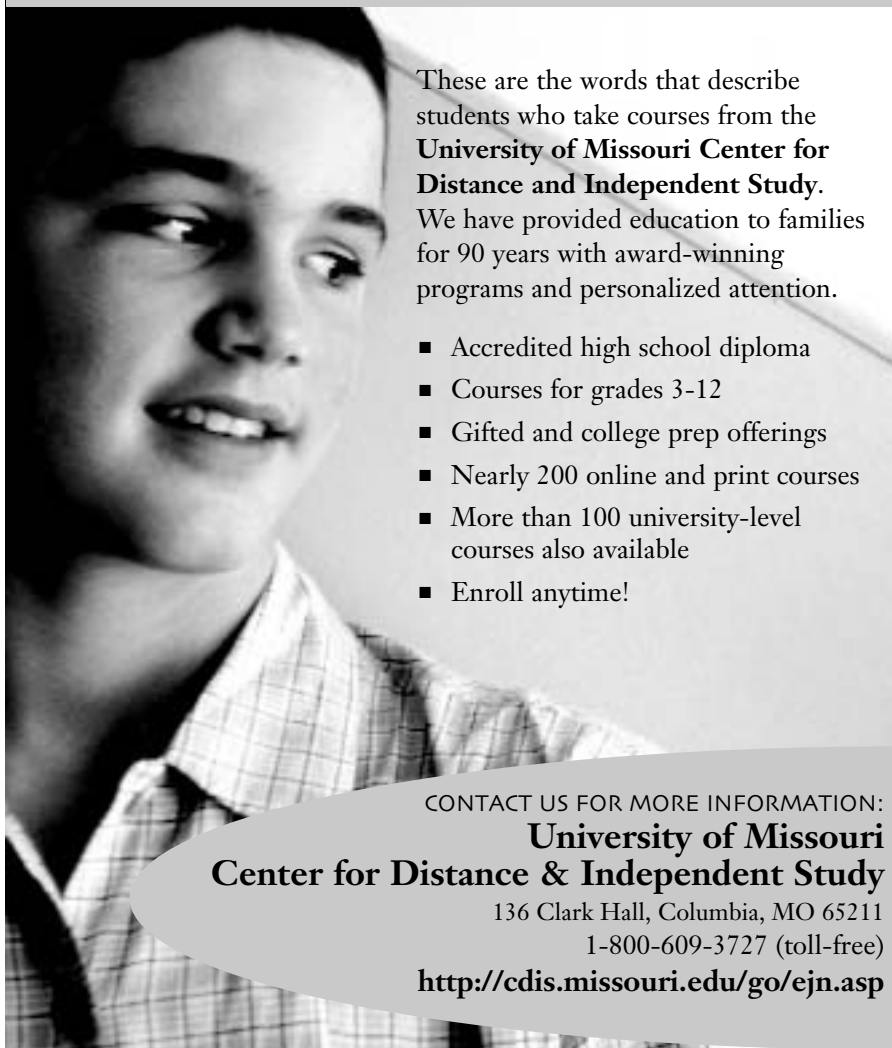
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## Goldman Sachs & Institute for International Ed Teach Business Skills to College Students

By KATARZYNA KOZANECKA

"Unfortunately, most of the world never thinks from a business perspective," said Steve Mariotti, president and founder of the National Foundation for Teaching Enterprises (NFTE). In other words, he said, people working in the human services sector would be able to solve problems more effectively if they understood the basic business principal of maximizing output with minimum resources. Mariotti was conducting a workshop at the Goldman Sachs Global Leadership Institute to teach this and other business skills, as well as to introduce entrepreneurship as a potential career to fifty of the world's brightest and most socially active students who met in New York from July 12 to 17.

The Global Leaders proved themselves worthy of their titles. They grasped connections quickly: Lucas Mendes, of the University of Sao Paulo, Brazil, foresaw that if the price of gasoline in Brazil increased, demand for sugar would also increase. "In Brazil we have two types of fuel: gasoline and ethanol. The ethanol is made from sugar cane," he said. "If gasoline is expensive, most of the cane crop will be used to produce ethanol, not sugar."

The responsibilities of running the Global Leadership Institute are divided between the creators of this unique all-expense paid educational program, which is taught by experts from the private, public and civic sectors. The Goldman Sachs Foundation funds the program and

Goldman Sachs professionals serve as mentors for the students, while the International Institute of Education (IIE) oversees the rigorous application process.

Each year, seventy-five universities in seventeen countries are asked to nominate between five and ten "outstanding students with top grades, who have demonstrated leadership and drive," said Peggy Blumenthal, Vice President of Educational Services at IIE. The IIE is a leading not-for-profit international educational and professional exchange organization. After several rounds of qualifying interviews, one hundred students are named Goldman Sachs Global Leaders. Each is awarded a \$3000 scholarship. On the basis of additional interviews and essays, fifty are chosen to attend the weeklong Institute in the world's financial capital.

This year's participants are citizens of twenty countries. They have all completed their second year of studies. Most are not majoring in business but all recognize the importance of learning to think like business people do. "Otherwise," said Anna Czarnicka, a biology major at the University of Warsaw, "you won't get financial support for your research." Isaac Baley Gaytan, an economics and applied mathematics major at the Instituto Tecnológico Autonomo de Mexico, said the leadership skills they were learning are applicable in every field.#

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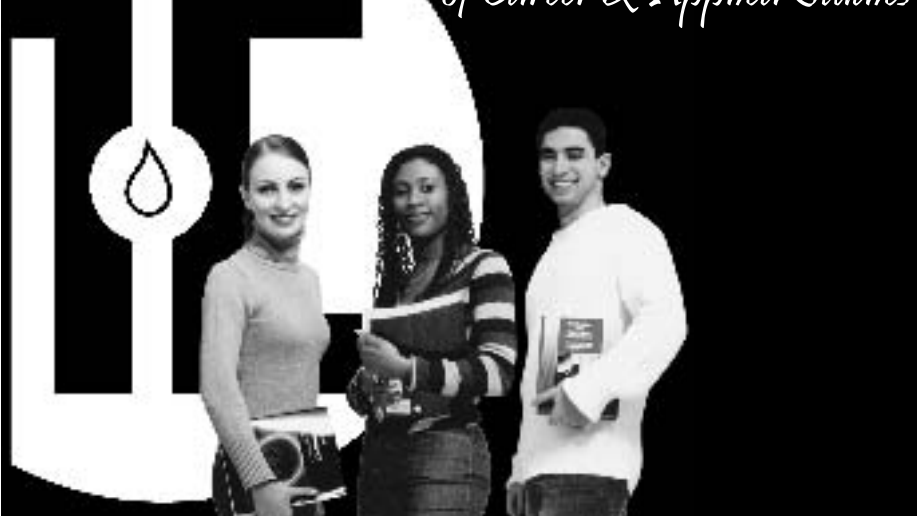
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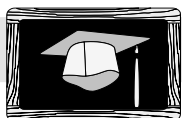
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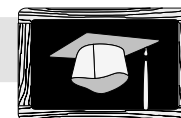
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## Barnard College Holds Young Women's Leadership Conference

By CHRISTINA CUOMO PERPIGNANO

"With so many different 'Leadership Programs' available to high school students, how could this program be any different?" That was my initial reaction when I was given the information on the Young Women's Leadership Institute conference that would take place between July 6 and July 12th at Barnard College in New York City. I had gone to other "leadership conferences" and I was usually very disappointed. Most of the programs just discussed leadership qualities but never helped you put those ideas into action and students weren't always very motivated.

On checking into Sulzberger Hall, my first impression was that the girls were determined and intelligent. I realized that they all held at least one leadership position at their high school. It was apparent that these students were chosen for their diversity and unique leadership experiences.

During our first activity we were introduced to our advisors and one of the organizers of the Young Women's Leadership Institute, Elizabeth Curtis. She explained that we had classes and workshops from 9 am to 5 pm each day that consisted of Feminism 101; What it means to be a woman leader; What type of leader are you; and Stress Management. In addition we also had reading assignments in the book *Listen Up: Voices from the Next Feminist Generation* with specific questions to answer each night in a one-page graded response. We also had reading discussions each morning with Allison Kimmich, the Director of Pre-College Programs at Barnard. At the end of the week we were evaluated. If we did well we received a glowing letter of recom-

mendation. Besides all of the other activities, we also had Leadership Labs in which a group of five girls had to devise a project that would improve the entire Barnard pre-College community in one week with a budget of \$35. "Many programs like these teach you how to be a leader," Elizabeth Curtis said to the very nervous faces in the room. Since you are all already leaders, our program is going to help you put it into action." When were we going to find time? What could we possibly do with \$35? We would soon find that our best resource was each other. If I had any reservations about the value of this program before the first activity, it was all gone when the briefing was over. This program was very different; we weren't being spoon-fed "leadership skills" anymore. We had the chance to hone our skills and put a plan into action.

During the week, besides bonding with other girls, I learned the importance of being a female leader and my Leadership Lab group successfully implemented our original idea for the project: a commemorative scrapbook. We also had the opportunity to go on a field trip to one of three sites, *Self Magazine*, *Newsweek*, or the center for Campaign finance. My group visited *Newsweek* where three female editors who shared their experiences about being women in the workplace, discrimination, and how they made it, welcomed us. All of my friends enjoyed the Young Women's Leadership Institute conference immensely and were a little disappointed that it was only a week. I would recommend Barnard's Young Women's Leadership Institute to any girl who isn't afraid of working hard and who wants to make a difference. #



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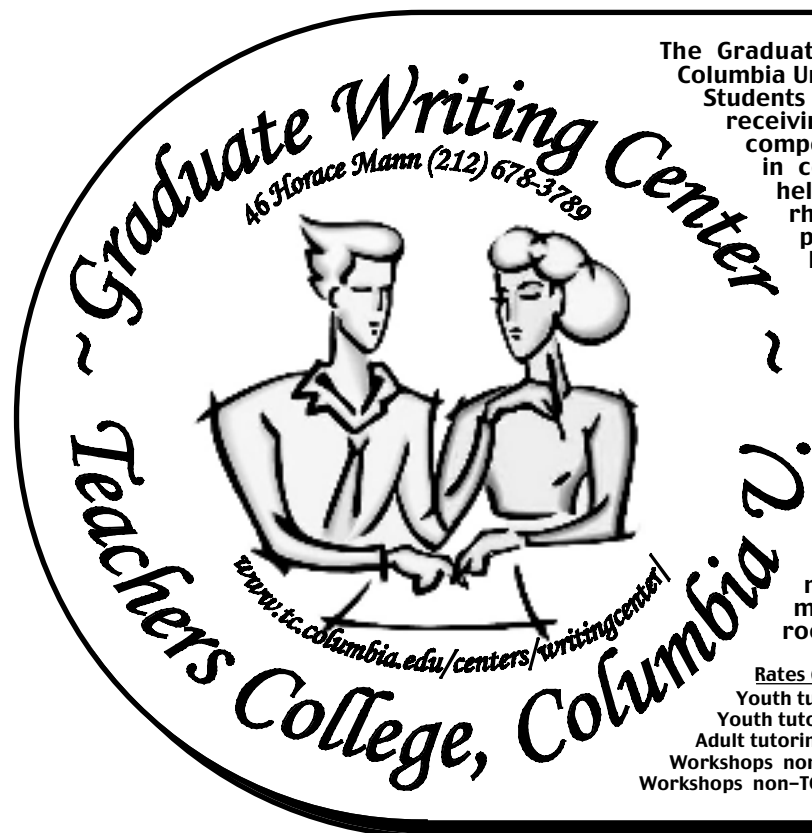
Boston University has officially marked the 30th anniversary of the nation's largest and longest-running scholarship program for urban public high school students. With the \$5.4 million in four-year, full-tuition scholarships awarded tonight, the Boston High Scholars Program has given more than \$94 million in scholarships to nearly 1,500 students since 1973.

