

EDUCATION UPDATE

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Volume IX, No. 11 • New York City • JULY 2004
FOR PARENTS, EDUCATORS & STUDENTS

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By DIGNA SANCHEZ

Believe me when I say, that it seems both like yesterday and a lifetime in the past. I'm sure the graduates will think it was almost pre-historic times, but it was actually a very exciting time—the Sixties. Forty years ago, in June of 1964 I became the first in my family to graduate from high school and four years later in 1968, the first to graduate from college. My parents were very proud; as I am sure your parents and families are today.

My family had come to New York City in 1950. In 1949 my father left Puerto Rico seeking a better future for our family and came to work as a migrant farm worker in Southern New Jersey. He saved his money and in 1950 sent for my mother, my brother and me.

We settled in the Lower East Side where millions of immigrants had settled before and to this day continue to do so. I know that many of you can identify with my experience. It isn't easy to arrive in a new place, especially if you speak another language. There was no welcome party and unfortunately we encountered prejudice. In spite of all these challenges I remember my years at Seward as being critical to shaping the person I am today. The Sixties were a time of major social upheaval. For the first time the war was televised and the sight of the body bags spurred

the anti-war movement to mobilize millions including a current Presidential candidate; and in November 1963, President John Fitzgerald Kennedy was assassinated. That day is clearly imprinted on my mind, as I am sure 9/11 is on yours. I remember how frightened I was because people said this meant another World War and that probably the Russians were behind it. At sixteen years of age the idea of another World War, after the atomic bomb had been dropped on Japan, was very frightening. I imagine that is how all of you felt after 9/11. You are coming of age in an extremely complex time.

They say New York is a world city. The cultural, ethnic and racial diversity that is New York City is very much at the heart of its unique spirit and rhythm. That was what I cherished most about my growing up on the Lower East Side and attending Seward Park High School.

Now you go off in different directions: college, technical training, jobs. You must make the most of what you have learned while at Seward and you must strive to be the best.

Your generation has been confronted by the temptations of drugs and gangs as was mine. Think before you do anything that you have heard could be damaging. Do your part to bring about a better world. That is the only way that it will happen. As Mahatma Ghandi said—You must be the change you wish to see in the world.#

Digna Sanchez is President, Learning Leaders.

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

PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman,
Rob Wertheimer

ASSISTANT EDITOR:

Michelle Accorso

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ACCOUNTING MANAGER:

Nadia Veliz

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GUEST EDITORIAL

HIGHER EDUCATION: TIME FOR REFLECTION & ACTION

By DR. GERALDINE CHAPEY

Education is the engine that drives the economy of New York State. Two higher education issues currently on the horizon are of great interest to all New Yorkers. They are the Statewide Master Plan for Higher Education, 2004-2012, and the Reauthorization of the federal Higher Education Act 2004.

Statewide Master Plan for Higher Education

In collaboration with the Higher Education Community and the Commissioner's Advisory Council on Higher Education, the Board of Regents—every eight years—adopts a Statewide Plan for Higher Education, setting in place a vision with the goals, objectives, priorities and limitations for higher education. It is designed to meet the rising demands for highly skilled workers, informed citizens, problem solvers and decision makers in an increasingly competitive and changing global technological society.

The Master Plan document will serve as a unifying force to bring together all aspects of higher education in New York State. The Board of Regents is committed to retaining New York's historic place as a world class leader for excellence in education, attracting and developing renowned international scholars in the sciences, medicine, law and the arts as well as preparing their own residents for success in the 21st century.

During the past two years, each of the four segments of Higher Education—The State University of New York, The City University of New York, Independent Colleges of New York and Proprietary Colleges of New York—have been energized by the challenge of developing a new Master Plan and have been vigorously

engaged in a study of their current offerings and of emerging issues related to our State.

Discussions have centered around such questions as: "What services should higher institutions provide for the State's residents, workplace, workforce and communities?"; "How should these services be delivered?"; "How should the education of professionals—doctors, engineers, dentists, attorneys, accountants, journalists and business executives—be changed?" "How does technology impact on student achievement in elementary, secondary, post secondary and professional education?"

Key issues currently under review are Distance Learning, off campus instruction, liberal arts, sciences, intellectual contributions to society, access for the disabled shortage areas (nurses, pharmacists, teachers, educational administrators), social and ethical values, research, life long learning facilities, faculty, library capacity, and institutional effectiveness. One area of concern for teachers and administrators, PreK-12, is that of narrowing the gap between teacher preparation in higher education institutions and actual practice in school districts.

During the summer each of the four segments of higher education will have registered their Master Plan. By the fall 2004 the Regents will issue a comprehensive tentative Statewide Plan for Higher Education, 2004-2012. Hearings on the Plan will be conducted at that time.

You are invited *now* to get involved in shaping the future of the education of all New Yorkers. You are encouraged, as groups or as individuals, to make your thoughts and concerns about higher education known by writing to: Byron Connell, Director of the Statewide Plan for Higher Education in New York State, State Education Department, 89 Washington Avenue, Albany, New York 12234. Every correspondence on this topic will be carefully read and noted.

Since education is the engine that drives the economy and the future of New York State, all

taxpayers, professional educators and parents should have a voice in shaping higher education policies and practices for the next twelve years.

Reauthorization of the Higher Education Act—2004

"How can we afford college?" is a hot button topic among parents and young people. With escalating tuition costs and stagnant student aid many students are burdened by unmanageable loans. Students and parents are making hard choices.

Today, according to the College Board Report, the average private sector graduate leaves campus owing approximately \$20,000—with the public school grads owing about \$16,000. Grads of professional school frequently incur debt in excess of \$35,000.

If college is the gateway to the American dream and a necessity for America to contribute its leadership among world powers, it is important for us to consider fiscally feasible solutions to the debt burden. Investing in higher education will strengthen the future of our country.

The Reauthorization of Higher Education Act is scheduled to be reviewed in the fall of 2004. Initiated in 1965 this act was designed to permit every academically qualified American to have financial access to college. In the 1970's, for example, the Pell grants took care of a good part of the tuition at higher education institutions but that percentage has diminished. The value of the grants have declined significantly.

Supporters of reform in financial aid for higher education are urged—in groups or individually—to make known to their Congressman and United States Senators their support for changes—prior to the vote on the Reauthorization. Now is the time to act. All of us want every New Yorker to become all that he/she is capable of being as citizens of this great country—so we must provide reasonable access to higher education—now.#

Dr. Geraldine Chapey is a Regent of the University of the State of New York.

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In Errata

*Muriel Silberstein-Storfer:
Art Educator Par Excellence:*

Two names quoted in the June issue in this article should have read, "Rory Jones" and "look what i see."

LETTERS

Response to Summer Program

To the Editor:

I would like to know of any programs for high school students that want to pursue a career in medicine. I'm currently a sophomore at Clara Barton High School in Brooklyn, NY. I would like to know about the SETH at Mount Sinai.

*Jillian Greenaway
Brooklyn, NY*

Dear Jillian,

There are programs for high school students at Brooklyn College in collaboration with Downstate Medical School; Sophie Davis has a 6-year program for a BA/MD degree for high school graduates. These are programs you must apply for at the beginning of your junior year. Rockefeller University in NYC has summer programs for high school students. Consult your guidance counselor for more options. Good luck!

Education Update

**Response to Mount Sinai School of Medicine:
Fastest Growing Research Program in NYS**

To the Editor:

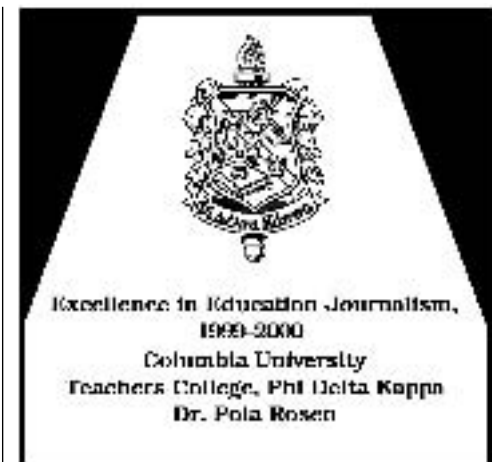
Mt. Sinai was my training hospital many years ago. I congratulate you for the continuous work in medicine that gives Mt. Sinai such a great name in this world.

*Dr. Francisco Larrondo, former resident in urology
Mexico City*

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INTERVIEW WITH PETER SINGER: PHILOSOPHER AS EDUCATOR

By JACOB M. APPEL, J.D.

Princeton University philosophy professor Peter Singer is no stranger to controversy. The fifty-seven year old Australian-born scholar—whom the Archbishop of Melbourne once branded “Herod’s propaganda minister” and the *New Yorker* hailed as the most influential thinker of our time—has advocated animal rights, a euthanasia option for deformed infants, and the radical redistribution of human wealth. His appointment as Ira W. DeCamp Professorship of Bioethics at the Center for Human Values five years ago generated protests from anti-abortion demonstrators and some advocates for the disabled; others, most notably anti-poverty activists, rallied to his defense. Yet the man behind the controversy turns out—at least on first impression—to be an intellectual lion with the manner of a lamb. He is soft-spoken, with a winning boyish smile. One is instantly struck by his passion for his students and, most of all, by his tolerance—even appreciation—for ideas different from his own.

“A significant part of the success I’ve had,” Singer explains, “is because I’ve selected important issues to talk about and spoken about them in a way that is clear, that avoids unnecessary jargon, so students have no difficulty understanding or seeing what the issues are.” Singer makes a point of exposing his students to texts that directly conflict with his own ideas. When discussing current American foreign policy, much of which Singer opposes, he assigns President Bush’s recent address at West Point. While teaching



Peter Singer

bioethical issues relating to life and death decision-making, Singer offers students both his own utilitarian arguments and writings by his fiercest critics that tout the absolute sanctity of life. “You have to give students a clear position to argue against and encourage them to argue against it,” Singer says. “I say in my instructions for writing

papers that an essay that repeats back to me what I’ve said in class or in my writings is not likely to get a good grade, while an essay that argues with me is likely to get a better grade...

Of course you have to create an atmosphere in which students feel comfortable and in which they know they will not be penalized for disagreeing with you.”

Toward this end, Singer’s students also have discussion sections with preceptors whose ideas often differ greatly from his own.

Singer’s own mentors—two of the last century’s leading philosophers—were men with whom he often disagreed. The first, H. D. McCloskey of the University of Melbourne, was a prominent opponent of utilitarianism—the theory of “judging whether acts are right or wrong by their consequences” that Singer himself espouses. “McCloskey would criticize utilitarianism fiercely,” Singer recalls of the class he took during his second year at college, “but I thought that his objections to utilitarianism weren’t very sound and that they could be met. I remember writing an essay defending utilitarianism and thinking that it seemed to be a very sensible and understandable point of view.” Singer credits McCloskey’s openness to dissent with stimulating his own thinking.

“He was fair-minded. You could criticize him and get a good grade for the course, which is essential in a good teacher. We used to argue, and eventually we became very friendly, and he supervised my master’s thesis as well.” Later, as a graduate student at Oxford University, Singer developed a similar relationship with the late moral philosopher R. M. Hare. Hare had not been Singer’s original thesis advisor, but after Singer sent Hare “a little paper” he had written criticizing some of Hare’s ideas, the Englishman became his sponsor and friend. “I was a little bit apprehensive at what his response would be,” recalls Singer. “He had a fearsome reputation for not taking kindly to criticism.” But taking this chance, he says, made all the difference.

“My advice to students is to make the most of your opportunities,” says Singer. “Take the initiative. Be prepared to talk to your professors. If you’ve got something interesting to say, they’ll be interested in talking to you.” But Singer’s personal fame has forced him to curtail his own availability. “I’ll talk to any Princeton student,” he says. “That’s what I’m here for.” But students at other schools—who email him by the hundreds—are out of luck. “I regret I do not have time to discuss my views with all of the people who email me,” he explains. “I wish there were ten of me. The internet could be a wonderful tool for education if only you had time to take advantage of it.” But Singer’s spare time is devoted to running a visiting speaker series, advising senior theses and graduate student dissertations, and addressing such campus organizations as Oxfam and Unicef—the latter chapter formed by his former students. He teaches two courses, “Bioethics” in the fall and “Practical Ethics” in the spring that are both highly popular. A few students enter his class unaware of his reputation, but many come for the opportunity to watch

a celebrity faculty member in action. “I guess a lot of people say you should take a course with Singer while you’re at Princeton,” he muses. “It’s an interesting experience whether you agree with him or not.”

One of the factors that helps keep his class interesting, and those of his colleagues as well, is the relatively light instruction load at Princeton. Singer champions such a light load—not because he disdains teaching, but because he cares about it. “If you’re teaching three courses a semester,” he argues, “you can get very stale. Such a hard load becomes something you have to get through, rather than something that you look forward to or are enthusiastic about.” At an institution such as Princeton, in contrast, faculties have enough time to make themselves freely available to students. “There’s always someone students can go and talk to: they can talk to me, they can talk to their preceptors. It takes a good faculty-student ratio to make that possible.” According to Singer, every educational institution should have access to the same resources at Princeton. He adds: “But, obviously, that’s not going to happen.” Teaching in the United States offers a striking difference to his earlier experiences teaching in Australia, both for better and worse. “Australia doesn’t have elite universities in the same sense,” he says. “They’re all funded on basically the same formula and there’s not a huge difference between them, so the range of students you get is necessarily broader and the resources available are fewer.”

