

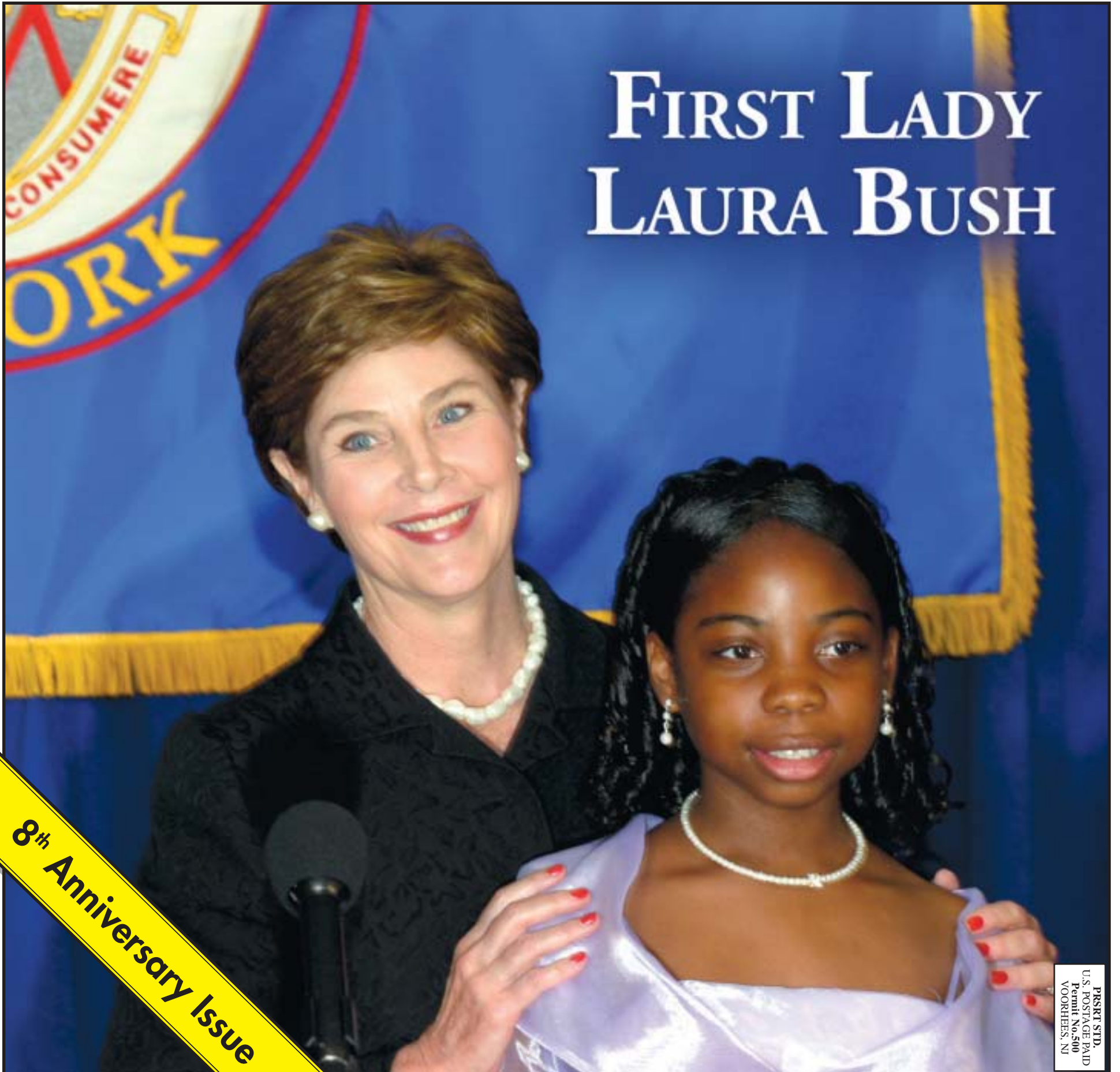
# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume IX, No. 2 • New York City • OCTOBER 2003  
FOR PARENTS, EDUCATORS & STUDENTS

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**GUEST EDITORIAL**

*School Reorganization*

By **STUART DUNN**

When the NYS Legislature eliminated the Board of Education and made the school system into a Mayoralty Agency, they handed Mayor Bloomberg a once in a lifetime opportunity to address the long-term failure of the NYC public schools. Yes, there are many factors outside of the schools that contribute to the problem of educating the inner city children. But if we continue to blame these, and wait for them to change rather than fix the school system itself, we are never going to bring about improvement. The schools are the only agency that by law gets the children five days a week, six hours a day, nine months year. (This can, and ought to be extended, but that's another subject.) So, it is within the school system that the problem must be addressed.

Some people have criticized the Mayor for moving too fast and going to far in reorganizing the schools. I think they are wrong. I think he has not gone far enough. He may already have missed his opportunity. By next year he

will be busy running for reelection, and that is a notoriously difficult time to initiate change. More immediate, he is now negotiating a new contract with the UFT. This contract should incorporate the necessary changes to permit sweeping changes in work rules and compensation methodology.

The mayor has been too concerned about maintaining strong centralized control. His biggest mistake was failing to institute school-based management, which would make the principal, the teachers and the parents responsible for the success of their school. Had he done this, the rule changes suggested by UFT President Weingarten would be an excellent starting point in simplifying the contract and introducing the flexibility needed by the schools and their principals. He could then have coupled this with a pay-for-performance plan in which the principals would be responsible for evaluating teacher performance and allocating salary increases to the best performers. The union role would become one of nego-

tiating fringe benefits and a percentage increase package, to be allocated on the basis of merit by the school administration.

Well, maybe it is not too late. The mayor should eliminate the instructional superintendents that stand in between the regional superintendents and the principals. These people water down the role of the principals. He should assign additional assistant principals to the schools that need them to help with administration and supervision. He should delegate the running of the schools to the principals making them responsible for all personnel working within their schools, for their supervision, evaluation, hiring, firing and salary. He should make the principals directly responsible for parent involvement. And then he should hold the principals responsible for the performance of their schools as measured by student performance.

Mayor Bloomberg's plans have been bold. But, he needs to be even more courageous if he is to bring about a significant change where it counts—in the performance of the schools and the children.#

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**LETTERS**

**Response to: *Free Daytime English Classes Offered at Lenox Hill Neighborhood House***  
**To the Editor:**  
I thank god for people like you that help others...good luck and god bless you.  
*Elena Maslowski*  
*Queens, NY*

**Response to: *Facts On Teenage Depression From "More Than Moody"***  
**To the Editor:**  
Wow. I didn't know all this and found this interesting. I really enjoyed reading this because it gave me information I did not know. Thank you!  
*Crystal Elowsky*  
*Berrien Springs, MD*

**Response to: *Guaspari Makes Music in Harlem***  
**To the Editor:**  
I just saw the documentary "Small Wonders." This was so inspiring and beautiful that I had to look up more about this instructor and where she teaches. I found that information in *Education Update*. It would be nice to hear more stories about her and her students—especially on where they will be playing in the future.  
*Magda, Jersey City, NJ*

**Response to: *Inclusion Program at Francis Lewis HS***  
**To the Editor:**  
Your article was most informative and leaves me to think you truly believe in the Special Ed child as a contributing member of the main-

stream population. Do you actually have a Special Ed Curriculum, one where the inclusion setting is all laid out for the general ed and special ed teachers? Or, are all the mods & adaptations IEP driven?  
*Mrs. Anna K. D'Antonio & the kids of the Newark Public Schools*

**Response to: *Unrest in Education in France: Teachers on Strike***  
**To the Editor:**  
I am in complete agreement with you. I am a schoolteacher in the United States. Privatization and regional controls often lead to ulterior monetary motives and provincial influences antithetical to a more broad-based pan-centric education. The discipline problems experienced in public schools in America (and a total dearth of free health care for children and teachers) may be just one reflection of the chaotic mish-mash arising from regionalization.  
*Doug Cameron*  
*Houston, TX*

**Response to: *Life on the Color Line, by Gregory Howard Williams***  
**To the Editor:**  
As an employee of City College I have had the opportunity to meet Mr. Williams personally. He is an incredible human being and extremely intelligent. His book deeply touched me. He is truly an inspiration and living proof that anyone, no matter where they come from or what they are faced with, can achieve their goals and dreams if they really want to.  
*Maribel Morua*  
*New York, NY*

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**Silver Hill Hospital**  
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## Foreign Born US Residents Increased 5% Last Year

By POLA ROSEN, Ed.D.

The US Census Bureau released a report recently which sited a 5% increase in the US resident foreign-born population from 2001 to 2002 to a total of 33 million people, equal to the total population of Canada. "These data provide a moving picture of one of the fastest growing population segments in the United States," Census Bureau Director Louis Kincaid said in a statement.

A New York case in point is Lin Tsui Wong who came here from China by herself in 1977 to

join her husband. She then had two children and brought her six sisters and brothers and parents to New York. Her son James, is a student at a chiropractic school; daughter Olivia graduated from college and works for IBM.



Lin became a citizen in 1982 and lives in Flushing, New York along with the 55 members of her family pictured here. An additional ten family members could-

n't attend the reunion. Congratulations to Lin for adding so many productive new citizens to our great city. #

## Internet Censorship: United States v. American Library Association

By MARTHA McCARTHY, Ph.D.

With the mind-boggling growth of the Internet, policy makers have become increasingly concerned about protecting children from viewing pornographic and other harmful materials via cyberspace. Since 1996, Congress has made several attempts to enact legislation to shield children from access to certain materials, but only the most recent law, the Children's Internet Protection Act (CIPA), has received Supreme Court endorsement. The 2003 decision upholding CIPA, *United States v. American Library Association*, was closely watched by civil rights organizations and children's advocacy groups.

CIPA differs from earlier measures that attempted to regulate web site operators and impose criminal sanctions for certain transmissions to minors. CIPA instead requires public libraries and school districts receiving federal technology funds to enact Internet safety policies that include filtering measures to protect children from access to obscene, pornographic, or other harmful images. Thus, CIPA focuses on the recipients, rather than on those sending the materials.

The challenge to CIPA asserted that the blocking software prevents library patrons from accessing some constitutionally protected speech and causes libraries to relinquish their First Amendment rights as a condition of receiving federal aid. Disagreeing, the Supreme Court held that Congress has wide latitude to attach reasonable conditions to the receipt of federal funds; refusal to fund an activity is not the same as imposing a criminal sanction on the

activity. The Court concluded that CIPA does not prescribe a condition that would be unconstitutional if performed by libraries themselves, noting that a number of libraries were using filters prior to CIPA.

The Court further held that Internet access in public libraries does not convert the libraries into a public forum, because a library does not acquire Internet terminals to create a forum for web publishers to express themselves. Instead, the purpose of such access is to facilitate research, learning, and recreational pursuits by furnishing materials of requisite and appropriate quality. The Court broadly interpreted CIPA's stipulation that adults can ask for web sites to be unblocked for research and other lawful purposes as meaning that adults can make such requests without specifying reasons, which reduces the concern that over-blocking will impair First Amendment rights of adult library patrons.

Despite the Supreme Court decision, there may be challenges to the application of CIPA in some public libraries, with adults alleging that procedures to disable filters are too cumbersome. Also, student plaintiffs in school settings may allege that their protected speech is being censored if the software filters block their expression that is not considered obscene, vulgar, or inflammatory. The tension between protecting minors from harmful materials and safeguarding free expression rights seems likely to generate a steady stream of litigation involving censorship in cyberspace. #

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

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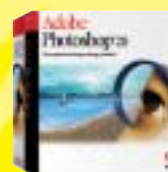
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# So, You Want to Major in Poly Sci?

A New Column Examining Various College Majors

By SARAH N. LYNCH

Lindsey Summers was active in government affairs long before she ever decided to major in political science.

A sophomore at Barnard College, Summers began her involvement in political events before she entered grade school. Most recently, she was accepted into a winter internship program where she will be working in New Hampshire for the John Kerry Democratic campaign. Summers said her parents helped to cultivate her interest.

"I feel like being political is the most basic level of self-determination," Summers said. "When I was like four, my dad and I were going to Dukakis rallies in Boston. My parents are pretty political."

"They've always been very aware of human rights issues."

But working for the government is not the only option for political science majors. According to Kimberley Johnson, an assistant professor of political science at Barnard College, political science is arguably one of the most versatile majors.

"I have (political science) majors who are pre-med," she said. "Then you have the standard people who go on to law school or business school. A number of them become filmmakers. They might work in government, non-profits, as activists, or in education."

Johnson said that generally most people who major in political science have a strong interest in current events.

"I'd suggest the major if you have an interest in current events or if you're interested in the age-old issues of inequality and power," she said. But what exactly is political science and what kinds of courses does a student have to take?

Johnson defined political science as being the study of politics and government. Although curriculums will vary from college to college, students majoring in political science generally choose a sub field within the major. The sub fields offered at Barnard College and Columbia

College includes American politics, which focuses strictly on domestic political issues, comparative politics, international politics and political theory.

"In comparative politics, you compare different political processes or systems," Johnson said. "So you might look at democratization in Latin America and Eastern Europe, for example. What is it about specific countries or areas? What are the different political issues or processes?"

"With international politics, you're looking at differences across countries as opposed to understanding the differences between countries."

Political theory is the most traditional sub field within the political science major. In political theory classes, students read classic texts that range anywhere from Plato and Aristotle to Marx.

Before Summers transferred to Barnard from the University of Santa Cruz in California, she took her first class in political theory.

"We learned a lot of classical texts like Plato," she said. "It was really interesting because it didn't talk about political things—it talked about political freedoms and the quality of being political in a completely nonpartisan manner, which is very different from the way most college students think about politics."

But while Summers has chosen to concentrate in American politics, other students find it more interesting to learn about political processes outside of the domestic arena. For Mike Ren, a political science and economics major at Columbia College, international politics has proven the most interesting.

"I'm interested in how the countries balance power and try to survive in this international anarchy," Ren said. "It's the idea that governments don't have an over-arching authority to reinforce international rules, so everyone is just trying to survive at the expense of everybody else."

*continued on page 30*

# Bullies & Their Victims



By CURTIS SLIWA

I was no saint, let alone an angel of any kind, while pounding the books at St. Matthew's. It was an elementary school run by the Josephite nuns in the Crown Heights section of Brooklyn. I'm still haunted by memories of the vibrations from their glares and stares and the sting from their three-foot long rulers cracking down on my knuckles.

They controlled the classroom and were in every part of our lives, even though there were 36 of us in the classroom. They could do it because we stayed in that one class and weren't swapped from teacher-to-teacher, subject-to-subject.

Then came the 4th grade. There was a new kid who had been left back. He was the bully who was all over you in the cafeteria, in the school yard. He'd come up next to you and whisper in your ear, threatening mass destruction on your way to and from school, courtesy of his pals who went to nearby public school that got out 15 minutes earlier and could be ready to roll-up on you.

He'd never beat you himself. He was a Fagan-like character. If you complained, you'd get more grief. He'd ratchet it up. He was empowered by this more than he feared the nuns.

There was so much pressure, my grades plummeted from straight A's. I started looking for reasons not to go to school. I had an appendicitis attack from the tension and stress, so I transferred to a public school in the Canarsie

section of Brooklyn.

The manipulation broke my confidence, but it eventually made me strong. The bully, unlike the prevailing profile, is often the most charismatic, the most outspoken and gregarious. He's a real modern-day Eddie Haskell of *Leave It To Beaver* fame. If left unchecked, the bully will eventually turn his sights on the teacher, pushing to see how far he can get. Then teachers will start calling in sick because it's not worth it to them to deal with these predators day-after-day, hour-after-hour.

In our anti-bullying seminar that we are bringing to school systems around the country, we use members of the Guardian Angels to role-play, as victims of the bullies, teachers, apathetic students and naturally, the bullies. It's interactive, as teachers and students rotate roles. There is more information and free step-by-step guidelines on our Web site, [www.guardianangels.org](http://www.guardianangels.org).

The bullying may not be all out in the open for teachers to see. It thrives because people in the school systems rarely, if ever, communicate with each other.

That's why everyone has to share information. It's vital for the system not to separate itself—white-collar administrators and teachers from the blue-collar school bus drivers, crossing guards and cafeteria workers, who tend to be more street smart and have a better understanding of what's going on outside the classroom.

If left unchecked, there will never be détente between the bully and the teacher. You have to neuter the bully or remove him before he creates more havoc.#

*Curtis Sliwa is the Founder and President of Guardian Angels.*

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## Cuomo, Berlusconi & Caperton Announce AP Italian Course

Representatives of the Italian government and College Board President Gaston Caperton announced the creation of an Advanced Placement Program® (AP®) Course and Examination in Italian Language and Culture.

Participating in the announcement at the Consulate General of Italy were Italian Prime Minister Silvio Berlusconi; Italian Ambassador to the United States Sergio Vento; Italian Consul General Antonio Bandini; New York State's former First Lady Matilda Raffa Cuomo, who spearheaded the Italian AP initiative; and representatives of the three sponsoring Italian American organizations: the National Italian American Foundation, represented by the Honorable Frank Guarini; the Order Sons of Italy in America, represented by Joseph Sciamie; and UNICO National, represented by John Alati.

The development of AP Italian Language and Culture is the first step in a commitment by the College Board to further multiculturalism and multilingualism in secondary school education. Last June, the Trustees of the College Board approved in principle a plan for four new AP Courses and Examinations in World Languages: Italian, Chinese, Japanese, and Russian. The Trustees also agreed to evaluate support for potential new AP offerings in other areas of history and ethnic or cultural studies (such as African-American History, Latino Studies, and Asian Studies).

Caperton said, "On behalf of the Trustees and



members of the College Board, I would like to thank Prime Minister Berlusconi for the Italian government's generous financial support in creating this new college-level course for American high school students. And we applaud the Italian American community for its determination and financial support on behalf of AP Italian, and Mrs. Cuomo for the combination of grace and tenacity with which she chaired the National AP Committee and coordinated this effort."

In addition, Caperton also acknowledged the American Association of Teachers of Italian for its support.

"Through the new world language programs, the College Board hopes to make a significant contribution to secondary school curriculum," Caperton said. "World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young people." #

For further information, visit [www.college-board.com](http://www.college-board.com)

## BETTER SERVING TEEN PARENTS

By **COMPTROLLER WILLIAM C. THOMPSON, JR.**

Beth isn't the typical student, but her situation is distressingly typical.

While classmates devoted the waning weeks of summer to stocking up on supplies and trying on new outfits for back to school, she had a bigger concern—how she would care for her baby once class begins.

Her concern is valid because educators need to do more to keep pregnant and parenting teens in school. These young students face a constant tug-of-war over balancing schoolwork with the demands of parenting. And often, it is the time devoted to study and good attendance that gets sacrificed.

Many adolescent parents will not return to school this fall. That's a shame. As I discussed in my recent report on pregnant and parenting teens, "Undercounted and Underserved," the consequences for them and for New York City are dramatic.

Consider these facts: An estimated 70 percent of adolescent girls who become pregnant before the age of 18 will drop out. Median weekly earnings for female high school dropouts are 39 percent lower than earnings of female high school graduates. Nearly 80 percent of teen mothers must resort to public assistance for support.

In fact, across the United States, adolescent parenting costs taxpayers more than \$5 billion annually in lost revenues and related social services expenses.

There are effective programs that reach out to pregnant and parenting teens before they drop out of school.

The New York City public schools have two such programs. There are four borough-wide Family Centers that provide support services during pregnancy and the postpartum period, including infant childcare, to pregnant high school students for an average of about 18 months, after which the students return to their former high schools.

Additionally, the Living For the Young Family Through Education or LYFE program provides child care on site at 42 public high schools to the children of students, and offers support services aimed at teaching parenting skills and helping students juggle their roles as parents, students and developing adults.

These programs are a good start, but they are

unable to reach all who need them. My office has determined that these programs serve a combined total of no more than 2,000 pregnant and parenting students each year.

Unfortunately, New York City Department of Health and Mental Health records revealed that, as of the Year 2000, New York City had more than 20,000 mothers under the age of 21 who had yet to complete high school. Of these young mothers, 8,000 were age 17 or younger and are required by law to attend school. Even more alarming is the fact that only an average of 150 student pregnancies are recorded each year by the Department of Education under a policy that requires confidential identification and reporting of pregnant and parenting students by each City school.

The gap between the number of mothers in the City under the age of 21 who have not finished high school—20,000—and the number recognized each year by city educators—150—should serve as a wake-up call.

My report found that the Department of Education currently could not identify who most of these young mothers are and, more importantly, whether or not they are still in school.

As study after study shows, early pregnancy and parenting is a leading cause of dropout for girls across the country. Dropout rates in New York City have been on the rise for the past four years, for girls as well as boys.

Our best hope is to continue our investments in pregnancy prevention programs. However, we also must do a better job of identifying and supporting the young women who are in our schools before they are lost to the system altogether.

Students like Beth should not be forced to choose between caring for a child and getting a diploma. Parenting students need the full support of the school system so they can finish their education and build a foundation for their own and their children's future.