Chancellor John Silber—who created the unrivaled program as University president—was joined by Provost Dennis Berkey and Boston Mayor Thomas M. Menino in honoring the 48 new scholars who represent 14 of the city's 19 public high schools. The students, who just completed an "upward bound" weekend in New Hampshire, are spending this week on the BU campus in an intensive orientation program that included lectures, labs and getting dormitory assignments.

The Boston High Scholars Program is part of Boston University's \$2.6 billion annual economic impact in the region, and represents a continuing investment in the educational future of the City of Boston and its young people. BU also offers annual special scholarship programs for Boston City employees, Boston teachers, graduates of Bunker Hill and Roxbury Community Colleges, graduates of nearby Brookline and Chelsea high schools, graduates of local Archdiocesan schools, and children of Boston and Brookline firefighters killed in the line of duty.

Boston High Scholars are nominated by their school's headmasters and chosen by a three-member committee of representatives from the Mayor's office, the University's Office of Admissions, and the Boston Public Schools. Meeting the requirements of at least a 3.0 high school grade point average, a top 10-percent ranking in their class and a combined SAT score of at least 1,100, this year's 48 scholars have a combined GPA of 3.59 and were ranked in the top five percent of their class.#

For more information contact Richard Taffe at 617/353-2240, [rtaffe@bu.edu](mailto:rtaffe@bu.edu).



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## Richard Kogan, M.D.: Music, A Window to the Soul

By POLA ROSEN, Ed.D.

Listening to Dr. Richard Kogan passionately perform the technically masterful passages of Chopin's *Polonaise* at an interview at Weill Medical College of Cornell University recently, transported me to a state of rhapsody. Dr. Kogan, a psychiatrist and concert pianist who was a roommate of Yo-Yo Ma at Harvard (and still plays in trios with him and fellow classmate Lynn Chang), analyzes the tortured creativity of Tchaikovsky, Schumann and Gershwin through their letters, diaries, medical data and music.

While it's hard to make other than tentative diagnoses on historical figures, Kogan explains, Tchaikovsky, writing 1300 letters to his patron, among others, clearly suffered from depression. Would he and Schumann, a victim of bipolar disorder, have been more productive if they had been able to take Prozac or Lithium? According to Dr. Kogan, there is a delicate balance between creativity and inner turmoil. Perhaps, he ventures, Tchaikovsky and Schumann would not have been as productive if they had taken mood stabilizers. Kogan is convincing as he poses this dilemma: the artists he treats in his practice as well as those in history would rather be creative and suffer than not be creative at all. Kogan cites Socrates as opining that creativity is only possible if an individual is out of his senses.

After Beethoven became deaf, catastrophic for anyone but particularly for a musician, he contemplated suicide. Kogan explains that Beethoven decided to devote himself to furthering his artistic expression and actually incorporated his suffering into his music. "He became a great composer because of and not in spite of [his deafness]. The ninth symphony, which speaks to us all, was written while he was deaf."

In some cases, meaningful relationships helped to organize the musicians' lives and root them. Kogan offers Clara Schumann, Robert Schumann's partner and George Sand, Chopin's lover as prime examples. Music can help people and alleviate their pain and suffering. Gershwin, for example, was a difficult behavior problem in school when he was about 11 years old. Those problems magically vanished when he was exposed to music. Shortly thereafter, as a teenager, he composed "Swanee River" which became an international hit. Later, very depressed, Gershwin's music resonates with sadness illustrated by the lullaby "Summertime," poignantly played by Kogan. Gershwin writes of a burning smell, clearly a neurological symptom, not picked up by his psychiatrist. The subsequent fatal brain tumor was not diagnosed until his untimely death, just a few years later. Expanding on the healing power of motivation and music, Kogan recalls how hard it was for him to memorize every bone in the foot for his Anatomy class in medical school, and conversely, how relatively easy it was to commit to memory, not only thousands of notes of music but also the numerous case histories of his patients.

In addition to motivation, a community of people making music together is key. As a young boy, Kogan remembers the isolation of playing alone in his home and being the only one in school to play an instrument. As a result, he rebelled against a strict practice schedule in his teenage years. Today, he has ensured that his three children play in the company of other musicians by having them learn string instruments. His oldest daughter, a cello student at Juilliard pre-college program, is attending a music camp this summer with numerous opportunities to perform with others.



Underscoring the important and challenging role of parents and educators to ensure that *everyone* has the ability to make music, Kogan affirms that music is indeed the universal language, that it breaks down barriers to a larger vision, that it enables people to become more creative and "think outside the box." Yo-Yo Ma, he says, is an innovative thinker, always looking for new ways to interpret, create and expand music. Kogan feels strongly that music education should never be lost in the public

schools. In higher education, in medical school, Kogan feels it becomes a tool for infusing a humanistic element into the medical school; it sharpens the diagnostic skill of students as well as sensitizing them to human suffering.

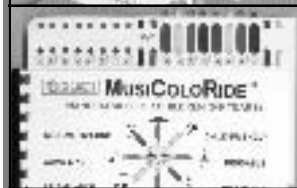
From Greek mythology flows the image of Apollo, the god of music and medicine, who fulfills the role of physician/healer and bridges the disciplines of music and medicine. Dr. Kogan, is our society's modern day Apollo; we are fortunate to have him in our midst.#

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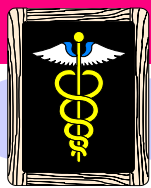


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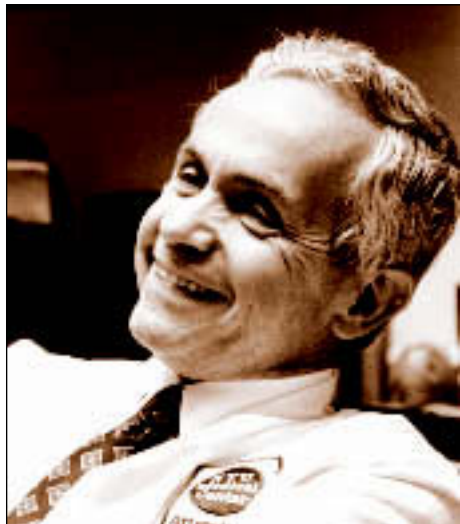
# MEDICAL UPDATE



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• 16

## Dr. Joseph G. McCarthy: Shaping New Lives, Buoying Human Spirits



Dr. Joseph G. McCarthy,  
Professor of Plastic Surgery,  
NYU School of Medicine

By JOAN BAUM, Ph.D.

Although everyone knows that physicians and dentists are (in)famous for invoking the first-person plural with their patients, as in “we must open our mouths, we need to consider the possibilities, etc.,” there probably aren’t many medical professionals, especially award-winning practitioners and researchers at the top of their field, who really mean “we”—who, like Dr. Joseph G. McCarthy, the Director of the Institute of Reconstructive Plastic Surgery at NYU, declares, “I never say ‘I,’” and then goes on to talk about the “team” that does the job. But what a job it is for him—performing complicated surgery, which can take up to 10-12 hours, administering the Institute’s educational

activities, particularly in craniofacial surgery, carrying out complex NIH and foundation-funded research, tending to his duties as visiting surgeon/director at four major hospitals, in addition to NYU, serving on editorial boards of major jour-

*“As part of the international program, the Smile Train, our plastic surgeons teach new skills to physicians in other lands.”*

nals and on the Board of the National Foundation for Facial Reconstruction and The Smile Train. Not to mention the stream of books, articles, lectures, videos. Dr. McCarthy, who holds an A.B. from Harvard and an M.D. from Columbia University College of Physicians & Surgeons, is the general editor of the 8-volume text, *Plastic Surgery* and his latest book, *Distraction of the Craniofacial Skeleton*, describing a breakthrough technique and device (now patented), for lengthening mandibular bone to allow for new bone growth, won recognition for “revolutionizing the field.” His bio is endless, but it is significant that among all the honors—including being given the Pioneer Surgeon Award by the University of Zurich in 2003, he has also been celebrated as Best Teacher at NYU and also Father of the Year.

These wider votes of appreciation reflect Dr. McCarthy’s strong belief that specialists should be broadly educated and open to new ideas, which means seeing their discipline in an interdisciplinary light. He believes that U.S.-trained plastic surgeons can now claim world leadership in this

regard, at the same time that training has been accelerated, accomplishing in 6 years what used to take 8. Such efficiency in so complex a field, bespeaks, of course, excellence in administration as well as performance. With modesty, the soft-spoken world-famous surgeon and teacher says that recent education efforts at NYU, including sophisticated computer simulation, at both the resident and post-resident levels, has resulted in the University’s having the “biggest” plastic surgery program in the country.

While acknowledging that seemingly frivolous pursuits often prompt beauty-obsessed people to seek elective surgery, and admitting that a venal image is emerging of the practitioners—a new trash-TV series about two hustler plastic surgeons is due in the fall (“drives me crazy”)—Dr. McCarthy says he bears in mind how people see

*“We often have to follow children from birth to teenage years, when their growth is complete.”*

themselves, as opposed to how others see them. His own work takes aesthetics into account to the degree that appearance reflects anatomical, functional and therefore social disturbances. He concentrates on the seriously deformed, those who, whether from genetic, congenital or accidental causes are badly disfigured. His patients range from neo-natal to 80, with the average age being 19. Many are young children, age 4-5, when deformity has begun to breed depression and despair.

Although cleft lip or palate is a common disorder (one in 500), the patients to whom Dr.

McCarthy ministers, along with his team of neurosurgeons, orthodontists, psychologists, ophthalmologists, social workers, geneticists, and most

*“Craniofacial anomalies often lead to placements of children into special education. They don’t need that; they need socialization.”*

important, nurse clinicians, who are on the front line with families, are those with the extensive pathologies that may involve damage to the brain, ears, eyes, air passages. The incidence of such craniofacial disorders is frighteningly not uncommon. But, he notes, success rates are increasing. He feels pleased to be part of an old tradition about treating such injuries and shows off an office plaque that contains the mission statement of a 16th century Italian plastic surgeon, Gaspari

*“The most terrible thing to observe is despair. The most important thing is that patients see a team helping them.”*

Tagliacozzi, “We restore, repair, and make whole those parts . . . which nature has given but which fortune has taken away, not so much that they may delight the eye but that they may buoy up the spirit and help the mind of the afflicted.”#

### IN BRIEF

#### New Study Supports Adding Nutrients to Infant Formulas

The results of a new study show that Enfamil LIPIL with Iron which is supplemented with the fatty acids DHA (docosahexaenoic acid) and ARA (arachidonic acid) helps to significantly improve the visual development of infants compared to non-supplemented formula. The study was conducted by researchers at the Retina Foundation of the Southwest in Dallas, Texas and is published in the June 2003 issue of *The Journal of Pediatrics*.

Researchers studied babies who were breastfed from birth to four to six months and then randomly weaned—either to the DHA and ARA supplemented formula, Enfamil LIPIL with Iron, or to a formula without DHA and ARA. The babies fed the supplemented formula had improved visual acuity at one year of age, compared to the babies fed the non-supplemented formula after weaning. Enfamil LIPIL is available nationwide in a wide variety of infant formulas to meet babies’ unique feeding needs.#

#### Vital Role of Nursing Assistants Acknowledged

The American Health Care Association (AHCA) and the National Center for Assisted Living (NCAL) urge all Americans to salute the dedicated work of nursing assistants throughout our nation who, under the most challenging of circumstances, provide compassionate, selfless service to our nation’s most vulnerable seniors and persons with disabilities. The nursing assistant is an individual who brings strength, humor, compassion, dedication, warmth and other essential qualities that add a human element to the tasks of care giving.#

*The American Health Care Association and The National Center for Assisted Living represent nearly 12,000 nursing facilities, assisted living residences and homes for persons with mental retardation or developmental disabilities. For more information: (202) 898-6301.*

#### College Provost will Lead State Medical School Association

Ralph A. O’Connell, M.D., New York Medical College provost and dean of its School of Medicine, has been elected president of the Associated Medical Schools of New York. He will oversee the activities of the group, which supports and carries out public education activities through position papers and conferences, playing a constructive role in State health policy making.