Singer’s most recent project, published in March as *The President of Good and Evil*, is likely to generate additional controversy. “It’s different from what I’ve done before,” says Singer. “It’s more political.” The book is a philosopher’s assessment of President Bush’s ethics. Singer

continued on page 18

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Mary Pride, Practical Homeschooling Magazine, Jan/Feb 2002

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UNA-USA's Adopt-A-Mission Introduces NYC Public Grade School Children to the UN

By DOROTHY DAVIS

Thanks to Ted Turner and his famous billion dollar gift to the United Nations Foundation a bubbly group of NYC public school 3rd graders was able to impress Mrs. Nane Annan, wife of the UN Secretary-General, during a recent visit.

"Who is this?" she asked, as she showed a slide of a handsome gray-haired gentleman to her young audience. "Kofi Annan!" they enthusiastically yelled out. "From what country does he come from?" she asked. "Africa!" they exclaimed. "Yes, from Ghana in West Africa," she added with a smile. "He went to school in West Africa, in Ghana, and managed to become Secretary-General of the UN!"

Another slide revealed a light blue and white flag. "Do you know what this is?" she asked. "The United Nations flag!" the eager chorus replied. "You've really been working hard," Nane Annan exclaimed with enthusiasm, "That's great!"

This delightful exchange took place at the UN Conference Room during the inaugural session of the pilot project of *Adopt-A-Mission*, a program of *Global Classrooms*, of the United Nations Association of the United States of America. *Global Classrooms*' program is funded by The Better World Fund (BWF), which was created with part of Ted Turner's gift to the United Nations Foundation. BWF supports projects that educate the general public, the media, opinion leaders and elected officials about the UN. Because of BWF, *Adopt-A-Mission* is being offered free to NYC Public School Students in the 3rd to 5th grades.

The children studied about the UN for several weeks using a curriculum supplied by *Global Classrooms*, with a focus on issues such as

peacekeeping, human rights and the Millennium Development Goals, as well as information about selected countries. They then went to the UN itself for a welcoming program, a tour, and a visit to a UN member state permanent mission.

Mrs. Annan showed the youngsters slides taken on trips with her husband. Images flashed on the screen: makeshift schools in market places for children who have to work long hours in the markets in Bangladesh, Mexico City and Peru; water projects for people in northern Ghana, where only 40 percent have access to safe water; water supplies to a school in Zambia, a 100 year old woman uprooted from her home in Kosovo at a camp for refugees...



Nane Annan speaking at UN

"How many refugees are there?" asked one young boy during the question and answer period that followed.

"Many, many too many," replied Mrs. Annan. "Refugees are having a very tough life." "Who most needs help where you went?" asked

another student.

"In Angola I met with boys, orphans of war, in school, sitting on concrete blocks. They sang a song: 'We are children and we need a mother who hugs us. We are children and we need a father who takes care of us. We are children and we need to go to school. We are children and we need a childhood.' After each line they sang, 'What can you do about that?' This is one of the things I remember most."

"Of all the places which did you like most and why?" asked a girl. "I think I always like meeting with children," said Mrs. Annan, "especially when I see that they have been able to go to school. It is the most important thing for every one of you to go to school, to learn as much as possible. This is the time you can start finding out about who you

are, what is your favorite subject, and learn more about that. You can ask your teachers how can I learn more about that. This is the platform you are going to be able to take off from. At no other time in life will you have the chance to do that."

The students wanted to know many details of Nane Annan's life, such as how many languages she spoke (Swedish, English, French and a bit of German); whether she had children (yes, children and grandchildren); how long had she and her husband been together (they will celebrate their 20th wedding anniversary this year); even how old she was (60 this year). "You are incredibly curious," she told them. "Use that curiosity. It is incredibly important. It is even what keeps a 60-year old going!"

Tours of the UN followed the program, and then classes visited many Permanent Missions. *Education Update* attended two of these meetings. Representatives at the Venezuelan Mission showed slides and told the children of PS 16Q about the Millennium Development Goals. "By 2015 all UN Member States have pledged to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop a global partnership for development." Recently Venezuela has proposed an International Humanitarian Fund to the UN to help accomplish these goals.

At the Egyptian Mission a diplomat-economist, who had a wonderful rapport with the children, who came from PS 125 Ralph Bunch, used questions and answers to learn what they knew about Egypt and to gently expanded their knowledge. The amount they already knew was impressive. One boy, for example, when asked what he knew, replied, "Geza is on the west side of the Nile,

Cairo is on the east side, the largest sphinx in the world is there." "The only sphinx in the world," said the diplomat. "Egypt is in Africa," continued the boy. "Where in Africa?" asked the diplomat. "In the northeast," replied the boy. "You are a geographer!" exclaimed the diplomat. He presented a good deal of information, in a very easy going manner, including the fact that Egyptians no longer wrote in hieroglyphics, but in Arabic, and that there is a seven hour time difference between New York City and Cairo. He passed around an Egyptian pound, worth 100 piastres.

"What did you like best about the presentation?" we asked the students afterwards. "One thing I liked was when he talked about the money and we got to see it!" said one. "I liked everything about his talk!" said another excitedly. All responded with enthusiasm. The *Adopt-A-Mission* program is off to a wonderful start.#

For More Information About UNA/USA: see their website www.unausa.org

For More Information About *Global Classrooms*: see their website www.globalclassrooms.org

New York City Public Schools Can Participate in the *Global Classrooms* Programs Free of Charge. This includes the Model United Nations for Middle and High Schoolers (see the June 2004 issue of *Education Update*) and *Adopt-A-Mission* for Third through Fifth Graders.

For Questions on the *Global Classrooms*: New York City Program please contact Brigette Iarrusso, Program Manager, NYC School Programs: *Global Classrooms* and *Adopt-A-Mission*, Phone 212/907-1346 or Email biarrusso@unausa.org

For Questions on the *Global Classrooms* Programs Outside of NYC please contact: Glenda Tesalona, National Coordinator for *Global Classrooms*, Phone: 212/907-1355 or Email: gtesalona@unausa.org



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National Middle-Grades Forum Calls for Creation of Small Learning Communities

By ALISON COHEN

Federal, state, and local policymakers need to provide resources and support to create small schools at the middle-grades level, according to a policy statement issued by the National Forum to Accelerate Middle-Grades.

Reform, an alliance of educators, researchers, national associations, and officers of professional organizations and foundations are dedicated to improving education in the middle grades.

The policy statement says that in those cases where small schools are not feasible, district and school leaders should break down large middle-grades schools into smaller schools or small learning communities where teams of teachers share small groups of students (sometimes called "clusters" or "houses"). Though not sufficient in itself, "smallness" creates a personalized learning environment that enhances teaching and learning at the middle level.

"Too many young adolescents attend large, impersonal schools where a substantial number of students are not engaged in learning, lack meaningful relationships with adults, and are increasingly alienated from school," said Deborah Kasak, National Forum executive director. "We know that smaller learning communities have higher student achievement and lower dropout rates. As more and more school leaders are faced with declining revenues and tough choices, we are asking for more, not less, support and resources to establish and implement small learning communities at the middle level," Kasak said.

"As students move through the middle grades, they do better in a more personalized learning environment where their teachers know them well," said Nancy Ames, vice president of Education Development Center, and a member

of the National Forum's policy committee which helped draft the statement. "It's a concept that makes common sense. If all of your teachers know your full name and something about you, chances are you won't slip through the cracks. In fact, small schools foster more active learning among students and teachers alike," Ames said.

The policy statement on small schools and small learning communities is an integral piece of the National Forum's comprehensive policy agenda for middle-grades improvement. The Forum has outlined its priorities for lasting positive change for young adolescents: a separate designation for middle-grades schooling as a distinct phase of education; a focus on adolescent literacy with support for advancing reading, writing, and thinking in all the content areas; qualified teachers in every middle-grades classroom who not only know their subjects but also how to teach those subjects to young adolescents; smaller learning communities that help personalize instruction so students have the support they need; additional resources for middle-grades schools and students, including more targeted research and dissemination of successful practices.

The policy on small schools and small learning communities is the fourth in a series of statements published by the Forum. For the full text of the Forum policy statement, visit <http://www.mgforum.org/Policy/policy.asp>. To learn more about the National Forum and its mission to improve middle-grades education, visit [#](http://www.mgforum.org)

Alison Cohen is Media Relations Manager for Education Development Center, an international nonprofit organization that conducts research and creates materials to advance learning in the U.S. and more than 50 countries. Visit www.edc.org.

The Retention of 11,000 Third Graders

By ROSALIE FRIEND, Ph.D.

The announcement from the Department of Education that 11,000 third graders will not be able to progress to fourth grade is troubling. The very low scores these youngsters earned on standardized tests seem to indicate that they have not mastered third grade skills. Still, a recent comprehensive study by the Consortium on Chicago School Research confirms earlier findings that repeating a grade does not enable struggling learners to catch up with their peers. Not surprisingly, social promotion does not help struggling learners either. The idea of contrasting these two ineffective approaches may be an example of naïve reasoning i.e., a false dichotomy, or it may be intended to befuddle the public while the city improves fourth grade test scores by removing weak students rather than helping them learn.

If social promotion doesn't work and grade retention doesn't work, what can we do? Ask any well-to-do parent whose children are struggling in school. Get individual tutoring. Get counseling if the academic problems are due to emotional problems. Provide a school with smaller classes, more individual attention, and special remediation for the type of problems the child has. We know how to help children learn, but so far our society has been reluctant to provide this help to children of modest means.

Studies comparing high needs schools to low needs schools find striking contrasts. Many children enter schools in low-income areas with significantly lower vocabularies, limited background knowledge, and little familiarity with books. These schools typically have older textbooks, smaller class libraries, teachers with lower credentials and less experience, fewer opportunities for art, music and other enrichment, fewer class trips, etc. The Campaign for Fiscal Equity just proved in court that New York State was under-funding schools in New York City and other high needs districts.

Money owed by the state and the money that the Department of Education intends to use to hold back innocent third graders, could be used to do many things that have been shown to improve children's learning. By paying competitive salaries the city could get more highly trained teachers. By reducing class size and providing professional development, the city could enable teachers to adapt instruction to children's individual needs. By providing rich school libraries and classroom libraries the city could help teachers involve children in learning to read. By providing conflict resolution programs, schools can reduce interpersonal tensions that make it difficult for children to learn. These resources are taken for granted in

prosperous communities, which achieve higher test scores than most inner city schools.

Two specific programs have been found to be very successful in boosting the achievement of young children. One is Head Start, a comprehensive preschool program for children of limited economic means set up by the federal government. The other is Reading Recovery, an intensive tutoring program in which very highly trained teachers give individual instruction to struggling first graders. Why aren't these proven programs provided for all who need them?

Teaching is very complex work. Children come to schools with different background knowledge, goals, temperaments, and values. False dichotomies oversimplify many aspects of education. Phonics or reading comprehension—children need both. Math calculations or understanding—children need both. Transmitting the knowledge and values of our society or developing each child's individual abilities—children need both. Direct instruction led by the teacher or discovery and student collaboration—children need both. In addition, society now demands that the schools teach critical thinking and problem solving. This is much harder than what we experienced as children; memorization and obedience were good enough for us.

Other changes in society make things harder for schools and students too. The change from extended or nuclear families to unmarried parents, divorced parents, single parent families, and remixed families can make growing up harder for children. Working parents have less time to supervise children and help with homework, or even provide emotional support. Parents who cannot find work are often anxious and may not be able to give their children the help they need. Children in foster care or living in homeless shelters frequently have personal problems that interfere with their schoolwork. These social problems must be addressed if children are going to be able to do their best in school.

False dichotomies can distract us from learning from the research on education and distract us from finding out how to meet the needs of all children. Removing children from the group being tested will raise the test scores of that group, but it will not improve education. We should reexamine the data and provide real assistance to students who have difficulties. Holding back struggling children does not work.#

Rosalie Friend, Ph.D is an adjunct associate professor in the Department of Educational Foundations, Hunter College School of Education.

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RUSSELL SIMMONS ATTENDS GRADUATION AT YOUNG WOMEN'S LEADERSHIP SCHOOL

By POLA ROSEN, Ed.D.

"This school is impressive, and so are you!" Russell Simmons emphatically stated as he awarded twenty college scholarships to a graduating group of thirty-seven cheering women at the fourth graduation ceremony at the Young Women's Leadership School in Harlem. "Impressive" is an understatement for the Class of '04 that scored 100 percent entrance success at east coast colleges, a class drawing predominantly from the local area that didn't have a chance at higher education until philanthropist Ann Tisch stepped up to the plate, with a vision and a dream. Tisch created a public school that would rival the best all-girls private schools complete with individual instruction, counseling, college advisement, AP courses, team work, respect, and caring.

Simmons reminisced about his generation: "I remember the civil rights movement; girls wore dashikis and platform shoes. There was a lot of



Russell Simmons enjoys graduation

disconnect among young people. I didn't have much faith in religion. Today, young women are more empowered. Hone your craft, whatever you choose to do in life. You're the best generation we've ever had."

In response to a grad's question as to how Simmons achieved his goals, he underscored perseverance and resilience and that "giving is

the basis of all success and happiness."

The graduates culminated the program with a rousing rendition of their school song, "You're my sisters and I love you; Nothing can come between you and I."

Lynesse Page was jubilant about getting into Wheaton College. Kamillah Hamilton will be a computer science major at Clark and Chloe Nelson plans to delve into economics at Dickinson College in Pennsylvania.

When asked how is the school special for you, they responded, "We have a sense of community and unity" and "This school prepares you for the future and for college." Another response was, "I come from a big family and wouldn't have gotten into a four year college."