By better serving teen parents, we will protect the City's long-term fiscal health, while helping all members of these young families—the girls themselves, their children and, not incidentally, the children's fathers (who often also are high school students themselves)—achieve their maximum potential.

*New York City Comptroller William C. Thompson, Jr. is Chair of the Citywide Task Force on Adolescent Pregnancy, Parenting and Prevention.*



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## Creating Concept of Community Within a School

By **SR. KATHLEEN FAGAN, RSHM, HEADMISTRESS, MARYMOUNT SCHOOL**

From book buddies to senior seminars, Marymount School is committed to building a community in which all members thrive. A handshake at the front door welcomes each student to school, while chapels, retreats and assemblies give us the opportunity to reflect as a group, sharing our vision and goals with each other. We value the separate, yet collaborative roles of everyone involved in our school—students, parents, faculty and alumnae—who together create an optimal learning environment.

As a Nursery-Class XII school, we have established many traditions that link girls of all ages. Kindergarten and Class II share reading time. Students in both Lower and Middle School eat lunch family-style with teachers and students from other grades. Freshmen are assigned junior big sisters, and all families new to the school are matched up with a current family even before classes begin.

After opening our new Middle School building in 2002, we strengthened our community even further. Although the Middle School at 2 East 82nd Street is less than two blocks away from the Fifth Avenue buildings, we knew it was important for our middle school girls to maintain their connection to the rest of the school. We assigned all our students to "Houses" named after notable women. Each House includes young women from kindergarten through Class XII and meets periodically for special activities and occasions, allowing strong relationships to be built across all grade levels.

Parental involvement is an essential element in education; in fact, we see parents as partners with the school. We offer a variety of parenting workshops each year, and there are many opportunities for parents to become active members of our community, from assisting on field trips to chaperoning school dances to giving tours to applicants and their families.

Involvement in the Marymount community does not end at graduation. Marymount alumnae stay connected with the school through an active alumnae association. Alumnae are invited to discuss their careers with our graduating class annually in a series of senior seminars and often provide internship opportunities as part of a mandatory program for our seniors each spring. Some alumnae—myself included—have returned to Marymount as teachers, administrators or parents. Regional events across the country allow even our more distant alumnae the opportunity to catch up with their alma mater.

Marymount is part of an international network of schools founded by the Religious of the Sacred Heart of Mary, with schools in London, Rome, Paris and Los Angeles as well as New York. Student exchanges and frequent collaboration between the network schools stretch the boundaries of the Marymount community across the globe. We also teach our students that our community extends beyond the school walls to the world around them and that they have a responsibility to this greater community, as well. As our mission states: "Students are urged to become active community participants, responsive to others within and beyond Marymount."#

## New Beginnings: Manhattan/Hunter Science HS

By **MICHELLE ACCORSO**

Imagine being part of the first group ever in a newly created community. This is the reality for the students at the Manhattan/Hunter Science High School.

"We are excited to celebrate the opening of this innovative new high school, a school that is academically demanding and that focuses heavily on the study of science," said Chancellor Joel Klein. "We need these kinds of specialized schools to make sure our students are prepared for the opportunities and demands of the economy of the 21st Century. Our partnership with Hunter College shows what we can accomplish when we work together to do what's right and necessary for our City."

As of now, the small school that is being currently housed in Martin Luther King Jr. Intermediate School on Amsterdam Avenue is home to only ninety-three students, the criteria for selection were achievement in science and academic skills, the drive to go to college and submitting-of an essay on why he/she should be chosen. Alton McCarthy, a new entrant at the Manhattan/Hunter Science High School, wrote an essay entitled "Accepting Alton" stating his interest in studying medicine. "I want to find cures to all kinds of cancers," Alton stated to the



Pres. Raab, Chancellors Goldstein & Klein & students cut ribbon

general encouraging consensus of attendees.

"We are proud to be a part of Chancellor Klein's call to change," said President of Hunter College, Jennifer Raab. The new high school, named after Irish immigrant Thomas Hunter, reflects his original high-spirited plan for education back for a revamping of a positive and encouraging learning environment. "Thomas Hunter spear-headed the professionalism of teaching in this city and this country," Raab stated.

According to Councilwoman Eva Moskowitz "Science is a foundation of global economy and yet hasn't received the emphasis on literacy and numeracy in New York City. That's what makes this school so wonderful."#

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#### Lower School

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Wednesday, December 3  
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Tuesday, October 7  
Thursday, November 6  
Monday, November 24

#### Upper School

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Friday, October 3  
Friday, October 10  
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# CAROLINE KENNEDY ADDRESSES LEARNING LEADERS

By SARAH N. LYNCH

When Sanford Schwartz retired from Revlon about 10 years ago, he wanted to contribute to his community. Schwartz, of Queens, decided to volunteer by tutoring first graders at PS 169 in Bay Terrace, Queens through Learning Leaders (LL), and Schwartz still enjoys every minute of it. "I like children and I wanted to help," Schwartz said. "There are always a group in the class that has some problems, and giving them attention on a one to one basis has truly helped them."

Schwartz was one of about 2,000 volunteers to attend the opening meeting of Learning Leaders at the Sheraton Hotel recently. Caroline Kennedy, CEO of the Office of Strategic Partnerships, delivered a keynote address encouraging Learning Leader volunteers to maintain their support for public schools.

"Thank you for the example you set and the work you are doing," Kennedy said to the enthusiastic crowd. "We've embarked on many reforms and initiatives: new curriculum, new organization and making principals more successful. Education begins in the classroom with the teacher, and we need an entire city to support that." Kennedy added, "When an adult believes in a child, that child can fulfill his dreams."

The meeting kicked off with a message from

president Digna Sánchez, who thanked the volunteers for their hard work and dedication. "I can't emphasize enough, or find the best words to describe how energized I feel about being at

the helm of Learning Leaders, at a time of such hope-filled changes in our public schools," Sánchez said in her opening remarks. "Someone asked me how I would describe the magic of Learning Leaders. It's not magic. I would say there is beauty in the commitment made by eleven thousand six hundred adult, parent and community volunteers." Among the prominent attendees applauding the volunteers were Cynthia Greenleaf Fanton, trustee of Learning Leaders; Iris Weinshall Schumer, Commissioner of the NYC Department of Transportation and Vice-Chair of the Board of Trustees of LL; Allen Gomez, VP and Corporate Giving Manager, Washington Mutual; Betsy Gotbaum, Public Advocate; and Randi Weingarten, President of the UFT.

Founded in 1956, LL is a program that trains volunteers to help tutor children in all subject areas and grade levels. It provides services to 175,000 New York City public school students in a total of 850 schools citywide. The meeting served not only to thank volunteers for their dedication, but also to praise corporations

for their financial support including Washington Mutual, who has recently given \$1.2

million to education with a commitment spanning 75-80 years. As well as Merrill Lynch. In addition, Sánchez announced that this year Learning Leaders will add learning materials

**When an adult believes in a child, that child can fulfill his dreams.**

—Caroline Kennedy



Caroline Kennedy



Digna Sánchez



Cynthia Greenleaf Fanton

in Cantonese and Mandarin in addition to the materials in English and Spanish.

Volunteers who attended the event said they were excited to begin the new school year. Nigel Grant, a Learning Leaders volunteer from the Bronx, is studying to become a teacher at CUNY. He hopes he can make a difference at PS 126 where he works with children aged 7 through 11. But Grant said that Learning Leaders does not just benefit children—it also helps the teachers as well.

"Most teachers are dealing with 30-40 kids on a daily basis," he said. "They need assistance, whether it's teaching, helping around the classroom or talking to parents." But most importantly, Grant wants to make an impact on children's lives. "We need teachers to instill in the kids a sense of pride—a sense of belonging, the need to be loved and appreciated," he said. "The world is a big place and they have a lot of choices, but they can be anything—anything they want to be."#

Sarah N. Lynch is a senior at Barnard College and an intern at Education Update.



Iris Weinshall Schumer



Allen Gomez

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FROM THE SUPERINTENDENT'S OFFICE:

## Lessons In Politics



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

Every year around this time the posters begin to appear throughout the hallways. In schools at every level from elementary up through college, shortly after students have settled into their classes, attention is turned to student elections.

If your child decides to toss his or her hat into the ring, you may be soon faced with some decisions of your own. First, how do you feel about it? Are you filled with excitement for your child

or are you worried about how your child will feel should he or she not emerge the winner? How involved should you get in the campaign?

Most parents will probably have mixed feelings similar to those we just mentioned. Much of it will depend upon our own experiences as children. Did we suffer a traumatic defeat or realize a glorious victory? Were we bystanders to the process who never quite understood what made those other kids want to put themselves on the line by running to office?

As best as you can, try to put aside your own fears and show a strong, positive show of support for your children and confidence that they are capable of reaching their goal.

Any child that does take the initiative to become involved in student elections deserves your help and encouragement. How best to fill your role will depend on what your children

need. You want to applaud their good ideas and boost their confidence, but you also want to give the parental reminders that win or lose, this election does not define their entire future and is by no means their last chance to take a leadership role. Your attitude can help them respond graciously to the results of the election, no matter which way the votes go.

When my daughter lost a student election in high school, of course she was disappointed. We showed her that we were very proud of her efforts and she was confident enough to try again in college, where she won student government president. I like to think our counsel and the lessons she learned from her first attempt helped her to be willing to try again.

Student elections, our children's first experiences with the democratic election process, should always be positive, even idealistic

forums. You can help by monitoring things like posters and speeches and vetoing anything that comes across as negative or criticizing the other candidates. Encourage your children to campaign on their own qualifications and help them to identify what makes them a good candidate.

One piece of advice that is appropriate for any candidate: Explain to your children that the elections should be more about the voters than the candidates. Suggest that they let the other students know that if elected, they will listen to what the students want and do their best to accomplish those objectives. Then on Election Day be ready with a big hug for your children, and let them know they don't need an election to be winners to you. #

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

## LYFE Program: Giving Life to Teen Moms

By MICHELLE ACCORSO

The "Living for the Young Family through Education Program" (LYFE) is an integral component of many New York City Public Schools. LYFE centers provide day care facilities for the infants and toddlers of students still attending school and provide for their specialized needs. *Education Update* had the pleasure of interviewing two young teenage mothers, Jennifer Gay of Brandeis High School and Christina Broadhurst of P932, who are currently attending this unusual program.

**Education Update:** How did you find out about the LYFE program?

**Gay:** I had a few friends that were going there, and loved it, so they told me about it.

**Broadhurst:** I just looked through a High School Application book and found it in there. So I went with my daughter, Brianna, to get inter-

viewed and was accepted.

**Education Update:** How has it helped you?

**Gay:** I didn't have a babysitter, I couldn't afford one. The LYFE program helped me out a lot not only with watching my son, Kevin, but also when I ran out of milk they gave me money. They also provide medical coverage for Kevin and me. Not only that, but they teach Kevin as well. I'll get him at the end of the day and he's learned so much.

**Broadhurst:** I wouldn't be able to go to school without it. I'm able to spend the same amount of hours in school as anyone else would and I get to see my daughter between classes.

**Education Update:** How old are your children?

**Gay:** Kevin is nine months.

**Broadhurst:** Brianna is seven months.

**Education Update:** How do you manage your finances?

**Gay:** Fortunately Kevin's father and I have

remained friends and he supports Kevin a lot. My mother also helps.

**Broadhurst:** I'm 16 right now, soon to be 17 so I am still very dependent on my mother for money. The LYFE program does help with job placement, though, so I am looking into that.

**Education Update:** Are there any other programs you looked into before this one?

**Gay:** No. I saw this one, met with people there while I was still pregnant and didn't have a reason to look anywhere else.

**Broadhurst:** No, I was introduced to this program and loved it right away.

**Education Update:** Is there one person who has helped you the most?

**Gay:** Diane Whitaker, a counselor at my school. She teaches me to have confidence in taking care of Kevin and also mentors me in peer education. I volunteer every year to educate other students about HIV/AIDS and other STDs.

**Broadhurst:** Miss Thompson, my social worker, has helped me the most. She makes sure I go to classes, offers me suggestions and keeps me on the right track.

**Education Update:** What do you plan to do when you finish school?

**Gay:** I'm definitely going to go to college. I

know that it will be hard but I will go to a two-year community college first and then once Kevin is old enough for school I'll transfer to a four-year college or university. I'm sure I will manage. I have a lot of support.

**Broadhurst:** I want to go to college but I'm not sure where or how yet. I have to think about finances and caring for my daughter first and foremost.

**Education Update:** How would you have managed your future without this program?

**Gay:** I don't know if I even would have had a future. I probably would have given up. I know I would've had a very hard time.

**Broadhurst:** I don't think I could've done this without the LYFE program. This is the best thing that's ever happened to me.

**Education Update:** Did you have sex counseling? If not, would it have been a good idea?

**Gay:** No, I never had any counseling. I don't know if it would've been a good idea. I may have been more careful but I don't know.

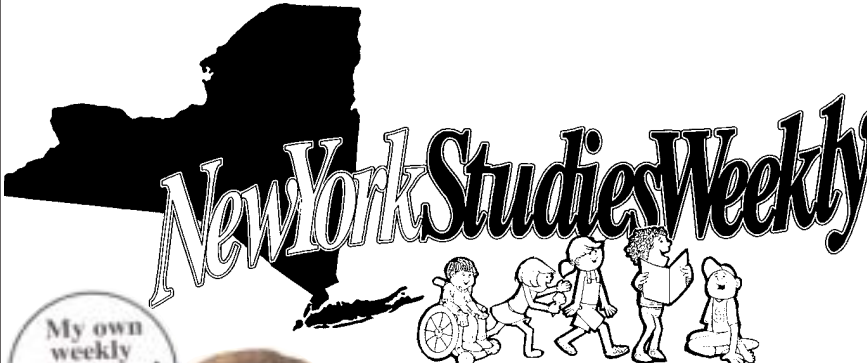
**Broadhurst:** No, I never had counseling but I don't regret anything. I'm happy for my daughter.

**Education Update:** Does this program give you courses on how to be a capable parent?

**Gay:** Yes, for a while we had parenting classes

during our gym periods but that was difficult. Mostly I just get advice from Diane, my counselor. She helps me with everything.

**Broadhurst:** Yes, the LYFE program is very helpful. Without the LYFE program most teens wouldn't get to where they need to be. This is the best solution for my daughter and me. She wouldn't be as healthy or have such great social skills. #



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## PROFILES IN EDUCATION:

## Dr. Twila Liggett: Executive Producer and Creator of Reading Rainbow

By POLA ROSEN, Ed.D.

While watching the successful 20-year-old PBS-TV program *Reading Rainbow*, one can't help but think of the proverbial pot of gold at the end of the rainbow, which, in this case, is learning to read—a far more valuable “pot.” Dr. Twila Liggett, creator and executive producer explains the origin of the name: “rainbows are always appealing to kids and we wanted our mission to be understood.”

Dr. Liggett traces her roots to Nebraska where, as a state reading coordinator, she fulfilled her passion for reading and teaching. Shortly after earning her doctorate, she decided to work for a Nebraska educational television network. At that time, there were a few 15 minute long, curriculum heavy instructional shows in South Carolina. “I thought there was room for a show about the joy of reading that would really get kids excited about books,” said Liggett. *Reading Rainbow's* programs carefully incorporate current literacy understanding with research, humor and entertainment to ensure that viewers will be absorbed and will remember the show even years later. In fact, “there is an incredible recognition by the 20-something and early 30-something group that recall the show and want to introduce it to their kids. I'm very pleased that young people remember our series with great affection.”

Research about *Reading Rainbow* has been ongoing through the years. “We always would pull two or three shows and work with a research firm that would go out and watch kids watching the show. We had enormous success in getting books in the hands of children,” said Liggett. Current research, completed recently by an independent group, is available on

www.readingrainbow.net.

One of the amazing aspects of *Reading Rainbow* is that it's put together by a small staff including 3–4 people who work year round on curriculum. The crew swells at production time with an additional 10–15 interns and production assistants.

Discussing how the content of the show and the books are chosen, Liggett averred that they work closely with the American Library



Service for Children. The book has to be well written, the illustrations well done and the content reflective of the diversity of this country. “We look for a variety of issues that we think affect kids. We've done a lot of math and science to let kids know of their connection with reading.” If *Reading Rainbow* does a science book, they will have an expert review it, then take it into schools for teachers to read and finally follow-up with the teachers to see how students reacted to the books.

Many of the viewers are of Hispanic origin,

therefore the show incorporates Spanish and English into episodes about stereotyping and different cultures. Using live actors, unusual in most children's series, homelessness and its effect on families was examined in a show called “Fly Away Home.”

Liggett's mentors included her father. “From the time I can remember, even before I went to school, he was reading to us and buying the latest books. My mom would take us to the library. I remember getting my first library card even before I could read. I remember loving books. We would play word games while driving in the car.”

Liggett believes passionately that parents should read aloud to their children, even when the children know how to read. She recalls fondly the principals who permitted her unorthodox teaching styles such as using kid's stories as reading material.

Proud of the 20 Emmys that *Reading Rainbow* has won for Outstanding Children's Series, Liggett points out that she operates under the aegis of the Nebraska Television station, in partnership with Buffalo (NY) WNED public television.

The ultimate goal of *Reading Rainbow*, Liggett underscores, is to reach kids with a literacy message; “to build an affection for and a passion for reading in the early years that will help us prevent something that is even scarier than illiteracy—aliteracy; when kids know how to read but choose not to.”

“Last year we had 50,000 kids across the country write and illustrate their own story. We're right at the beginning of creating the Reading Rainbow Universe, of reaching kids on all levels.”#

## Celebrating 100 Years of Flight

By MARTIN BENANTE



(l-r) Martin Terre (SUNY, Stony Brook), Dr. Yacov Shamash (Dean of Engineering at Stony Brook), Martin Benante (Chairman and CEO, Curtiss-Wright), and Donald Vogel (Director of University Advancement, SUNY, Stony Brook)

We are beginning our celebration here at The Cradle of Aviation Museum because New York State is historically the most important region in the United States for the development of American aviation as well for Curtiss-Wright.

From a geographic perspective, Long Island was a natural airfield—largely treeless and flat, with only tall grasses and scattered farmhouses, located at the eastern tip of the U.S., western edge of the Atlantic Ocean, and adjacent to New York City, America's most populated urban center. It became the center of the aviation world—civilian and military—for over fifty years.

Early aviation activity in NY included hot-air balloons, gliders and gasoline-powered airships. In 1909, Glenn Curtiss brought his “Golden Flyer” biplane here for testing and development. The year 1911 saw both the first airmail flights, and the first transcontinental flight, when Cal

*continued on page 12*



### A new school for children with special learning needs

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Aaron School is a new school opening in September 2003, which serves children who have been identified with potential learning challenges including language delay, learning disabilities and sensory integration issues. Aaron School provides an enriched educational environment for children not ready for mainstream education. The school integrates a traditional school curriculum with an individualized skill-building program that builds upon strengths while remediating areas of weakness. Their approach is multisensory and multidisciplinary. Classes are small, with an excellent student:teacher ratio. Qualified specialists provide supplementary speech and language services, and occupational therapy. The brand new facility features 13 classrooms, gymnasium and art studio, computer lab, library and a separate OT/Sensory gym. The school is committed to a partnership of staff, parents and professionals, dedicated to the common goal of enabling each child to become a successful learner.

For information, an application or to schedule a tour of the school, call  
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### Aaron School

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Please call the Admissions Office to reserve a tour.

Preschool: contact Ginny Terry, (718) 852-1029, ext. 213

K-12: contact Marilyn Florescue, (718) 852-1029, ext. 232

Please call early as spaces are limited.

### Fall Admissions Tour Dates

PRESCHOOL – All at 9:15 am

Thursday, October 9

Thursday, October 16

Monday, October 20

Monday, November 3

Friday, November 14

Thursday, November 20

Monday, December 1

Friday, December 12

LOWER SCHOOL – All at 9:15 am

Thursday, October 23

Thursday, October 30

Tuesday, November 4

Thursday, November 20

Thursday, December 4

Tuesday, December 9

MIDDLE SCHOOL – All at 9:15 am

Monday, October 20

Wednesday, October 29

Wednesday, November 5

Monday, November 10

Monday, December 8

UPPER SCHOOL – All at 9:00 am

Thursday, October 16

Tues, October 28

Thursday, November 13

Tuesday, November 18

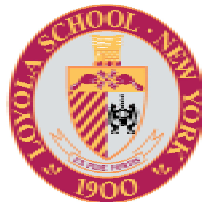
Tuesday, December 2



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THURSDAY, OCTOBER 16

MONDAY, OCTOBER 20

6:00 to 8:00 PM

- Meet Rev. Stephen N. Katsouros, S.J., President, Dr. Franklin N. Caesar, Headmaster, members of the faculty, and Loyola parents.
- Gain greater insights into our academic and extra curricular programs.
- Take a school tour and engage in informal conversations with our student tour guides.
- Parents and students should select one of the above dates to attend.
- Parents are highly encouraged to pre-register their children for the event. Please contact the Admissions Office by email at [admissions@loyola-nyc.org](mailto:admissions@loyola-nyc.org) or by phone at 212.288.3522.
- Limited on-site registrations will be accepted on a space available basis.