Prior to joining the university in 1996, Dr. O’Connell served as clinical director of the Department of Psychiatry at Saint Vincent’s Hospital and Medical Center in New York City. Incorporated in 1967 and based in New York City, the Associated Medical Schools of New York is a consortium of the 14 medical schools, public and private, in the State of New York. The organization’s central mission is to work toward the continual strengthening of medical education, medical care and research in New York State.#

#### College Provost will Lead State Medical School Association

The Board of Directors of Family Process Institute announced that it has chosen Evan Imber-Black, Ph.D. as Editor of Family Process, the leading journal of family therapy. Dr. Imber-Black will act as Editor-Elect until January 1, 2004 when Dr. Carol Anderson will relinquish her role as Editor. Family Process publishes articles on the research and practice of family therapy. Currently, Dr. Imber-Black is Professor of Psychiatry at the Albert Einstein College of Medicine and Director of the Center for Families and Health at the Ackerman Institute for the Family. The Center addresses the profound challenges posed by illness to families, patients and their medical providers.#

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## Four CCNY Grads Receive Salk Scholarships for Medical School



Kanwal Farooqi (left) and Ronald Charles (right) with guest speaker Dr. Angela Diaz

A Brooklyn resident whose goal is to find a cure for lupus, a Pakistani immigrant involved in a complex cancer research project, and a soon-to-be wed graduate with an interest in DNA are City College's 2003 Jonas E. Salk Scholarship recipients. A fourth student, who had the highest GPA in the CCNY Division of Science, was one of five honorary winners named by The City University of New York (CUNY). CCNY graduates Chiyedza Small, Kanwal Farooqi, Ronald Charles and Phyllis Eze, were among the Salk Scholars from five CUNY schools honored at a ceremony at Baruch College recently. All will attend leading medical schools.

The prestigious scholarships for medical school are awarded to students, chosen by a panel of distinguished physicians, for their outstanding academic records, the quality of their research projects and their volunteer work.

Dr. Louise Mirrer, CUNY Executive Vice Chancellor for Academic Affairs, presented the awards to the winners. Dr. Angela Diaz, Director of the Adolescent Health Center and Crystal Professor of Pediatrics at Mount Sinai School of Medicine, was the guest speaker.

Born in the Dominican Republic, Dr. Diaz attended City College before earning her medical degree at Columbia University College of Physicians and Surgeons and completing her post-doctoral training at Mount Sinai School of Medicine. Dr. Diaz said, "It is wonderful that this country offers people the opportunity to achieve their dreams. With a lot of hard work and perseverance you can get there. I hope that these students do so and contribute to science and medicine."

The scholarships are named for Dr. Jonas E. Salk, a 1934 graduate of City College, who developed the anti-polio vaccine. When Dr. Salk was offered a ticker tape parade by New York City in 1955 in honor of his discovery, he asked that the money be used for scholarships instead. Since then, CUNY premedical students who have received the scholarships, which now offers a stipend of \$6,000 per scholar for medical school, have gone on to assume leadership positions in medical research and medical practice.

### Scholarship Winners

**Chiyedza Small:** Ms. Small's life-long love of science developed into an interest in scientific research after her freshman year at CCNY when she spent the summer studying

immunoglobulin class switching in a human monoclonal B-cell line at Cornell University Medical School in Dr. Paolo Casali's laboratory. Several of Ms. Small's close friends are afflicted with lupus, an autoimmune disease that predominantly affects women. To find a treatment and a cure for lupus is one of the objectives that has steered her on a path towards a Ph.D. in immunology. The Brooklyn resident will attend Mount Sinai School of Medicine.

**Kanwal Farooqi:** Ms. Farooqi, who graduated magna cum laude with a degree in biochemistry, has been involved as an independent lead person in a complex research project in CCNY Professor Carol Wood-Moore's microbiology lab at CCNY on the role of p53, a tumor repressor cell. She lives in Brooklyn and will attend New York Medical College.

**Ronald Charles:** After completing an associate degree in his native Grenada, Mr. Charles transferred to CCNY where he developed a special interest in how cells respond to damage of the DNA and how the cell determines when the damage is too much to repair. His work in Professor Carol Wood-Moore's lab on the novel BLM3 gene will lead to contributions to several publications as co-author. Mr. Charles graduated magna cum laude with honors in biology. He was a MARC Scholar, a member of the Golden Key Honor Society, The Caduceus Society, and a Program in Premedical Studies Mage Scholarship recipient. He resides in Brooklyn and will be married in July 2003 before attending Cornell's Weill School of Medicine.

### Honorary Winner

**Phyllis Eze:** An Early Medical Education student to Downstate Medical School, Ms. Eze graduated from CCNY summa cum laude with a degree in biology. She had the highest GPA in the Division of Science, a perfect 4.00, and received the Program in Premedical Studies Excellence Award. This award, which carries a \$2,000 prize, is given to the two top graduating students in the Premedical Studies Program. In addition, Ms. Eze was a MARC Scholar and worked under Biology Professor Dr. Karen Hubbard. She sat on the Executive Board of the Caduceus Society in the 2000-2001 academic year. Ms. Eze, who lives in Brooklyn, was selected for Downstate Medical School's Early Medical Education Student program during her sophomore year at CCNY.#

## What Color is Your Summer?

### A VISIT TO THE NEW YORK BOTANICAL GARDEN

Saturday, August 9, 2003, Chinese Garden: The Cheung family takes you on a special guided tour of their garden. See bitter melon, tomatoes, and Chinese celery. Learn to garden organically with non-traditional fertilizers. Make a Chinese lantern and learn how to create a paper dragon.

Saturday, August 16, 2003, Caribbean Garden: Have fun stirring up fresh salsa with ingredients from the garden. Make a little flower bouquet to take home.

Saturday, August 23, 2003, Korean Garden: Tour the Korean Garden with the Korean gardeners who share their culture and special crops. Learn how kimchee is made through a cooking demonstration. Make beautiful paper flowers and paint nature scenes.

**Flower Power in the Children's Adventure Garden**—Now through September 14, 10:00 a.m.–5:30 p.m.

As children enter the garden they encounter brightly colored, jumbo flower models that explain how flowers are adapted to attract their pollinators. Bees prefer flowers that are fragrant and sweet and contain blue, purple, UV and yellow pigments. Flowers with colors including bright orange, pink, and red attract butterflies. In the Bendheim Herbarium children craft flowers for pollinators like bats, moths, beetles, and bees and play a pollinator puppet matching game that pair up pollinators to their favorite flower.

**The Wonders of Water Lilies**—Every weekend in August

Flower Power takes a cool dip, as we look closer at one of the most fascinating and inspiring flowers: the water lily. Find out how a water lily floats and do your own sink and float experiments. Try your hand at "water-color water lilies" and see how water lilies inspired some of the most treasured paintings.

**Budding Botanists in the Adventure Garden**—Tuesday through Friday, 1:30–3:00 p.m. For children ages 2–5

Budding Botanists explore nature through the ABC's, a program for early literacy through the study of nature. Children discov-

er each letter with stories and hands-on activities like planting, pasting, stamping, and coloring:

Camp groups are welcome to explore the Garden. **Flower Power** in the *Adventure Garden*: Children plant, weed, water, compost with red wiggler worms, and help create a lush summer garden full of flowers, herbs, and vegetables. Each child pots up a plant to take home. **Guided Walks**: Children look, smell, and listen as they explore the natural wonders of the Garden grounds. In the Conservatory, children see a South American Healer's House, explore insect-eating plants, and discover how plants adapt to different climates. Children are amazed at the *Agave americana*, or century plant. **Self-led Tours** of the Garden Grounds: In these themed tours, young detectives explore the Garden grounds, solve the mystery of the missing nectar, and discover the wonders of a 50-acre Forest. Children investigate the Enid A. Haupt Conservatory using the "Adventures for Plant Hunters" guide or search the Mitsubishi Wild Wetland Trail for aquatic plants, birds, and frogs to play "Wetland Bingo."

Every day the Garden offers something new for children to investigate. Kids and their families experience a world of plants, explore nature, and discover the thrill of science. #

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## ELEANOR ROOSEVELT HIGH SCHOOL OPENS ITS DOORS

By KATARZYNA KOZANECKA

"Do one thing every day that scares you," said Eleanor Roosevelt, wife of a great president, and a great woman in her own right. This September, a new high school named after her will open in its permanent home at 411 East 76th Street in Manhattan, the result of a successful effort on the part of the Upper East Side community. The school has been housed in the O. Henry Learning Center on West 17th Street for the past year.

The parents, though pleased with the education offered by District 2's elementary and middle schools felt the choices were poor for high school, said principal Susan Elliott. Parents wanted a small, personal, academically rigorous school for bright college-bound kids who didn't make it to Hunter or Talent Unlimited and for whom Urban Academy, a neighborhood alternative high school, was not a good match.

Eleanor Roosevelt High School satisfied their needs.

The road from conception to ribbon cutting has lasted a decade and has involved parents, educators, and elected officials such as Council Speaker Gifford Miller and Councilwoman Eva Moskowitz. The first fruit of this collective effort was Baruch College Campus High School, where Elliott taught and served as assistant principal when the school opened in 1997. But Baruch, then on 18th Street, was too far downtown. Shortly thereafter, the City Council appropriated \$20 million from a special fund for the creation of new schools, and in January 2002, Elliott left Baruch to put together the Eleanor Roosevelt High School.

"Because we didn't know until January that we would be a viable school," said Elliott, "we missed the regular high school application process and used a rolling admissions method instead. We held a huge open house and talked to middle school guidance counselors, who recommended kids. Students applied. Of the 200



Susan Elliott, Principal of Eleanor Roosevelt HS with the school's namesake

who were invited to attend, 106 decided to come." This year, Eleanor Roosevelt was listed in the High School Handbook, which is distributed to all New York City 8th graders. The number of applications rose to 1100. "It's a demanding school for students and teachers," said Elliott. Students are chosen by their previous academic history, with priority given to District 2 residents. They get a minimum of two and a half hours of homework a night. Each week they write a letter to their advisor about what they're reading, and each week, the advisors write back. "It models for kids how to go beyond the plot, how to think about literature," Elliott said. It takes three to six hours of a weekend. It's a gargantuan amount of work. It's one of the ways we get really good teachers. Eleanor Roosevelt hires teachers through the School-Based Option plan. In other words, whenever there is an opening, a committee of current teachers defines the responsibilities of the position. The committee hires the most senior qualified teacher who applies for the job. At

Eleanor Roosevelt, each teacher is an advisor to twenty students.

Only the science teachers are exempt, due to labs. These arduous responsibilities encourage only hard-workers to apply. "All of our 13 full-time and two part-time teachers are certified or in the middle of earning their Masters degrees," said Elliott. Furthermore, no one is teaching out of license.

"I want kids to be able to find their passion by exploring different subjects," said Elliott. She strives to give the arts the respect that other subjects receive. In ninth grade, students can choose between a survey of art history, music appreciation, instrumental music, and drama. Tenth-graders can choose an introduction to jazz, painting and drawing, or art history. Students can study French or Spanish. Beginning next year, AP courses will be offered. The school also has an annual community service

requirement.