According to the principal, Kathleen Ponze, big challenges for students are health problems as well as battling issues of single and foster parents; completing high school is a supreme



Class of 2004

accomplishment. "We're so proud of them, of their struggles and determination. When we place them in college, we try to send them in small groups so they can continue their network. They are the nicest group of students," Ponze said wistfully, echoing the mixed feelings of a parent saying goodbye to the child leaving home for the wider world.#

THE STERLING SCHOOL

Interviews with anthropologists and neuroscientists both concluding that unlike spoken language, reading/writing are not hard-wired activities of the human brain, came as a surprise to many in the audience at a recent conference. That they are just too new in evolutionary time and therefore must be taught made sense to the audience of educators, parents and others. From interviews with experts like Paula Talal, chief of neuroscience at Rutgers and Reid Lyons, U.S Dept. of Education, it was clear that lack of mastery, and fluency with reading/writing skills are a national problem not confined to those with learning disabilities. Presenter David Bolton pointed out in

Children of the Code that a national dialogue should be started between parents, students, educators, scientists and linguists so that a greater number of children, especially those in poverty or suffering from a learning disability, can profit from research-based teaching and therefore be able to gain the skills our modern society demands.

To the educators at The Sterling School and Bay Ridge Preparatory School, the preliminary conclusions drawn from the Children of the Code project comes as no surprise. Both schools have curriculum based on the most up-to-date research, use multi-sensory methodology, and directly teach all skills to meet the individual students' needs.

The Sterling School serves children in grades 2-6, with language based learning disorders (dyslexia). Ruth Arberman, the Director, explained the importance of not only remediating academic deficits, but pushing and expanding a child's knowledge base and strengths. Because English is so idiomatic, and irregular in many ways, it is especially important to teach the structure of the language and provide strategies to deal with its irregularities. For example: the Greeks invented math and science and those words came into English from Latin, so the students should think Ph for the F sound if the subject matter is math/science (ie: physics, photograph etc.). One of the goals of this small intimate school is to help the students see themselves as individuals who can learn, thereby undoing the "shame" that David Bolton speaks of. The Bay Ridge Preparatory School is also a small school (K-12) whose scholastic program applies the most recent advances in educational research. This school has a bridge program (grades 6-8) which

concentrates on strengthening fluency, writing skills and math by utilizing small class instruction for students who continue to need reinforcement and direct teaching in the middle school years. The supportive staff keys into the needs of adolescent learners stressing academic and social/emotional growth, the areas that suffer the most when a child does not do well in school. The children interviewed in the Code project remarked that they avoided reading, didn't feel competent in school and saw him/herself as "stupid". It is just this type of negativity that the staff, curriculum, and methodology at both Sterling and Bay Ridge Prep are designed to reverse. David Bolton hopes his Children of the Code project will begin to negate these issues on a national level.#

For more information or to become involved visit www.childrenofthecode.org. For information about The Sterling School visit www.sterlingschool.com For information about Bay Ridge Preparatory School visit www.bayridgeprep.com

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PERSPECTIVES IN INTERNATIONAL EDUCATION: BEIJING, CHINA

By JAN AARON

Beijing, China. Special to Education Update

"My American name is Helen. I chose my name because I want to be strong like your Helen Keller," our Beijing guide says, in flawless English, introducing herself to our group of visiting journalists from the US, Canada, and Kuala Lumpur. Her trendy jacket is red, "the color of happiness," she says. She carries a red flag. We happily follow her as we cram centuries of history into three days in China's capital.

On the agenda for some is a preschool visit where tots learn "truth, kindness and beauty."

(Any tourist can visit a school with a guide.) There also are bus conversations with Helen about education. "In China, all children must finish primary and junior middle schools. Exams are required for entrance to either high school or technical schools," she says. Helen, 33, also tells us that she is a college grad, and "Yes, it takes special training and a rigorous exam to become a guide," and "No, you don't have to be in the Communist party to be a guide."

Our education starts with the vast 98-acre Tiananmen Square, site of one of the most politically significant events in China's modern history. Helen tells us about the imposing gray buildings

and then lets us wander around. Awestruck by the square's immensity, we mingle with many Chinese tourists who seem similarly impressed. Kites sail above, tots run about and giggling teens in hip jeans ask us to pose for pictures with them. Our group's Bonnie, a former teacher, remembers otherwise: "Twenty years ago, I taught English here and everyone wore blue or gray uniforms," she says.

The group visits the other top tourist sites like the Forbidden City where commoners could not set foot in its Ming and Qing dynasties' heydays and where now you still can imagine departed emperors, their concubines and the eunuchs who

guarded them. My favorite site is the Great Wall, where two of us climb nine towers, while the others enjoy cappuccinos in the coffee shop below.

Thinking back, it isn't our delicious Peking duck feast or nibbling sweets and sipping tea at the Peking Opera or even Beijing itself, which is truly a jewel in the coronet of China's cities, that is most memorable to me here: It is a lovely little Chinese song Helen sings to us aboard the bus. Moments like this make a tourist visit a personal treasure.#

For more information contact Ritz Tours, 1-800-900-2446; china@ritztours.com

Parents Gain New Online Access to Important School Performance Data

Parents in Arizona, Arkansas and North Carolina can now easily review online detailed school performance data for every school in their state to determine how their child's school compares to other schools and whether they need to take action to improve their school. The School Information Partnership (SIP) announced that student achievement data from all public schools in Arkansas, Arizona and North Carolina are now available online at www.SchoolResults.org.

SIP is an unprecedented public-private initiative between The Broad Foundation and the U.S. Department of Education. SIP's goal is to improve dramatically the general public's access to easy-to-understand information about public schools, districts and state academic achievement results. SIP is focused on: Giving parents powerful and comparable information about the performance and demographic makeup of their

children's schools, as well as other schools and districts across their state; Providing educators useful tools to diagnose areas that need improvement and identify other schools from which to learn effective practices; Empowering state and local policymakers with comparative tools and benchmarks to monitor the relative progress of their state's schools and districts in order to make better informed policy decisions; and Reporting to members of the media critical data to help inform their readers about their local schools and the progress they are making under No Child Left Behind.

"It is exciting to provide this country a truly powerful resource for everyone who wants to know how their school is doing and whether education is improving," said Mr. Eli Broad, founder of The Broad Foundation. "Now, thanks to the

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Vision & Hearing Screening for Students at Summer Success Academy

New York City Schools Chancellor Joel I. Klein announced that the Department of Education (DOE), in conjunction with the New York City Department of Health and Mental Hygiene (DOHMH), would begin to screen third graders for vision and hearing problems during the 2004 Summer Success Academy. The Summer Success Academy, which launches this month, is the DOE's special summer program designed specifically for second and third graders who have not met performance criteria to advance to the next grade.

"We are undertaking this important program in an effort to ensure that all of our students have the opportunity to succeed. It is clear that poor vision or hearing problems could impact negatively on a student's ability to perform and to learn," Chancellor Joel I. Klein said. "By providing these screenings to more than 20,000 children

this summer, we are taking a big step in guaranteeing that they will be in the best and strongest position to succeed ultimately."

Staff of the New York City Department of Health and Mental Hygiene (DOHMH) will conduct vision and hearing screenings. Following the screenings, DOE staff will be responsible for the follow-up and outreach efforts to parents and guardians. Parents will be notified of any abnormal findings and given a form for the child's physician to return to the screening program. School team members, nurses and parent coordinators will also contact parents to be sure that children needing further evaluation receive it.

The vision screening will include tests of near, distance and binocular vision. Hearing screening will include a sweep test and, if needed, a threshold test.

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Chasing the High—A Look at Teens & Heroin

By MICHELLE ACCORSO

How's this for good news? There's been an eleven percent decline in use of drugs, an eighteen percent decline in tobacco use and a six percent decline in alcohol use over the past few years. With statistics like these, you'd think we were on our way to making that "drug free America" they so earnestly strive for in ad campaigns. Why then, are we still seeing teens fall by the wayside abusing drugs, particularly heroin and painkillers? Unfortunately, though the statistics look promising in writing, there is still far too much substance abuse going on among young people.

At a recent conference held at cable television network, Home Box Office (HBO), Inc., a group of panelists, including two recovering drug addicted teens, spoke to a room of invited observers, hungry for answers.

Herbert D. Kleber, M.D., a panelist and Professor of Psychiatry and Director of the Division on Substance Abuse, College of Physicians and Surgeons at Columbia University, explained, "Heroin is the second most addictive drug known to man, tobacco being the most addictive. One out of three people who try tobacco will become addicted. One out of four people who try heroin will become addicted." There is a feeling associated with heroin that Kleber described as "overwhelming the body so the body says, 'Do it again.'"

One hundred years old, heroin was invented by

the Bayer Pharmaceutical Company initially to be used as a cough medicine/pain killer. It was soon realized just how addictive this new drug was.

"The body decreases its own endorphins," Kleber noted in explaining about the physical addiction of heroin. "If you continue to use heroin, you will constantly need external amounts of endorphins to keep you from becoming depressed. Therefore, through continuously increasing the dose, once intake of the drug has stopped, severe withdrawal begins." Withdrawal includes a wide range of physical ailments from stomach cramping and vomiting to cold sweats, and chronic depression.

The teens, who wished to remain anonymous, had similar stories as to how they found themselves hopelessly addicted to heroin. "I started snorting, then progressed to shooting," commented Kathleen who began drinking and smoking marijuana when she was eleven, "I was just trying to get as high as I could." David, who started drinking and smoking marijuana at the age of thirteen, added, "From about thirteen to fifteen I was snorting heroin. Then at fifteen I started shooting it. Where I live there's not much to do. The kids I hung out with just got high. We'd sit in a house and get high. We'd be drinking and smoking weed and it just got boring so we started doing heroin."

Not everyone is as lucky as Kathleen and David, who lived to tell about their drug experience. "Every bag of heroin is Russian roulette," commented Kleber. A bag, which goes for around



Dr. Herbert D. Kleber

OLYMPIC GAMES COME TO CLASSROOM VIA THE WEB

EdGate is bringing the Olympic Games directly to the classroom with the launch of its new "Gateway to the Summer Games" website that provides educators a host of resources, lesson plans and tools designed to teach students about the Olympics. Available at www.EdGate.com/summergames, the website includes sample lesson plans and worksheets for teachers, activities and games for students, and a tremendous amount of facts and historical information on the Olympic Games. In addition, students and teachers can research and study facts about the Paralympic Games, physical fitness techniques of Olympic athletes, the geography and history of Athens itself, and a number of other grade and subject-specific curricula designed to empower and enrich young minds.

The site offers the only official Olympic-themed lesson plans available to educators and students. Additionally, the Paralympics Games section has garnered official recognition by the International, Canadian and U.S. Paralympic committees.

EdGate combines Web resources, state educa-

tional standards, and statistical prioritization of state testing criteria to empower the K-12 educational community to make data-driven decisions that improve student achievement.

EdGate products include its signature offering, the Curriculum Matrix, an up-to-date database of state education standards that are mapped to a school district's curriculum and prioritized based on historical and anticipated testing criteria. A Web-based application desktop for teachers enables them to build classroom Web pages, publish class calendars and homework, communicate with parents, and research more than 50,000 educational resources.

Correlation Services offer educational publishers and content providers the opportunity to republish their content, correlating their products directly to specific state standards and testing criteria. EdGate, which offers the tools and resources to assist educators meet the expectations of "No Child Left Behind" legislation, is headquartered in Gig Harbor, Wash. More information is available at [#](http://www.EdGate.com)

ten dollars, can be cut with a variety of different dangerous chemicals. "The sale of heroin evolved from a marketing scheme," explained panelist Derek Maltz, Associate Special Agent in Charge, New York Division of Drug Enforcement Administration. "It's a business."

Ginger and Larry Kate, who lost their son Ian to heroin, added a few words from the audience, urging parents to open their eyes to their children's drug abuse, "Parents don't want to believe that their kids are using drugs because they think it's a reflection on their parenting. Ian only used drugs for five months. He didn't have

a second chance."

There are 750,000 to 1 million heroin addicts in the United States. Twice as many try heroin each year.

"We want to do everything to prevent heroin use but there *is* treatment that works," urged Kleber, "It's not all doom and gloom—not a death sentence."#

For more information or questions you may have about your child's drug use, visit www.theantidrug.com. Teachers visit www.teachers-guide.org. To find treatment near you visit www.findtreatment.samhsa.gov.



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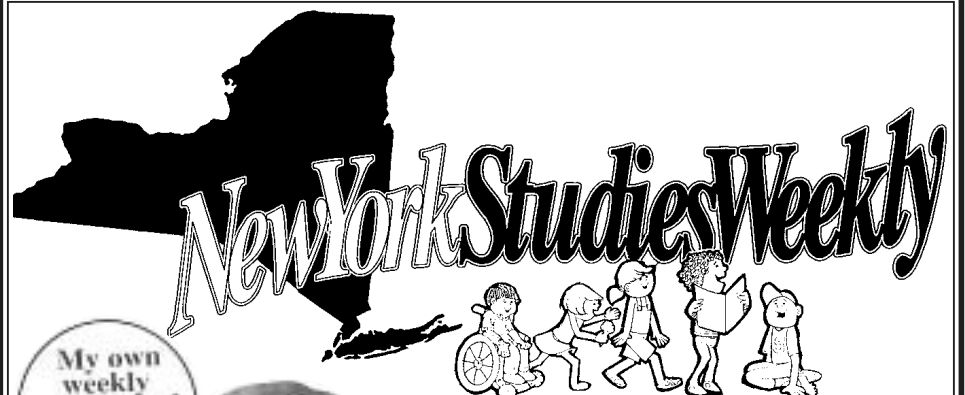
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Posamentier, CCNY Dean, Awarded Coveted Austrian Cross of Honor

Recently City College School of Education Dean Alfred S. Posamentier was awarded the Austrian Cross of Honor for Science and Art—First Class by the President of the Federal Republic of Austria Thomas Klestil. The ceremony took place at a reception and dinner held at the Art History Museum in Vienna, Austria. The nomination for the award came from Prof. Hans Matzenauer, former head of the Vienna school system and member of Parliament, and was sponsored by the Austrian Federal Minister for Education, Science and Culture, Elisabeth Gehr. This



Dr. Posamentier (3rd from left) receiving award from (L-R) Dr. Anton Dobart, Austrian Director General for Compulsory Education, Federal Minister Elisabeth Gehr, and Prof. Hans Matzenauer, former head of the Vienna schools.

award is one of the highest presented by the Austrian government and must be approved by an act of Parliament. #

SUCCESSING AT YOUR INTERVIEW: A PRACTICAL GUIDE FOR TEACHERS

BY RITA S. BRAUSE, CHRISTINE P. DONOHUE AND ALICE W. RYAN

Reviewed By POLA ROSEN, Ed.D.