Loyola School, 980 Park Avenue (corner of East 83<sup>rd</sup> St.), New York, NY 10028

## Celebrating 100 Years of Flight

*continued from page 11*

Rodgers flew a Wright biplane from Long Island to California in 49 days. During World War I, Long Island was the center of both military aircraft production and military aviator training. Curtiss, at its multiple locations, produced over 10,000 aircraft for the war, becoming a key supplier to the government.

Following the war, the pace of aviation advancement gained even greater momentum. In 1919 the first trans-Atlantic flight was made when a Navy Curtiss flying boat, the NC-4 built in Garden City, flew from Long Island to England, with two stops along the way. In 1923, the first non-stop flight across America was made from Long Island to California. And, of course, in May 1927 we had Charles Lindbergh's solo non-stop transatlantic flight from Roosevelt Field to Paris in only 33 hours and 30 minutes.

Roosevelt Field was also the take-off and return site of the first round-the-world flight by Wiley Post and Harold Gatty in 1931, which took eight days. Indeed, by the early 1930s, Roosevelt Field was the largest and busiest civilian airfield in America with over 150 aviation businesses and 450 planes based there.

In 1929, when Curtiss-Wright was formed, it established manufacturing facilities in Garden City and surrounding areas.

The Curtiss-Wright Corporation, the heir of three great aviation pioneers—Orville and Wilbur Wright and Glenn Curtiss—was formed in July 1929, through the union of businesses that were founded by them, Curtiss Aeroplane and Motor Company and Wright Aeronautical.

The Curtiss-Wright Corporation has been a global leader in designing and manufacturing highly engineered products, since the birth of human flight and the inception of the aerospace industry.#

*Martin Benante is the Chairman and CEO of Curtiss-Wright Aircraft.*

## WIN FREE MOVIE TICKETS Where Is This Statue?

You can see the pensive figure of this famous actor in his most remembered role through a wrought-iron fence encircling a private park where only local residents have keys to enter. In 1831, the real estate developer Samuel Ruggles laid out this charming green enclave reminiscent of a London park.

If you know where this statue is, please email us the location at [ednews1@aol.com](mailto:ednews1@aol.com) or fax us at (212) 477-5893. You must include your name, address, and telephone number. The first to respond will win the prize.

**Congratulations to last month's winner!** Katherine G. Brennan of Manhattan was the first to write in with the correct location of Admiral David Farragut located in Madison Square Park.#



## The Dwight School

The Dwight School is a coeducational, college preparatory school providing a traditional, individualized, and challenging course of study. Dwight offers the highly-regarded International Baccalaureate Program in Kindergarten through Grade Twelve.

The Dwight School is comprised of families from the Greater New York and international communities, and enjoys an excellent record of college placement.

### FALL 2003 OPEN HOUSES

This is an opportunity to tour The Dwight School and to meet Chancellor Stephen H. Spahn and the Admissions Committee.

#### Grades K - 4

October 8, 2003  
October 14, 2003  
October 16, 2003  
October 22, 2003  
October 28, 2003  
October 30, 2003  
November 5, 2003\*  
November 11, 2003  
November 13, 2003  
November 19, 2003  
November 25, 2003  
December 2, 2003  
December 4, 2003  
December 9, 2003  
December 11, 2003  
December 17, 2003

#### Grades 5 - 8

October 7, 2003  
October 21, 2003  
November 4, 2003  
November 12, 2003  
November 18, 2003  
December 10, 2003  
December 16, 2003\*

#### Grades 9 - 12

October 9, 2003  
October 15, 2003  
October 23, 2003  
October 29, 2003  
November 6, 2003\*  
November 20, 2003  
December 3, 2003  
December 18, 2003\*

\* Quest

All open houses begin at 9:00 a.m. and end at approximately 10:15 a.m. They are held at 291 Central Park West and are for prospective parents.

A reservation is required. Please contact the Admissions Office at (212) 724-2146, ext. 1 or at [admissions@dwright.edu](mailto:admissions@dwright.edu) to reserve your place.

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An Ongoing Series of Interviews with Deans of Education

## Dean Jon Snyder: Transforming Teacher Education at Bank Street

By SYBIL MAIMIN

In a recent conversation with *Education Update*, Jon Snyder, Dean of the Graduate School of Education at Bank Street College, enthusiastically described two current initiatives, the Kerlin Science Institute and Teachers for a New Era, that illustrate Bank Street's mission to "discover the environments in which children grow and learn to their full potential, and to educate teachers and others to create these environments." Founded in 1916 during the Progressive era when reform in education was a popular goal, Bank Street has continued to seek a "better type of education" that is "child-centered, humane, and interactive." Its innovative approaches influence thousands of teachers and students through



Dean Jon Snyder

its graduate school of education, model School for Children, and countless collaborations and partnerships with schools and colleges. Dean Snyder has contributed to the dialogue through his research and extensive writings on teacher development, exemplary practices, and assessment.

*Being a Bank Street teacher means reconciling reality with theory. Exemplary teachers can articulate abstract as well as specific goals.*

Funded by an endowment from Gil and Sally Kerlin, the Kerlin Science Institute seeks to improve the teaching of sci-

ence by, first, equipping teachers with a sound grounding in subject content and, then, helping them discover how to most effectively convey this knowledge to students. Each year, a different science discipline is taught. This first year focused on physics. The 17 participants—teachers from around the city, teachers from the Bank Street model school, and Bank Street graduate students—immersed themselves in a rigorous three-week, eight-hour a day, summer physics course taught by Professor Richard

Steinberg of City College. In a follow-up, year long, once a month practicum, the teachers are exploring how to best teach the subject; each will develop a 3 to 4 week new unit on physics. Why physics for the inaugural program? Dr.

Snyder explained that middle school standards have a great deal of physics and that in interviews he discovered a "subculture of physicists interested in experiential learning." One of the summer experiments, utilizing convex and concave mirrors, dealt with light—how does it get reflected, how does it bend. The questions then posed of teachers was: where would you place reflectors and solar heating panels on a house and why. It is hoped that the Kerlin program, which emphasizes subject content as the entry point to teaching science and inquiry-based

learning, will become a model for melding hard science and pedagogy.

In another exciting initiative, Bank Street College is proud to be one of 11 sites chosen (the only one in New York) for Teachers for a New Era (TNE). Funded by the Carnegie Foundation, with help from the Ford, Annenberg, and Rockefeller foundations, TNE seeks to define

good teaching and learning and develop, in a systematic way, proven, excellent teacher education programs. Data collected from actual classroom observation of exemplary teachers with track records of success will be compared with current theory and teacher education models. Good teaching involves being able to achieve concrete goals as well as articulate abstract principles. A successful student who gets a "right" answer will also understand underlying relationships. "Educators need to be

more systematic and rigorous in the collection of hard data," underscores Dean Snyder. Based on investigations of actual classroom practice, assessments over time of graduates' impacts on student achievement, and input from subject matter specialists, teacher-training models will be transformed to produce better teachers and students. "One of the exciting concepts we've proposed and implemented blurs the distinc-

tions between professors and teachers in a district. In Region 9, a Bank Street professor becomes a school faculty member. There is a sharing and clustering of resources. Coaches wear two hats: they are mentors to teachers as well as teachers for children. "Institutionally, significant changes are happening," exclaimed the dean. This is an exciting time for Bank Street. Keep tuned.#

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# TEACHERS COLLEGE: THE WRITING CENTER

By SYBIL MAIMIN

Tucked into the basement of the state-ly red brick Gothic building that is Columbia University's Teacher's College (TC), the Graduate Writing Center is a seven-year old indispensable resource for students who need to hone their written-language skills. Utilized mainly by TC and Columbia College students, the Center is also open to members of the community and has had clients ranging from elementary school children who want to develop good habits and techniques to professionals who need help translating foreign language journal articles into proper English. The Center's services include private tutoring for higher education students and for elementary, middle, and high school students as well as workshops and dissertation editing. Currently, the Center, which has about 200 clients, is one of only three graduate schools in the nation with a writing center.

Tutors, who work one-on-one with clients, are TC students studying in relevant fields such as Applied Linguistics, English Education, TESOL (Teachers of English to Speakers of Other Languages), and Gifted Education. They are well versed in styles of documentation for research papers, particularly the popular APA style. Tutors focus on specific writing tasks, helping a client find and correct errors and develop strategies and approaches that can be applied to future assignments. They will look at organization, transitions, sentence structure, and grammar. They do not proof-read or copy edit. Cara Tuzzolino-Werben, a TC student in Applied Linguistics, who is assistant coordinator at the Center and matches clients to tutors after assessment interviews, explains that the program is process oriented. "If you are struggling, you have to understand that writing is a process as well as a technique. Breaking it down makes it easier. Writing a paper is a continuum. It is drafting and revising. In the collaborative relationship, the client

writes a paper, discusses it, revises it, rewrites it, and perhaps discusses it again." Tutoring for younger students depends upon individual needs and can be related to school assignments, writing-test preparation, college application essays, or developing useful skills. The only copy-editing done at the Center is for final-stage dissertations.

John Young, a TC doctoral candidate and part-time math teacher at Hunter College High School's after-school program, is one of 20 tutors at the Writing Center. The needs of his clients vary from the "right" way to gather the all-important literature review in a research paper to the challenges faced by non-native English speakers. He tries to be patient and supportive. "Teaching and education are my life's work," he exclaims. "Working here is a joy." Tuzzolino-Werben shares his enthusiasm and credits director of the Center, doctoral candidate Dana Zaskoda, for setting the standard with "her really rigorous approach to writing."

In addition to the one-on-one options, three-to-four hour workshops, open to the community, focus on relevant issues in academic writing, such as getting started, organizing, grant writing, research skills, grammar, referencing and bibliography, and punctuation. Tutors teach the workshops, which are kept small at 6 to 8 members. Workshops are held at the Center. Individual tutoring can take place at any time and place convenient to both client and tutor. #

*The Center is self-sustaining and charges fees for its services. Rates are hourly and must be purchased in 3-hour blocks. For more information, call (212) 678-3789.*



Cara Tuzzolino-Werben



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BANK STREET COLLEGE ALUMNA

## Graduate School Open House

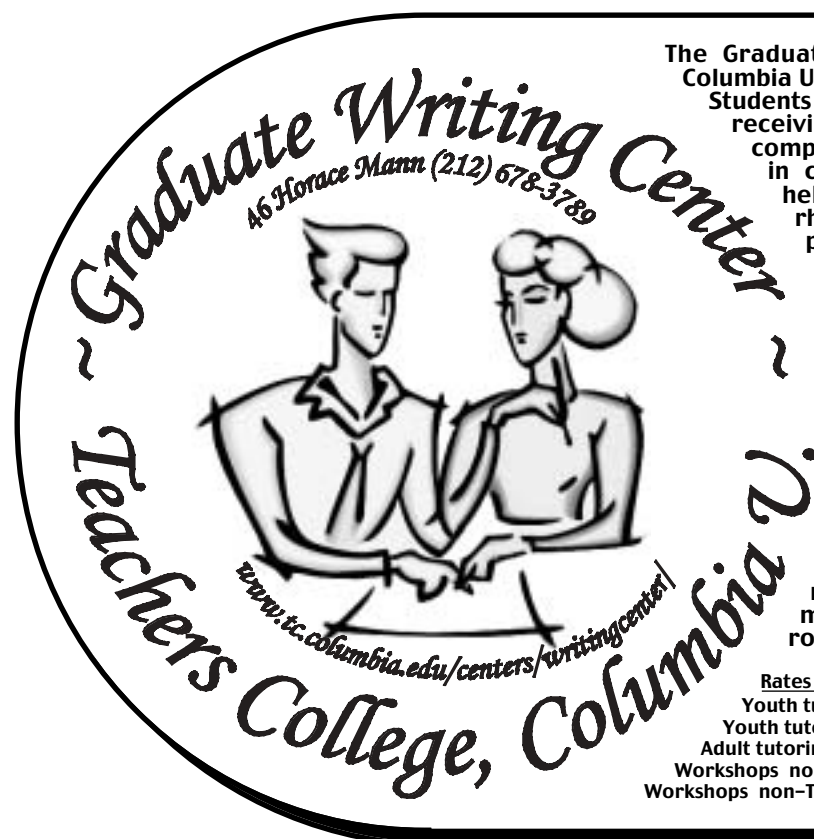
Tuesday, October 14, 5:15 PM

Bank Street College Graduate School of Education  
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To obtain a writing tutor, first register in person at the Graduate Writing Center and pay for the first 3 hours of time. Once payment is made, student and tutor are matched; contact your new tutor for an appointment. Tutors and students create a mutually agreeable schedule of appointments and can meet in one of our tutoring rooms on campus or at another location.

Rates (must be paid in blocks of 3 hours)  
Youth tutoring (elementary and middle school) . . . \$40/hr  
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[www.tc.columbia.edu/centers/writingcenter/](http://www.tc.columbia.edu/centers/writingcenter/)



## TEACHERS COLLEGE RETURNS TO AFGHANISTAN

A team of Teachers College faculty and senior staff spent nearly three weeks during the summer, working with an international team of education experts from seven different countries developing the capacity to write elementary curriculum and textbooks for the Afghan Ministry of Education (MOE).

The team was made up of professors Jane Monroe, Nancy Lesko, Gregory Hamilton, Michele Genor, and Clifford Hill, and Barry Rosen of the Office of External Affairs.

Using education to change the world is not new at TC. In its largest international education project to date, Teachers College spent 25 years in Afghanistan with funding from the United States Foreign Aid Program, to help the Afghan Ministry of Education create a modern educational system capable of preparing the human resources necessary to participate in the community of nations. The project accomplished a great deal. However, the Soviet invasion of December 1979, the civil wars that followed and the establishment of an authoritarian and fundamentalist Taliban regime wiped out much of the benefits.

The Teachers College, Columbia University (TCCU) team collaborated with more than 100 Afghans from the MOE to facilitate the translation of the Curriculum Framework (CF) into course syllabi and textbooks.

During a series of workshops, each member of the TCCU team made presentations on topics such as thinking through curriculum development, teacher leaders, student-centered math teaching, the development of content-specific learning activities, integrating adult literacy and early childhood education, among others. The TCCU members were instrumental in facilitating two kinds of working groups: in interdisciplinary groups team members worked to develop conceptual frameworks for curriculum, different curricular models, meaningful learning, and child-centered teaching; in subject matter groups (art, language arts for three languages—Dari, Pashto and English, math, science, social studies, life-skills, Islamic studies, and technology) the team first decided on the components of a good curriculum outline and participants decided what would be the most useful model to be adopted for all subject matter areas.



The international experts at the curriculum workshop

Team members spent four 10-hour days in subject matter groups deliberating, debating, and drafting and redrafting the curricula for grades 1 through 6. During this time there were quality exchanges between the participants and the TCCU experts. The last four days of the workshop were devoted to principles of textbook writing, editing, and publishing. Models of textbooks were presented, the criteria of content and format were explained, and sample chapters were designed and written as a template to guide their future work.

In addition to the debriefing session at the end of the workshop, the TCCU met at the end of each day to review and revise the next day's agenda to make it meaningful and relevant. Most importantly, team members met with Mr. Hyatt, the new Director General of Teacher Preparation for Afghanistan. This meeting was held to establish relationships with key stakeholders that could facilitate future possibilities. Meetings with these stakeholders worked toward the possibility of reestablishing the TCCU presence in Afghanistan through the development of the National Academy of Education, with the TCCU as the anchor partner along with the MOE and UNICEF.

If agreed on, the goal of the National Academy of Education is to institutionalize technical and policy assistance required for sustained, long-term systems development, gender equality, and continuous improvement in the quality of education in Afghanistan.#

### The TC Graduate Writing Center's Fall 2003 Workshops

Workshop schedule: Wednesday October 1st: 5:30 p.m. to 8:30 p.m.—APA referencing, Saturday October 4th: 12 noon to 3 p.m.—Punctuation in academic writing, Thursday October 16th: 5:30 p.m. to 8:30 p.m.—Part 1—Writing research papers, Monday October 20th: 5:30 p.m. to 8:30 p.m.—Getting started on your paper, Tuesday October 28th: 5:30 p.m. to 8:30 p.m.—How to write a literature review, Saturday November 1st: 11:00 a.m. to 5:00 p.m.—Presentation skills, Thursday November 13th: 5:30 p.m. to 8:30 p.m.—How to write a literature review, Tuesday November 18th: 5:30 p.m. to 8:30 p.m.—Getting started on your paper, Thursday November 20th: 5:30 p.m. to 8:30 p.m.—Part 2—Writing research papers

All workshops will be held at the TC Graduate Writing Center, located in room 46 in the basement of Horace Mann. [www.tc.columbia.edu/centers/writingcenter/](http://www.tc.columbia.edu/centers/writingcenter/)

Each workshop is limited to no more than 8 attendees. Please register and pay for the workshops in person during the following registration hours: Mondays: 10 a.m. to 2 p.m., Wednesdays: 2:30 p.m. to 6:30 p.m., Thursdays: 4:30 to 6:30 p.m.

Payment for TC students: Three-hour workshop: \$55, Six-hour workshop: \$70, A discount is available when signing up for multiple workshops.

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[admissions@ccny.cuny.edu](mailto:admissions@ccny.cuny.edu)



# Calendar of Events

## October 2003

### Entertainment

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

### Camp Fair

Resources for Children with Special Needs, Inc.  
Special Camp Fair 2004 - Summer Programs for Children with Disabilities

405 West 59th Street, Manhattan  
(Entrance to Fair on Columbus Ave. near W 60th St.)  
Saturday January 31, 2004 -10 AM - 3PM  
Call (212) 677-4650

### Conferences

Save The Date  
Symposium: Tuesday, October 21, 2003  
Needles in the Haystack: How to Identify Learning, Attentional and Behavioral Problems Your Child Might Have

Presented by Resources for Children  
Co-sponsored by Parents League of New York and NYC Parents in Action. Call the Parents League at 212-737-7385 to reserve a place.

51st Annual Conference on Broadway "Listening to Learners"  
April 15-18, 2004  
New York Marriot Marquis  
Frank Molhern, Chair  
Pennsylvania State Modern Language Association

Northeast Conference at Dickinson College  
P.O. Box 1773  
Carlisle, PA 17013-2896  
717-245-1977  
[necfl@dickinson.edu](mailto:necfl@dickinson.edu)  
[www.necfl.org](http://www.necfl.org)

### Open Houses

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

Visit University of West Florida in Pensacola Florida for an admissions open house on Friday, October 17 or Saturday, November 15. For more information call 800-263-1074 or online at [uwf.edu](http://uwf.edu)

### Workshops

Early Intervention "Information Sessions for NYC Parents"  
Resources will conduct 15 daytime and evening workshops about the NYC Early Intervention Program and how it can help young children and families.

Reimbursement for child care (for these sessions only). Sponsored by the New York City Training Collaborative for Early Intervention.  
The following workshops are already scheduled. Call us in October at (212) 677-4650 for the full schedule, or register at [www.NYEITrain.org](http://www.NYEITrain.org)

#### IN MANHATTAN

(A) Sept. 16 and (B) Dec. 3, 2003, 10 a.m. - 1 p.m. at Resources for Children with Special Needs, 116 E. 16th St., 5th Floor. (C) Oct. 22, 2003, 10 a.m. - 1 p.m. at Columbia University Head Start, 701 W. 168th St., 10032

#### IN THE BRONX

(D) Oct. 29, 2003, 10 a.m. - 1 p.m. at East Side House Settlement, 375 E. 143rd St.

#### IN BROOKLYN

(E) Nov. 5, 2003, 7-10 p.m.  
Challenge Infant Development Center, 4228 10th Ave., 11219

#### IN QUEENS

(F) Nov. 12, 2003, 10 a.m. - 1 p.m. at Queens Children's Center, (UCP-Q), 82-25 164th St., Jamaica 11432

#### IN BROOKLYN

At the Brooklyn Public Library, Brooklyn Heights Branch, 280 Cadman Plaza West, 11201.  
Preschool for 3-5 Year Olds, October 16, 2003 10 a.m. - 1 p.m.

Education Options for Children with Special Needs: Your Right to Know, October 30, 2003, 10 a.m.-1 p.m.

#### IN MANHATTAN

At the NY Public Library, Jefferson Market Branch, 425 Ave. of the Americas, 10011 (Accessible entrance on 10th Street)  
Advocacy Skills for Parents, October 23, 2003, 10:30 a.m.-1 p.m.  
Education Options for Children with Special Needs: Your Right to Know, November 20, 2003, 10:30 a.m.-1 p.m.