Elliott's vision is to create an environment where teachers and students learn from each other and support each other's work. Elliott has provided a support structure of the form of an advising system and constant staff development. Thanks to an \$18,000 grant from the Manhattan Chamber of Commerce, she will be able to hire a part-time college advisor. "If a student wants to succeed, he or she can do it," said Elliott. The same holds true for teachers.

The new Eleanor Roosevelt High School promises to embody the values of Eleanor Roosevelt: her valiant fight for diversity and human dignity, her courage in dealing with personal crises, and the example she set for working women.#

For more information, visit [www.erhsnyc.org](http://www.erhsnyc.org).



Susan Elliott given a check by Manhattan Chamber of Commerce President Don Winter (far right) while Councilmembers Eva Moskowitz and Gifford Miller look on

## Taking Education Outside of the Classroom: NYC Museum School

By ROB LUCHOW

Most high school students learn about buoyancy from a textbook or a lab experiment. Students at the New York City Museum School (NYCMS) understand buoyancy from observing it on a sailboat at South Street Seaport.

NYCMS offers the unique experience of incorporating four museums into the school's regular curriculum. The American Museum of Natural History, The Brooklyn Museum of Art, The Children's Museum of Manhattan, and the South Street Seaport Museum have had partnerships with the school since its beginning in 1994 that allow NYCMS students to utilize the institutions as texts, classrooms, and even internship sites.

"We are so lucky to have them," said Sonnet Takahisa, Director and Founder of NYCMS. "It requires a tremendous commitment from the museums."

Takahisa based the school around her love

and appreciation for what museums offer as educational tools. When given the opportunity to create a small school, she incorporated the museum as "an underutilized resource within education." Takahisa was a museum teacher for more than 25 years and recognized the invaluable resource of a museum when it becomes expanded beyond just a field trip.

"We don't even use the term 'field trip'," said Takahisa.

Her objective for including museums was to have students "learn the way scholars learn" by emphasizing the importance of primary resources and project-based learning. Students partake in numerous research endeavors over their career including mandatory group efforts with an advisor, the 9<sup>th</sup> grade investigation of Darwin's theory of evolution, and a senior independent research project. Students spend a minimum of two afternoons per week at a museum.

"Students are being asked to figure out the real world," said Takahisa. "We are training them to learn how to learn."

From this ability to interpret resources, ask questions, and present information, NYCMS students have performed very well in document-based questions on the Regent's exam. However, for Takahisa, the excellence of this school and for education in general is not always seen from test scores. She says her students are "kids that want to be here" and her faculty "is some of the best in the city."

Takahisa also boasts about the diversity within NYCMS. She says that she chooses students across the city who are representative of the many different socio-economic backgrounds of the city. Roughly 40 percent of the 220 high school students are Latino, 20 percent are African-American, and 27 percent are Caucasian.

"It's about a sense of community," Takahisa

said. "That's what public education is all about."

In its relatively young existence, NYCMS has already begun to fulfill Takahisa's dream of a school beyond a school where "students learn the responsibility contributing back to a learning and social environment."

"I believe in what this school is and what we've created," she said. "Tony Alvarez [former Superintendent of District 2] said 'to make sure that you make a school good enough to send your own child. My son is about to enter eighth grade here.'"

The New York City Museum School is located in the O. Henry Building at 333 West 17th Street.



Sonnet Takahisa

## Teaching Students to Care for Their Planet: Environmental Studies HS

By ROB LUCHOW

How many high schools offer the opportunity to eat a raspberry on a student-designed rooftop garden? Environmental Studies High School (HSES) does. Located on 444 West 56th Street, HSES teaches its students the importance of maintaining and understanding the one planet we have.

"Students are given a sense of responsibility about the environment," said Principal Shirley Matthews. "There's an importance in spreading awareness." Environmental studies, as the school's name announces, is the crux of the curricula. While the school offers a wide variety of science classes, HSES humanities and arts classes attempt to incorporate the environment into their lessons. The school offers unique twists on classes, such as environmental ethics.

However, HSES takes education beyond the classroom. With organization from The Friends of HSES, an advisor system within the school, students are given the opportunity to take their environmental knowledge and skills into the real world. The school has done projects like studying the New York sewer system, cleaning up the Gowanus Canal in Brooklyn and designing historical walking trails through Carroll Gardens.



Mural on Environmental Studies H.S.

"These projects show students that they have the power to make a difference," said M'Lis Bartlett, Executive Director of Friends of HSES.

Within the school, HSES offers plenty of hands-on opportunities. Lab rooms are large

and well-equipped. Almost all contain multiple tanks with fish and animals. The most unique asset is the school's student-run garden on the rooftop. The students designed and built the benches in art class, measured soil sizes in

math class and labeled the plants by learning the original Latin names in AP biology.

At its core, HSES is an academically rigorous school with a competitive admissions process. The school receives almost 3,000 applications and can accept about 300 each year.

"We want students that are interested in school and have a willingness to learn," said Matthews.

The school has had plenty of success. Of its 2002 graduating class, 97 percent graduated with Regents diplomas and 95 percent enrolled in higher education.

Matthews contributes much of the school's success to its "dedicated" and "enthusiastic" teaching staff. With consistent and enjoyable staff development, the teachers continue to make HSES the best it can be. Its newest endeavor is to combine the different departments into classrooms to develop a more integrated learning environment.

"Our hope is to have a place where faculty hates to go home and students love to come to school," Matthews said.#

For more information, visit [www.envirostudies.com](http://www.envirostudies.com).

## Taking Care of Business at Murry Bergtraum HS

By ROB LUCHOW

The business world is known for its fast-paced lifestyle and years of schooling and training. Located at 411 Pearl Street in the Finance District, Murry Bergtraum High School starts students in business careers by immersion in the world around them.

Bergtraum prides itself on being the foremost high school for students interested in the business field. Of the 42 credits needed to graduate from Bergtraum, students there must take ten to 12 business credits. However, not only does the school offer a variety of business classes ranging from accounting to information systems to business law, but Bergtraum also provides its students with real business experiences.

Junior and senior students are encouraged to intern at a company. While most students take internships over the summer and in their col-

lege years, Bergtraum students start early.

"The students gain a better sense of business by working in the business world," said Maurice Collins, head of the Social Studies department.

For business experience within the school, Bergtraum offers two unique opportunities. The school store at Bergtraum is more than just a stand to purchase pens and paper. With a generous contribution from Estee Lauder, the school store sells cosmetic supplies to students and faculty. Students fully operate the business and the profits made from sales go to the student government.

One of the most popular classes at the school is "Virtual Enterprise," where students play roles of CEOs, accountants and marketing teams and create a fictional company.

"The problems they encounter in class are problems they could encounter in real businesses," said Collins. "It's very hands-on."

Like most esteemed schools, Bergtraum thrives on harmony of what head of the ESL department Bibiana Ammatuna said are "dedicated students" and a staff that is "very competent and willing to work and help all the students." Collins noted that Bergtraum students "want to learn and succeed."

For Collins, the key to Bergtraum's success rests in the ability to keep the curriculum updated and at the highest quality. With the business world so in tune with technology, Collins wants teachers to utilize modern techniques and develop more interesting lesson plans and provide "the most up-to-date business education."

"We have a responsibility to always ensure that teachers improve their abilities," said Collins. Ammatuna envisions a school where all the students come to learn more about the business world. She wants Bergtraum students to be dedicated to the industry and have a desire to distinguish themselves in the field.

"I would like Bergtraum to be the Stuyvesant for business," she said.#

Murry Bergtraum High School is located at 411 Pearl Street. For more information, visit the school's website at [www.bergtraum.org](http://www.bergtraum.org).

## UNLIMITED TALENT AT TALENT UNLIMITED HS



By KATARZYNA KOZANECKA

Bearing violins, sheet music, scripts, ballet shoes and their voices, students from all over the city come to Talent Unlimited High School on 68th Street and 2nd Avenue in New York. For four days each December and January, the line of hopeful eighth graders winds around the Julia Richman Educational Complex, which houses Talent Unlimited. They audition for one of five arts programs: dance (ballet and modern), drama, musical theater, vocal music and instrumental music. Those who are chosen are in for a lot of fun—and a lot of work.

Ten years ago, when the Julia Richman building was divided into several smaller schools, Talent Unlimited was developed into a full-fledged high school that offers intensive training in the arts in addition to a regular Regents academic education. Each day, students take two to four periods in their area of talent, depending on their grade and program. Regents scores are high: 90% passing in English, 96% in history. After graduation, some of the students enter conservatories, but most follow their teachers' advice and go to four-year liberal arts colleges in order to keep their options open. Some go on to careers in the performing arts; others return as teachers.

According to Deena Forman, the principal of Talent Unlimited, almost all of the school's teachers have been or still are performers. "There's an open-mindedness in artistic communities that draws people," said Forman, explaining the appeal of her school. With only four hundred students and twenty-seven teachers, the school thinks of itself as a family. Forman holds

planning meetings for teachers, although, she said, collaboration occurs naturally because of the school's size and interdisciplinary approach. The arts are written into the curriculum across the board. There are frequent visits to museums and other cultural institutions in New York. Sometimes several departments undertake a large-scale project, such as the school's recent modern-day version of the Greek tragedy, *Antigone*.

"MTV is our corporate sponsor," said Forman. "They award scholarships to seniors. They helped to renovate our auditorium. Now we have a \$100,000 sound system as well as the old style architecture." The company also provides internship and work opportunities. Forman mentioned the most recent example: a Talent Unlimited jazz band has a summer gig on a beach in the Hamptons playing for a karaoke television show. The school also has affiliations with the Metropolitan Museum of Art, Epic Theater, Limon Dance Company, and the Sundance Film Festival.

"We're reflecting and perfecting," said Forman. She would like to see continued growth of the musical theater department, the latest lighting and staging technology, and advanced courses in technical theater. She encourages the public to attend the school's productions, which are feats of teamwork. For a recent staging of *Stepping Out*, a play about a tap-dancing class, the actors learned to tap-dance. For a fine education with an emphasis on the arts, tap-dance your way to an audition at Talent Unlimited.#

For more information, visit [www.talentunlimited.org](http://www.talentunlimited.org).

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## Product Review:

## Codetek's VirtualDesktop

By MITCHELL LEVINE

Education technological environments aren't like corporate ones. In the corporate IT world, there's no need for "legacy" hardware; in fact, the description is a euphemism for "disposable." Every year, in the corporate sector, tech buyers get millions of dollars to purchase state-of-the-art, cutting edge technology to meet their end-users' needs. In the education world, buyers get dollars to attempt to meet millions of end-users' needs as best they can.

So productivity tools, like Codetek Studio's VirtualDesktop are a far more serious necessity in schools than either business or home environments. Now, imagine how far you could stretch your hardware resources if you could subdivide that 27" monitor into over a hundred separate virtual monitors, each of which can run different applications. Unlike trying to use

multiple windows, VirtualDesktop integrates and manages the desktops for the user with a helpful onscreen GUI, which automatically tracks each individual desktop and application. Just a few of the features would include: 'Focus follows mouse' for automatically focusing a window that the mouse hovers over; windows that can be dragged and dropped across virtual desktops; and completely configurable hotkey support for rapid switching between desktops.

Grade school teachers utilizing desktops for, computing skills development, language arts and reading tutorials, and Internet access for their entire classes, and remedial math and phonics for select students, can set up virtual desktops for each of these applications in the morning. Suddenly, a vast amount of time which would ordinarily be wasted getting each of the aforementioned groups and individuals

situated with their specific programs is freed up for additional instruction. Classes with differing curricula that need to share a computer system, between, say, AP history students and graphic design, for example, suddenly find themselves with a lot less friction. Want your class to get the most out of your DVD multimedia encyclopedia? Try setting up multiple desktops, so they can access different applications in MS Office, so they can catalogue, index, and share the information they find with other classes online with a web publishing utility like Thinkwave Educator.