In 2004, many college graduates are embarking on new teaching careers, seeking personal fulfillment as well as a way to contribute to society.

Indeed, a wonderful advertisement recruiting new teachers in New York City asks who will remember your name in years to come: your 4th grade students. Be a teacher.

The object of this new book by three experienced college professors leads entrants to teaching careers through the interview process in order to maximize success.

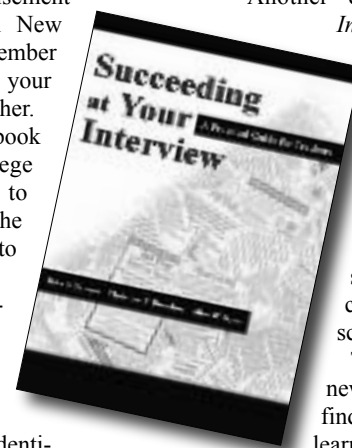
The book provides interesting as well as informative discussions organized into five parts, each of which contains several chapters, a scenario and an overview identifying major issues. In one chapter, for example, a school principal, Mr. Erickson, interviews a hypothetical candidate named Steve Border. Topics covered are how Steve got the interview, how he prepared for it, the interview itself including actual questions and answers and finally, what

Steve did when he left the interview. Sidebars on each page are helpful in shaping and sharpening the reader's analytical observations about the interview.

Another chapter in *Succeeding At Your Interview: A Practical Guide for Teachers* deals with an interview with a school-based team while another has you think about your classroom management techniques and your philosophy of education. Applicants are helped to address such important interview questions as "Why should our school hire you?" and "What special characteristics do you bring to a school and classroom?"

This book is invaluable in helping newcomers to the teaching profession find a job, prepare for an interview, and learn and reflect on what teaching means and how to be successful in obtaining a position. The advice is practical; the case study format hits home. Indeed, the three authors have hit a home run! #

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Alice Thomas Waters—Outstanding Educator Leaves Legacy of Teaching

Alice Thomas Waters' life was devoted to education with a special interest in teaching children how to read. After spending more than forty years teaching students in Tennessee, she passed away of a heart attack at the age of eighty-eight.

Mrs. Thomas received her undergraduate degree at Tennessee State University. She went on to receive her master's from Fisk University and to attend the University of Chicago where she received a certificate in advanced studies as a read-

ing specialist.

A member of several educational organizations, Mrs. Thomas served as chairwoman of the Nashville Teachers Association, and president of the National Council of Negro Women. She and her husband were members of Phi Delta Kappa for many years.

Phi Delta Kappa, Teachers College extends condolences to Mrs. Waters' daughter, Alice Mayhew, an officer of Phi Delta Kappa, Teachers College. #

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July 2004



July Workshops in Washington DC: Teaming Researchers and Teachers

This summer, a national summit will team up prominent education researchers and effective teachers with the goal of translating research on improving student achievement into practice in the classroom. The U.S. Department of Education's Research-to-Practice Summit will be held in Washington, D.C., on July 20, Secretary of Education Rod Paige announced. According to Paige, "The summit will showcase teachers and researchers who have undertaken significant research that has been shown to improve student learning in the classroom. There is a great deal of knowledge about what works in education. The challenge is to make that information accessible to teachers in clear and useful ways so that they, in turn, can foster student learning and improve student achievement." The schedule for the summer workshops is: Pittsburgh, Pa., July 6-8; Orlando, Fla., July 12-14; Anaheim, Calif., July 21-23; St. Louis, Mo., July 28-30; Boston, Mass., August 2-4.

Paige recently released a guide highlighting five school districts' activities called *Creating Strong Supplemental Educational Services Program*. If a school with economically disadvantaged students does not meet its academic achievement targets for two consecutive years, that school is defined as "in need of improvement." At this point, parents must have the option of moving their child to another public school in the same district that has met its achievement targets. After a second year of being in need of improvement, tutoring services must be offered and provided. The guide shares practical advice and concrete examples that have been successful in creating and expanding supplemental educational services and making them work for students and parents. It also has information on how to avoid some of the pitfalls

that school districts may face in addressing the needs of all students, a requirement under *NCLB*. The guide is the second of six booklets on promising and innovative education practices to be released this year.

"The U.S. Department of Education has a responsibility to identify and spotlight promising practices, trends and innovations wherever we find them, so they can take root all across the country," Secretary Paige said. "We will also continue to work with school districts and community leaders to get information about after-school programs posted wherever people congregate—community centers, libraries, even shopping malls," he added. "An opportunity is like the proverbial tree falling in the forest—if no one hears about it, it's nothing but a missed opportunity."

In the 2002-03 school year, at least 160,000 students took advantage of either supplemental educational services or the school transfer provisions as allowed under *No Child Left Behind*, the secretary announced. "Given that this was the first year of the law, I am proud to report that 160,000 children who needed help got it," said Paige. "We know that these numbers will increase and hope that districts across America will look at the promising practices in these publications to help get the word out to parents."

The Secretary launched the publication in Toledo, one of five districts profiled in the guide that were selected because their implementation experiences yield some common themes and lessons that might be helpful to other districts. The other districts highlighted in the publication are Forsyth County Schools, Ga.; San Diego City Schools, Calif.; Rochester City School District, N.Y.; and Los Angeles Unified School District, Calif.#

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Events

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WHAT: Swarm into Liberty Science for **Bug Bonanza**, and see what the buzz is all about! Through engaging activities and demonstrations about bugs, learn all there is to know about these fascinating creatures. Witness the extraordinary spectacle of a man wearing a **beard of LIVE bees** at 3:00 pm. Learn how honey is extracted from the honeycomb and visit the science center's own beehive exhibition for an interpretation of this fascinating structure. "Ask an Entomologist" about insects and how some of them are beneficial while others are harmful, and learn why these scientists aren't *bugged* working with them all the time. With arts and crafts activities all day, Storytime at The Green House at 2:00 pm and pure honey tastings throughout the day, you'll sure be busy as a bee. Free give fro every child, while supplies last! Don't forget to see **Bugs!** at our **IMAX® Dome Theatre** - the nation's largest. **Bug Bonanza** is made possible thanks to the NJ Beekeepers Association, the NJ Department of Agriculture, the Rutgers University Department of Entomology and the US Department of Agriculture.

WHEN: Saturday, July 10; 1:00pm - 4:00pm

WHERE: Liberty Science Center
Liberty State Park, Jersey City, New Jersey
Exit 14B, NJ Turnpike (from NYC and points east) Exit 14C, NJ Turnpike (from NJ and points west)

Please note: Schedule subject to change at any time without notice. Activities are

free with Exhibit Floor Admission. Please remember there is a \$5.00 fee for parking and a separate admission fee for the IMAX Dome Theater.

Dedicated to inspiring imagination and creativity through adventures in interactive discovery, Liberty Science Center is the NJ - NY area's preeminent not-for-profit science education center. Liberty Science Center has welcomed over 7 million guests since opening in 1993. Liberty Science Center has unveiled plans for a major building expansion and renovation. Construction is scheduled to begin early in 2005 and completion is scheduled for 2007. During construction, Liberty Science Center will relocate to the Central Railroad of New Jersey Terminal in Liberty State Park. For more information, call 201-200-1000 or visit www.lsc.org

Exhibitions

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This annual exhibition will feature the work of the 2003-2004 Artists-in-Residence at The Studio Museum in Harlem: **Dave McKenzie, Wangechi Mutu and William Villalongo**. Conceived at the formation of the Studio Museum over 30 years ago, the A-I-R program and exhibition remain central to the Museum's identity. Distinguished alumni include **Chakaia Booker, David Hammons, Kerry James Marshall, Julie Mehretu, Alison Saar and Nari Ward**.

SEEDS AND ROOTS: SELECTIONS FROM THE PERMANENT COLLECTION
Installed in the main gallery, *Seeds and*

Roots: Selections from the Permanent Collection will present over thirty works of art by 20th century black artists. This selection of gifts and acquisitions illustrates the depth and diversity of the Studio Museum's permanent collection, from its first holdings to its most recent acquisitions. Paintings by **Beauford Delaney and Norman Lewis**, for example, are presented alongside works by **David Hammons, Quentin Morris, Alison Saar and Lorna Simpson**. Spanning over fifty years, these historic works explore richness of ideas and imagery of the African diaspora throughout Africa, Europe and the Americas today. Work by black artists living and working in Africa and Europe, such as **Mark Brandenburg, Samuel Fosso, Chris Ofili, Tracey Rose and Malik Sidibe** are also included in this unprecedented exhibition dedicated to artistic cultivation and growth.

VOLUNTEER OPPORTUNITIES

SMH has grown and so has our need for volunteers. There are many volunteer opportunities at SMH that are important to continuing the Museum's overall operation and success. For answers to your immediate questions, please contact Carol Martin, Assistant to Education & Public Programs/ Volunteer Coordinator at 212.864.4500 x 258 or by email at cmartin@studiomuseum.org.

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PROGRESSIVE EDUCATOR JANE ANDRIAS TO OPEN EMPOWERING TEACHERS SUMMER INSTITUTE PROGRAM
Yonkers, June 25 - Jane Andrias, noted leader

in the progressive education movement, will speak on values issues in the classroom at the Empowering Teachers Summer Institute, hosted by The Child Development Institute at Sarah Lawrence College, on Monday, July 12 at 11:30 am in Reisinger Concert Hall. Andrias' keynote address is entitled "Reflections on Teaching: Relationships, Possibilities, and Power" and is free and open to the public. For more information and reservations, please call (914) 395-2412.

Jane Andrias has been a leader in the progressive education movement in New York City for more than 30 years. She began teaching in New York in the 1960's and in 1971, created one of the first open classroom programs in a public elementary school in Washington Heights. She also founded and directed the art program at Central Park East I Elementary School and eventually served as the school's Director.

The Empowering Teachers Program Summer Institute is a weeklong professional development workshop for professionals working with children in early childhood and public elementary school settings. The Summer Institute opens each year with the Thomas H. Wright keynote address, which features speakers such as Jane Andrias, who are national leaders in the fields of education and child development. The Wright Lecture series is sponsored by the Leon Lowenstein Foundation and individual contributors.

The Child Development Institute (CDI) was established in 1987 to develop programs for early childhood and elementary school teachers, administrators, child development professionals, parents and the community at large. Through its work, CDI presents a progressive perspective on child development and education. For more information about CDI and its programs, please call (914) 395-2630.



TOURO COLLEGE CELEBRATES ITS THIRTIETH COMMENCEMENT EXERCISES

BY KARA SOLOMON

The New York School of Career and Applied Studies (NYSCAS), a division of Touro College which was recently established through the merger of the School of Career and Applied Studies and the School of General Studies, recently held its graduation events while celebrating the College's thirtieth commencement exercises.

On June 6th, nearly two thousand family members and friends watched their loved ones receive academic recognition during the School of General Studies Commencement Exercises at the Manhattan Center in Midtown Manhattan. Three hundred and fifty-one students celebrated this momentous day as they graduated with their associate's and bachelor's degrees. Additionally, the first class of thirty students received certificates from the NYSCAS Digital Media Arts program which offers real-world, hands-on-skills, as well as in-depth technical knowledge in the fascinating world of audio arts and audio engineering.

Instructor of Sociology, Philip Parker, opened the ceremony by signaling the start of the Academic Procession. The Academic Procession included: Executive Administrative Dean, Eva Spinelli, Associate Dean of Faculties, Leon Perkal, Associate Dean of Students, Timothy Taylor and Chair of Psychology Department, Carole Beckford, as Marshal. Deputy Chair of Speech and Communication, Hal Wicke, presided as Grand Marshal.

Dean of Faculties, Dr. Stanley Boylan, congratulated the graduates on their perseverance and overall commitment to education. "The smiles on your faces are the smiles of recognition and accomplishment," said Dean Boylan. He also spoke of Touro College as a diverse educational community with great concern and compassion for its students; "a place where students of every race, religion and ethnic background can study and work together in harmony."

Associate degree candidate Ms. Faozia Aljibawi gave the Salutatory Address to the graduates. Aljibawi described her experience at Touro College as an "unbelievable combination of love and learning." She said that Touro College represents a multicultural academic family which enables its students to embrace the future.

Mr. Claude Walker, Baccalaureate degree candidate, delivered the Valedictory address. He reminded graduates that they had reached this day because of their unwillingness to settle for mediocrity and their ability to follow through with their educational goals. Claude is already pursuing his career goals by working for an insurance company as an Information Technology Specialist. His future plans are to work in the upper-level management of a Fortune 500 company.

As the ceremony continued, all in attendance



Dean Eva Spinelli congratulates the graduates



Dr. David Rockove and Ms. Olga Shainskiy, Special Award for Excellence in Accounting



Ms. Elvira Spesaison delivers the Salutatory Address

cheered while awards were presented to the students who earned the highest grade point average in their major. The recipients of these awards were: Wei Na Tan, *Academic Excellence in Accounting*; Sam Niamiarafa, *Academic Excellence in Finance*; Yolanda Sanchez, *Academic Excellence in Business Management*; Carla Bocito, *Academic Excellence in Human Services*; Karol Quintero, *Academic Excellence in Social Science/ Psychology* and Jun Hua Xua, *Academic Excellence in Interdisciplinary Liberal Arts*.