#### ON STATEN ISLAND

At United Cerebral Palsy, 281 Port Richmond Avenue, 10302  
Education Options for Children with Special Needs: Your Right to Know, November 13, 2003 9:30 a.m.-11:30 a.m.

Resources for Children with Special Needs, Inc. 2003/2004 Free Workshop Services: What's Out There and How To Get It...

34 workshops for parents and professionals about programs, services and systems for New York City children and youth with disabilities. Refreshments served.

Educators Open House  
Wednesday, October 15, 2003, 4-6 pm

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For more information about this and other educational events, call 212/759-0606 or email [education@daheshmuseum.org](mailto:education@daheshmuseum.org)  
Dahesh Museum of Art 580 Madison Avenue at 57th Street

#### The ADD Resource Center

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

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#### Assembly Programs

Our assembly programs are 45 min.- 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose! All our current workshops and assembly programs can be viewed under Educational Experiences at [www.lsc.org](http://www.lsc.org). Please call (201) 451-0006 and speak with either John Herrera x218, [jherrera@lsc.org](mailto:jherrera@lsc.org), or Jim McGlynn x340, [jmcglynn - @lsc.org](mailto:jmcglynn - @lsc.org), for further details.

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For more information, contact:

Professor Roslyn Bernstein, Director  
Harman Program at Baruch College

One Bernard Baruch Way, Box B7-270, New York, NY 10010  
Phone: 646-312-3930

E-mail: [Roz\\_Bernstein@baruch.cuny.edu](mailto:Roz_Bernstein@baruch.cuny.edu)

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## HISPANIC HIGHER ED COMMUNITY GETS \$4.6 MILLION

The Hispanic Association of Colleges and Universities (HACU) welcomed the award of \$4.67 million in new U.S. Department of Defense. The science grants will go to 17 colleges and universities with high Hispanic student enrollment rates.

"Our nation's youngest and largest ethnic population is disproportionately under-represented in scientific teaching and research fields essential to sustaining our nation's economic strength and security. These grants, which target those higher education institutions that serve the largest concentrations of Hispanic students, will go far in addressing that challenge by equipping our students with new opportunities to excel in critical science and research fields," HACU President and CEO Antonio R. Flores said.

One-year instrumentation and research grants ranging from \$108,000 to \$400,000 will be awarded by the Office of Defense Research and Engineering of the Army Research Office to 17 colleges and universities—all members of HACU—in California, Florida, Kansas, New Jersey, New Mexico, New York, Texas and Puerto Rico. The grants will be used to expand scientific laboratories, acquire state-of-the-art scientific equipment, and enhance campus science courses, outreach and research.

The grants are being funded through the federal Fiscal Year (FY) 2003 U.S. Department of Defense Instrumentation Program for Hispanic-Serving Institutions (HSIs). HSIs are defined as

having a full-time student enrollment that is at least 25 percent Hispanic.

The grants are being awarded to: Barry University in Florida, California State University at Northridge, California State University at Bakersfield, California State University at Los Angeles, Donnelly College in Kansas, Florida International University, Mercy College in New York, New Jersey City University, Our Lady of the Lake University in Texas, Rio Hondo College in California, St. Mary's University in Texas, Texas A&M University at Kingsville, City College, City University of New York, University of Texas at San Antonio, University of New Mexico, University of Puerto Rico at Humacao, University of Puerto Rico at Mayaguez.

HACU, with headquarters in San Antonio, Texas, and offices in Washington, D.C., represents more than 300 colleges and universities serving the largest concentrations of Hispanic higher education students in the United States. #

For more information, visit [www.hacu.net](http://www.hacu.net)

## Ellis College— Newest School at NYIT

Ellis College, named for the island where immigrants entered America, is a new school offering undergraduate degrees in various business-oriented fields, like marketing and management. Students who enroll will be required to have three years of work experience.

Mr. Edward Guiliano, president of NYIT, envisions Ellis College's outreach to foreign countries. "I'm off to China next week. I've found the number one spending area there is education," he says. "In Romania, people will borrow any amount of money to get an American education." #

## QCC Celebrates Latino Heritage Month

In celebration of Latino Heritage Month, Queensborough Community College will present a variety of events honoring the contributions of Hispanic-Americans to our society throughout the years.

Through October 15, the Kurt R. Schmeller Library on campus will host an exhibit, "Latino Heritage Month: Folklore and Traditions."

On October 8th, from 1-3 p.m., a special the-

ater presentation, "Que Paso Con Mi Plata?," written by Jose Useche (a QCC alumnus and current QCC employee) will be held in the Humanities Theater. This modern Hispanic love story relays the tale of Carlos, an immigrant who, though deeply loved by one woman, marries another for the sake of a green card. #

For more information call the Office of Student Activities at (718) 631-6233.

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## New York University Child Study Center

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If you have been sexually or physically abused or assaulted in childhood, you may be eligible for a psychotherapy research study for women or adolescent girls at the Institute for Trauma and Stress at the NYU Child Study Center.

### TREATMENT FOR ADOLESCENT GIRLS

The Adolescent Girls Project (AGP) offers individual treatment to adolescent girls with a history of interpersonal violence. Treatment will be either a supportive treatment in a community clinic or a structured treatment that focuses on issues of self-esteem, difficulties with relationships and trust, and development of coping skills.

For more information, or to make a referral, please call (212) 263-2786.

### RESEARCH AND PSYCHOTHERAPY INTERVENTIONS FOR WOMEN

Treatment includes 16 sessions of individual therapy and focuses on issues of self-esteem, difficulties with relationships and trust, and development of coping skills.

For more information, or to make a referral, please call (212) 263-2481.

**NYU Child Study Center**  
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## COACHING FOR SUCCESS

To prevent the demands of life from becoming overwhelming, it's a good idea to look at the logistics of what you really *need* to do, what you really *want* to do, and how to accomplish goals more effectively. More and more people, including those who are already highly successful, are looking to Personal and Business Coaches to help them with this process, and to enhance their enjoyment of life.

Coaching is an ongoing relationship that improves a client's ability to effectively focus on identifying and taking action to achieve their goals (immediate, short-term and long-term or life goals). The approach is practical, interactive and proactive. The Coach helps a client to prioritize individual goals and set up *do-able* strategies for accomplishing them. Like the sports model, the Coach helps clients to identify strengths and difficulties and to learn and practice new skills. The Coach provides objective feedback, motivation, structure and accountability.

The Coach will assist a client to better deal with issues concerning home, career, relationships, communications, personal finances, health, etc. Critical skill-building strategies often include organization (space, papers, ideas), project management (getting things done by breaking projects into time-specified tasks) and time management (realistic planning and effective utilization of time and resources).

While everyone can benefit from coaching, people with Attention-Deficit/Hyperactivity Disorder and those with organizational or executive functioning impairments will especially benefit. These people who, while often highly intelligent, creative and desirous of achievement, have difficulty with their ability to plan, prioritize, organize, process and follow up. ADD Coaching teaches ways to successfully bridge this frustrating gap between promise and performance, idea and implementation.

At the ADD Resource Center, we provide support, encouragement, structure and understanding. We believe it is critical for clients to understand and recognize their unique makeup, including the impact of AD/HD on their life and in their interactions with others. Then, armed with support, self-knowledge and a "toolbox" of practical solutions and appropriate compensatory strategies, clients are able to maximize their talents and accomplish specific goals.

For more information contact the ADD Resource Center in NYC at (646) 205-8080 or in Westchester at (914) 763-5648. Email the ADD Resource Center at [addrc@mail.com](mailto:addrc@mail.com).



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## Wheelchair Charities A Superstar

By MIKE COHEN

Steve Francis took a pass from Nick Van Exel on the wing and drove past Stephon Marbury for a thunderous highflying one-handed dunk. The Crowd at Madison Square Garden erupted with applause. Although all three players are superstars from different teams, this was not an NBA All-Star game. In fact, this contest took place in early September during the league's off-season. This game wasn't about a final score or even bragging rights for the winner. The event is an annual classic played for Wheelchair Charities Inc. to raise money for patients to have more comfortable lives at Coler-Goldwater Memorial Hospital on Roosevelt Island.

"This is about helping out a needy cause," said Van Exel, a 10-year veteran, recently traded to the Golden State Warriors. "Maybe those people in those wheelchairs could have been where we are today, so we are in a position to help. We should just be thankful ourselves."

Wheelchair Charities Inc. began in 1973 when it raised roughly \$4,000. Today, more than 30

years later the organization brings in over \$1,000,000 annually. It's no secret that success stems from leadership at the top. From its inception there has been only one man at the helm of Wheelchair Charities Inc.: Hank Carter, has been on a mission to help people ever since his best friend was left paralyzed from the waist down after being struck by a stray bullet on a New York City street.

"Their bodies may be broken down," said Carter, 60, "but their minds are not. All we want to do is make everything better for them because God gave us so much."

It is Carter who has given so much to Coler-Goldwater, a 2,016 bed Specialty Hospital and Nursing Facility for patients with varying medical conditions that is part of the city's Health and Hospitals Corp. Carter, a recent retiree from the Long Island Savings Bank, where he worked his way up from a teller to a senior executive vice president, has donated more than \$10 million worth of equipment to the hospital. It is hard to find a spot in the hospital where Wheelchair

Charity Inc.'s work is not visible. From a greenhouse for patients to soak in some nature to motorized wheelchairs, along with computers, an exercise room, communication equipment, and even buses, they have indeed improved the quality of people's lives.

"It has provided us with the tools to better enhance our residence into the real world of work and technology," said Jenny Rosario, head of the Vocational Rehabilitation Counseling Department, "Hank is just very dedicated to giv-

ing. You don't hear about too many individuals who do this for an organization."

Since wheelchairs alone can cost up to \$36,000, the charismatic Carter organizes a benefit dinner annually, which he says is his major moneymaker. Each year the corporate sponsored dinner is filled with some of the biggest names in sports. Last year's event included such luminaries as Warren Sapp from the Super Bowl champion Tampa Bay Buccaneers, and basketball

*continued on page 22*

### CHILDREN & ADULTS Assessment & Treatment

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#### THE MISSION

The **Group For ADHD** does not believe in a one size fits all therapy. Our Clinicians carefully evaluate each individual using state of the art diagnostic tools. Based upon the findings, we design, together with the individual, an effective treatment plan. We have many tools in our tool box at the **Group for ADHD** to accomplish this, and we employ the methods best suited for each particular situation.

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

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## FIRST LADY LAURA BUSH & WASHINGTON MUTUAL UNVEIL INITIATIVE AT MERCY COLLEGE

First Lady Laura Bush and New York City Schools Chancellor Joel Klein joined officials from The New Teacher Project (TNP) and Washington Mutual recently to unveil a new initiative to help mid-career professionals realize their dream of becoming a teacher. Supported by a \$1.25 million grant from Washington Mutual, the Teaching for Results initiative, a component of the Mercy College New Teacher Residency Program, will help hundreds of New York City professionals from many different career and educational backgrounds bring their expertise to New York City classrooms. Participants in the New Teacher Residency Program will take part in a rigorous two-year Masters and Certification program, which provides students with the knowledge and skills necessary to be successful teachers.

"At Mercy, we have integrated the Teaching for Results program into our unique practiced based curriculum developed for the New York City Teaching Fellows," Dr. Lucie Lapovsky, President of Mercy College stated. "Last summer more than 150 students participated

in the program and this year there will be more than 800 students who will benefit from the unique partnership among The New Teacher's Project, The Department of Education, Washington Mutual and Mercy College. This partnership has resulted in the development of a new approach to preparing teachers which should result in the development of outstanding, transformational teachers."

The Teaching for Results initiative makes the necessary link between teacher recruitment and on-the-job teacher effectiveness and continued professional development. Recruiting qualified individuals to teach is just the first step. Ensuring that these individuals stay and succeed in the classroom is an even bigger challenge. According to recent statistics, nearly 15 percent of teachers leave after the first year of teaching; that number climbs to nearly 50 percent after the first five years. Teaching for Results is designed to help newcomers get over the initial hurdles and get through the subsequent years by giving them the classroom skills they need to make teaching a long-term career.

Michelle Rhee, CEO and President of The New Teacher Project thanked First Lady Laura Bush, Chancellor Klein and Washington Mutual for their "support and recognition of Teaching for Results' unique approach to ensuring the lasting success of our teachers. Since 1997, when The New Teacher Project first started recruiting professionals interested in changing careers to teach, we've learned some important lessons about the need to provide teachers with more support in their first year in the classroom."

As part of the Teaching for Results initiative, participants will learn how to translate the knowledge they have gained, either from their previous career or from their own education, into effective ways to communicate and relate with students, which is the essence of teaching. Simply put, Teaching for Results will not

waste time teaching chemical engineers about chemistry, but rather focus on the specific teaching skills it takes to engage and educate a classroom of high school students about chemistry. Initiative participants will also receive critical lessons in classroom management that are specific to the subject (English, math, science) and the grade level (elementary, middle school or high school) they teach. This dual approach, the art of teaching, coupled with subject-specific classroom management is what makes Teaching for Results different from other initiatives.

In addition to New York City, two other cities, Atlanta and Los Angeles will also participate in the Teaching for Results initiative. In order to ensure the success of the initiative, TNP has worked with partners in each of the three participating cities including Mercy College, Los Angeles Unified School District and Atlanta Public Schools to recruit local individuals who are highly qualified and motivated to become teachers. Teaching for Results has chosen a group of participants who not only possess an impressive level of expertise in many different professions, but also come from diverse backgrounds. In New York City, the local Teaching for Results partner is Mercy College.

"Washington Mutual's sponsorship of Teaching for Results provides us with a perfect opportunity to carry on our tradition of supporting programs that further the teaching profession in our country," said Donna Wilson, Northeast Community Affairs President of Washington Mutual. "This grant will help teachers succeed by helping them translate what they know into learning for students. We can think of no better way to leverage the experience and knowledge these teachers bring to New York City classrooms—and we are grateful for their commitment."

Chancellor Klein said, "Great teachers make all the difference for a school and great teaching is, quite simply, the key to raising student achievement. By becoming New York City Teaching Fellows, these new teachers have made an extraordinary commitment to our children."

"For too long, children in our nation's cities have suffered from a lack of highly qualified teachers in their highest needs schools, especially in the areas of math, science and special education," said Lucie Lapovsky, President of Mercy College. "By redesigning and overseeing the certification program for teaching candidates from nontraditional backgrounds, Mercy College is helping to provide more than 750 teachers who are not only qualified and motivated, but for the most part were raised in the same communities where they will teach."

This past summer, 150 students participated in coursework that integrated the Teaching for Results seminar. During the upcoming year, over 800 participants are expected to take part in the New York City, Mercy College Teaching for Results program.#



First Lady Laura Bush

## Barnard College President Judith Shapiro Speaks on Literacy

**Question 1: What measures would you take to increase literacy in our nation?**

The issue in our society is not the lack of good programs to promote literacy; there are many effective programs and methods. What is lacking is the social will to provide sufficient financial resources to support schools in implementing these programs. It seems that a serious gap between rhetoric and reality exists on the political level. The current administration, for example, promotes the No Child Left Behind initiative as the solution to the achievement gap, but comes nowhere near providing the funding that could make a substantial difference. The same is evident on the local level; New York State passed a bill to reduce class size that cannot be implemented because of a lack of funds to support it. Yet at both the state and national levels, schools are being held accountable for improvements in educational outcomes, including literacy, without the means to implement genuine change.

**Question 2: Do you think these efforts should be made at a national or local level?**

Broad goals and resources should be provided at the national level without micromanaging their implementation. The local level should provide professional development support for teachers

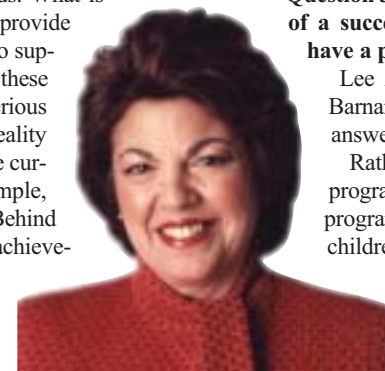
and resources to support literacy programs. This should include small class size, and books and materials that contribute to a language-rich school and classroom environment.

**Question 3: Can you give an example of a successful program or do you have a program to implement?**

Lee Anne Bell, Director of the Barnard Department of Education answers:

Rather than name a particular program, because there is no one program that meets the needs of all children, I would like to list a few components that make a good program: in the early grades a combination of whole language and phonics in context; exciting reading materials; adults reading to children

and modeling the value of reading; frequent speaking and listening opportunities for children; daily writing integrated into ongoing classroom activities; and a small enough class size so that the teacher is able to determine students' strengths and weaknesses to scaffold learning and build on what students already know. The place to start is in the early grades, grades one through three, since it is known that children who are not reading by third grade often stay behind for the rest of their school careers.#



President Judith Shapiro

## THE NATIONAL WRITING PROJECT—180 SITES . . . & GROWING

By JOAN BAUM, Ph.D.

Speaking of standards—a standard for teaching writing seems to be emerging in the crowded field of national, regional and local professional development programs, if longevity, numbers of participants and funding resources set criteria. The National Writing Project (NWP), a 30-year endeavor to promote, disseminate and evaluate best practices, with special attention to local area needs, is finally becoming the visible mover and shaker it deserves to be because of its mission and record of accomplishment.

Working quietly but consistently over the years, this remarkable venture—the largest in-service, cost-effective training project of its kind in the country—has, since 1994, under its focused, energetic, charming and politically savvy executive director, Dr. Richard Sterling, been garnering support from government and foundations to advance its goal of putting writing "at the center of school reform," K through high school. The recent report from the National



Dr. Richard Sterling

Commission on Writing in America's Schools and Colleges which found that "The Neglected R" is being addressed by the separate states with such uneven diversity as to make desirable policies difficult to administer and implement only encourages Richard Sterling to expand and communicate NWP initiatives—but don't look to the dynamic director who values careful research to allow speed to overwhelm efficiency.

Of course, many established education organizations and associations claim to be in the forefront of writing reform, and Sterling generously applauds their work, but what makes NWP stand out, he believes, is its integrated networking system—a judiciously conceived, tested, revised and evaluated structure that encourages democratic participation and appeals to a sense of entrepreneurship by providing communities with a cadre of trained teachers who can be hired to train others in district schools. The NPW process is like a relay race, where a torch ignited by a lead runner is passed down the line.

Some lines run through urban districts, others rural, and all lines connect with sites that are increasingly aware of the needs of English language learners. At the heart of the NWP idea is the small-group summer institute where participants present theories, models, research, classroom practices and evaluation instruments for discussion and analysis—how to teach writing in classrooms where 6 or 7 first languages other than English are spoken, for example. Recently, Sterling

points out, an interactive component has been added to NWP to prompt electronic conversations among the teachers with common interests and concerns.

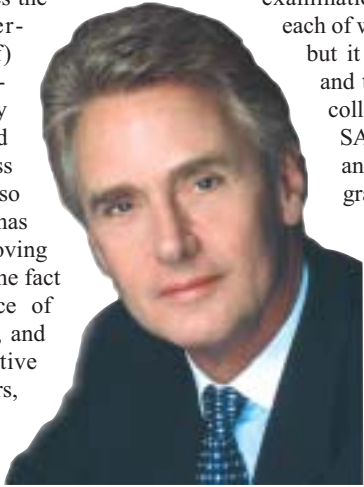
With its time-tested institute model of pairs of writing experts—a college teacher collaborating with a teacher from K-12—training teachers to become trainers themselves, NPW seems particularly suited to guide and help

continued on page 27

## Gaston Caperton, College Board President, Tests the Writing Waters

By JOAN BAUM, Ph.D.

Talking about writing, which he calls the “neglected R,” Gaston Caperton, the former Governor of West Virginia and head of the College Board, says it is his number-one priority. Of course, he knows that communication skills are hardly ignored in the nation’s schools, and he acknowledges the many (critics might say superfluity or redundancy of) theories, approaches, programs, and experts already out there addressing the need for proficiency in correctness and thinking skills. But he also recognizes that something “has not yet kicked in,” in moving expeditiously on this need. The fact is that despite the existence of “best practices” nation-wide, and an identification of effective methods and master teachers, somehow the successes have not been adequately publicized or integrated with other disciplines in wider movements toward reform, particularly regarding assessment and standards. “Writing must be kept on the front burner,” the Governor says, and “better learning and teaching” supported—not just by funds for replication but by dissemination of strategies that work. Did the Governor want to identify any programs, teachers, grade-specific goals? He’d prefer not to, he says modestly, he’s not an education professional, but after a brief pause he cites homespun wisdom: “You do everything you can to help [students] learn as fast as they can.”



Gaston Caperton

The College Board, charged with the mission of “preparing and inspiring kids to go to college,” is in an ideal position through its administration of the SAT and AP and its National Commission on Writing for America’s Families, Schools and Colleges, he says, to implement the Leave No Child Behind movement. If the exams can be introduced as motivation as early as grade 6, say, then more children could participate in this kind of consciousness raising, and testing could be more closely tied to curricula and used as an incentive to learning. Certainly, the recent news of the Gates Foundation’s award to the College Board to

create schools with emphases on AP courses—“the gold standard” in the assessment movement, the Governor says—should aid these efforts.