Limitations on what schools can spend on hardware will probably always be a part of education's bureaucratic reality. But if you can't afford to buy 100 monitors, a small investment in VirtualDesktop could be the next best thing. For more information, or to download a free trial, log on to the manufacturer's site at [#](http://www.codetek.com)

## Win Two Free Movie Tickets

Mohandas Gandhi, Indian nationalist and nonviolent protest advocate, became immortalized in New York City when a statue of the leader was erected in 1986. Designed by Kantilal B. Patel, the statue features the Mahatma with his familiar walking stick and wearing the dhoti. The statue rests in an area famous for its history of protests.

If you know where this statue is, please e-mail or fax us the address. You must include your name, address, and telephone number. First person to submit the correct answer wins 2 free movie tickets.



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### PRODUCT REVIEW:

## INTERCUE PROFESSIONAL PDA FORM GENERATION SUITE

By MITCHELL LEVINE

This product satisfies what I think suffices as the truest definition of "revolutionary"—an idea which solves a problem which people don't yet realize they have. Designed to work as "enterprise software for a very specialized enterprise," this software offers a complete solution for form management with Palm OS-based PDAs (and, very soon, Windows-based smart devices.) True, you might not have known that not having interactive form management available for your Palm OS-based handhelds was a problem...but that's just because you didn't realize you had one.

If PDAs, laptops, and desktops primarily just replace good-old-fashioned notebooks, then they were a poor investment, because paper's a lot cheaper. What digital technology can offer is real-time interactivity, and even social democracy. Opinion polls give students a unique voice. Data collection for tests and quizzes siphons off time better spent in instruction. Similarly, time spent mechanically harvesting the information derived from science labs is time which could be spent analyzing and evaluating it. All of these small improvements and efficiencies, taken as a whole, have an enormous impact, and its sum is greater than its parts.

The package is designed for easy use: simple enough for novices, but powerful enough to provide a variety of options and resources for the sophisticated. The form designer component of the utility allows multi-document gen-

eration and offers a wide array of templates and specialized components for ease in project development. After downloading the software onto my laptop, I was able to set up an office poll in under half an hour with under one half hour's experience, and (believe me) absolutely no graphic design talent. Thanks to advanced XML support, a number of different network configurations are empowered, including integration with Microsoft Office XP.

Once a form is created, Intercue provides quick device deployment, allowing the user to view the output as seen on the handheld without even having to leave the design environment. Although that might not sound like a big deal, like anyone who's ever used a utility that didn't incorporate this feature will tell you it is one. A comprehensive user's guide and context-sensitive tips make for a much smoother learning curve.

Personally, I would give this package four stars, if I had a four star rating system to work with. In lieu of that, unfortunately, I will have to simply say that it deserves the attention of any educator, administrator, or technology aide or buyer that wants to make the very most of the possibilities of their school's Palm OS-compatible mobile tech; that is, every educator, administrator or technology buyer in a school making use of personal digital assistants. To download a free trial, or just get more information, log on at [www.intercue.com](http://www.intercue.com) or dial the manufacturer toll-free at (866) INTERCUE (866-468-3728).#

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Participants will be invited for one meeting, during which they will be screened for reading difficulties and asked to perform reading related tasks while monitored. Participants will be paid \$20 plus \$10/hour, with a maximum of 4 hours.

If you know any adolescents or adults, or are yourself an adolescent or adult, between the age of 12 and 65 who would be willing to participate in this study, please contact F. Xavier Castellanos, M.D., Adam Koplewicz or Eleanor Anslie at

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## Inclusion: What Are We Doing? Perspectives From The Field

By MARJORIE AUG

In the mid-seventies a landmark act for educating special education students was passed to ensure the rights of special needs students to receive appropriate instruction in a regular education setting, based on the individual needs of each student. As we fast forward to the present time, this is still happening on paper, as special educators are mandated to write an Individual Educational Plan (IEP) for each student who qualifies for and receives special education services. Unfortunately, the needs of many students are not being met because of a new movement called inclusion.

This meant that special education students would receive special education services in regular classrooms with their peers. The rationale was that special education students would not be excluded, socially, and could be mainstreamed if they had mild learning disabilities.

I have been a special educator in the public schools in Prince Georges County Maryland for 21 years. It was with great enthusiasm that I voluntarily transferred to a school to be the special education inclusion teacher for the 6th grade. Unfortunately, it turned out to be my worst nightmare. Most of my special education students were in a classroom with an experienced teacher of many years who was resistant

to inclusion. My students' IEP goals were not being met. The classroom teacher insisted that they complete the same assignments as the regular education students, even if they copied it from someone else. These students were totally frustrated and so was I.

At the end of the year, I packed all of my personal belongings and requested a transfer. I garnered a position in a pull-out program in a multicultural school. The principal announced that the school would use an inclusion model for the special education programs. There was no mention of teacher training for the new model and it was soon apparent that there would be teacher resistance in sharing the responsibilities of implementing IEP goals.

Inclusion can be an excellent model when programs appropriately meet the needs of the students, when teachers are treated professionally and attend workshops to better understand and implement inclusion, when they are given planning time with regular education teachers, and, most of all, when they receive the support of their principals.

The states are being pressured, on a national basis, to expand inclusive settings in the public schools. This may work for some students, but not for all. We must carefully rethink the changes we are making to special education. #

*Marjorie Aug lives and works in Maryland.*



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## DANCING WITH WHEELCHAIRS IN NEW MEXICO

By JAN AARON

"Like other people, little girls in wheelchairs and older people, too, want to dance," says Shira Greenberg, founder and artistic director of Keshet Dance Company based in Albuquerque, NM. She adds: "Anyone—regardless of age, physical abilities, or expertise can become a beautiful dancer." And she can prove it. Keshet offers a dance haven for the young, the young at heart, able-bodied wheelchair user, novice and professional. "They all explore the experience of dance and enrich our community," she adds. Her story, which recently impressed me during a visit to Albuquerque, also can be inspirational to all arts educators.

Greenberg started studying ballet and modern dance with the Minnesota Dance Company at age 9. She has since studied, taught and performed dance throughout the United States, and in Israel. She moved to Albuquerque in 1996. In lean times, Greenberg lived in a corner of her studio, and, through community organizations, offered dance instruction to all levels and ages groups throughout the city. If you're visiting Albuquerque, you



might catch a performance.

Today, with her executive director, Jane Dixon, mother of a 1997 student handling Keshet's business side, the company is thriving in an 8,700 square-foot facility in downtown Albuquerque, and is nationally recognized for its excellence in arts education. Focusing on "forgotten" individuals who wouldn't otherwise have the opportunity to experience the joy of movement, Keshet offers classes in modern dance, contact improvisation, and two annual shows, including her well-known *Nutcracker on the Rocks* and a spring show of diverse programs. Keshet has won prestigious local awards, and on the national scene, Bravo Television Network's 2000 National Arts in Education Award, and, more recently, the Peter F. Drucker Award for Non-Profit Innovation.

"Parents, school teachers, the kids themselves testify to the transformations that Keshet fosters," says Greenberg. She adds, their dedication to dance filters into schoolroom focus and all manner of behavior. "They are living proof that an education in the arts is indispensable."

At a performance of *Nutcracker on the Rocks* seen on tape (this writer was not in Albuquerque at Nutcracker season), the costumed performers, young and not-so, plump, slim, low-income and well-off, as well as wheelchair-users formed a vivid tableau, looking much like what the word Keshet means in Hebrew—a rainbow.#

For more information, write to [info@keshetdance.org](mailto:info@keshetdance.org).

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## MUSEUMS AS EDUCATORS

### *It's a Pet's World, We Just Live in It*

By ROB LUCHOW

"This city is petcentric and a petocracy."

These are just some of Roberta J.M. Olson's words to describe New York City's relationship with its animals. As Associate Curator of Drawings and one of the head curators of the new "Petropolis: A Social History of Urban Animal Companions" exhibit at the New York Historical Society, she knows the city and its pets.

"This is a total romp and discovery," she said. "It is a great history of cities, urbanization and pets."

Partnered with The Humane Society of New York, "Petropolis" uses animals as navigators of history. From seventeenth century portraits of regaled horses to photographs from the Westminster Kennel Club Dog Show, animals have become integral parts of families and society.

"It's not just humans that have history," said Kathleen Hulser, Public Historian and a head curator of the exhibit.

The exhibition guides the viewer through several different rooms, each with specific time periods and themes. The first two sections titled "Beautiful Beasts from the Wild Kingdom" and "Creature Comforts: Domesticity and the Nineteenth-Century Pet" demonstrate society's domestication of animals as pets. The last two exhibits "Urban Animals and Spaces" and "Obsession: Loving Relationships and Deluxe Pet Services" show pets' influence on urban customs and their ability to generate human devotion. The exhibit features several well-known artists throughout American history, including Civil War photographer Matthew Brady, painter James Henry Beard, street artist Keith Haring and Weimaraner photographer William Wegman.



However, the exhibit does not just expand the definition of history by exposing the unknown culture of pets, but rather the curators develop the concept of art. Beyond paintings and photographs, "Petropolis" reminds the patron that art is ubiquitous by including architecture (dog houses and birdcages), clothing (a Todd Oldham denim dog jacket and lavish dog and cat collars), and commercial art (unique "Lost Pet" posters and Department of Health posters).

"Petropolis" succeeds by incorporating unique history and being fun and family-friendly. Exhibits like Charles Eisenman's Ringling Family photographs provide a lighter side to the exhibition, along with the interactive elements like a playable "Dogopoly" and various children's books.

"Petropolis" is on view from July 15 to November 9, 2003. Special guests throughout the exhibitions run include cat therapist Carole Wilbourn, celebrity animal trainer Bash Dibra, and Broadway pet coach Bill Marone.#

*The New York Historical Society is located at 2 West 77th Street. For more information call (212) 873-3400 or visit [www.nyhistory.org](http://www.nyhistory.org).*

### *Museum Show Good Enough to Eat: "Chocolate"*

By JAN AARON

The summer's most delicious show, *Chocolate*, is at the American Museum of Natural History through September 7. Spanning more than 2,000 years and featuring more than 200 objects, *Chocolate* covers the legends, history, cultural, ecological and economics of the cocoa bean from pre-Columbian artifacts, ritual objects to modern marketing techniques. The exhibit, which was developed by the Field Museum in Chicago, is signed in both English and Spanish.

While the displays of delicate European porcelain chocolate services might be heavy going for youngsters, others will engage and delight in them. Everyone will be surprised to discover that their favorite treat originates as an unattractive pulpy pod filled with seeds which can be turned into rich and delicious cocoa powder and chocolate bars.

The exhibition, which introduces the plant itself and the tropical rainforest where it flourishes, also highlights the Mayas who were first to turn chocolate into a drink. Here, see one of the oldest lumps of chocolate in the world—dated 437 CE; here, also are Mayan vessels. By whirling cylinders near one of these vessels visitors can translate the hieroglyphics on its outside.

In the interactive Aztec marketplace, visitors learn about the purchasing power of a

handful of cacao beans in ancient days; elsewhere a running ticker shows nearly real-time prices from the Coffee, Sugar, and Cocoa Exchange at The Board of Trade in New York today. Another display explains how the Spanish discovered chocolate while scouting for gold in the New World, and how travelers from other lands returned with chocolate from these trips.

Perhaps the show's most unusual object is a burnished wood coffin from Ghana in the shaped of a cacao bean. Coffins like these are made today for the wealthy cocoa farmer to celebrate his life achievement.