Ms. Aliye Ak is another example of academic success. She graduated with a Bachelor of Science degree and was the recipient of the Robert Belsky Special Recognition Award for Personal Achievement. Ms. Ak said, "Because Touro College believes in its mission, the opportunity for a higher education is available to anyone whoever, whatever they are."

Mr. Aaron Green, a current student of NYSCAS, inspired those present as he sang an original rendition of the Sound of Music's "Climb Every Mountain." Yolanda Diaz performed "La Borinqueña" to honor all those who came to this country with pride in their original language and culture. Dr. Carmen Becker, Deputy Chair of the Human Services Department, directed the first Touro College choral ensemble as they encouraged the graduates to "Lift Every Voice and Sing."

The Commencement Exercises of the School of Career and Applied Studies were held on Wednesday, June 9th, at the Millennium Theater in Brooklyn. Three hundred and thirty-three associates, two hundred eighty-three baccalaureate candidates and forty-two certificates were awarded. Dean Mira Felder, Associate Dean of English and Communications, opened the ceremony by signaling the start of the Academic Procession.

The Academic Procession included: Executive Administrative Dean, Eva Spinelli, as Grand Marshal; Associate Dean of Faculties, Dr. Leon Perkal and Associate Dean, Ella Tsurulnik, as Marshals; Associate Dean of Students, Dr. Avery Horowitz, Director of Academic Services, Dr. Jacob Lieberman, Director of Student Development, NYSCAS, Ms. Germina Khoruzhaya, Director of TCC, Michael Cherner, and Director of Academic Support Services, SCAS, Ms. Sophia Volfson, as Assistant Marshals.

Ms. Victoria Kaufman, a single mother of two daughters, presented the Valedictory Address and was awarded the Special Award for Excellence in the Social Sciences. In 2000, Victoria returned to college studies after a career in business working for Sony, Merrill-Lynch and Chase Manhattan bank. Through her studies at Touro College, she is now pursuing a career in education. Ms. Kaufman seeks to be a "shining star" in the lives of many children.

Deputy Chancellor Kathleen Grimm of the New York City Department of Education delivered the Commencement speech. She recognized Touro College as "a gem in New York City." Graduates were told that their achievements will not only contribute to their own lives, but that they will also contribute to society. She declared, "I believe that education can change lives and provide opportunities."

The ceremony reached an emotional climax as numerous graduates were honored with awards for their extraordinary accomplishments. The Robert Belsky Special Recognition award for Personal Achievement was presented to Fikrie Hasandjelic for confronting difficult odds and overcoming them. Ms. Larisa Kuperman received the Mira Wolf Service Award which is given each year to a graduate who has displayed exceptional and dedicated community service. In addition, Washington Mutual Bank

donated a Special Recognition Prize for Excellence in Finance which was awarded to Alexander Cherner.

The Special Award for Excellence in Interdisciplinary Liberal Arts and Sciences was presented to Ms. Elvira Spesaison who also delivered the Salutatory Address. She challenged fellow graduates by stating, "May your success only be limited by your will." Elvira Spesaison, who aspires to the teaching profession and ultimately a doctoral degree, admits that she was once a reluctant student. But, some years later, Elvira entered Touro where she has earned a 3.91 G.P.A. and has graduated with a baccalaureate degree. Elvira will be teaching in an elementary school this autumn.

A musical interlude by Baritone Manuel Arteaga, accompanied by Keyboardist Richard Cohen, performed Frank Sinatra's, "If you can make it here, you'll make it anywhere." A reception in honor of the graduates was held following the ceremony.

President and Founder of Touro College, Dr. Bernard Lander, envisions the College as "an Omniuniversity that will bridge national boundaries in the understanding and appreciation of the American values and the humanistic tradition." This vision is being achieved through Touro College's numerous Schools in the United States and abroad: in New York, California, Israel, Germany and Russia.

The Commencement Exercises for Touro College begin in May and conclude in September with several ceremonies for the various schools and divisions of the College. On May 30th, the Lander College of Liberal Arts and Sciences awarded three hundred seventy-five baccalaureate degrees. Seventy degrees were awarded through the School of Lifelong Education, seventy-three Master's degrees were awarded through the Graduate School of Jewish Studies, and the Jacob D. Fuchsberg Law Center of Touro College awarded one hundred sixty-four Juris Doctor Degrees and twenty-three Master of Laws degrees.

On June 6th, one hundred and one Doctoral candidates graduated from Touro University College of Osteopathic Medicine. A few days later, on June 13th, the Graduate School of Education and Psychology awarded seven hundred Master's degrees at its graduation ceremony. Approximately two hundred seventy-seven graduates will be awarded various degrees from the School of Health Sciences on September 12, 2004.

Through its innovative and cutting-edge programs, Touro College and its students exemplify the American dream that dedication, hard work and a solid education can provide countless opportunities. By the end of the 2004 Commencement Exercises, Touro College will award a total of two thousand four hundred and seventy-one Juris Doctor, Masters, Baccalaureate and Associate degrees.



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ART SMART: LAKE TAHOE COMMUNITY COLLEGE

By JAN AARON

Speak of higher education in California and you can't get any higher than Lake Tahoe Community College (LTCC) in the Lake Tahoe Forest. At 6,229 feet above sea level, it's the highest college in the state. Courses from anthropology to work experience are offered to approximately 4,000 students each quarter. However, LTCC's recent announcement of plans for a new 2,000 square-foot permanent art gallery to open in 2006 turned the spotlight on its esteemed art department.

Invited to check out the art scene while in Lake Tahoe, I met with David Foster, art department chairman and full time instructor. Foster's department offers some 66 classes ranging from Art History to Art Special Projects. "The new gallery will give us great exhibition space for visiting artists, be a teaching tool, and stimulate local interest in the arts," he said taking a break from a sculpture modeling and casting class to show me around.

Stopping to admire a large soapstone sculpture by one of his students, Joyce Alexander, he introduced her while she was chipping away on another massive piece in the courtyard. "He's my inspiration," she said of Foster. "Sculpture is my passion," explained the soft-spoken Foster, as we continued on, greeting students as we walked. Foster has an M.A. in Sculpture and B.S. in Art. He has worked in terra cotta and bronze, but prefers marble. His first contact with stone was as a

kid at his father's quarry in Iowa.

My tour coincided with LTCC's annual student art exhibit, which Foster initiated some years ago. Colorful art in 15 different categories filled this



David Foster with students

exhibit with vibrant works. "This show gives students an opportunity to experience the competitive process and all the steps of creating a show, including installing and selling their works," Foster explained. We stopped in to observe a life drawing class and paused to watch students setting up to shoot a pretend martini glass commercial. "This is a great place to go to school," said one of the students.#

The college is on a quarterly schedule. Fees for registration in 8 units range from \$60 for CA residents to \$940 for out of state and international students. For info about the art department, call 916-541-4660, ext. 228 or 251.



School of Education, City College of NY: From Rags to Riches

By ADAM W. SUGERMAN

The educational equivalent of "From Rags to Riches" is the best way to describe the last five years of the School of Education of the City College of New York (CCNY). Founded in 1921, as the first public school of education in New York City, the College hit a nadir in 1997: its graduates posted the second lowest passing rate in the state on the New York State teacher certification test, the Liberal Arts and Science Test (LAST)—an embarrassing 39 percent passing. The State Education Department began an investigation while faculty morale plummeted.

But a reversal of fortune was not far behind. During the 2003-2004 academic year, CCNY has experienced a banner year. The steps in achieving this momentous goal were first, establishing a Dean's Advisory Council, consisting of leaders in education, politics, industry and society at large (including two Nobel laureates). CCNY's School of Education faculty began the arduous task of reviewing and revising all of its programs. The resultant re-registration of all the School's programs in accord with state requirements was a huge success.

The School was able to attract several outstanding young faculty members that infused new ideas into the programs and also helped meet current needs more appropriately. The faculty was sensitized to identify any students who might need some extra support prior to graduation

and refer them to a newly established center, where they received assistance with whatever skills they needed. During this time, as a result of a \$1.3 million grant from the U.S. Department of Education aimed at "technologizing" the entire instructional program, a major renewal emerged in the way in which the School did its "business." The entire faculty began to use the latest technology to enhance instruction in a multitude of ways appropriate for the various disciplines. All this and more resulted in the School's graduates' passing percentage on the LAST this year to rise to 94 percent.

The New York State Education Department requires every school of education in the state to be nationally accredited by 2006. For the past three years the faculty of the CCNY School of Education has been preparing documents to demonstrate the effectiveness of the various programs. Each program had to submit detailed reports to each of the appropriate professional associations. The success of these submissions was merely the first step of a longer accreditation process that will lead to the final component, an



Dean Alfred S. Posamentier

official report (in October 2004) of a site visit by a team from the National Council for Accreditation of Teacher Education (NCATE).

After about three years of developing a concept and finding an international publisher, the CCNY School of Education launched its preview issue of a new education journal entitled *The New Educator*. This is the first peer-reviewed education journal in CUNY. It will focus on topics related to

preparation, recruitment, induction, development and other aspects of education professionals, including teachers, paraprofessionals, administrators, supervisors, guidance counselors and school psychologists. Professor Beverly Falk has been appointed editor in chief and will be supported by a number of associate editors from the School of Education faculty. The journal's advisory board consists of some of the most prominent professionals in the field of education. Articles for publication may be submitted to Professor Falk.

This impressive year was capped off with record-setting fund raising. In the 157-year his-

tory of the City College, the largest gifts from the private sector have been received this year by the School of Education. As the academic year began, the School of Education was given a gift of \$100,000 from Dr. Charlotte K. Frank to establish a mathematics education center. A \$2 million gift from Stanley H. Kaplan to provide inservice training and mentoring for intermediate school supervisors of mathematics was awarded in October 2003. Shortly thereafter the Carroll and Milton Petrie Foundation awarded the School of Education \$3.7 million to provide inservice training and mentoring for high school supervisors of mathematics. Then in the spring 2004, the Joseph and Claire Flom Foundation awarded the School of Education \$1.1 million to develop a master teacher program to provide support leading to improved retention of young math teachers in New York City's high schools. This brought the fund raising effort to about \$7 million!

From fund-raising to the new education journal, from the newly formed august council to teacher exchanges with Austria, one man's efforts deserve a standing ovation: Dr. Alfred S. Posamentier, Dean of the College of Education, educator par excellence.

All in all, as Frank Sinatra used to sing "It was a very good year." Auguri to the School and to Dean Posamentier, whose work serves as a beacon to other Schools of Education around the nation. #

Marymount Writer's Conference Features Prominent Authors

By SYBIL MAIMIN

Connections were made all around at the 12th Annual Writers' Conference at Marymount Manhattan College as over 200 published and aspiring writers gained practical information, advice, and inspiration from 65 panelists at twelve sessions on topics ranging from fiction, suspense, food, and children's books to the role of the literary agent. The purpose of the day, explains Lewis Burke Frumkes, director of the college's writing center and proud founder and guiding spirit of the conference, is to "provide writers a chance to meet top people in an intimate and relaxed atmosphere... Here, the little person is as valuable as the most famous."

Participants came with varying goals. Michael Scotti, a decorated marine first lieutenant shaken by what he witnessed during recent tours in Afghanistan and Iraq, wants to produce "an honest, first-person war book," but is hesitant because he never wrote before. Advised in the Biography/Memoir Panel to seek an experienced co-writer for his "time-sensitive" story, he linked up at the conference with Jerry Gross, a freelance editor and "book doctor" who was leader of the Birth of a Book Panel. Stewart Wise, who wrote music criticism for the Austin Chronicle for 8 years, is currently working in New York as a chef and wants to do restaurant reviews. A skilled journalist, he attended the Food Panel "for inspiration" as he contemplates "the switch" in subject area. William Barbour, now retired in Saint Augustine, Florida, flew to New York for the conference, manuscript in hand (a first novel based on his background in a farm community). "I got to see faces of names I admire, like Andrew Sarris (Critic's Panel). It's a very inspiring day." Junita Torrence-Thompson has published 3 books of poetry and does readings around the world. Now ready to write her memoir, she came for information and was satisfied, reporting, "I learned a lot today. The atmosphere was very receptive."

Tips, warnings, and encouragement were offered by the panels. "Look at the publishers you send your manuscript to. Do they do your kind of book? Remember, you also have choices." The advantage of university presses, especially for first books, was stressed. "The editing relationship is different from in the past," explained Susan Nagel, a successful author and Marymount professor. "Editors don't get too involved." University presses, said writer Wendy Faurey, "get

more involved and have integrity and the old-fashioned values of producing the best book possible. But they don't have money." More advice: "Be careful who you explain your concept to. Some people may not understand it and discourage you... An agent may have hidden motives." Attendees at the Children's Literature Panel were warned against sending amateur art with their manuscripts and advised to include information about how a book could enhance a curriculum. Language choice is critical and determines age appropriateness. Occasionally, publishers have lists of words to be turned into stories. Some states vet for ideas and words considered sensitive or offensive when choosing books for their school systems; guides to forbidden language can be obtained. Published work may face the reviewer's pen. On the Critics Panel, Daphne Merkin, a columnist for *The New Yorker*, noted, "On the creative end, there is no underestimating what a writer feels about negative comments." Yet there was general agreement with *New York Observer* film critic Andrew Sarris' who exclaimed, "Your obligation is to the reader, not to the artist."