The College Board, a century-old national, not-for-profit educational organization, began as a response to the need to standardize examinations for ivy league schools, each of which had its own assessments, but it was only after World War II and the influx of students going to college on the G.I. Bill, that the SAT program was put into effect and then, in the 50s, the AP program. With eight regional offices throughout the country, a main branch in New York City and a technology center in Reston, Virginia, the College Board is the nation’s most powerful arbiter of education innovation, including superintending the standardized exams and providing support for teachers. This past summer alone, Governor Caperton points out, 30,000 teachers participated in Board-sponsored teacher training sessions.

In discussing the Board’s recent Writing Commission report, which clearly indicates that America’s schoolchildren are falling behind, the Governor is quick not to assign blame. “Students have to spend more time at task,” he notes, “teachers must be better trained, and financial and technological support must be forthcoming.” The new writing-intensive SAT, to go into effect in 2005, will be a great stride in the right direction. Gone will be the familiar sections on verbal skills and analogies, to be replaced by integrated reading and writing components. “Critical reading is more than just reading, and verbal means more than speaking,” the Governor emphasizes. But what about all that criticism that the exams advantage the privileged who can afford tutoring? The Governor pauses but does not duck the bullet. If true, the gain is reportedly no more than 30 to 40 points, he says, whereas the real challenge before the Board is to eliminate the difference between inferior and superior schools and bring equal opportunity to all.#

## The NYC Writing Project: “Neglected ‘R’”

By MARCIE WOLFE, Ph.D. & NANCY MINTZ, Ph.D.



The New York City Writing Project at Lehman College, CUNY, established in 1978 as the local site of the National Writing Project, reflects the mission of a national network of 175 university-based professional development programs dedicated to the National Commission’s [on Writing] goal of putting “language and communication in their proper place in the classroom.”

Through its sustained professional development programs for teachers and its partnerships with schools and regions, the NYC Writing Project (NYCWP) is enacting the recommendations of the Commission to double the amount of time students spend writing, ensure that schools have a writing plan, teach writing at all grade levels and in all subjects, and provide for teacher professional development. We are encouraged and supported in our work by Department of Education policies that establish extended time for reading and writing within a “balanced literacy” approach that includes time for writing, both to support reading and for its own sake. Our work in middle schools and high schools extends this focus on balanced literacy beyond teachers of English language arts to encourage every teacher across all disciplines to use writing as a tool for thinking and learning.

We endorse the Commission’s assertion that “developing critical thinkers and writers should be understood as one of the central works of education.” These are skills students must acquire across content areas if they are to succeed on the various new assessments and progress beyond the secondary school level to higher education.

We believe that one key to improving teacher practice and student performance in writing across the curriculum is developing stable, long-term professional development relationships with schools. *School-year seminars* in the teaching of writing for teachers from all disciplines, typically offered at school sites after the school day. In these seminars, led by exemplary New York City teachers of writing, teachers engage in their own writing, discuss recent literacy research, share and reflect upon practical ways to improve instruction, build partnerships across disciplines and departments, and examine and learn from student work.

*On-site support* provided by a NYCWP teacher-consultant who spends two days each week in a school working with teachers and staff developers to plan lessons and projects, team-teach, recom-

mend and share resources, and encourage the publication of student writing *Direct work with school administrators* to help them develop and enact a writing policy, increase their understanding of literacy development and of best practices in the teaching of writing.

Together these components establish and nurture school-based professional communities where teachers and administrators learn together to improve student writing, learning, and achievement. This work also builds teacher leaders who ultimately co-lead Writing Project seminars and provide on-site assistance to their colleagues.

In addition to our school-based in-service program, we sponsor summer fellowships in the teaching of writing, a technology initiative, teacher-research programs, and a summer institute for teen writers. Finally, the NYC Writing Project’s work reflects the shared commitment of the Commission and The City University of New York to writing across the curriculum in higher education. Writing Project directors contributed to the development of CUNY’s Writing Across the Curriculum program, and are directly involved in Lehman College’s program. In Lehman’s program, faculty across disciplines meet monthly in a professional community to share writing practice, develop writing-intensive syllabi and assignments, and consider their expectations for and assessments of student work. The Writing Project is also a partner in Looking Both Ways, a professional development program sponsored by CUNY’s Office of Academic Affairs, which fosters cross-institutional learning among high school and CUNY teachers of writing through seminars, inter-visitations, and teacher-research studies.

As the Commission’s report states, developing writers is “not a simple and easy task, or something that will be finished and out of the way by the end of next week, or even the end of next year.” The New York City Writing Project is committed long-term to improving the teaching of writing in our schools and to every teacher’s obligation to take writing seriously.#

*Marcie Wolfe, Director of the Institute for Literacy Studies, Lehman College, CUNY, Member of the National Task Force of the National Writing Project. Nancy Mintz, Director of the NYC Writing Project (a program of the Institute for Literacy Studies), Co-coordinator of the Urban Sites Network of the National Writing Project.*

## Learning Literacy Through Basketball Heroes

By TOM KERTES

“I was an only child growing up at home,” Knicks center Slavko Vranes said. “But I love children. Frankly, I like to be around kids more than I like to be around adults.”

Perhaps that was the reason why the 7’6” rookie (maybe he was the only child they had room for at home in Podgorica, Montenegro) was having the time of his life at the NBA Reading Rally at P.S. 8 in Washington Heights. Over 30 NBA rookies (and a few second-year players) thrilled the school’s third and fourth-graders by participating in a raucous school assembly—and, later, reading the wonderful children’s book *Strong To the Hoop* to the students in individual classes—as part of the league’s annual Rookie Transition Program. “Any time the NBA wants me to do something like this, all they need to do is call,” Vranes said with a wide smile. Principal Carol Rubin told the students how fortunate they were to be vis-

ited by “all these wonderful NBA players. They could have chosen any of 1200 other schools,” she said. “But they chose us. They chose you,” she said to the students of P.S. 8 where the 150 children ooh-ed and aaah-ed as the tall rookies began to fill the stage. Top pick LeBron James got an especially awed reception. “I guess, even at this early age, these kids can tell who’s a superstar when they see one,” Master of Ceremonies Bob Lanier quipped.

“Why are we here?” Lanier asked the kids. “Basketball!” the little voices shouted. “No, reading!!” Big Bob chuckled. “We’re here because of reading.”

At Lanier’s prodding, the Grizzlies’ Dahntay Jones admitted his favorite book in fourth grade was *Green Eggs and Ham*. Do super talents stick together? Well, maybe: the Heat’s spectacular Dwayne Wade is currently reading *Playing For Keeps* by Michael Jordan. Milwaukee’s T. J. Ford, all 5’11” of him, told

the kids “You don’t have to be tall to be good at something. Reading exercises your brain and helps you develop intellectual skills.” Next, Lanier asked LeBron “At this age, you were not thinking of being in the NBA, right?” “Wrong,” James nodded his head emphatically to much general hilarity. “Actually, I was. But, kids, you don’t have to be ballplayers to be successful. You can all be great at something. You can be teachers, doctors, nurses, or lawyers. If you study, read, and listen to your teachers, you can be anything you want to be.”

James, along with 7-foot Knicks rookie Maciej Lampe and the Spurs’ world champion guard Manu Ginobili, then retired to Washington Hernandez’ well-appointed fourth-grade classroom to read *Strong To The Hoop*. The book, about a little boy, James, who gets into a play-

ground basketball game against older kids and succeeds due to his skills and courage, was a huge hit among the students. Of course, it helped enormously that LeBron, Maciej, and Manu all held such obvious affinity for the children.

At one point, in order to encourage the little ones to actively participate, Ginobili said, “You know, I’m from Argentina, so I need help with my reading.” One little girl with a pair of big pigtails happily complied. “I’m from Poland, so I also need help with my reading.” Lampe followed suit. “Well, I’m from Cleveland, so you know I need help with my reading,” quipped LeBron.

The NBA trio ended the reading by signing autographs and handing out innumerable low-fives.#



## Wheelchair Charities

continued from page 19

superstar Gary Patton from the Los Angeles Lakers, among others.

Wheelchair Charities Inc. is a lifestyle for Hank. It's a 24-hour existence. Day or night he's either talking to someone about his beloved organization or making plans for the next event. He goes to the hospital daily to just say hello to his many friends. "You see people smiling," said Hank, "and then you say, 'thank you God for putting us in a position that we can do that.'"

## Products for the Visually Impaired

Bookshare.org is the online community that allows people with visual disabilities to legally download over 10,000 copyrighted books in accessible formats.

BookCourier is a handheld device from Springer Design for listening to electronic text, voice files and music.#

Mike Cohen is the Director of Throw Back Sports, a program for children of all abilities.

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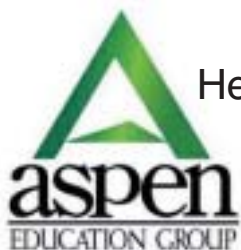
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## Celebrating New York City's Rich Ethnic Diversity

By MAYOR MICHAEL R. BLOOMBERG

No city on earth can match New York's rich ethnic diversity; we're truly the world's second home. If you need proof of that, let me tell you about some things I did last week: I walked along Madison Avenue to commemorate Mexican Independence Day, then took a trip to Little Italy, where the San Gennaro festival was celebrated. On Saturday, I was the grand marshal of the Steuben Day Parade that honored our city's long and rich German heritage. And last week, the Minister of Health for the Republic of Ireland paid a call at City Hall—a reminder of the centuries-old link between his nation and our city.

Wave after wave of immigrants have shaped New York, weaving themselves into the fabric of city life and writing their own American success stories by working hard and playing by the rules. Today, some 36% of New Yorkers are immigrants, and that percentage is growing.

Their contributions make us stronger, and they always have been, and always will be, welcome here.

Last Wednesday, September 17th was National Citizenship Day. That same afternoon, it was my privilege to join scores of new citizens—immigrants from around the world—as they took the oath of citizenship at a ceremony at the Javits Convention Center. It reminded me of another ceremony, two weeks ago: the one at the World Trade Center site commemorating the second anniversary of 9/11. All morning long that day, children read the names of the nearly 2,800 people from 92 countries who perished in that terrible attack. There were Haitian kids reading Italian names...Russian kids reading Hispanic names...Japanese kids reading Greek names. It was a reminder of what New York is all about. Those kids—and our new citizens—are New York's future. They're what make us the greatest city in the world.#

## What's Out There, & How to Get It



By MATILDA RAFFA CUOMO AND KAREN T. SCHLESINGER

When school starts in September, parents and children focus on the beginning of a new year: new classes, new teachers, new classmates, new friends, new

school outfits, sometimes a new school. Hope is in the air, and the possibilities seem boundless.

Parents of children with disabilities and other special needs—learning, developmental, emotional, physical, sensory, and medical—anticipate the school year just like other parents do. But at the same time, they prepare differently.

Parents of children with special needs participate in meetings with their child's school and committee on special education to develop the Individualized Education Plan (IEP) for their child for the coming year. When developing educational strategies and expectations for the IEP, parents need to ask themselves and the school many questions about their child's progress thus far and expectations for the coming year. Parents also must determine how they can follow their child's progress through the year, and what to do if their child's IEP is not being met.

Their questions go beyond the classroom. Many parents work, and child care is a concern for all. For parents of children with disabilities, arranging child care and after school activities is often a complicated problem.

When parents of children with disabilities have questions about school, after school programs, camps and summer programs, child care, health and medical services, the transition from school to work, family support services, or the laws, rights and entitlements that affect them and their children, there are places to go for information and help. Among them is Resources for Children with Special Needs.

Resources for Children with Special Needs (RCSN) works directly with parents of children with disabilities and professionals to locate and obtain programs and services of all kinds. This

New York City-wide not-for-profit organization provides individual information and referral, educational advocacy, support, and guidance. An annual free training series of 34 workshops held all over the city informs parents about IDEA (the Individuals with Disabilities Education Act) and the rights of children and parents under IDEA, and introduces them to the world of available community resources.

RCSN is part of a national network of Parent Training and Information Centers funded in part by the U.S. Department of Education, and is also designated as a New York City Parent Center by the New York State Education Department. As such, RCSN works with a wide variety of organizations committed to insuring a free and appropriate education for children with disabilities in the least restrictive environment, the fundamental principal of IDEA.

RCSN also publishes directories that list all types of after-school programs and services. One such program, which can make a great impact on the life of special needs children, is Mentoring USA, another not-for-profit in New York City. Mentoring USA is an effective, early-intervention mentoring program to prevent school dropout. The largest site based one-to-one mentoring program in New York City, Mentoring USA operates at 50 sites throughout the five boroughs, and fully trains all mentors to develop with their mentees relationships that provide both personal and academic support. By providing mentors to at-risk youth, ESL students and foster care children, Mentoring USA helps improve their self-esteem, broaden their vision of opportunities, and succeed in school.#

For more information on RCSN visit [www.resourcesnyc.org](http://www.resourcesnyc.org), or call (212) 677-4650.

For more information on Mentoring USA, visit [www.mentoringusa.org](http://www.mentoringusa.org), or call (212) 253 1194.

Matilda Raffa Cuomo is the Founder and Chair of Mentoring USA, Board of Directors, RCSN.

Karen T. Schlesinger is the Executive Director, Resources for Children with Special Needs, Inc.



## Mayor & Chancellor Asked To Move On Healthy Schools

By ASSEMBLYMAN STEVEN SANDERS

The State Assembly over the past several years, working with the Healthy Schools Network of New York State, has initiated important measures to keep children safe in school. In the area of violence prevention and physical security, New York State has made great strides. But children's health and well-being, of course, requires not only that a school building and grounds be safe and secure from the standpoint of crime, violence or drugs, but also from the vantage point of making sure that schools themselves are environmentally safe, from the materials used in construction to the cleaning agents used by janitors; from hazardous substances in soil and from contaminants in ventilation or air conditioning systems.

I am proud as Chairman of the Education Committee to have advanced from my committee and shepherded passage on the floor of the Assembly crucial pieces of legislation to keep school environments healthy, so that our children (and staff and visitors) do not fall ill from chemicals or materials that are known to cause unpleasant symptoms or even put people's health in serious jeopardy. We have also passed bills requiring that parents be informed of environmental hazards or threats at or near the school. Regrettably, these bills remain

stalled, time and again, in the State Senate.

Here in New York City, though, with the Legislature having given to the Mayor and the Chancellor direct control over the schools—including the right to centralize purchasing—we have a perfect opportunity for the City to unilaterally develop and implement guidelines and policies to make our schools "healthy schools." The Chancellor need not wait for a State law compelling such actions.

Late last month, students at PS 124 in Queens fell ill from ammonia vapors apparently when ammonia either spilled or interacted with other chemical cleaning agents. While it appears that the children quickly recovered, this is yet another warning sign of the dangers—to children especially—of chemical-based products for which there are readily available non-toxic and equally effective alternatives. Moreover, the long-term exposure of children to even low-level toxins is still unknown and worrisome.

Accordingly, I have asked Chancellor Klein, in consultation with the Commissioners of Health and Environmental Protection, to promulgate clear guidelines and specifications, including a list of environmentally preferred products, to ensure that no toxic cleaning agents are used at anytime in any of our 1200 public schools. These regulations should apply and be reflected in every contract with private

## Move Over Assistant Principals?



By JILL LEVY

Saturday, Sept. 6, was a remarkable day. The Council of School Supervisors and Administrators (CSA) made a spectacular showing in the Labor Day Parade as more than 200 members along with family, friends, children and grandchildren marched

up Fifth Avenue.

We were also joined by our new AFSA President, Baxter Atkinson and retirees with the RSSA.

I was so honored to represent every single CSA member and so thankful to every person who offered their time and effort in support of our profession and our union.

If Saturday afternoon uplifted my spirits, Sunday morning brought me right back to reality, and the challenges and struggles that lie ahead.

Hidden among the folds of my Sunday New York Times was "A Guide for Parents and Families," published by the Board of Education.

As I read I was initially impressed with the content. But, oops! How strange! Whoever put together Page 5 either didn't know how schools are organized or had deliberately omitted key personnel from the neat little diagram, because nowhere to be found on this organizational chart were the words "Assistant Principal".

Now, had the Chancellor's staff been at all "collaborative" (to use the Chancellor's own word), we would have immediately noticed the absence of this key strategic instructional person. Paraprofessionals were also left out of this

non-collaborative project.

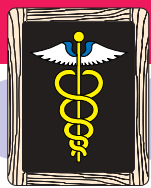
Well, perhaps it was an oversight, I thought, giving Mayor Bloomberg and Schools Chancellor Joel Klein the benefit of the doubt. After all, they have deemed useless anything that existed at the Board of Education prior to their takeover. Perhaps in their zeal to highlight their complete reorganization of the school system and in their inimitable, narcissistic style, they simply didn't remember that Assistant Principals play an extraordinarily powerful role in the schools.

On the other hand, several Assistant Principals from the Bronx recently told me a disheartening story. They reported that a Learning Instructional Superintendent told them math and literacy coaches were now a school's instructional experts; Assistant Principals would no longer fill that long-held role. Not only is that a colossal waste of expertise, I thought, but contractually, coaches are not permitted to do CSA members' work. As if that wasn't bad enough, my Bronx Assistant Principals then told me this same LIS made disparaging comments about CSA.

Now, we all know this kind of talk so far down on the management food chain must have been picked up from someone up above. In this way, it becomes "permissible" to talk in a certain manner about unions, and about membership in those unions.

If this report is accurate, such attempts to apply psychological fear will not go un-rewarded. Our contract is very clear about harassment and we have never lost a harassment charge. Just

# MEDICAL UPDATE



New York City • OCTOBER 2003  
FOR PARENTS, EDUCATORS & STUDENTS

## New Study Distinguishes Anthrax from Flu in Event of Bioterrorist Attack

EDITED By HERMAN ROSEN, M.D.

Doctors in the Department of Public Health at Weill Cornell Medical Center have identified key symptoms that may help distinguish flu and other common respiratory conditions from more serious inhaled anthrax in the event of a bioterrorist attack. Anthrax is an infectious disease caused by spore-forming bacteria. Inhalation of anthrax leads to disease that, without proper treatment, can cause death from a combination of shock and respiratory failure.

The study, published in the *Annals of Internal Medicine*, found that while both anthrax and common respiratory conditions presented with symptoms such as fever and cough, other symptoms—such as the neurologic symptoms of loss of consciousness, dizziness, and confusion; serious gastrointestinal symptoms like nausea and vomiting; and shortness of breath—were much more common in patients with inhaled anthrax. Conversely, sore throat and runny nose more often indicated viral infection rather than bacterial anthrax.

“In the case of bioterrorist attack, it is vitally important that physicians’ offices and hospital emergency departments accurately diagnose

anthrax, especially considering that laboratory or radiographic testing would not be feasible if there were a high volume of potential cases,” said lead study author Dr. Nathaniel Hupert. “Four of the 11 patients who developed anthrax in 2001 were originally sent home with diagnoses of a viral syndrome, bronchitis, or gastroenteritis.”

The new evidence-based pre-hospital screening anthrax protocol will help physicians more rapidly and accurately identify both potential cases and likely non-cases, thus preserving scarce hospital capacity while ensuring that patients receive appropriate medical care. Dr. Hupert and co-authors Drs. Mushlin, Callahan and Bearman compared the features of anthrax-related illness with more than 4,000 cases of common viral respiratory infections that could mimic or obscure the diagnosis of anthrax infection.

This study was funded by the Agency for Healthcare Research and Quality of the U.S. Dept. of Health and Human Services as part of its bioterrorism preparedness portfolio. #

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

## Estee Lauder & Poly Prep Students “Make a Difference”

Starting October 1, motorists traveling across the Verrazano-Narrows Bridge may wonder why Poly Prep’s clock tower has turned pink. Brooklyn’s 85-year-old landmark will be in good company: Niagara Falls, The Empire State Building, The National Assembly in Paris, the Royal Opera House at Covent Garden in London, and Poly’s tower will be among the many buildings illuminated in pink light during the month of October—as part of the Global Landmarks Illumination Initiative that heralds Breast Cancer Awareness Month.



Pink Poly Prep Tower Sends A Message

Poly Prep Country Day School has teamed up with The Estee Lauder Companies Breast Cancer Awareness Campaign to educate the Poly community—and the greater Brooklyn community—and to raise money for breast cancer research. Led by the Senior Health Interns and their program director Patricia Tycenski-Mastro, students at Poly have participated in educational and fundraising events throughout October for the past four years.

“It’s part of our culture now, at Poly, to take time to reflect, to show students that they can make a difference,” says Tycenski-Mastro, adding, “Especially with this disease, where early detection means an over 95% cure rate, there’s a feeling that the right information really does save lives. That’s something young women and men need to know and be part of.”