Engaging exhibits deal with the advertising and marketing that promoted the craze for chocolate. And there are old-fashioned chocolate tins, oddly named chocolate bars of yesteryear and a salute to chocolate's use on festive occasions around the world.

The exhibit concludes with a wall cleverly designed like an open huge chocolate box with giant candy video monitors showing people testifying to their love of chocolate. A tiny fourth-floor cafe offers an array of chocolate treats. There are museum events related to the exhibit as well as a special chocolate shop.#

*Admission to the show is by timed entry. Tickets are \$17 for adults, \$12.50 for seniors and students; \$10 for children, and include museum admission. Information: 212-769-6900 or [www.amnh.org](http://www.amnh.org).*

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You have read *The Cat in The Hat*, *The Cat in The Hat Comes Back*, *One Fish, Two Fish, Red Fish, Blue Fish*, and *Green Eggs and Ham*, but did you know about *Thidwick The Big-Hearted Moose*? Yes this book is also written and illustrated by Dr. Seuss. A kinder character more put upon by those he is kind to, you may have never seen

illustrated with such vivid humor as he deals with his unwanted guests of bugs, birds, a turtle and a bobcat while avoiding hunters who want him as a trophy for the Harvard Club.

Robert McCloskey, author of *Make Way For Ducklings*, *Blueberries For Sal*, *Time Of Wonder* and *One Morning In Maine*, has a hidden treasure of a story in *Burt Dow*, *Deep*

*Water Man*. With his wonderful full color illustrations including his epic size pictures of whales, McCloskey tells the tale of a Maine fisherman, Burt Dow, who goes fishing for cod in his multi-colored boat and hooks the tail of a big whale. At one point he is swallowed up by the whale, which gives the author the opportunity to portray the whale's stomach a marvelous kaleidoscope of pink as a background for the abstract painting Burt Dow is pursuing by flicking dirt and emptying a can of yellow paint inside the stomach.

A couple of more recent treasures are the series of Cow books written and illustrated by Todd Aaron Smith, animator and graphic artist. Smith's colorful, oversize illustrations of a very pink pig, a cylindrical and tubular black and white cow, the heroine of this series, and other animals bring to life vividly the monsters they

imagine in their nightmares when they are scared by noises they hear in the dark in *Cow In The Dark*. The sheep that sleeps through the commotion has a comforting thought to share with his fellow animals.

In *Cow Makes A Difference*, Cow is bored by life on the farm. Cow wants to make a difference. A flyer advertising the city zoo lands in the farm field. Cow gets the idea of joining the zoo. Cow's attempts to disguise herself and fit in as a monkey, a penguin and a lion are colorfully portrayed by Smith's illustrations. In the end she learns some real wisdom and is happy to be part of the petting zoo as a cow. Other titles in the series are *Cow Under The Big Top* and *Cow*

*Goes For A Ride*.

The above books and many more books of all kinds, as well as greeting cards, music and gift items are available at Logos. During August and September and maybe longer come enjoy sitting in Logos' backyard patio. Most evenings you can dine back there, courtesy of Oscar's On York.#

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### Upcoming Events At Logos:

Wednesday, August 6, 2003 at 7 P.M., KYTV Reading Group will discuss *The Secret Life Of Bees* by Sue Monk Kidd.

Wednesday, September 3, 2003 at 7 P.M., KYTV will discuss *The Amazing Adventures of Kavalier and Clay* by Michael Chabon.

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By SELENE S. VASQUEZ

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(A Williamson Kids Can! Book, 120 pp., \$12.95)

*Coral Reefs*  
by Sylvia Earle.

Illustrated by Bonnie Matthews.  
(National Geographic, 32 pp., \$16.95)

*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.*

## 2 Reviews:

### *The Irony of Early School Reform and School Choices*

By MERRI ROSENBERG

Given the current political and educational climate, where there is much hand wringing about the plight of American public education—and specifically that of the nation's urban public schools—it's a useful reminder that such ferocious debates are nothing new.

Originally published more a quarter of a century ago, Michael B. Katz's exploration of the competing causes surrounding both the establishment of mandated high schools in Massachusetts during the 19th century, and why the town of Beverly opted to abolish its high school in 1860, echoes with surprisingly clear resonance today.

As he writes in his new introduction, "Irony" was written when educational decentralization and community control were still emergent, radical ideas, and the idea that school systems needed fundamental restructuring was a position on the political left...both the political right and left have appropriated the ideas of earlier radicals, albeit in different ways. Today, the book's stories would need a different educational setting. The emphasis on standards and high-stakes testing would provide the foil for questioning top-down reform while the move to market models, embodied in the idea of choice, would introduce a whole new set of considerations. Nonetheless, the problem of the disjunction between the hopes and dreams of early school promoters and what urban school systems became remains as real, and troubling, an issue as ever."

Clearly written, with an engaging style that involves the reader in the narrative's progression—and is a welcome change from most academic writing—Katz's book also covers issues surrounding state reform schools and the tensions between newly professional teachers and conflict about how best to teach curriculum.

Far less compelling in style, or substance, is *School Choices: True and False*, by John Merrifield, published in 2002 by The Independent Institute in Oakland, California.

The author, a research fellow at the Independent Institute and an economics professor at the University of Texas, San Antonio campus challenges much of the received wisdom about school choice programs. He contends that school choice proposals aren't sweeping enough, and fail to truly engage the market forces that would make an authentically competitive educational industry. His approach is somewhat chilling, because of the economic lens through which he bases his analysis, but probably worth a quick read from a school system superintendent or principal concerned about the impact of charter schools and vouchers.

*School Choices: True and False*  
by John Merrifield  
(The Independent Institute, \$15.95/book)

Far better, though, to spend one's time with "Irony." The book retains its value, as Katz says, because "It highlights how education has been used in America as a way out of public dilemmas—as a painless substitution for the redistribution of wealth—and how and why that gambit always fails."

In his conclusion, Katz adds, "Very simply, the extension and reform of education in the mid-nineteenth century were not a potpourri of democracy, rationalism and humanitarianism...we must face the painful fact that this country has never, on any large scale, known vital urban schools, ones which embrace and are embraced by the mass of the community, which formulate their goals in terms of the joy of the individual instead of the fear of social dynamite or the imperatives of economic growth."

It's a lesson that, in the smoke and mirrors surrounding too much of the current debate, policy makers would do well to heed.#

*The Irony of Early School Reform*  
by Michael B. Katz  
(Beacon Press, \$19.95 /book)

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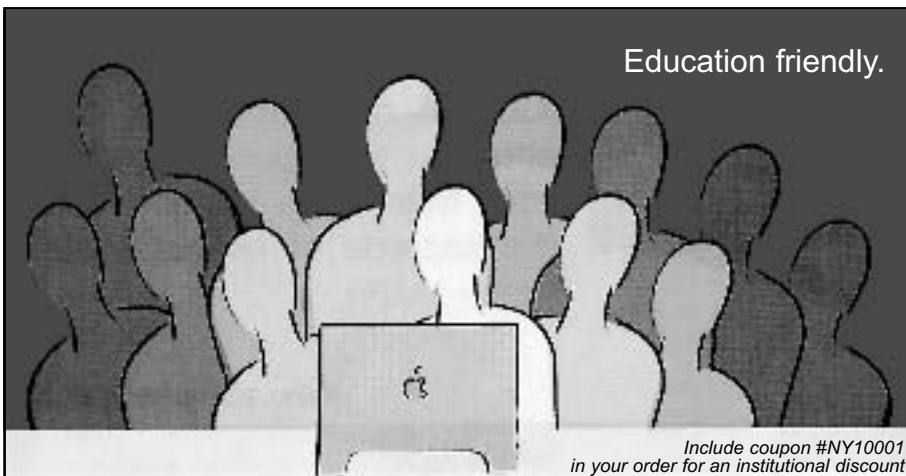
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### PRODUCT REVIEW:

## Advanced Force's DeviceLock

By MITCHELL LEVINE

Longtime readers of Education Update's Technology and Education section undoubtedly are aware of the almost 1.1 Billion dollars the New York City school system has spent on technology and technology education. Thousands of laptop computers have been donated to both students and teachers, and, thanks to an extended initiative on the part of the Department of Education, virtually all of the schools in the New York City area are equipped with Internet platforms for community-wide interactivity.

One thing that has remained a limited (and non-renewable) resource is IT support. Due to limited funding, many schools have been forced to supplement their paid IT support with student volunteers. While a viable solution to the tech support problem, it does raise some critical issues. An education network has to safeguard a great deal of sensitive information: grades, disciplinary records, exams and attendance records, just to mention a few. Also, some components of many systems, like some FireWire devices and portable storage peripherals, are so delicate, and, in some cases, of such limited stability, that having anything but the bare minimum of qualified users is less than circumspect. How can these two ideas be reconciled?

Advanced Force's DeviceLock provides a reasonable, cost-effective possibility. Noting that, according to industry trade research, over 80% of security breaches are inside jobs, this software utility creates internal firewalls for your various system components. Floppy drives, USB and FireWire devices, infrared, serial and parallel ports, Magneto-Optical disks, CD-

ROMs and ZIP drives can all be configured for different levels of administrative access, and password protected. Worried about your library or AV club student techs making inappropriate use of DVD drives or multimedia? Simply reconfigure their access privileges to only allow them to use those system components necessary to their duties, and assign others on a "need-to-use" basis.

DeviceLock can protect network and local computers against viruses, trojans and other malicious programs often injected from removable disks as well as protect disks from accidental or intentional formatting. DeviceLock even supports remote installs, enabling a Systems Administrator to set up a service on remote machines without ever having to physically go to them. I quickly download the software onto our office network, and in approximately five minutes I was able to establish more protective security features on our system than the combination of several software suites combined had previously.

Although DeviceLock is not as well known, or publicized, as some of the more boutique, pervasively marketed software and hardware solutions on the shelves these days, based on both the uniqueness of its features, and the cost factor, it deserves to be. Any school technology buyer with a need to produce results in the system security area—which, actually, should include just about any school tech buyer in New York—should give this product at least a Missouri look. For information, or to purchase and download, log on to the manufactures site, [#](http://www.protect-me.com)

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## PRODUCT REVIEW:

## SmartDraw Diagramming Utility

By MITCHELL LEVINE

The SmartDraw graphics package for charts and diagrams is actually the most fun software utility that I've used in some time. Almost any teacher of statistics or social studies has had the difficulty of trying to communicate a vital topic to their class that has unfortunate stigma of being, at least from the vantage point of a typical student, "dry." Of course, "interesting" is a subjective concept, and it's oftentimes unrelated to how important a particular set of ideas might be. In some cases, there's little that can be done: some important issues, like, say, tax law, are just not inherently exciting.

A large proportion of other subjects, however, and perhaps the largest share overall, are the many subjects that could be fascinating, if they weren't so abstract. Not being able to "see" what's being discussed in terms of concrete examples and visually displayed material can potentially drain the life force out of many a crucial set of ideas in applied mathematics, psychology, history and social studies, sociology and anthropology, and many other vital academic areas.

SmartDraw.com's flagship software package SmartDraw is a powerful tool to counteract this syndrome. With this combined graphics utility, symbol and clip art collection, and design aid, just about anyone can create complex graphs, flow charts, and diagrams with an ease of use described by the company as constituting a "zero learning curve." Are your students bored with lab reports in 3<sup>rd</sup> period chemistry? With a minimum of effort and cost, you can give them the tools to breakdown the empirical reports with a sophisticated series of report

graphs that rivals 3M's. Does communicating a set of lifeless statistics to your Sociology grads to demonstrate the explanatory power of cliometrics sound excruciating? Presenting them visually in chart and diagram form, personalized with selections from a voluminous collection of graphics and clip art, can be like a revelation.