The Birth of a Book Panel had the audience riveted as celebrated author Erica Jong and a prominent literary agent, publishing attorney, Harcourt editor, publisher's rep, and bookstore owner acted out the process of seeing a work go from author's head to bookstore shelf. Lessons learned included: Technology has entered the process. Manuscripts are submitted to agents on-line. An editor may request an e-mail of the first page (Experienced editors determine writing quality and commercial viability from one page or even one sentence). "An editor who falls in love with a book and gets involved is the best thing that can happen to you," commented Jong. If a first book is a flop, it is hard to get another published because bookstores will not bet again on an author whose work languished on the shelf.

A highlight of the day was a wise and witty lunchtime address by Peter Carey, two-time Booker Prize winner and Australia's most famous author who is currently director of the MFA Creative Writing Program at Hunter College. Speaking about "The Writer's Life," he described his lower middle-class beginnings and unexpected discovery of the world of books and "sentences he couldn't imagine even existed in the world." He "became intoxicated with words" and, at the age of twenty, began to "doggedly, obsessively" write a novel "at the kitchen table at

night," all the while filled with "doubt, grandiosity, and hope." This, he explained, is "the writer's life," an existence "being lived everyday, everywhere, in unexpected places, and by people who may not even know it."

Alan Furst, the well-known author of thrillers

and war stories (Suspense Panel), remarked, "It is important to have conferences like this... I like the idea of encouraging writers and people who are trying to be writers. They are very important in this day and age." For attendees, after the conference it was back to the kitchen table and the world of words. #



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Teachers College, Education Update & Phi Delta Kappa Host Drs. Klass and Costello to a Full House

By JOAN BAUM, Ph.D.

Bringing lively informality to a no-nonsense discussion about the plight of “quirky kids” at a recent talk and book signing at Teachers College, sponsored by the TC Alumni Council, the TC chapter of Phi Delta Kappa and *Education Update*, Drs. Perri Klass and Eileen Costello, distinguished Boston primary care pediatricians, held a full-house in thrall as they moved through

a review of the challenges facing parents, doctors, teachers—and the kids themselves—about what it means to be “quirky.” The word takes its definition from the subtitle of their book, *Quirky Kids: Understanding and Helping Your Child Who Doesn't Fit In—When to Worry and when Not to Worry*. The talk was truly the “Up Close and Personal” conversation promised by the TC program committee, and after it was over, the line

at the book signing table was longer than that for the hors d'oeuvres.

As the authors note, the topic is hot and filled with potentially frightening (mis) information, and thus it was refreshing to hear two extraordinarily dedicated doctors who are also parents often say they didn't know, when questions turned especially to causes and to queries about therapies and drugs that work. If one theme emerged, it was the necessity for teams of specialists to become involved in diagnosing and treating children out there “in a slightly different zone” whose range of behaviors cannot easily be understood or dealt with by anxious, confused parents and by compassionate, overworked teachers, especially when those “quirky” kids are from poor urban environments and if they have gone untreated by the time they enter middle or high school.

After a laudatory introduction by TC's Vice President of Academic Affairs and Dean of the College, Darlyne Bailey, the Klass and Costello show, so to speak, took off, with the co-authors, who are also obviously good friends and have known each other for years, taking turns introducing and commenting on various topics. Their humor and humanity were infectious. They both noted that their interest in “odd duck children” who do not seem to be developing according to normal guidelines—an increasing number, by the way—started as a result of listening to parents who had nowhere else to turn. The doctors soon discovered they were not the only ones to be in

the dark. Because the subject itself was not part of medical school curricula 20 years ago, they made it their business to educate themselves, interviewing kids, parents, teachers, and trying to come up with practical advice, provide referrals, and collect new data. Parents say they feel that many pediatricians are either not as observant as they might be or too busy to notice this “extremely interesting population of children.” Therefore, number one on Drs. Klass and Costello's agenda became educating their colleagues. Time is of the essence. The kids may be difficult, but they are in pain, they are aware they don't fit in. As for labeling—it's hard but often the only way for parents and schools to be assured of services.

The devotion of Drs. Klass and Costello was as apparent as their wise, common sense counsel. Don't overload kids with specialists, “they deserve a childhood.” Encourage quirky children to participate in “pragmatic language groups” as the best way to get social as well as therapeutic benefits. And of course, read their book, which has been hailed nationwide as “superb, original, and hugely needed.” In closing Dr. Pola Rosen, the publisher of *Education Update*, who is also the president of Phi Delta Kappa of TC and a TC Alumni Council member, called the jointly sponsored event a “unique collaboration” and noted that it was inaugurated by two splendid women whose address was both timely and significant.

For more information visit www.quirkykids.com.



Dr. Eileen Costello & Dr. Perri Klass

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CELEBRATING OUTSTANDING TEACHERS OF THE YEAR 2004

JULY 2004 | EDUCATION UPDATE

"I Touch the Future; I Teach"

—Christa McAuliffe

Education Update has launched what has become an annual event in New York City: honoring outstanding teachers who inspire, motivate, energize and bring a love of learning and thirst for knowledge to their students. The outstanding teachers are on the cutting edge of transmitting ideas, concepts, philosophy and ethics. They are lifelong learners trained to facilitate the flow of information between teacher and student. They possess a unique ability of seeing the world through the lens of childhood and adolescence thereby entering and participating in the realm of the student.

ABOUT THE PUBLISHER: Dr. Pola Rosen earned a BA in English at Barnard College and a doctorate in special education at Teachers College, Columbia University. She has been a classroom teacher, special education supervisor, and college professor and for the past eight years, the publisher and editor-in-chief of the award-winning newspaper *Education Update*, which she founded. A New York City public school student herself, her vision has always been to enrich and ennoble people's lives through education.

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Illustrious guests attending the event included many college presidents, chancellors, vice-chancellors and deans. Attendees included: **Matthew Goldstein**, Chancellor, City University of New York; **Jay Hershenson**, Board Secretary & Vice Chancellor, CUNY; **Augusta Kappner**, President, Bank Street College of Education; **Fern Khan**, Dean, Bank Street College of Education; **Regina Perrugi**, President, Kingsborough Community College, CUNY; **Alfred S. Posamentier**, Dean, CCNY; **Jennifer Raab**, President, Hunter College, CUNY; **Ned Regan**, President, Baruch College, CUNY; **Eva Spinelli**, Dean, Touro College; **Marlene Springer**, President, College of Staten Island, CUNY

OUTSTANDING TEACHERS OF THE YEAR 2003-2004 WINNERS

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Laura Rodriguez, Superintendent
- Steven Bloom**
PS 24
Mark Levine, Principal
Irma Zardoya, Superintendent
- Margaret Breen**
Seward Park High School
Jayne Godlewski, Principal
Peter Heaney, Superintendent
- Bonita Bua**
PS 97
Lucille Cardinale, Principal
Dr. Kathleen Cashin, Superintendent
- Ronald Burger**
IS 125Q
Judy L. Mittler, Principal
Reyes Irizarry, Superintendent
- Josephine Coskie**
PS 88
Dr. Ellen Margolin, Principal
Reyes Irizarry, Superintendent
- Maria Crowe**
PS 811Q,
Joan Washington, Principal
Dr. Susan Erber, Superintendent
- Danielle DeMartini**
PS 16Q
Audrey Murphy, Principal
Reyes Irizarry, Superintendent
- Olga Economos**
Offsite Educational Services
Robert Zweig, Principal
Dr. Lester Young, Superintendent
- Angela Florio-Lippe**
PS 97
Lucille A. Cardinale, Principal
Dr. Kathleen Cashin, Superintendent
- Teresa Foley**
PS/IS 126
Jose Montanez, Principal
Peter Heaney, Superintendent
- Mirta Gallego**
PS 211
Betty Gonzalez-Soto, Principal
Laura Rodriguez, Superintendent
- Steve Goldring**
PS 95
Dr. Aura Gangemi, Principal
Ms. Judith Chin, Superintendent
- Pearl Halegua**
PS 196
Sylvia Hammer, Principal
Judith Chin, Superintendent
- Jennifer Hunter**
Queens Vocational & Technical HS
Denise Vittor, Principal
Reyes Irizarry, Superintendent
- Sari Jacobs**
PS 96
Victor Lopez, Principal
Peter Heaney, Superintendent
- Daniel Jaye**
Stuyvesant HS
Stanley Teitel, Principal
Peter Heaney, Superintendent
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Irma Zardoya, Superintendent
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IS 174
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Laura Rodriguez, Superintendent
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PS 140
Elaine Brittenum, Principal
Judith Chin, Superintendent
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PS 151
Mrs. Jeanette Sosa, Principal
Reyes Irizarry, Superintendent
- Pat Sturm**
PS 97
Lucille A. Cardinale, Principal
Dr. Kathleen Cashin, Superintendent
- Lynette Vazquez**
PS 33
Elba Lopez-Spangenberg, Principal
Irma Zardoya, Superintendent
- Joanne Vitiello**
PS 19
Mary Petrone, Principal
Michelle Fratti, Superintendent
- Shirley Wang**
PS 811
Joan Washington, Principal
Dr. Susan Erber, Superintendent
- Sharon Weissbart**
Seton-Falls Elementary
PS 111
Julia Rivers-Jones, Principal
Laura Rodriguez, Superintendent

CELEBRATING OUTSTANDING TEACHERS



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The Everett Foundation*



Laurie Tisch-Sussman



CUNY Chancellor Matthew Goldstein



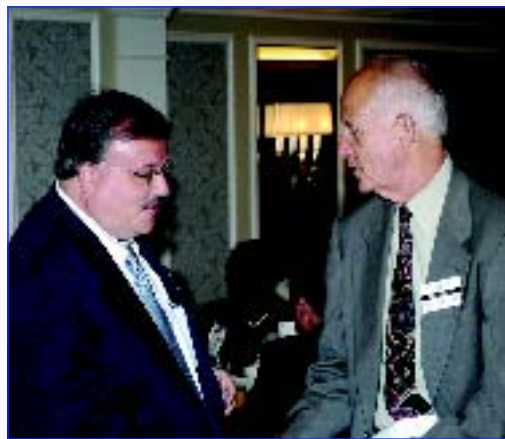
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Pres. Hunter College, & Marlene Springer, Pres. College of Staten Island*



*Vice-Chancellor Jay Hershenson, CUNY &
Ernie Fleisman, Senior VP,
Scholastic Magazine*



*(L-R) Alli Prigg, Lindamood-Bell, Joan Washington, Principal, Matthew
Goldstein, Chancellor, CUNY, Maria Crowe, Honoree, Chancellor Joel Klein*



*(L-R) Francie Alexander, Scholastic,
Matthew Goldstein, Chancellor, CUNY,
Daniel Jaye, Honoree, Chancellor Joel Klein*

By JOAN BAUM, Ph.D.

In only its second year the annual Outstanding Teachers of the Year Awards breakfast ceremony, conceived and inaugurated by Education Update (EU) with the generous assistance of well known corporate and education foundation sponsors, seemed like a long-time, well-established event. The program moved smoothly—and joyously—from welcoming speeches by EU publisher Dr. Pola Rosen and Dr. Augusta Kappner, President of Bank Street College of Education; to a keynote address by Dr. Matthew Goldstein, Chancellor of CUNY; to words from special guest Schools Chancellor Joel Klein; to a music recital by children from Opus 118, the Harlem Center for Strings, conducted by Roberta Guaspari; and finally to the presentation of certificates and medals to the 38 winners, chosen by EU's Advisory Board from a wealth of nominees. The feeling in the air was anything but pro-forma, as speaker after speaker not only declared, as President Kappner said, that "teachers matter" more than anyone else, but that a particular teacher—a Mrs. Goldberg for Chancellor Goldstein, a Mr. Harris for Joel Klein—made the critical difference in their lives. Close to 300 people spontaneously applauded in recognition of this truth.

Prompted by the upbeat spirit of the occasion, speakers informally and often humorously reaffirmed the "unique" partnership between the NYC Department of Education and CUNY. Chancellor Goldstein, who has been at the CUNY helm since 1999, noted the difficulties faced by NYC teachers, both K-12 and CUNY, which at last count noted 167 different languages spoken by its student body numbering more than 240,000. Over 60% of CUNY graduates come from NYC high schools, he pointed out, many of them bearing witness to the success of Department of Education—CUNY partnership programs, such as College Now, high schools on CUNY college campuses (18 sites going to 28), and the CUNY Honors program. Acknowledging that CUNY had "lost its way" in the late 70s and 80s, the

EXCERPTS OF DR. PO

This is our second annual award ceremony ho
Many of you have given up your lunch period
students; others have had special gifts in making
able to help students think outside the box. One
temple and had students write letters using hier
risk are now performing well above their peers.
they win prizes in math, science and technology
laptop computers. They become extraordinary l
tions that often include poverty and homelessn

Speculation and discovery are your mantras. Y
voices will always be remembered by your stud
mitting knowledge have been recognized by you

Our guest speakers all share one thing in comm
of NYC. CUNY Chancellor Matthew Goldstein a
HS and City College. Schools Chancellor Joel K
Augusta Kappner attended PS 23 in the Bronx

The influences that have shaped our speakers
dents in all parts of NYC through the work of t

TEACHERS OF THE YEAR 2004

JULY 2004 | EDUCATION UPDATE

Chancellor proudly listed accomplishments of the last several years, including recent initiatives such as a New School of Professional Studies, under the aegis of the Economic Development Corporation, where students can pursue custom-made programs, and the new Graduate School of Journalism, to open in 2005, which will be the only public J-school in the metropolitan area and will have as its mission an urban focus, low cost tuition, and a commitment to diversity. Challenges remain, of course, and none more pressing, the Chancellor added, than the need to involve more African American males in completing their educations, a project already under way as a model program at Medgar Evers.