On October 3, the Senior Health Interns will give a presentation to the Upper School that will include readings and information designed to provide appropriate information and some inspiration, so that students can understand the medical facts as well as hear the stories of breast cancer survivors.

On October 7, students will begin the day by participating in the “Ribbon of Light” project, creating a “human ribbon” on the school’s playing fields. Throughout the day, and into the evening, groups of people will create such ribbons around the world. “Imagine seeing a huge glowing pink ribbon of light illuminating the darkness,” said Evelyn H. Lauder, Senior

Vice President of The Estee Lauder Companies and Founder and Chair of The Breast Cancer Research Foundation. “Now, imagine that the ribbon is actually made up of thousands of candles, each held by someone who cares passionately about helping us wipe breast cancer off the face of the earth.”

Throughout October, evening visitors to Poly Prep will find pink luminaria lining the steps at the school’s front entrance. “Candles are memorials, re-minders of those who have died,” says Tycenski-Mastro. “They also honor the survivors, and support those who are fighting cancer today.”

Students are already gearing up for Denim Day, October 10, when a contribution to The Breast Cancer Research Foundation gives them a pink ribbon to wear and a free pass to break the dress code for a day and come to school in jeans and a t-shirt.

Finally, Poly’s student-athletes will recognize Breast Cancer Awareness Month at their Homecoming celebration this year. On October 25th, all Poly players on both girls and boys teams will wear pink ribbons or have pink ribbons stamped on their uniforms.

“We’ve raised over \$4,000 in the past four years to support The Breast Cancer Research Foundation,” said Tycenski-Mastro. “But what’s more important is that we talk openly about breast cancer, which I don’t think is done in many high schools. Information saves lives. Our students know this. What could be more important than that?” #

*Founded in 1854, Poly Prep Country Day School is a co-educational, college preparatory school located on a 25-acre wooded campus in Dyker Heights. The school enjoys a long and distinguished history as one of the preeminent educational institutions in New York City. Poly’s student body reflects the great urban diversity of Brooklyn and New York; students travel to the school from four boroughs on Poly buses. Typically, all of Poly’s graduates attend four-year colleges.*


## Innovative Spinal Surgery in Live Webcast

A new minimally invasive approach to spinal surgery will be broadcast live on the Internet at 5 pm EDT on Tuesday, October 7 from Wake Forest University Baptist Medical Center. The surgery, a posterior lumbar interbody fusion (PLIF), will employ a new tubular retraction method that requires only a small skin incision and “splits” the muscle covering the spine to create a small portal through which surgeons can repair the spinal damage.


Charles L. Branch Jr., M.D., Professor and Chair of Neurosurgery at Wake Forest, who helped to adapt the minimally invasive technique—known as METRx—for PLIF, will perform the surgery. “The METRx minimally inva-

sive technology is useful for most herniated disc surgery, in both the cervical and lumbar areas,” Branch said. “And we are developing its use in the treatment of tumors, fractures and other spine pathologies.”

For the surgery in October, Dr. Branch will use an innovative device called a Sextant (because it looks like a navigational sextant), that requires only one additional skin puncture to set a titanium rod that anchors the two vertebrae. Both the METRx and Sextant systems are products of Medtronic Sofamor Danek, with whom Branch has collaborated extensively over the past several years. The company will be a sponsor of the October webcast. CME credit is available. #



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## Acute Nursing Shortage in US

The American Health Care Association (AHCA) and the National Center for Assisted Living (NCAL) praised Senators Barbara Mikulski (D-MD) and Susan Collins (R-ME) for their continued leadership in passing an amendment in the U.S. Senate to increase funding for the Nurse Reinvestment Act and other key Title VIII nursing workforce development programs by \$50 million, thereby bringing total funding for these efforts to almost \$163 million.

"We commend Senators Mikulski and Collins for their hard work in achieving this significant legislative victory. Their efforts will help boost our depleted national nursing workforce," stated Charles H. Roadman II, MD, President and CEO of AHCA/NCAL. "Seniors and the disabled throughout the nation will benefit from the Senators' effort because it will help revitalize America's nursing workforce for long term, and improve the quality of care provided to patients. This is a tremendous bipartisan achievement, and the next step is to ensure

the bill as amended remains in Conference."

The amendment introduced by Senators Mikulski and Susan Collins (R-ME) significantly increases federal funding for the Nurse Reinvestment Act and other nursing workforce development programs to recruit and retain nurses. Specifically, the amendment increases federal funding for scholarship and loan repayment programs for nurses who work in facilities with a critical shortage of nurses. The amendment would also cancel education loans for nurses who agree to teach at schools of nursing.

Dr. Roadman noted that a recent national study by AHCA examining the vacancy rates in the nation's nursing homes finds almost 100,000 health care professionals are immediately needed to fill key nursing jobs across the United States. #

*The complete AHCA nurse staffing analysis, which also includes regional and state-specific data on turnover and vacancy rates, can be accessed at [www.ahca.org](http://www.ahca.org).*

## October is Lupus Awareness Month: Mystery Illness Strikes Young Women

No doubt learning that one's unexplained symptoms—including extreme fatigue, joint pain, sun-sensitivity or a rash—are caused by the disease lupus is a frightening experience for a young woman. But, for many, awareness is the first step toward healthier living.

October is National Lupus Awareness Month, and the Alliance for Lupus Research (ALR) is urging young women, who make up the majority of new lupus patients, to learn more about this mysterious illness. "Part of the Alliance for Lupus Research's charge is to help build awareness about this disease," said Barbara Boyts, president of ALR. "With greater awareness among physicians and patients we are beginning to see improved diagnoses and care, and anticipate continued advances."

"Research is helping lupus patients lead healthier lives," said Joseph E. Craft, M.D., the ALR's scientific advisory board chair. "There

have been remarkable advances in our understanding of the disease, from its cause, to new treatment approaches."

Lupus, an autoimmune disease, triggers the body to attack healthy organs and tissues, and affect any part of the body. Common symptoms include achy or swollen joints, prolonged or extreme fatigue, frequent fevers, rashes, sun-sensitivity, or mouth ulcers.

Robert Wood Johnson IV, of the Johnson & Johnson healthcare family and owner of the NFL's New York Jets, and the Arthritis Foundation, founded the non-profit ALR. Since 1999, the ALR has committed more than \$24 million to research to prevent, treat and eventually cure this disease. #

*For more information, contact the Alliance for Lupus Research at (800) 867-1743 and [www.lupusresearch.org](http://www.lupusresearch.org).*

## NATIONAL DEPRESSION SCREENING DAY IS OCTOBER 9TH

Your youngest son comes into your room at 6:00 a.m. to let you know that his big sister is having cookies and soda for breakfast. Meanwhile, your seven-year-old has been up all night with a stomach bug. And thus your day begins.

It is understandable, and even normal, for most parents to feel stressed and overwhelmed some of the time. But if you have been feeling sad or empty; lost pleasure in ordinary activities; have unexplained aches or pains—and have been experiencing these symptoms for more than two weeks—then you may have clinical depression.

To help those parents who may be suffering, National Depression Screening Day (NDS) will break the silence about parental depression and introduce the first national awareness campaign on the impact of depression on families and children.

The campaign, a collaborative effort of NDS's parent organization, Screening for Mental Health (SMH), and Children's Hospital Boston, encourages depressed parents to talk about their illness with their children. A recent study by Children's Hospital has shown that breaking the silence and discussing parental depression with one's children strengthens the family unit and its individual members.

In addition to the parenting campaign, NDS will offer free, anonymous screenings for depression, bipolar disorder, post-traumatic stress disorder, and generalized anxiety disorder at 2,000 public sites, 500 colleges, and 5,000 primary care offices across the country on October 9, 2003. Anyone is welcome to attend in order to learn more about these treat-

able disorders and find out how to get help.

To find a site near you, visit the SMH website at [www.mentalhealthscreening.org/locator/NDS-Dmap.htm](http://www.mentalhealthscreening.org/locator/NDS-Dmap.htm) or call 1-800-520-NDS (6373).

Clinical depression affects more than 19 million Americans each year, most commonly affecting those in their prime parenting years, between the ages of 30-44. Parenting can be challenging in good health, but even more challenging when a parent or parents are depressed.

"Depression's impact on families is important and timely. So many families have experienced sustained and heightened anxiety since 9/11 due to job loss, personal losses and the challenges of family life in the military through wartime. We hope National Depression Screening Day can help parents and their children understand that depression and related disorders are treatable, and seeking help will contribute to leading healthy and productive lives," says Douglas G. Jacobs, MD, executive director of SMH and an associate clinical professor of psychiatry at Harvard Medical School.

Some tips for parents being treated for a mental disorder: Pay attention to your parenting and make sure your illness doesn't disrupt your children's lives, make sure your children continue to go to school, encourage your children's participation in outside activities (community, sports and religious activities), encourage their relationships with peers and important adults in their lives, make sure your children understand that it is not their fault that their parent or parents are ill and that they are receiving treatment to get better and be prepared to talk more than once. It often takes time for families and children to process and understand this sensitive subject. #



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#### PRODUCT REVIEW:

## Research's Mathematica 5

By MITCHELL LEVINE

As a science and technology editor for a New York City-based education trade, I get to examine and evaluate a lot of software. Something on the order of several first-rate products, and even operating systems, every month. It's pretty rare that anything really impresses me. It's even more rare to genuinely surprise me, or even mildly divert me. But what almost never happens at this late date is that a suite of applications proves to be so truly deep and inexhaustible in its resources that I'm absolutely overwhelmed. Almost.

Every rule has its exception, and Wolfram Research's latest build of their venerable technical package Mathematica can probably calculate every single one. Originally created by its programmer and company CEO Steven Wolfram—a man who published his first papers on particle physics in respected journals at the age of 15—to assist him in his research, the software has evolved to the point of simply being a systematic universal assistant, teacher, and even language for inquiry and expression in the exact sciences. It can typeset, graph, calculate, analyze, and automate just about any type of quantitative method or process.

A partial listing of the new features available in the current release would include: an advanced set of algorithms and numeric data analysis features; what is apparently the fastest engine for linear algebraic calculations on the market; integrated solvers for regular and partial differential equations and inequalities; vast graphing and calculating capabilities; an extensive set of fonts for technical typography; an enormous library of functions and formulae; and a custom-built version of Visual Basic

specifically created for programming macros, and even personal applications, within the suite.

However, unlike many specialty products created for the hardcore scientist or academician, the company sponsors a number of different products and programs for students and teachers. Mathematica for Students, for example, offers virtually the entire functionality of the professional version, as well as a diverse number of on-line learning resources, at a small fraction of the list price. Another program is designed for homeschooling families that would like to take advantage of a powerful pedagogic aid at a reduced price.

In addition to the software itself, the Mathematica user also gets access to everything the Wolfram Research site has to offer. A quick launch of the online presence reveals an enormous variety of value-added enrichment, including virtual tutorials, a voluminous number of articles, notebooks, e-books, and other materials teaching mathematics, physics, economics, applied and discrete mathematics, and even the advanced use of the software itself, as well as demos, graphs, and animations supporting and explicating the various concepts involved.

Although developing proficiency with the interface has a somewhat steep learning curve, and the true analysis lover may run the risk of terminal over stimulation and/or addiction, I really can't emphasize enough what a truly incredible adjunct this product is for anyone learning, teaching or just interested in science and mathematics. The reader is enthusiastically encouraged to check it out for themselves on the company's site at [#">www.wolfram.com/#](http://www.wolfram.com)

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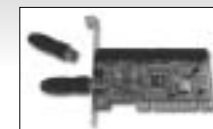
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## PRODUCT REVIEW:

## GROWING UP WITH THE INTERNET, TEENS NEED TO SORT THE GOOD FROM THE BAD

By MITCHELL LEVINE

Computers have revolutionized communications, and today's teens have access to vast educational and entertainment resources while online. The Technology Student Association (TSA), a national student organization devoted exclusively to the needs of young people interested in technology, knows it is prudent to protect the privacy and safety of today's youth.

During its recent national conference in Orlando, Florida, TSA surveyed nearly 600 middle and high school students — out of 4,000 attendees about their views on the

effects of spam, their practice of file sharing and other online activities.

About 76 percent of TSA students agree that laws should control spam traffic. They agree that laws should be passed that limit the amount of spam.

While the positives outweigh the negatives regarding the Internet usage, most risks can be avoided when parents and educators provide guidelines and raise awareness about navigating the Internet and how to use it responsibly. For complete TSA Spam/File Sharing Survey results, please call 703/860-9000 or e-mail [jlandsman@tsaweb.org](mailto:jlandsman@tsaweb.org).

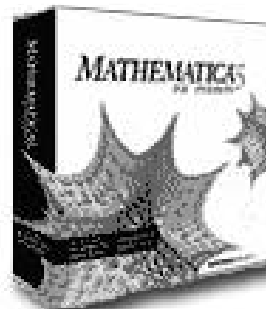
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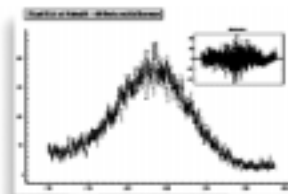
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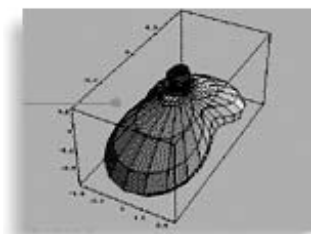
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# THE STATISTICS OF STANDARDS EROSION: AN INTERVIEW WITH DR. VALEN JOHNSON

By MITCHELL LEVINE

In the mid-Nineties, as a professor of Biostatistics at Duke University, Valen Johnson noticed a strange phenomenon occurring in the grading system of that highly regarded institution: Almost half the GPAs awarded by the college were in fact A to A pluses. Although some variation was displayed across the different programs—arts and humanities departments were far less stringent in their grading than the sciences—it was clear that what he refers to as a “crisis of standards” was threatening the integrity of the academic process.

In his book, *Grade Inflation: A Crisis in College Education* [Springer, Verlag, 2003], he details the circumstances that led to his research program, which he named DUET (Duke Undergraduates Evaluate Teaching), into the causes of this breakdown in intellectual vetting. After having his proposal to create a new system that substituted an “achievement index,” a weighted average to compensate for variations in grading strictness, for the traditional scheme handily vetoed by professors in several different departments, he set up a website that allowed students to deliver their teacher evaluations online. By matching their commentary with their averages and cross-referencing it against the grade norms of their classes in particular and the departments and the college itself as a whole, he learned something that should shock no one, but surprised everyone: teachers are motivated to assign students the grades they feel they deserve, because it leads to advancement for their careers. Speaking with *Education Update*, Dr.

Johnson described his discovery: “Tenure and status promotions are in large part determined on the basis of student evaluations as a key factor. Students tend to view the process with an attribution bias: If they score well, it’s because of their intelligence and hard work. If they don’t, it’s because the grading was too strict.”

With these two tendencies interacting, teachers will often be pressured to grade leniently just to pander to their classes and their “enrollment vote.” Other theories, like the idea that classes with excellent teaching simply learn more and therefore score higher on average, or that self-selection of courses by motivated students lead to higher grades, he was able to discredit on the basis of a quantitative analysis of the data he was able to collect. Instead, it indicated that the correlation between grades and “Student Evaluations of Teaching (or SET) ratings is due to grade attribution and to a small-

er extent to intervening factors.” That is, instructors who grade more severely are likely to have more students give them lower SET ratings than the instructors who grade less so, because they feel that it is the instructor’s fault that they are earning a lower grade. One of the biggest myths his research was able to dispel is the commonly held, if counterintuitive, notion that SETs are actually measures of student learning: Even if it is true that students don’t directly award teachers uniformly higher ratings simply for grading leniently, their ratings are still indices of student satisfaction, and not higher levels of understanding of the course material.

Interestingly enough, he tells us, the problem probably can’t actually get much worse than it is now. In fact, if it did almost every student would be receiving highest marks.

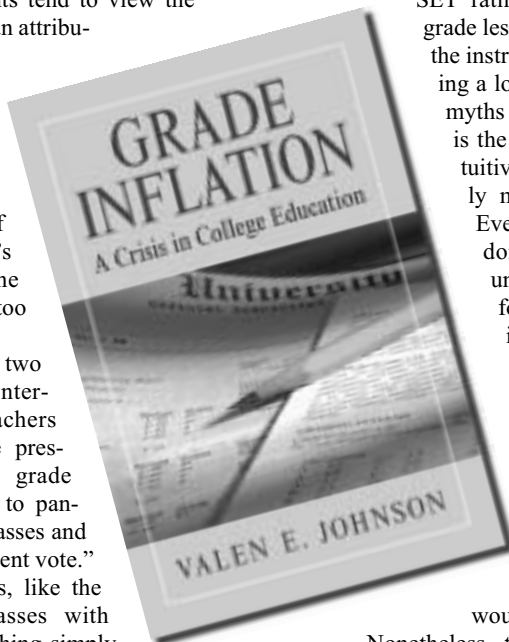
Nonetheless, the situation as it stands, he feels, is seriously undermining the credibility of higher education. When students dictate grades, and grad schools demonstrate indifference to grading their enrollees after those students have been admitted, who will be able to ensure that the graduates academia turns out are truly qualified in their fields?

The solution he proposes manages to be as surprisingly simple to explain, as it was impos-

sible for him to politically implement. All that would be necessary to counteract the upward biasing, he claims, would be to just ignore the lowest and highest 10 percent or 20 percent of the class when tabulating the ratings, since these two groups are the most likely to be grade-biased when evaluating their instructors. Unfortunately, as reasonable as this sounds, no school that he knows of has been able to set such a policy in motion. He sums up the problem in a simple epigram: “To right the boat, two things must happen (and) more principled student grading practices must be adopted, and faculty assessment must be more closely linked to student achievement.”

When asked if it was fair that students graded with a weighted measure of performance instead of a traditional grade point average would be placed at a disadvantage when competing with students from institutions with “grade-biased” academics for admissions into graduate programs, he admitted that it would be a liability for them, but also points out that it would lead to more solidly prepared candidates overall. Students with valid measures of learning available will therefore have deeper insight into how much they are actually learning, and will thus be empowered to learn more.

Any reader desiring to understand the true dynamics of grade assessment and academic integrity in higher education today—and that should include anyone teaching at, studying in, paying tuition to, or hiring graduates from any American college or university—must give themselves a flunking mark if they have not read this book.#



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## Debra Pasquerette, Education Doyenne of the Geffen Playhouse in Los Angeles

By POLA ROSEN, Ed.D.

Home of Hollywood and the silver screen, Los Angeles would seem a natural place to cultivate children's interest in theater. Yet, the education department at the Geffen Theater (named after its patron David Geffen, principal in DreamWorks SKG) was only started four years ago by Debra Pasquerette, bringing her expertise as a director of a theater education program in Phoenix.

Beginning modestly with just a few matinee programs for students, the program has expanded to include workshops for teachers, study guides and activities that become part of the curriculum. "We try to have artists join us,"

said Pasquerette, a warm, effusive woman whose passion for the theater and students is clear. "For example, several years ago we did a show called, *'It Ain't Nothin' but the Blues'* and we had several blues musicians come and talk about the history of blues music, the effect of blues on race relations and how whites came to see black music. It was one of the first times that black and white cultures started mixing and that's a really important message for kids to hear," continued Pasquerette.

In the performance of *Uncle Vanya*, Chekhov's play dating to about 1897, Pasquerette underscores the part that alcohol plays in the characters' decision-making. She states, "When we did the teacher workshops, we talked about the effect of drinking and alcohol in making choices today. We brought the play into the modern world." Unique at the Geffen is that schools (primarily middle and high schools) don't have to pay for any of the programs or the transportation. That translates into the Geffen becoming one of the only programs that is affordable to students at this time of shrinking arts budgets. The school programs reach predominantly Latino and African-American populations, a more diverse group than the traditional Geffen theater audience.

Saturday matinee family programs target younger children and have swelled to 20 in num-

ber with sellout and waiting lists becoming the norm. An integral part of the matinees is an in-depth question and answer session with the actors, who are required to talk to the kids after the show. This has become so popular, in fact, that the theater is expanding, adding an additional 120 seats to the tune of a \$25 million renovation, thanks partially to the largesse of Geffen. According to Pasquerette, the new arena will be used for smaller programs such as readings, smaller plays and theater of a more experimental nature. Pasquerette would love to expand the education program so that actor-teachers can go out into schools

providing two or three free sessions before students attend the play. She would also like to provide services to elementary schools. "We're not touching them at all and that really bothers me," avers Pasquerette. "I think it's really important for children to start going to the theater as early as possible."

A relatively new part of the Geffen is bringing the Parsons Nose Productions, a touring company whose specialty is adapting classics to a one-hour format, to about 8,000 children throughout California. The tour shows this year are Shakespeare's *Cymbeline* and Moliere's *School for Wives*, adapted for elementary and intermediate schools. Teachers get study packets written primarily by Pasquerette who also is the liaison between teachers, company and producer. All the performances are free.