Although intended for consumer and institutional advertisers and not graphics professionals, the product offers a host of productive features like drag and drop drawing, intelligent chart connectors, a wide array of templates, tables, fills, and theme art. The package is available in three different versions as well: SmartDraw standard, SmartDraw Professional, and SmartDraw Professional Plus. As a recommendation for the typical education professional, I would suggest that the Professional package would probably be best suited for in-class usage, with its seamless integration with the Microsoft Office Suite, and built-in spell checker. However, a case can be made for the specialized symbol collections and art work included as a bonus with the Professional Plus package, for those that can take advantage of those benefits. A very strong series of tutorials accompanies the software further enhancing user-friendliness.

With demos available on the site for free trials of the packages, it's hard to see how you could go wrong with SmartDraw 6. The only thing it could do is improve your ability to hold your students' attention, and facilitate conceptual expression. To download trials, or purchase on-line, log onto the manufacturer's product page at [www.smartdraw.com/#](http://www.smartdraw.com/#)

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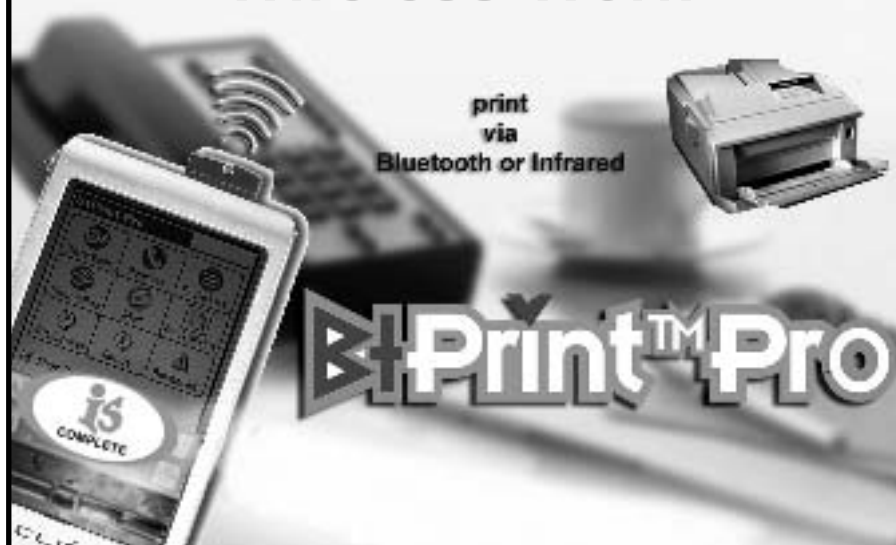
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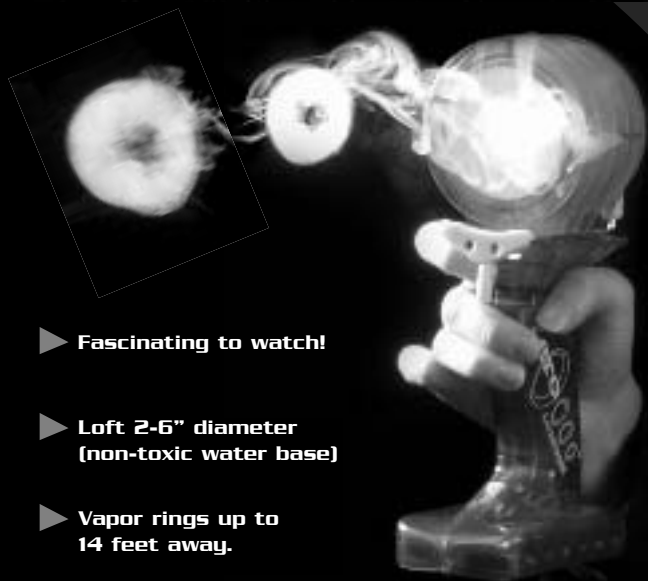
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### PRODUCT REVIEW:

## Now Software's Now Up-to-Date and Contact

By MITCHELL LEVINE

A lot of attention's been paid to the flashiest and most sexy elements of education technology in the last several years: servers, platforms, laptops, and other boutique hardware.

However, a silent revolution has been overtaking technology procurement, as the mobile tech's

little brother, handheld tech has been slowly gathering favor with the education market. With their greater portability, inconspicuousness, and far lower costs, a strong case could actually be made for superiority – if they can provide their end-users, students, with the same functionality as their full-sized colleagues.

Available for both commonly used Mac and Windows platform, Now Software has obviously paid a great deal of attention to the needs of education in their implementation of communications programming. As contact software, the package allows the user, either individual or network, to access an extensive, interactive calendar which can be synchronized across an entire district. Users can schedule resources like AV equipment and labs; synchronize activities, assemblies, and even lunch schedules; and publish it all on the web instantly. Of course, all of the above can be easily printed out through a variety of mediums.

One nice feature allows the user to be configured to separate their personal contacts from those that will be shared across the network, and, in fact, as a security precaution, material can be formatted to only be shared behind your system's firewall, without a chance of being accidentally published to the entire web. Although the product is not as feature-rich as some of the education specialty packages like Thinkwave Educator and Administrator, it offers the most important benefits of enterprise management for handheld computers, and a highly customizable interface at a greatly reduced price, and therefore earns our Editor's Recommendation. In fact, the company even offers a free thirty day trial of the software, which can be downloaded at the company's site, [www.nowsoftware.com](http://www.nowsoftware.com), along with information about education pricing, and on-line ordering.#

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## Internships & Study: Prepare for Next Summer

COMPILED By KATARZYNA  
KOZANECKA AND ROB LUCHOW

This is the conclusion of *Education Update's* list of educational summer activities for New York City students. These programs will still be around next year so save the list.

**Pass It On: A Youth Writers Institute** is a free workshop that meets daily for three weeks each summer at Lehman College, CUNY, in the Bronx. It gives middle and high school students the chance to write creatively without being graded for spelling and grammar. Instead, students receive feedback from peers and teachers. They write in the classroom and outdoors (in the Botanical Garden, for example). At the end of each week, they make use of a computer lab to revise their in-class writing for the culminating portfolio and class publication. When working writers visit, they teach the students how to generate material through exercises such as free-writes. Last summer's guests were poet Janet Kaplan and playwright Frank Perez. To further develop their place in New York's literary community, high school students attended a youth poetry slam at the Nuyorican Poets Cafe and spent an afternoon at Poets House (72 Spring Street), a public open-stack poetry library. For more information, call Tyler Schmidt at 718.960.6737.

For students with an interest in natural, physical, or social sciences, the **American Museum of Natural History** offers a free two-year program (summers included) in which students are trained to conduct research. Other perks are up-to-date science and technology knowledge, a behind-the-scenes understanding of the museum, mentors, and help with college applications. Women, minorities, people with disabilities, and other groups traditionally underrepresented in science are strongly encouraged to apply. For more information, call or email Noah Burg at 212.313.7171 or [hresresearch@amnh.org](mailto:hresresearch@amnh.org).

Undergraduate students interested in biological or biomedical careers can participate in a summer research internship program at the **Memorial Sloan-Kettering Center**. The program runs from May to August and is accompanied by a \$3000 stipend. Applications are accepted between November 1 and January 31. For more information, email [cruzd@mskcc.org](mailto:cruzd@mskcc.org).

**Metropolitan Museum of Art:** Graduating

New York City high school seniors can work as paid interns in the museum's library, curatorial departments, or education department. A strong interest in art and art history, previous work experience, an aptitude for general office work, and good academic standing are helpful. For more information, call 212-570-3961.

**Councilman Liu's Youth Action Team and Political Internship:** Every summer, City Council Member John C. Liu, the first Asian-American legislator to be elected in New York City, recruits a team of students with an interest in city politics and public service. Interns spend a minimum of twenty hours a week researching and preparing materials for community events and government meetings, improving the quality of life in Flushing and its surrounding neighborhoods, and interacting with the Councilman's constituents. For more information, e-mail Lauren Chiang at [liunewyork@usa.com](mailto:liunewyork@usa.com). Afshin Mohamadi, Press Secretary for New York Assemblyperson Caroline Maloney, said that summer positions are available for high school and college students in many politicians' local or Washington D.C. offices. For more information, contact your representative.

The Docent Program of the Wildlife Conservation Society at the **New York Aquarium in Coney Island** offers high school students the opportunity to act as assistants for the Education Staff. As assistants, students teach visitors and answer questions. They gain public speaking skills and a better understanding of marine life. For more information, call 718.265.3450.

The **Woods Hole Oceanographic Institute** in Woods Hole, Massachusetts, offers hands-on research experience to students interested in marine studies. The Institute offers an intensive summer fellowship program for college juniors and seniors. Whether on the engineering or scientific side of marine study, the program allows students to personalize a research study and assigns them a member of the institute's research staff as an advisor. The advisor attempts to formulate a study that the fellow can complete in a summer's work. At the end of the summer, the fellow is expected to compose a written report of the research and present a public oral presentation on the results. For more information, visit [www.whoi.edu](http://www.whoi.edu).

FROM THE SUPERINTENDENT'S OFFICE

## A TIME FOR NEW BEGINNINGS



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

Regardless of the fact that New Year's is celebrated on January 1st, every parent knows that the beginning of the new year is right around the day after Labor Day, when school begins again for our children.

Now that you've had time for things to settle down, you can calmly and objectively reflect on the previous school year and decide how you want things to change or to continue the same for the coming year.

With each school year children are expected to reach a greater level of maturity. Their schoolwork will be more challenging and their teachers will, in general, be expecting a high quality of work encompassing greater depth, more attention to detail, and more time commitment. Just as children will have to adjust their efforts to meeting these new expectations, parents need to be open to adjusting how to help them be successful.

Every parent has his or her own style when it comes to dealing with schoolwork. Some parents like to be very involved, and to go over homework and class work each day with their child. Others prefer to leave it up to their child to keep track of their own assignments and help out on a "when asked" basis. Neither is right or wrong, the determining factor is whether your

level of involvement is working for your children.

Take the time to review in your mind, or with your spouse, how your children's school performance was in the past year and how it affected your family life. Were there struggles over completing assignments or studying for exams? Did your children complain about missing out on social activities due to an overwhelming amount of schoolwork? Were you satisfied with the level of your own awareness on your children's progress in school? In other words, what worked well and what would you like to change?

Sit down with your children and explain what changes you would like to make regarding homework policy, socializing on school nights, participation in other activities, and curfews, both during the week and on weekends.

August always seems to fly by fast, and school is open before you know it. Try to make these preparations at least a week before your children go back to school. Listen to their reactions, and decide whether you want to try it their way or insist upon your own. Either way, make a date with all your family members to review the new policies after three or four weeks and make sure your school year continues in the way that will enable your children to be their most successful. Good luck.#

*Dr. Hankin is Superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.*

## Student Chess Players Compete In Nation's Largest Game

The Chess-in-the-Schools program is a non-profit organization that provides free chess instruction to 38,000 economically disadvantaged children in 160 New York City public schools.

Chess-in-the-Schools is dedicated to improving academic performance and building self-esteem among inner-city public school children. Through structured classroom, after-school, weekend and summer programs that involve 38,000 students and alumni each year, the organization uses chess as an educational tool to promote learning and to help young people

develop skills in critical thinking and problem solving. Chess-in-the-Schools' programs are designed to train and motivate young people to help them achieve their fullest academic and personal potential. The organization is funded through a partnership of corporations, foundations and individual supporters.#

For more information, visit the organization's website at [www.chessintheschools.org](http://www.chessintheschools.org). Contact: Sarah Datz, Berry & Company Public Relations (212) 253-8881 or email to: [sdatz@berrypr.com](mailto:sdatz@berrypr.com).

### DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

When you let your students discover the wonder and joy of Disney on Broadway, we'll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney's educational program, which provides schools with special rates for groups of 15 or more for *Beauty and the Beast*, *Aida* and *The Lion King*.

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

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

For more information or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085. email [BVTVgroup@disney.com](mailto:BVTVgroup@disney.com). Or visit [www.disneyonbroadway.com](http://www.disneyonbroadway.com).

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## MOVIE REVIEWS

## Camp & Spy Kids 3-D: Great Summer Fare

By JAN AARON

Actor screenwriter Todd Graff's first feature, "Camp," is about a bunch of self-described "freaks" who spend their summer at Camp Ovation, a musical workshop for youngsters in upstate New York. Know any kids you'd like to send to a place like this? It exists. The movie was inspired and filmed at Stagedoor Manor Camp at Loch Sheldrake, NY. Graff not only spent time here as a child, he returned later to teach such budding actors like the 8-year-old Robert Downey Jr.

"Camp," like the earlier "Fame," is populated with familiar young show business hopefuls, but there's a difference—portrayed here are a mix of black, white, Latino, gay and straight. There's a charming gentleness about the film's frank treatment of their emotional problems and sexual orientation.

The exuberant opening sequence introduces three principal characters and establishes their outsider status while camper Dee (Sasha Allen) leads R&B-gospel number "How Shall I See You Through My Tears." Vlad (Daniel Letterle), practices for success in front of a mirror; Ellen (Joanna Chilcoat) pays her older brother to pose as her prom date; Michael (Robin De Jesus) shows up at his prom in drag and is beaten by jocks. We meet others like the hard-boiled blonde and her worshipful roommate arriving at the

camp.

The story is simple: Vlad has a neurotic need to be liked; Michael yearns for parental acceptance; Bert (Don Dixon), a h a s - b e e n Broadway composer, drowns his sorrows in drink and prepares the kids for bitter disappointment in the professional world. The story's climax is a camp show that gives every kid a chance to shine or a moment of liberation, exoneration, or satisfaction. The most moving of these highlights Jenna (Tiffany Taylor) reclaiming her father's respect in a powerful ballad. In addition to being the kids' idol and well represented in songs, musical show maestro Stephen Sondheim shows up in a cameo. (110 minutes; PG-13).

For young kids: "Spy Kids 3-D Game," here, don 3-D glasses and watch preteen Juni Cortez (Daryl Sabara) rescue his older sister Carmen (Alexa Vega) who has become trapped while trying to disable a nefarious computer program. Best is this movie's strong message of family and dignity of the physically challenged. (85 minutes, PG.)#



## NOTEWORTHY

## Origins of The Term, Fourth Estate

The mass media are often seen as fulfilling the vitally important role of "fourth estate," the guardians of democracy, defenders of the public interest.

The term "fourth estate" is frequently attributed to the nineteenth century historian Carlyle, though he himself seems to have attributed it to the philosopher Edmund Burke: "Burke said there were Three Estates in Parliament; but, in the Reporters' Gallery yonder, there sat a Fourth Estate more important by far than they all. It is not a figure of speech, or a witty saying; it is a literal fact. Printing, which comes necessarily out of Writing, I say often, is equivalent to Democracy: invent Writing. Democracy is inevitable. Whoever can speak, speaking now to the whole nation, becomes a

power, a branch of government, with inalienable weight in law making, in all acts of authority. It matters not what rank he has, what revenues or garnitures. The requisite thing is that he have a tongue which others will listen to."

Carlyle here was describing the newly found power of the man of letters, and, by extension, the newspaper reporter. In his account, it seems that the press are a new fourth estate added to the three existing estates running the country at the time of the French Revolution: priesthood, aristocracy, and commons. Other modern commentators seem to interpret "fourth estate" as meaning the fourth power which checks and counterbalances the three state powers of executive, legislative, and judiciary.#

## National Assessments Around the Nation

For the first time ever, results on a common yardstick of reading and writing achievement were released today for grades 4 and 8 for six of the nation's largest urban school districts—Atlanta, Chicago, Houston, Los Angeles, New York City, and Washington D.C.—that were part of the 2002 National Assessment of Educational Progress (NAEP). The performance of students in all six districts was lower than the national averages in most categories, but there were significant variations.

In nearly all cases, more students met NAEP standards and were closer to national averages in writing than in reading. Average scores in fourth grade were closer to those for public school students nationwide than the averages at

grade 8, where more urban students fell behind. All six urban districts have high proportions of low-income and minority students. Three of the districts—Los Angeles, Houston, and Chicago—also have high proportions of students who have limited English proficiency.

In 2002 among low-income students nationwide, 46 percent reached the Basic achievement level in fourth-grade reading. Among those with higher family incomes who were not eligible for the federal lunch program, 76 percent reached the fourth-grade Basic reading achievement level nationwide.

The Nation's Report Card contains the urban NAEP results and can be found online at [nces.ed.gov/nationsreportcard/#](http://nces.ed.gov/nationsreportcard/#)

## CAMPS &amp; SPORTS

## What's the Legal Age in Basketball?

By TOM KERTES

Admittedly, this is only in the rumor-stage right now. But it's going to happen; everyone who's anyone around basketball will tell you that the NBA will pass the "20-year rule" before next year's draft.

Yes, you will have to have passed your 20th birthday to play for the pay in the National Basketball Association.

But wasn't 18 year-old LeBron James (from St. Vincent-St. Mary's High School in Ohio) the No. 1 pick in this draft? Didn't three other high schoolers just go in the first round? Wasn't the latest NBA Rookie of the Year—the Suns' Amare Stoudemire—a high schooler as well? And aren't the four brightest new stars on the NBA horizon—Kevin Garnett, Kobe Bryant, Tracy McGrady, and Jermaine O'Neal—all prep-to-pros?

Well, yes, yes, yes, and yes. But making early NBA entry a no-no is still a resounding yes-yes in our book. In fact, it's something that has been years overdue.

Fact is, it's time to overlook the few exceptions, and begin to look at the larger picture. Which is far from attractive.

The overwhelming avalanche of early entries has overrun the NBA, filling rosters up with a huge multitude of not-ready-for-prime-time players. Ninety-eight per cent of them could have used a couple of years of college, both basketball-wise and growing up-wise. Many of them lose confidence by riding the

pine, never get coached enough to learn fundamentals, even hurt themselves financially in the long run by entering early. Or just plain disappear.

In the meanwhile, the NBA product has been dehydrated to the level where it's beginning to be felt where it hurts the most: in TV ratings and attendance. In other words, in the pocketbook.

Yes, let's not kid each other, the NBA is not doing this for academic or humanitarian reasons. The game is hurting. Not to mention college basketball, which—losing its brightest stars too-early year after year—has descended to an entirely unacceptable level.

Sure, there will be lawsuits—restraint of trade—and all that. But, ultimately, a private business—which the NBA is—should be allowed to set its own standards and rules for employment.

Let student-athletes be student-athletes for a while. The NBA dream is, with only 348 jobs available, more often than not an illusion. And, let's face it, being allowed a couple of extra years of growing up in an academic setting is not likely to hurt anyone.

Powerful NBA Commissioner David Stern is strongly for the new rule. So is the NCAA. With the veterans realizing the kids are taking their jobs, the NBA Players' Association has finally come around as well. "We have to do it," Memphis Grizzlies General Manager Jerry West said. "For the integrity of the game." Amen.#

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## A Distance Learning Case Study

By MITCHELL LEVINE

With New York State's unusually strict guidelines for homeschooled children, parents in our area are faced with a number of difficult decisions: curricula, standards assessment, accountability, and simple economics all become a confusing balancing act for many. One of the most comprehensive and easiest solutions for the practical management of a home-based learning program within our state's regulations has been distance learning.

Yet when it comes to choosing a provider, parents often struggle with how to determine quality, and how to find the best fit for their children. One standard is accreditation. A number of accrediting bodies operate across the United States, each applying distinct sets of requirements to its member schools. Even more importantly, graduation from an accredited high school can be a factor in college acceptance.

The University of Missouri Center for Distance and Independent Study is an example of a program that benefits from dual accreditation of its university and high school courses by a regional body, the North Central Association. The center is a respected name nationally, having entered its 10th decade as a major source for distance education and having garnered scores of awards through the years from the University Continuing Education Association and the Association of American Collegiate Independent

Study. It recorded more than 21,000 enrollments last year.

From an accredited, university-sponsored program, expect courses to be created and taught by certified teachers. The Missouri center features more than 200 courses for grades three through 12, with the greatest variety of offerings in the high school years. While the center has offered the high school studies throughout most of its history, the elementary and middle school course work was added in recent years in response to a perceived need for quality courses by homeschooling families. Courses are taken in half-units, equivalent to a semester system, with two half-units covering a full academic year's worth of study in a given subject. But unlike a regular school, a student can begin a course any day of the year and take up to nine months to finish. A counselor works closely with families to ensure that each high school student progresses smoothly toward his or her diploma, with student services available through a variety of media. Both regular and college-prep tracks are available.

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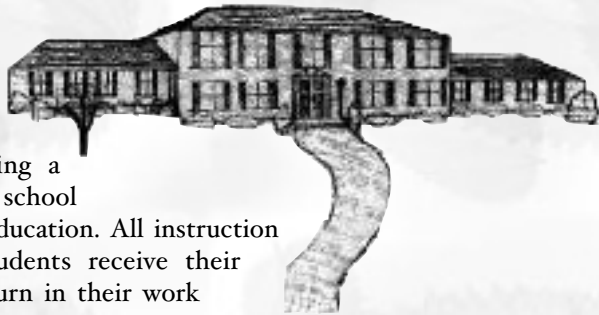
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## Raising Peaceful Children In A Violent World

BY NAOMI ALDORT

A ten-year old boy said to his uncle, "Did you see the plane go through that building? Wasn't it cool?" "It would have been if it was a fictional movie," replied the uncle, "but, no, it wasn't. I felt scared and sad." This boy is growing up

attached and until September 11, had never watched TV. Indeed, he is a compassionate and kind person whose current interest in bombs and war is his way of releasing fear and connecting peacefully and responsibly with his emotions. He may be too scared to let himself comprehend

the impact of what he saw on TV.

Although parents of young children may not see such reactions yet, the fear of raising an aggressive child exists even among the most conscientious parents. Indeed, even children in attachment parenting families often surprise us with their intense interest in cruelty and guns. A child may seem joyful or disconnected when they hurt someone, or they might express delight or curiosity in watching a scene of cruelty.

The events that unfolded on September 11, 2001 are an expression of human beings and their intense emotions. We may want to deny this fact and call it "inhuman." Yet, sadly it is an aspect of being human which we have seen manifested.

Fear is a major part of being alive. Yet, our fears and discomfort need not get in the way of trusting a child's ability to face reality. Children can han-

dle knowledge about human aggression when not exposed too young and when free to express themselves, to be listened to, and to feel our confidence in their choices of play. When a child shows an infatuation with guns and violence, he is not on the way to criminality; he is releasing fears about the violence he experiences around him.

Do not be surprised when your sweet boy takes to war games and guns or when your daughter kills slugs with gusto. Isolating a child is not the solution because it denies his feelings and his way of making sense of it all. Our best protection, therefore, is in providing peaceful day-to-day relationships and open communication about the complete nature of being human and its varied manifestations.#

*Naomi Aldort is a parenting counselor, an internationally published writer and public speaker. She offers parents counseling by phone and in family workshops. Call 360-376-3777 or visit [www.naomialdort.com](http://www.naomialdort.com)*



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