Chancellor Klein also emphasized the "intertwined" nature of K-12 and CUNY, pointing out that their mutual goal is to have a "seamless" set of programs that will reinforce strengths. Then, recognizing the teacher awardees as those "at the top in New York City," he added that that meant they were at the top "nationally." But he, too, like Chancellor Goldstein, acknowledged challenges, particularly the continuing drain of highly qualified young teachers who leave the system within 3-4 years.

Sponsors of this outstanding event who took turns awarding certificates included Austrian Airlines (which awarded a trip to Vienna to lucky lottery ticket holders), Con Edison, The Council for Supervisors and Administrators, The Everett Foundation, Lindamood-Bell, McGraw-Hill, Mercedes-Benz, The Frederick P. & Sandra P. Rose Foundation, Scholastic Magazine, Laurie Tisch Sussman, Time Warner Cable, and Regent Merryl Tisch.

A final note. Spurred by the rousing reception given to Opus 118 students, who delighted the audience with Shoshtakovich, a Spanish tango, some blues, a Telemann, and "The Star Spangled Banner," offered in tribute to the victims of 9/11, Dr. Rosen asked that anyone who had suggestions for a new headquarters for the group contact EU.#

POLA ROSEN'S SPEECH

honor outstanding teachers in NYC. ... and prep periods to work with and encourage ... learning fun and engaging; yet others have been ... of you decorated your classroom as an Egyptian ... roglyphics. Many of your students who were at ... Your students work diligently and with fervor; ... y; they research, edit and publish their work on ... earners overcoming challenging personal condi- ... ss.

You are the outstanding teachers of NYC whose ... ents. Your unique and successful ways of trans- ... r principals and superintendents. ... mon: they were all students in the public schools ... attended PS 71 in Manhattan, Abraham Lincoln ... Klein attended Bryant HS in Queens. President ... and Hunter Junior High and HS. ... s' lives are continuing to shape the lives of stu- ... he Outstanding Teachers here today.#



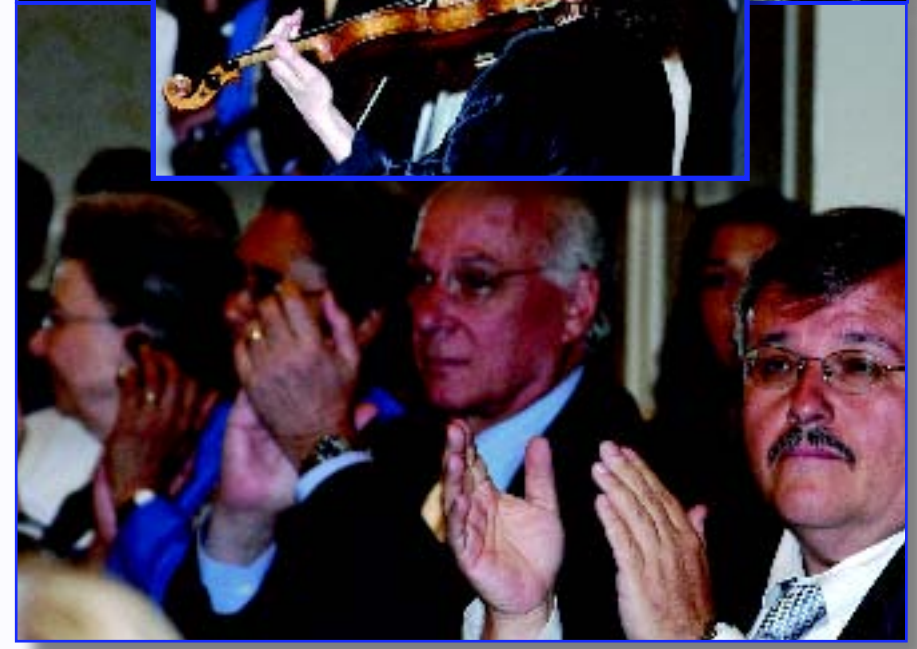
NYC Schools Chancellor Joel Klein



Dr. Pola Rosen, Publisher & Editor-in-Chief, Education Update



Carolyn Everett, Treasurer, Everett Foundation



Roberta Guaspari conducts violin students from public schools to the applause of (L-R) Edith Everett, Augusta Kappner, Matthew Goldstein, Jay Hershenson



Dean Fern Khan, Bank Street College of Education & Dr. Maritza Macdonald, AMNH



Congratulations to Jeanette Sosa (l) & Margaret Breen (r) on winning free tickets to Vienna, Austria courtesy of Austrian Airlines and Education Update!

BRITISH AIRWAYS' CONCORDE JET JOINS THE INTREPID MUSEUM

By JOANNA LEEFER

For years only the rich and famous had access to British Airways' glamorous Concorde Jet. Recently, all that has changed. Now visitors from around the world can board the world's fastest passenger jet simply by visiting the Intrepid Museum located on New York City's west side.

For twenty-six years British Airways' supersonic Concorde jet made aviation history by flying passengers daily from NYC to London in only 3 hours and 35 minutes, making it the fastest passenger jet in the world. However due to the high cost of maintenance, the Concorde was never profitable, and finally made its last flight in October 2003. Now it has been added as a regular feature to the Intrepid Sea, Air & Space Museum, one of the world's largest maritime museums, located off Pier 86 at 42nd Street off the West Side Highway.

The new Concorde exhibit is part of the History Channel's new Atlantic Crossings Museum, located on the Intrepid. The museum is housed in a colorful trailer on the aircraft carrier, the Intrepid, located on the Hudson River off 42nd Street in Manhattan. The museum includes interactive displays and offers descriptions of man's journey across the Atlantic Ocean. Visitors can experience transatlantic travel from the first ocean liners through the creation of the world's first and only supersonic commercial passenger jet. Some of the displays include a detailed model

of the Graf Zeppelin, the first passenger airship, and the Hindenberg, one of the first luxury transatlantic ocean liners.

As visitors leave the museum, they cross over to the star of the exhibit, the Concorde. After climbing an outdoor staircase, visitors enter the body of the plane just behind the cockpit. To the left visitors view 25 rows of passengers seating, two seats per side, with a narrow walkway running down the center. Turn right and you look into a cramped cockpit filled floor to ceiling with hundreds of gauges and dials, with room enough for only the pilot, co-pilot and two jump seats.

The Concorde made its first commercial transatlantic flight on November 22, 1977. In the 26 years of travel, it carried approximately 2.5 million passengers. The average round trip fare from New York to London cost approximately \$6,000. Despite the glamour and cost of the trip, visitors will be surprised at how tightly the passengers are seated.

Zachary Fisher established the Intrepid Museum in 1982. Fisher established the museum primarily to save the Intrepid for generations to come. The 900 foot-long ESSEX class aircraft carrier, served during World War II, the Cold War, and the Vietnam War. The Intrepid also served as a recovery vessel during NASA's Mercury and Gemini space programs. It was finally retired in 1974. #

Autistic Spectrum Disorder: Part II

By CECELIA M. McCARTON, M.D.

The Diagnosis and Intervention Plan

A diagnosis is meaningless unless it is accompanied by an intervention plan. Referrals should be made immediately to the New York State Early Intervention Program (for children under the age of 3 years) or to The Board of Education district (for children 3 years of age or older).

Once all the assessments are done, they form the scaffolding for the actual intervention program. The intervention program must be comprehensive, multi-disciplinary, intense and consistent. It should begin immediately and be given for 6 to 7 days each week. Intervention programs for ASD usually consist of an educational component (ABA therapy, applied behavioral analysis), speech/language therapy, occupational therapy and physical therapy.

The Family

For a child with ASD, the entire family is in

need of assistance. Caring for a child with ASD is a daunting task. The personal challenges of the child along with mounting and managing a broad intervention program takes more hours than there are in a day. All intervention programs for the child should also have an intervention program (psychological help, respite, and parent training) for the family itself. If we fail to support the family, we lose the child.

The most important thing to remember is that ASD is not a hopeless disorder. More and more children are achieving skills and gains that were thought to be impossible 15 years ago. The work is intense, but each year the wall of what we thought we could achieve gets pushed back a little further. #

Dr. Cecelia M. McCarton is the founder of The McCarton Center and School for autistic children on East 82nd street in New York City.

Parents Gain Access

continued from page 8

School Information Partnership, people in more than 20 percent of the country can easily access the data that will help them make informed decisions to improve student achievement."

U.S. Secretary of Education Rod Paige said, "Parents, educators and taxpayers will benefit. The web site helps policymakers understand and moni-

tor the progress of the state's education systems. It enables educators to identify schools with high achievement and focus on the reasons for such achievement. It also helps them focus resources for the schools that need them. Parents can use the tools on the web site to compare their children's school to neighboring schools or others across the state. Taxpayers can see what their hard-earned money purchases. This is democracy in action, working best with the free flow of public data." #

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Peter Singer

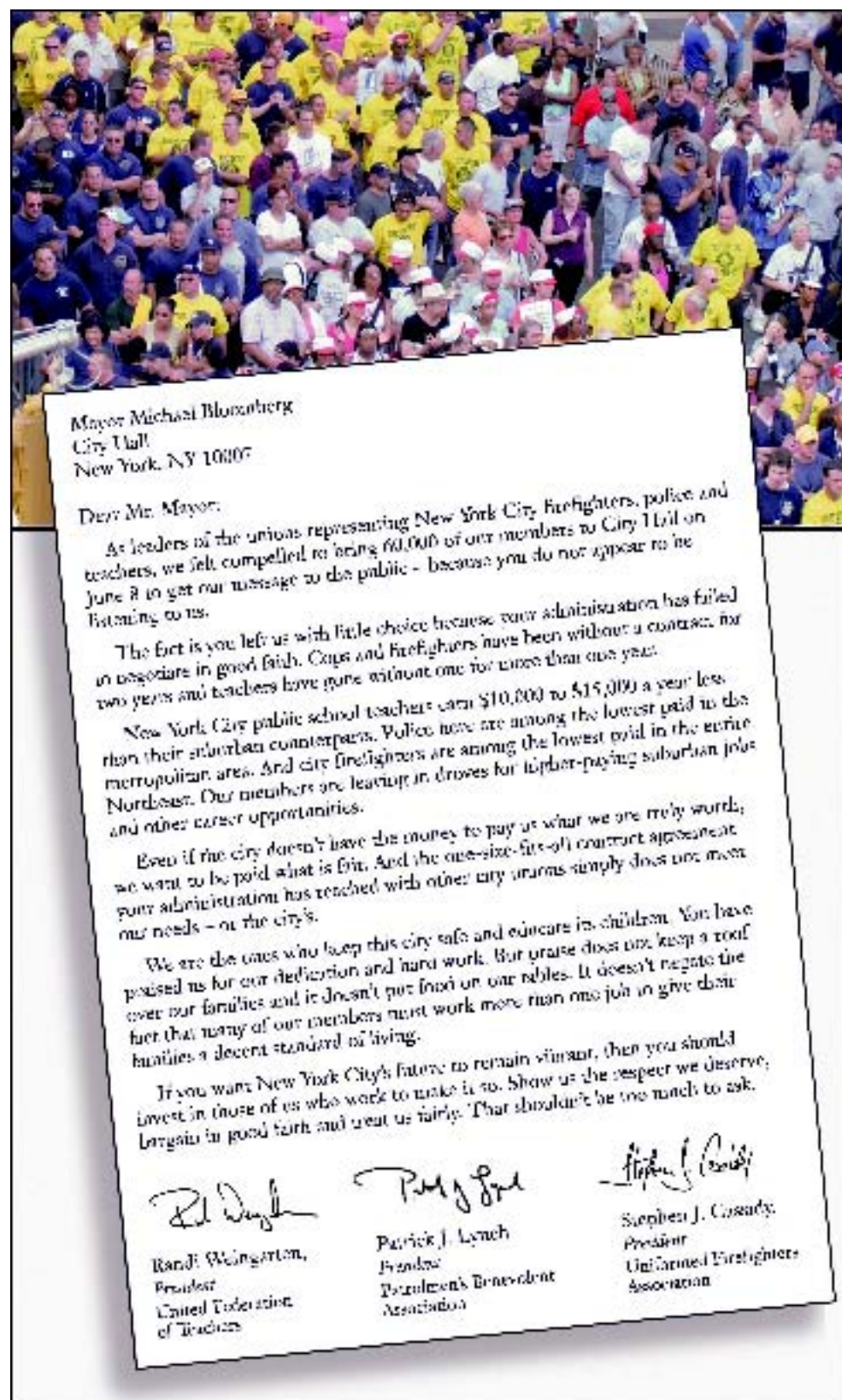
continued from page 4

explains the work as follows: "I felt given the situation the United States is in, we should talk about war...George W. Bush speaks a lot about right and wrong, about morality, about what's good and evil. A lot of people think it's all a fraud and all lies, and other people, of course, think it's wonderful, but there hasn't been so much that looks at what he says and holds it up to scrutiny in the way that philosophers hold moral arguments up to scrutiny. That's what I've attempted to do in the book." Singer concludes that, for the most part, Bush "does not have a consistent ethic." Instead, "he pulls from various different approaches on different issues. For example, he'll be very concerned about the sanctity of human life when he is talking about funding or not funding research on embryos, or on stem cells derived from embryos, but he'll be less concerned about it when he goes to war in Afghanistan or Iraq, where American bombs are killing civilians." Of course, Singer urges his students and readers to feel free—as he always does—to disagree. "After all," he concludes, "I'm still learning all the time." #

Vision and Hearing

continued from page 8

Separate from this summer screening, the Department of Education recently issued a Request for Proposal (RFP) intended to attract vendors for participation in another vision program. This program is intended to screen secondary school students in high-risk schools for vision abnormalities and to provide them with glasses immediately. Both the special screening program in the Summer Success Academy and this Vision RFP are designed to assist students in their ability to learn by diagnosing their condition. Separate from this summer screening, the Department of Education recently issued a Request for Proposal (RFP) intended to attract vendors for participation in another vision program. This program is intended to screen secondary school students in high-risk schools for vision abnormalities and to provide them with glasses immediately. Both the special screening program in the Summer Success Academy and this Vision RFP are designed to assist students in their ability to learn by diagnosing conditions that are easily treatable. #



MEDICAL UPDATE



New York City • JULY 2004
FOR PARENTS, EDUCATORS & STUDENTS

• 19

Unique National Collaboration Enhances Patient Care, Research & Medical Ed.