Pasquerette shares a wonderful theater anecdote with us: "Isaac is eight years old and volunteers in the theater. He helps the stage manager, my assistant and me. He truly loves the theater. He came to my attention when he began coming to the same Shakespeare show every week. We offered him a job that he takes very seriously.

Are you planning a trip to Los Angeles? The Geffen Theater is remarkable for its outstanding productions for adults and children.#

For programs visit [www.geffenplayhouse.com](http://www.geffenplayhouse.com)



## The Children's Museum of Manhattan Celebrates 30 Years of Helping Families

The Children's Museum of Manhattan (CMOM) is celebrating its 30th birthday! For three decades, CMOM has been a center of fun, educational activities, exhibits and programs for families and children of all ages and backgrounds. With a wide-range of offerings in the arts, literature, media and communications, science and nature, CMOM presents a wonderful "first museum" experience for children and families.

The Kloos Family Mystery presented by Court TV: Help solve a "caper" by gathering evidence and using such real crime scene methods as fingerprints, fiber and hair analysis, and footprints.

Travels With Ted and Betsy Lewin: Journey to far off and fascinating places by enjoying the ongoing "Seeing The Story" series that features the original illustrations and stories by this creative couple.

Join a cast of animated characters on an adventure to clean up the environment. Kids will learn how the body uses water, navigate the path of dust particles through a giant nose, investigate careers in science, and make their own environment-saving invention.

Mother Goose Math; Rhyme and Arithmetic: Well-loved verses will come to life in Mother Goose Math; Rhyme and Arithmetic, where children will count, match, and sort the colorful objects and characters from familiar Mother Goose rhymes.

Monkey King: CMOM will celebrate the Chinese Year of the Monkey (2004) with its new exhibition, Monkey King. The landmark exhibition will bring Chinese cultural awareness to the forefront in January 2004. The history and culture of China—ancient and modern—will come alive for children and families as kids discover the astonishing superpowers and humorous foibles of Monkey King, hero of the ancient Chinese fairytale Journey to the West (Xiyouji).



Children participate hands-on at the museum

This beloved storybook comes alive and will resonate with museum visitors of all ages.

Oh, the Places You'll Go!: The second installment of Dr. Seuss' colorful and off-kilter world will take children on a personal identity adventure through Seuss' classic story *Oh, the Places You'll Go!* Children will discover for themselves the importance of following one's dreams, overcoming fears, and valuing one's unique self.

The museum's long-standing commitment to arts education and families in New York—especially families in need—is evident by its diverse community outreach and education offerings. CMOM is committed to changing lives through the following programs: The Family Access Membership Program works with 50 community based organizations to provide museum membership to low-income families.

The Shelter Program brings a group of homeless mothers and their children to the Museum for an intimate, ten-week early childhood education program featuring art, music and literacy activities.

The Memorial Sloan Kettering Arts Outreach Program helps children living with cancer and their families explore, heal and learn through art.#

CMOM is a private, not-for-profit institution located in the Tisch Building at 212 West 83rd Street on Manhattan's kid-friendly Upper West Side.

## Levy

continued from page 23

try us.

In successful schools, parents know the significant role Assistant Principals play in the lives of their children in terms of instruction and safety. A California Institute of Technology study clearly showed their impact: The only factor consistent in successful schools was the higher ratio of Assistant Principals to students. It really was a case of the more Assistant Principals, the better for the students.

So, Assistant Principals, strut your stuff with dignity, pride and professionalism. If Bloomberg, Klein & Co. think you're dispensable, rest assured: Your Principals, faculties, parents and children don't.#

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

## Sanders

continued from page 23

janitorial services providers as well as to Department of Education employees.

In addition, I have proposed that the Department of Education and the School Construction Authority also implement a policy to ensure that only environmentally safe products and construction materials are used either in the construction, repair or maintenance of school buildings.

If we are to truly put "Children First," then preventing respiratory problems, headaches, allergic reactions, nausea, asthma attacks, and other incidents involving illness or even risk of fatalities, must be our top priority. For children to succeed, to concentrate and to achieve their full potential, an environmentally safe school is no less important than a drug-free and violence-free school.#

Assemblyman Sanders is Chairman of the Education Committee. You can e-mail him at [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us) or phone him at (212) 979-9696. His mailing address is 201 East 16th Street, New York, NY 10003.

## American Museum of Natural History: New Hall for Ancient Meteorites

By JAN AARON

### American Museum of Natural History

Maybe Chicken Little was right! Everyday about 100 tons of space stuff falls on us from above—undetected as dust grains. Sometimes a rock or pebble of significant size will fall, and once in a while something enormous crashes down. Embedded in these sizable extraterrestrial treasures, scientists find striking facts about our planet, the sun and history of our solar system. To showcase the latest advances in meteorite discovery and interpretation, the American Museum of Natural History shut its Arthur Ross Hall of Meteorites some six months ago for a complete renovation. "The spectacular meteorites displayed in the new hall tell of the beginnings of our solar system," Dr. Denton Ebel said, adding that meteorites intercepting our earth add to our understanding of our origins.

The focal point of the hall is the gargantuan Ahnighito (pronounced ah-na-HEET-o) on a raised platform, a 34-ton meteorite that fell to earth at Cape York, Greenland, the largest meteorite on display at any museum. "Bring kids as young as four here and tell them that huge rock fell from space, and they'll say wow," said

Mordecai-Mark Mac Low, associate curator, when asked how old kids have to be to get something out of visiting the hall.

More than 130 meteorites are on display, including five extremely rare Martian meteorites, which are among the only samples of this planet on earth. Three moon rocks brought back by astronauts in 1971 and 1972 are also on display. Compelling also is the Allende meteorite that is more than 4.5 billion years old and embedded with even older diamonds.

The new displays are in a circle around Ahnighito. They illustrate what meteorites tell us about the origin of the solar system, followed by the formation of planets. Off the main room, a small theater shows a video on meteorites narrated by Sally Ride, the first American woman in space.

The final section is devoted to the hazards of things falling from the sky. Recently in 1992, a football-sized meteor streaked through the sky and crashed into a parked car in Peekskill, New York. Today however meteorites are low on the list of life's risks.#

Museum hours, daily 10-4:45; The Rose Center remains open Fridays until 8:45 PM.

Dahesh Museum of Art

580 Madison Avenue at 57th Street

Educators Open  
House  
Wednesday,  
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For more information about this and other educational events, call 212/759-0606 or email [education@daheshmuseum.org](mailto:education@daheshmuseum.org)



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Dominican College is located in Rockland County, and is convenient to the five boroughs of New York City, the entire Hudson Valley region, southern Connecticut and northern New Jersey. To learn more about Dominican College, join us on October 19 at 1:00 for an Open House, or contact our admissions office at 1-800-4DC-INFO to arrange a campus tour.

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## A Message from Chancellor Matthew Goldstein

I am pleased to invite you to visit "Open Houses" at all 20 CUNY colleges, located in every borough, during CUNY Month November 2003. You will meet financial aid experts, counselors, faculty and students to help you think about the best college program for you.

The best way to find out details on special events during CUNY Month, including college fairs, campus tours, interesting lectures, concerts, theater and exhibits, is to visit our website at [www.cuny.edu](http://www.cuny.edu) or call CUNY's hotline at 1-800-CUNY-YES. Ask about our acclaimed Honors College, highly-ranked undergraduate and graduate degree programs, weekend study,

English as a second language courses, and adult and continuing education.

To learn about the many faculty stars and career choices available to you, as well as student success, watch CUNY-TV Cable Channel 75, which will premiere the third season of the Emmy-nominated magazine series, *Study with the Best*. CUNY-TV will celebrate CUNY Month every day in November.

Remember, The City University of New York is your University. Make CUNY Month the time to plan for your success in college.

Thinking about College? Think about CUNY November 2003.#

## So, You Want to Major in Poly Sci?

*continued from page 5*

"And also I think it's [international politics] more interesting," Ren added. "It's very interdisciplinary. There's a lot of economics, a lot of sociology, and you learn about different cultures."

Ren said that one of the most important things students learn in political science is how to write well.

"Writing is important in political science classes," Ren said. "Political papers have certain requirements that are different from other majors. You have to think deductively or reductively."

But most importantly, Johnson emphasized that political science majors will graduate from college understanding how to think analytically. "In political science you learn to read for knowledge and meaning," she said. "You learn to use your time effectively and you learn to put together all kinds of information into a logical and coherent argument."#



## Logos Bookstore's Recommendations



By H. Harris Healy, III, President  
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Now that the children are back at school, they might enjoy some wonderful, pictorial books, about animals. Gardner Publishing is distributing such books. For the older child (6-9) *Rain Forest Animals* and *Ocean Animals* published by Flying Frog Publishing present informative facts about the animals with poster size pictures. In *Rain Forest Animals* there are poster size pictures of a jaguar, a scarlet macaw, a mandrill and a tree boa. The illustrations are very life-like for two dimensional color illustrations. The accompanying text is very informative about the animals presented in the book.

*Rain Forest Animals*.....  
*Ocean Animals*.....  
 Flying Frog Publishing  
 \$8.99 each

*Ocean Animals* is for the same age group with the same process of viewing the oversize pictures through unfolding each page to discover the following: a jelly fish, a great white shark, an octopus, a dolphin and a blue whale.

*Sea*.....  
*Dinosaur*.....  
 Grandreams Books Ltd.  
 \$12.99 each

For the younger child, 4-6, there are a couple of wonderful pop-up books, called *Dinosaur* and *Sea* published by Grandreams Books limited. *Dinosaur* has wonderful pop-ups of different dinosaurs from the Parasaurolophus to the Stegasaurus among others. The pop-up of the Tyrannosaurus, including the Archaeopteryx

and the Tyrannosaurus face is a real knockout! *Sea's* pop-ups include a shark, a dolphin, a crab and a walrus with equally colorful pop-ups as *Dinosaur*.

Meanwhile at Logos Bookstore there is Children's Story Time every Monday at 3 p.m. led by Denise Dumaine. For those participating in story time all books purchased at that time are 20% off.

Kill your TV Reading Group continues the first Wednesday of every month at 7 p.m. For Wednesday, October 1st, the book to be discussed will be *Wide Sargasso Sea* by Jean Rhys. On Wednesday, November 5th, KYTV will discuss *The Orchard Thief* by Susan Orlean. The books selected for discussion are chosen by consensus towards the end of each meeting. Those in the group, who want to, go out to dinner afterwards.

All books at Logos are always discounted and there are wonderful greeting cards, gifts and music. Come on up and shop at Logos!

Upcoming Events at Logos: Wednesday, October 1, 2003 at 7 p.m., KYTV Reading Group will discuss *Wide Sargasso Sea* by Jean Rhys. Wednesday, November 5, 2003 at 7 p.m., KYTV Reading Group will discuss *The Orchard Thief* by Susan Orlean. Children's Story Time is every Monday at 3 p.m.#

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

## Get Off the Fence!

by Rhoda Makoff, Ph.D. & Jeffrey Makoff, Esq.

REVIEWED By MERRI ROSENBERG

Self-help books are not my favorite genre, and I'll admit to casting a somewhat unfavorable eye when they come across my desk.

I'll make an exception for this volume, which I think would be a valuable addition to the resource library of any school psychologist, guidance counselor or other professional whose responsibilities include giving advice to those uncertain of what to do next in their lives.

Although the topics included here are more adult than those usually encountered in schools (getting married, changing jobs, moving, making end-of-life decisions for an ill parent), the steps that the authors suggest for reaching those decisions would be invaluable and applicable for almost any age, and any situation.

The authors are expert at breaking down the steps that contribute to how one should reach a decision: separating emotional needs and wants from practical concerns; recognizing a so-called "decoy" decision that can distract from the one that actually needs to be made; confronting the worst-case scenarios that too often lead to paralysis, and understanding the assumptions that influence decisions.

As they write, "Nobody actually makes decisions in a perfect world. We all make our decisions in the flawed, scary, imperfect world in which people sometimes seek revenge, act irrationally, stalk, punish, abuse, torment and attack. Fears of all kinds may be very rational and well founded. You should not, however, allow fear to obscure the decision



Jeffrey Makoff, Esq. Dr. Rhoda Makoff

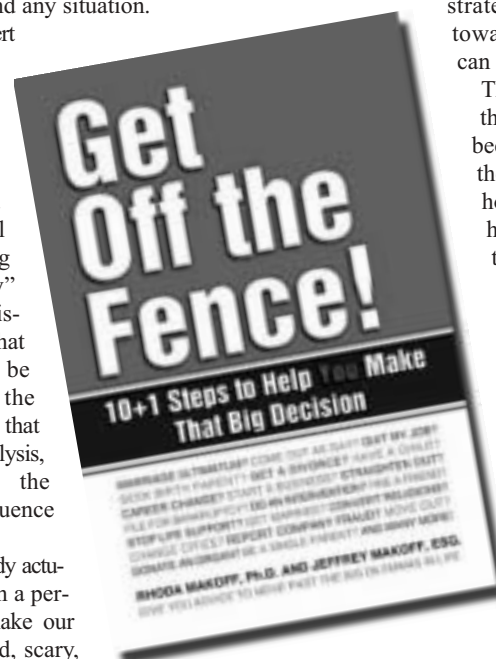
before you. Only when you identify the real decision can you develop a strategy that moves you toward the choice that can change your life."

The authors also caution that just as people may become blinded by what they call the "parade of horrors", just as many have the mistaken belief that success—whether defined by job promotions, career success, financial comfort, or even getting married—will automatically make life perfect.

They write, "Be realistic about the benefits that success will bring. There is no perfect life. Success is one part of your life that may breed challenges,

and even failures, in another. Miscalculating the benefits of a decision can be as dangerous as misapprehending the risks."

This book offers a very useful blueprint to help navigate and negotiate the tricky shoals of life—and one well worth keeping close at hand.#



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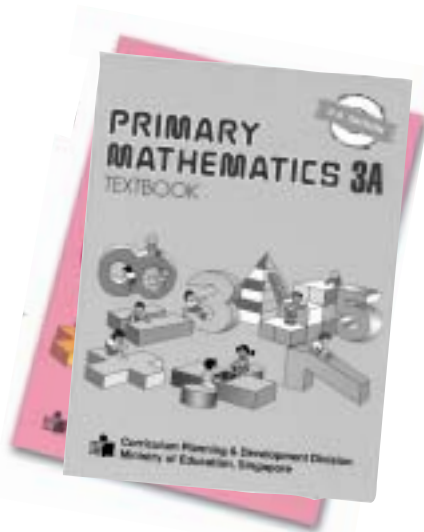
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## FALL INTO FUN AT THE NEW YORK BOTANICAL GARDEN

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**NEW! Beautiful Birds of Fall in the Everett Children's Adventure Garden:** Weekends, October 4 to November 16, 2003

Birds are more than just a beautiful sight or sound. Children take a closer look at these important inhabitants of our Garden before some fly south for the winter. Children have the opportunity to make a bird's nest and a bird feeder to take home. Children look and listen for our special winged guests and investigate their amazing diversity of feathers and habitat.

**Goodnight Garden and Goblin Fun:** October 25 and 26, 11 a.m. to 5:30 p.m. in the Everett Children's Adventure Garden; 1 to 5:30 p.m. in the Howell Family Garden: It's happy harvest and Halloween time at the Family Garden and the Adventure Garden. At the Adventure Garden, it's all about goblins, ghosts, and creepy-crawlies that make Halloween fun. Children make ghostly leaf rubbings, create friendly ghosts, design funny or fearsome pumpkin faces, and pot up a spider plant to take home. **Budding Botanists**, a drop-in program for 2-5 year olds Tuesday-Friday, 1:30 to 3:00 p.m. is where preschoolers learn their ABC's. Children get creative and explore fun words that go with each letter.

Now through October 10: T is for Tall Trees and Turtles, October 14-24: U is for Underground exploration, October 28 to November 7: V is for Velvet, Violets, and Vegetables

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Workshops include: Saturday, October 4, The Plant World Demystified and Flowers, Fruits and Seeds, Saturday, October 11, How Plants Grow and *New!* Introduction to Ecology, Saturday, October 18, Introduction to the Forest and *New!* River Ecology, Saturday, October 25, Plant Animal Interactions and Pond Ecology

For a full listing of Family Fun activities go to [www.nybg.org/family/index.html](http://www.nybg.org/family/index.html) #

For more information call (718) 817-8700 or visit us on the web at [www.nybg.org](http://www.nybg.org). The Everett Children's Adventure Garden has been made possible by the leadership generosity of **Edith and Henry Everett**.

**TEACHER OPEN HOUSE**, Wednesday, October 8, 4:00 p.m. to 6:00 p.m.: Be our Guest! Teachers come to the Adventure Garden and learn about Children's Education at The New York Botanical Garden. Teachers discover how they can use the Garden as an extension of their classroom, and participate in demonstrations and hands-on activities. The Children's Education staff familiarizes educators about our available programs for school groups and teachers. With on-site registration for class trips to the Garden, receive a one-time 10% discount.

Educators who attend will be the first to learn about our new Garden Adventure *SEEDS* curriculum which will be introduced at the Open House. For more information call (718) 817-8181.



### Interested in International Adoption?

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## New Official Website Offers US Kids A Look At Life In Britain

American children now have the chance to learn about British life and the history of the country from the British government's new official website: [www.britainusa.com/4kids](http://www.britainusa.com/4kids). This interactive site includes a picture gallery, regular competitions, a history timeline, and student and teacher resources. Whether doing a school project on Britain or planning a vacation, check out the Picture Gallery for moving images and downloadable photos of popular places in England, Northern Ireland, Scotland and Wales, as well as images of London and the Royal Family.

Middle School students studying the two World Wars can get a British perspective on what life was like for children during the Second World War from links on our History pages. Try out British wartime recipes or read extracts of a letter sent to an evacuee child from her mother.

The soccer fan in the family can get a kick-start on Britain's most popular game from our Sports pages. The "Things to Do" page offers the latest on fashion, music, food, TV and more from across the pond. There will also be the chance to win lots of goodies from our bi-weekly competitions.

The website is aimed at children aged 11-14, the age group most likely to use the Internet for both homework and fun. Parents know that the Internet helps with learning. According to a Pew Internet Survey, 93 percent of parents interviewed believe that the Internet helps their children learn new things and 87 percent of parents also believe that it helps with school projects. With figures this high, children need access to information that is accurate and reliable. The key

element about [www.BritainUSA.com/4kids](http://www.BritainUSA.com/4kids) is that it is the British government's official website for kids in the US. It is updated by an experienced team of researchers at British Information Services, which is part of the British Embassy in Washington D.C. Why don't you take a look now and tell us what you think on our feedback page!#

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## ART IS CORE OF EDUCATION

By SCOTT NOPPE-BRANDON



Several weeks ago I heard Chancellor Klein speak at a breakfast held at New York Law School. His speech was excellent, as were the questions that followed. The Chancellor articulately presented and discussed his vision, and,

notably, assured the audience that his views were also those of the mayor. He highlighted such topics as Management-Based reform, which is to be at the root of a performance-based culture rather than an excuse-based culture. In underscoring the particular attributes of these reform efforts, the Chancellor declared that previously the school system seemed to deter innovation rather than embrace it; as for the current system, he said, there is a fear of differentiation at its core, which undermines innovation and change.

Unfortunately, there is a worthy item that Chancellor Klein did not have time to discuss: the recently distributed Guide for Parents and Families, a document which begins to detail the complexities of what is new and/or different in our schools this academic year. The Guide certainly merits comment. Let me start with: Yea! The arts are mentioned on the first page, side by side with the universally acknowledged subjects of prime importance: reading, writing, and math. In addition, they are presented as "a core element for teaching and learning." Double Yea!!! The arts are a vital part of the teaching and learning in our NYC schools. Am I crazy or is that not the most important statement made about the arts in many years? It means that not only should the arts be part of the school day, part of the curriculum: they are a key compo-

ment of a well-rounded, defined, articulated viewpoint of teaching and learning, they are at the heart of the educational process.

With that exclamation, allow me to express my hope. Chancellor, please make it happen! Make the arts central to the teaching and learning of every teacher and every student. All teachers must be imaginative, creative, focused in their teaching. All students must be imaginative, creative, focused in their learning.

Here is what I believe is happening this year in the NYC schools, and how I believe the scenario needs to play out. As expected, the schools must improve how they teach all of the core subjects, especially the vital capacities of reading and math. Time will be spent on these key areas to insure that teachers have a strong foundation in implementing the required/suggested curricula and that students have time to learn. Schools have more funds available for the arts, but maybe less time to make them part of the core.

We in the arts community must support the effort to make teaching and learning in reading, writing, and math a priority this year. All of us involved in the arts and education must press forward together; on our quest to better understand how the arts community can work together with the DOE to make the arts a core element of teaching and learning. We must join the Chancellor in his dream of eliminating the excuse-based culture by not being part of it ourselves. We must continue to embrace the challenge of making our diverse and powerful work in the arts increasingly relevant to the overall goals of teaching and learning.

In doing so, one of the things we hope to achieve is to make everyone who works in our schools better understand the ethical responsibility of treating students as human beings who

have social, intellectual, emotional, and spiritual capacities that need to be developed and expressed. We know that students search for order, form, and pattern in their lives. They try to make sense out of experience and find appropriate forms for expression of a range of deep emotions. Those who work with, and care for, youth need to help them find faith and hope in a world that is complex, sometimes harsh, always infinitely interesting.

Through art, human beings struggle to give expression to their own experiences in inter-

preting their multi-faceted world. And through aesthetic engagement with art, we can equip children and youth to imaginatively engage with life as they encounter its challenges and its possibilities. As encapsulated by Dr. Maxine Greene, "If we are seriously interested in education for freedom, it is important to find a way of developing a praxis of educational consequences that opens the spaces necessary for the remaking of a democratic community. For this

*continued on page 34*

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# 30 YEARS OF MEMORABLE MUSIC

## Toshiko Akiyoshi & All That Jazz

By JOAN BAUM, Ph.D.

Remember the old joke—how do you get to Carnegie Hall? Practice, practice, practice. Well, Toshiko Akiyoshi's been there and now, after 30 years as a composer and conductor of

the Toshiko Akiyoshi Jazz Orchestra, she will be disbanding her group in order to devote herself to practice, practice, practice. This superbly accomplished musician wants to spend her remaining years perfecting her piano technique, but not before showing off her considerable composing and conducting talents one more time. On October 17, with her award-winning tenor saxophonist and flutist husband Lew

Tabackin as principal soloist, she will be giving a Farewell Concert at Carnegie Hall. For those who know about this remarkable diminutive powerhouse, the occasion will mark the American premier of *Hiroshima—Rising from the Abyss* (2001), a heartfelt programmatic work that memorializes but moves beyond that fateful day in August 1945. *Hiroshima* marks another 30 year anniversary, for it was in 1974 when Akiyoshi wrote an earlier hope-out-of-ashes piece, *Kogun*, inspired by the poignant story of the Japanese soldier who hid out in the Philippine jungle for 15 years, not believing that the war was over. The record sold an



unprecedented 30,000 copies in Japan, unheard of for a new work—and for a relatively unknown artist, a woman, yet.

For those who don't know Akiyoshi's music—or Tabackin's—the upcoming Carnegie Hall concert will show what all the celebration's been about over the years. Overcoming cultural stereotypes and racial prejudices hardly approximates what it must have been like for this extraordinary Japanese woman from Manchuria when in 1945, at the age of 16, she calmly strode into a dance hall for GIs in Japan that had advertised for someone to play the piano.

A lover of piano since the age of 7, when she studied classical, this now legendary name in jazz composition fell in love with the American musical idiom that for her resonated as a unique expression of American Black culture. Drumming is particularly important to her, but listeners should also stay tuned for Japanese folk song influences. The move to the states was inevitable, especially after she won a full scholarship to the Berklee College of Music in Boston.

Although Akiyoshi started to make a name for herself in the '50s, it was only in 1983, 10 years after forming a big band in L.A. with Tabackin, that her reputation really soared.

Since then, she's garnered praise from the best, including Bud Powell, Duke Ellington, and Oscar Peterson, who called her "the best female jazz pianist" he had ever heard. Although she works in small groups, she prefers orchestra because of the greater "color" she can achieve. What's distinctive? The seriousness of her take on jazz—"very sophisticated and personal music" that demands patience. Alas, too many young people today are in a hurry, she says. Jazz is an incredibly emotional and intellectual experience, both for the performer and the listener. If you are a classical pianist, she explains, the notes you play are always the same. When you play jazz, however, and improvise, you must not only be technically proficient but feel open to an intimacy that seduces you into risk taking—different notes, rhythms, pacing, riffs for whoever's sitting in. You may never play the piece the same way again.

What is most amazing about Toshiko Akiyoshi is her modesty about her craft and her devotion to her husband. Despite rave reviews, she says her future is "wanting to play better," and she notes that Tabackin—her best listener and most supportive colleague—has been rightly called the "most underrated saxophone player" ever, whose expertise on flute "is as good as it gets." For Toshiko Akiyoshi and Lew Tabackin music is indeed the food of love. To which one can only say, with Duke Orsino in *Twelfth Night*, "play on." They will.#

*30th Anniversary & Farewell Concert: The Toshiko Akiyoshi Jazz Orchestra, Friday, October 17, 8 p.m., Carnegie Hall. Call 212-247-7800 or check www.carnegiehall.org.*

## Art is Core of Ed

continued from page 33

to happen, there must of course be a new commitment to intelligence, a new fidelity in communication, a new regard for imagination. It would mean fresh and sometimes startling winds blowing through the classrooms of the nation."

In closing: as the work of arts educators and the arts community becomes fully integrated into the core teaching and learning values of the NYC schools, we continue to remember the challenge put forth by the Chancellor: we must be part of innovation, not fear differentiation, and make no excuses about what we must accomplish. We have to believe that the Chancellor and the Mayor want this as much as we in the arts do. We must be supportive and never accept less than what is right and necessary for the students of NYC: great schools based on great teaching and learning, with the arts as a core element of that practice.#

*Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute.*



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In "Everything I Love" Lowin visits a time of enchantment in pre-war Eastern Europe, journeying to the present with many a romantic stop along the way. Singing in German, French, Russian and English, Lowin's mastery of the languages is superb. Lowin returns to the well of romance to sample both its sweet pleasures ("Im chambre séparée" from a Richard Heuberger operetta, adapted by Marlowe with English lyrics by Lowin), as well as its darker brews (Piaf & Monnot's heart-wrenching "Hymne à l'amour"). Whether studying the art of seduction (John Wallowitch's tasty "Luncheon in München") or feeling its bitter-sweet pain (Fritz Kreisler's "Liebesleid" adapted by Marlowe and Lowin), love is her compass all along the way.



Barbara Lowin

Born into a Ukrainian-Russian musical family in Toronto (her mother was a successful singer on TV and radio, her father a bandleader who also managed and later married Gisele MacKenzie), Lowin was first a child star on Canadian television and then a successful opera singer specializing in classic lyric roles. An original member of the famed master classes of Maria Callas at Juilliard in 1971, Lowin pursued an 18-year career in opera and concerts during which she performed with the New York City Opera, the Santa Fe Opera, the Canadian Opera Company, the Welsh National Opera, and with leading orchestras such as The New York Philharmonic under Pierre Boulez and The St. Louis Symphony under Leonard Slatkin.

Lowin's most recent album, recorded with pianist Paul Greenwood for Frosia Records, is "As Long As There's Music."#

"Everything I Love" starring Barbara Lowin is showing at Danny's Skylight Room Cabaret, 346 West 46th Street. Performances are on Sunday, October 5 at 8:45 P.M. For reservations call (212) 265-8133.

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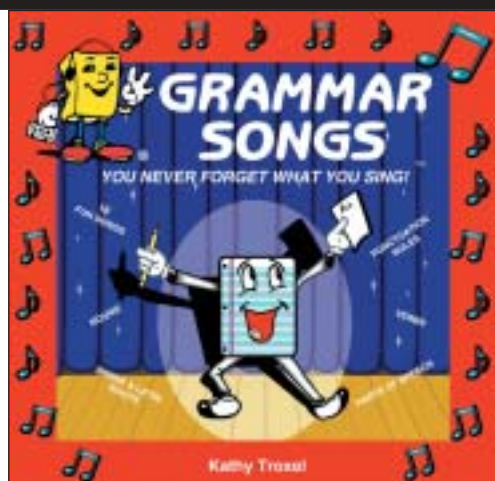
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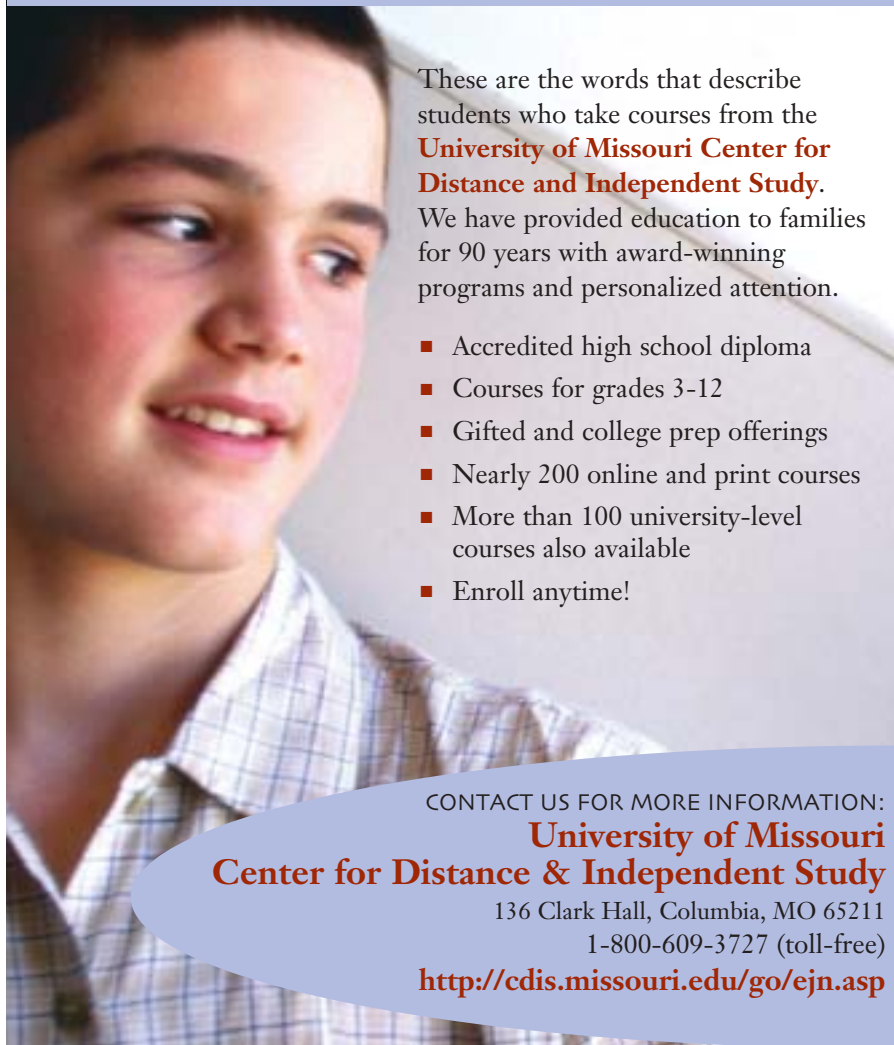
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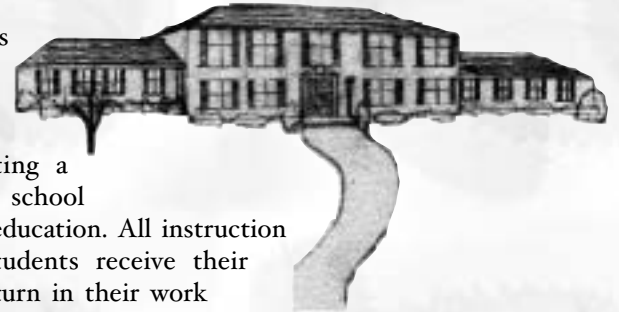
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We have a personal and flexible approach while providing the highest quality in all endeavors. The home office of Garden Schools is located in the Ozark Mountains of Missouri. Our students and teachers are located all over the world. Time of day and where you live will no longer dictate your learning schedule.

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## K-12 Homeschooling Curriculum

The Oak Meadow learning approach cooperates with children's natural development stages and accommodates different learning styles.

Oak Meadow publishes homeschool curriculum materials that respect the spirit of children while helping them achieve academic excellence. We've been a leader in the field since 1975.

All materials come with a no-questions-asked 30-day return policy, so don't hesitate to try them.

### Hands-

Hands, heart and head. At Oak Meadow, that's our guiding philosophy. Our curriculum not only helps children learn to read, write, and think, but also to paint draw, play music, write poetry, build things, and learn through experience.

### Heart-

In later grades, students are encouraged to become involved in their communities, to develop a talent, to be of service to others, and to develop self empowerment and leadership skills.

### Head-

Our high school curriculum not only prepares students for college or career, but helps them develop essential critical and creative thinking skills. We encourage students to think for themselves and to express their values and visions.



## Resource & Reference Guide

### BOOKS

**Bank Street Bookstore, 112th St. & Bway;  
(212) 678-1654**

Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

**Logos Books, 1575 York Avenue,  
(@ 84th Street), (212) 517-7292**

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**aha! Process, Inc. – EYE-  
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Visit [www.ahaprocess.com](http://www.ahaprocess.com) for Hidden Rules of Class at Work, and all of Dr. Ruby Payne's books, workshops and videos surrounding the issues of poverty, raising students achievement and building intellectual capital. (800)424-9484.

**HIGH MARKS IN CHEMISTRY;  
1-877-600-7466**

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### CAMPS

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

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

### COLLEGES

**Exhibit At Sarah Lawrence College  
A Distinguishing Eye: Yearbook Photography  
at Sarah Lawrence College by Gary Gladstone  
1959-1969 October 6- 31, Opening  
Reception October 7, 1:30 p.m. Esther  
Raushenbus Library Free**

The work of Gary Gladstone - official photographer at Sarah Lawrence from 1955 - 1980 - revolutionized yearbook

photography. According to Valerie Park, College Archivist: "[Gladstone's] production of the 1960 yearbook received significant press attention because it was the first time any yearbook photos showed students in their natural settings." Park also credits Gladstone's work "as a reflection of the individualized style of the College's educational pedagogy." The exhibit of Gladstone's work, spanning the decade 1959-1969, is one of many commemorative exhibits and programs celebrating the College's 75th anniversary. The exhibit will contain 29 prints - including one of Alice Walker '65, author of *The Color Purple* - and 80 slides. An opening reception will be held on Tuesday, October 7 at 1:30 p.m. The exhibit is available for viewing Monday - Friday between 8:30 a.m. to 8:30 p.m.; and 11:00 a.m. to 5:00 p.m. on Saturdays and Sundays. For more information, please call (914) 395-2470.

**Karen Jones Meadows  
"Harriet's Return" Thursday, October 9, 2003  
Wright Theater, 7 p.m., Free**

The performance chronicles the private and public life of Underground Railroad conductor Harriet Tubman, whose life spanned nine decades and still influences the consciousness of people around the world. Jones Meadows is an award winning author, actress and producer whose work reflects the diversity of the world's populations, thoughts and cultures. For more information, please call (914) 395-2411.

### CONTINUING EDUCATION

**JASA: Jewish Association  
For Services For The Aged,  
132 West 31st Street, 15th Floor, NYC;  
(212) 273-5304**

Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

### DANCE PROGRAMS

**New Dance Group Arts Center  
254 West 47th St., NY NY 10036, (212) 719-2733;  
[www.ndg.org](http://www.ndg.org)**

Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

### MEDICINE & HEALTH SERVICES

**NYU Child Study Center,  
550 First Avenue, NYC; (212) 263-6622.**

The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

**Advanced Degrees in Medicine,  
Science, and the Health Professions  
at New York Medical College Valhalla, New York;  
(914) 594-4000; [www.nymc.edu](http://www.nymc.edu)  
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### SCHOOLS

**The Harlem School of the Arts  
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### SCHOOL RECRUITMENT

**[www.schoolprofessionals.com](http://www.schoolprofessionals.com)  
212-916-0825  
[info@schoolprofessionals.com](mailto:info@schoolprofessionals.com)**

Finally, a one-stop service whose sole focus is recruiting, interviewing and providing qualified substitutes for elementary, middle and high schools. One quick call to us means not having to interview and hire on your own, eliminating the worry and work of finding last minute replacements, "doubling-up," or even canceling classes. Our proprietary roster of prescreened candidates enables us to quickly find a professional precisely matched to your school's requirements, saving you the time and expense of scrambling to meet last-minute needs. And, with 24/7 coverage, you can request staff at any time - even at night or on weekends. Schools can get started today by calling 212-916-0825 or e-mailing [info@schoolprofessionals.com](mailto:info@schoolprofessionals.com) to register for our services.

### SPECIAL EDUCATION

**The ADD Resource Center,  
In New York City, (646) 205-8080  
or Westchester/CT (914) 763-5648  
[addrc@mail.com](mailto:addrc@mail.com)**

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

**Aspen Education Group  
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Proven programs addressing the needs of today's youth. Aspen offers customized learning communities for special learning needs, ADHD, oppositional behavior, substance abuse and emotional challenges. Over 20 programs nationwide for youth and young adults. Discover the Aspen difference! Visit us online at [www.aegoprograms.com](http://www.aegoprograms.com) or call toll-free, (888) 97-ASPEN or (888) 972-7736, to learn how we can help. Send email inquiries to: [admissions@aspeneducation.com](mailto:admissions@aspeneducation.com)

**Stone Mountain School, (828)669-8639  
[www.stonemountainsschool.org](http://www.stonemountainsschool.org)**

Residential programs for young men ages 11-16 at time of enrollment certified special education ADHD/LD. Bright and unmotivated, selective enrollment, small class size, year round admissions, traditional academic environment, outdoor components and skills for a lifetime.

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

The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because BETTER GRADES BEGIN HERE.

**The Sterling School, (718) 625--3502**

Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Aberman at 718-625-3502

### TECHNOLOGY & EDUCATION

**TUFF Cases; [www.tuffcases.com](http://www.tuffcases.com)  
(513) 779-5420**

Manufacturers of the Tuff Cases line of ruggedized portable workstation for mobile and laptop computers. Products range from simple cases to complete folding stations with built-in power supplies and optional printer trays. For more information reach the company at the number above or at their website at [www.tuffcases.com](http://www.tuffcases.com)

**SmartDraw.com  
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**Fax: 858-549-2830**

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### TEACHER - TUTOR

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LICENSED, N-6: ALL SUBJECTS**  
Catchup, Keep-up, Get Ahead  
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**Excellent References!**

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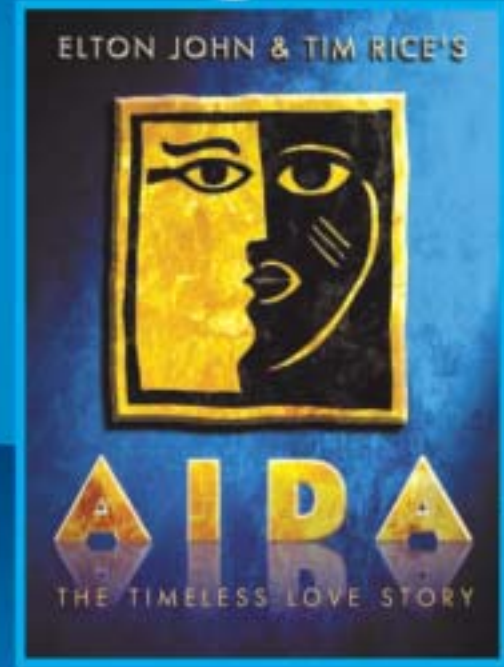
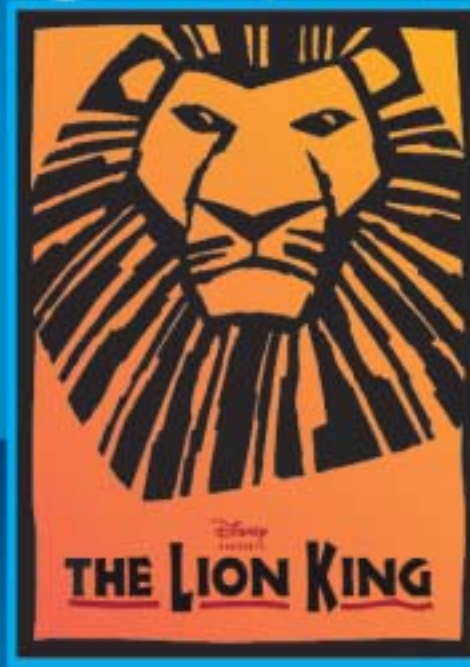
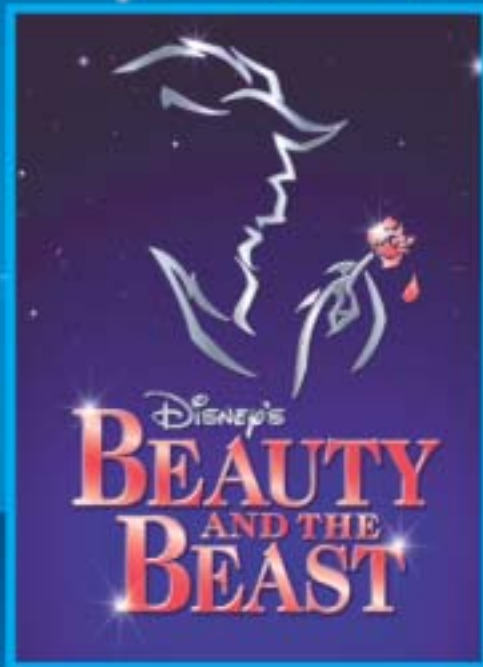
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