Weill Cornell Medical College and NewYork-Presbyterian Hospital in New York City and The Methodist Hospital in Houston jointly announced that they have entered into an historic medical affiliation that will benefit residents of New York and Texas. Under the terms of the 30-year agreement, The Methodist Hospital's primary affiliation will be with Weill Cornell Medical College and NewYork-Presbyterian Hospital. Physicians at The Methodist Hospital can choose to have faculty appointments at Weill Cornell Medical College.

The affiliation will enable the three internationally renowned institutions to collaborate in providing high-quality patient care, cutting-edge clinical and biomedical research, and the most innovative medical education and training of future physicians and biomedical scientists.

"This marks an important, historic milestone for The Methodist Hospital, with the announcement of this new primary affiliation," said John Bookout, chairman of the Methodist Board of Directors. "This new affiliation establishes new heights of collaboration and recognizes the strengths of all three partners."

With 1,269 beds, The Methodist Hospital is one of the largest general hospitals in the southwest, and one of the country's largest private not-for-profit hospitals. The NewYork-Presbyterian Hospital, with 2,397 beds, is the largest hospital

in the northeast and is also the anchor of the NewYork-Presbyterian Healthcare System, the largest, not-for-profit, non-sectarian health-care system in the country. Weill Cornell Medical College is among the top-ranked medical education, clinical, and research centers in the country with over \$245 million in NIH-funded research grants, and has long been committed to promoting scientific collaboration across geographic lines.

"In undertaking this unprecedented collaboration, Weill Cornell Medical College, NewYork-Presbyterian Hospital, and The Methodist Hospital in Houston become a truly transnational academic medical center," said Jeffrey S. Lehman, president of Cornell University. "We look forward to the opportunity to begin new collaborations with our new Weill Cornell faculty in Houston to the benefit not only of patients in our local communities but ultimately throughout the world."

"Weill Cornell Medical College is forging a leadership role in the future of medicine for the 21st century not only in the globalization of medical excellence through the new Weill Cornell Medical College in Qatar, but now through this historic partnership with the preeminent Methodist Hospital in Houston," said Sanford I. Weill, chairman of the Board of Overseers of Weill Cornell.#

50-STATE STUDY ON WOMEN'S HEALTH FINDS SMALL GAINS, KEY SETBACKS

While states are making some progress in improving health care for women, they are taking a two-steps-forward-one-step-back approach that fails to meet the health care needs of women. That is the conclusion of the 2004 edition of Making the Grade on Women's Health: a National and State-by-State Report Card, a comprehensive study on the status of women's health and health policies released by the National Women's Law Center (NWLC) and the Oregon Health & Science University (OHSU).

The report ranks each state based on 27 health status benchmarks and gives the nation a grade of "Unsatisfactory" for meeting only two benchmarks—the percentage of women receiving regular mammograms and the number of dental visits. No state receives a "Satisfactory" grade for women's health status. Minnesota ranks first overall followed by Massachusetts, Vermont, Connecticut, New Hampshire, Hawaii, Colorado, Utah, Maine and Washington. Six states receive failing grades. The states ranking the lowest were: Mississippi, Louisiana, Arkansas, West Virginia, Oklahoma, and Texas.

In addition to grading and ranking each state, Making the Grade evaluates whether states have adopted key women's health policies. Only Medicaid coverage for breast and cervical cancer was met by all the states—up from 40 in 2001. Three states, New York, California and Rhode

Island, met a majority of the policy goals (over 35). Idaho, South Dakota and Mississippi met the fewest policy goals. Preventing tobacco sales to minors was the most consistently improved policy with 18 states now meeting the policy goal as compared to only 5 in the 2001 Report Card.

"State policy makers' piecemeal approach to our health care crisis has resulted in a complex and ineffective system that fails to meet the health care needs of women," said Judy Waxman, NWLC Vice President for Health.

"The outlook for women's health is grim and nowhere near approaching the nation's goals for 2010 set by the U.S. Department of Health and Human Services Health People initiative," said Dr. Michelle Berlin, Associate Professor at the Oregon Health & Science University. "Failing to meet these goals undermines not only the health and well-being of women, but the well-being of our country as well."

The National Women's Law Center is a non-profit organization that has been working since 1972 to advance and protect women's legal rights. NWLC focuses on major policy areas of importance to women and their families including health, education, employment, and economic security, with special attention given to the concerns of low-income women.#

Reprinted by permission of the National Women's Law Center and OHSU.

INSTITUTE TO BRING ECONOMIC BENEFITS TO NEW JERSEY, MEDICAL MIRACLES TO WORLD

Governor James E. McGreevey recently took an historic step for national medical research by creating the first state-supported stem cell research institute. The Stem Cell Institute of New Jersey will be a joint research institute between the University of Medicine and Dentistry of New Jersey (UMDNJ) and Rutgers University, and will be funded through a public-private partnership. Governor McGreevey, Rutgers President Dr. Richard McCormick and UMDNJ Chairman Dr. John Petillo signed the agreement at the conclusion of "The Governor's Forum on New Jersey's Stem Cell Initiative" at Robert Wood Johnson University Hospital in New Brunswick.

"Rarely does an opportunity like this arise; the opportunity to glimpse the future and affect the present in such a meaningful way that we set a course to achieve unimaginable good," said McGreevey. "We have the opportunity to change lives throughout the world, as well as in our own communities and in our own families. Today, we establish the Stem Cell Institute of New Jersey, becoming the first State to make a public investment in stem cell research, enabling us to harness the vast resources of our academic community and our private industries."

The Governor highlighted how New Jersey's unique research base will maximize the potential of the Institute, increasing the likelihood of scientific breakthroughs and economic benefits to the state. He cited that New Jersey has more scientists, engineers and technicians per capita than any other state; and that our biotech cluster is one of the top-five in the nation, generating \$1 billion in 2002, with more than 120 businesses and 8,000 employees. He also noted that New Jersey's pharmaceutical companies developed

more than one-third of the new medicines the FDA approved in 2002; and that our state alone already accounts for nearly one-quarter of all research and development dollars spent in the nation by pharmaceutical companies.

The Stem Cell Institute, to be constructed in New Brunswick near the UMDNJ-Robert Wood Johnson University Hospital, will be operated jointly by UMDNJ-RWJ Medical School and Rutgers. The Institute will feature a state-of-the-art research facility and will be led by Dr. Ira Black (UMDNJ) and Dr. Wise Young (Rutgers).

Governor McGreevey provided initial funding to create The Stem Cell Institute of New Jersey, allocating \$6.5 million to help recruit top researchers from around the country and provide some equipment for preliminary work while the facility is being built in downtown New Brunswick. The Governor expects the money will attract more than \$20 million in public and private investments in the first five years.

At the Stem Cell Forum the Governor was joined by Tricia Riccio, mother of 18-year-old Watchung Hills Regional High School wrestler Carl Riccio, who suffered a severe spinal cord injury in 2003 during a match, and other health professionals.

"Hope is really what brings us all here today. Hope that scientists can unlock the miracles of stem cells and turn the knowledge they gain into cures for the incurable," said Governor McGreevey. "Today, we do something truly remarkable. We reach into the future to grasp the full extent of our professional responsibilities. With the Stem Cell Institute of New Jersey, we embrace the mission to improve the lives of others. We have no higher calling."#

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Fascinating Animals: Two Brothers, Weeping Camel & Garfield



Credit: David Koskas

Tiger cubs Kumal and Sangha in the family adventure, *Two Brothers*.

By JAN AARON

Twin tigers get top billing in Jean-Jacques Annaud's family friendly *Two Brothers*, a Southeast Asian based story in which the humans play secondary (often dopey) roles. With amazing animal antics (thanks to trainer Thierry Le Portier) and exotic Indochina settings, the film is best when focusing on the animals. Still it's fascinating enough throughout to charm kids and adults as well. Annaud's *The Bear* was a crowd pleaser some years ago. Like that film, *Two Brothers* never makes the animals cute as in cartoons.

The main story, taking place in the early 20th century, spotlights two cubs born amid exotic jungle ruins. Their separation is the heart of this story. It happens this way: While romping in the jungle in charming ways under their mother's watchful gaze, adventurer-hunter Aidan McRory (Guy Pearce) nearby raiding statues for profitable sales abroad, discovers the tigers. McRory shoots the cubs' father, and snatches Kumal, while Sangha and mom tiger escape. Later, it becomes easy to distinguish the two brothers by the inven-

tive use of a jeweled necklace on one of them.

After beguiling scenes of Kumal and McRory bonding, circumstances force him to sell the little tiger to the circus run by evil Zerbino (Vincent Scarito) Sangha meanwhile gets adopted by the local French administrator's son, Raoul (Freddie Highmore.) Muddled subplots include developing the jungle into a resort.

Later, the two cubs, now grown, find themselves in an arena before His Excellency (Oanh Nguyen) for a fight that never comes off. The picture again focuses on the tigers' destiny to come to a moving resolution. (PG, 109 minutes)

Another must-see is *The Story of the Weeping Camel*, a documentary set in the Gobi Desert. It's the touching tale of a family whose camel gives birth to a white colt and rejects it. The theme of family love is all-pervasive as the mom camel slowly accepts her newborn, and it carries over to the human side as well. (PG, 93 minutes)

Back to cats, to amuse tiny tots, try the screen adaptation of *Garfield: The Movie*, Jim Davis's long-running comic strip. The best scene is a dance off between pets. (PG, 86 minutes)#

Family Fun: "Fiddler on the Roof" & Tots' "Cookin'" Show

By JAN AARON

Taking in a Broadway show can be a summer family tradition. Turning a tradition upside down, David Leveaux's *Fiddler on the Roof* creates a softer, milder Tevye to replace the usual rambunctious characterization, and a new experience. Still it is delightful family entertainment.

Alfred Molina's Tevye is a modest guy, trying to fend off the Czar and care for his family in a changing world. His low-keyed performance has caused controversy. The role was originally created for Zero Mostel, an exuberant actor, hand-picked by Jerome Robbins, the original director and choreographer. Robbins' fabulous choreography has been retained. It's almost worth the price of admission to see the show's spectacular bottle dance.

Here intact is Sholom Aleichem's timeless story of the struggle to maintain tradition amid swirling change. Tom Pye's severe set design emphasizes the spare existence of the shtetl dwellers, with scrimms that reveal bare trees and fallen leaves. Especially awesome is the dream sequence, resembling a Chagall painting.

This production eases up on the stereotyped inflections, but the jokes still come through. For instance, in the mix-up during the confused negotiations for his daughter Tzeitel's hand, Tevye thinks they are talking about cow: "Today, you

want one! Tomorrow you may want two!" It gets a big laugh.

With the exception of Randy Graff, who is a tad bland as Hodel, Tevye's wife, the rest of the cast is just fine. It's John Ciani's timid tailor who garners all the laughs and gets much deserved applause. All the daughters are good, but especially fine are Chava (Tricia Paoluccio) and Fyedka (David Ayers), as young people in love across religious abyss. Also tops is Robert Petkoff's feisty revolutionary. The ending depicting the departure from the shtetl is extremely moving.

Molina is fine, singing the familiar "If I Were a Rich Man," more wistfully than other stars before him. His performance could be a little tougher, so it would contrast his forcefulness in standing up to the Czar's world, with his softness in caving in to his daughters' wishes. Still it works, as does this classic musical. (Minskoff Theater, 212-307-4100)

For those too young for Broadway, there's *Cookin'*, featuring four enormously talented non-verbal chefs, racing the clock to prepare a Korean wedding banquet. Kids at my show laughed as the actors used all kinds of kitchen implements as musical instruments and engaged in outrageous clowning. (Minetta Lane Theater, 212-307-4100)#

TEEN FILMMAKERS IN THE SPOTLIGHT

By MICHELLE ACCORSO

Most of us are familiar with the recent documentary *Super Size Me*, in which Morgan Spurlock, the film's director, producer and self-proclaimed guinea pig underwent thirty days of eating only McDonald's. Similarly, many of us flocked to the theatre to see Michael Moore's *Bowling for Columbine* and are even more excited about *Fahrenheit 9/11*. However, there are other documentary makers out there that the majority of us don't even know about—they are the youth of New York City and part of the Educational Video Center (EVC).

On a recent evening in the Walter Reade theatre at Lincoln Center, three documentaries were showcased displaying just a taste of what these students explore on a daily basis.

The EVC is run by a board of directors, including Bruni Burres, Director Human Rights Watch International Film Festival (HRWIFF) and Gail Gant, VP and Treasurer, who were present to provide opening remarks and gratitude toward sponsors that have made the program possible, specifically Time Warner, for consistently supporting the aspirations of EVC's youth producers.

"This is our third year doing this," commented Gant, "And it just keeps getting better and better." "We've been able to see these pieces as well as the youth producers grow," added Burres.

The first two documentaries, *Patriarchy is Malarkey!* and *Actions of Today, Blueprints for Tomorrow: Youth Organizing to Transform Education* by the Basic and Advanced Documentary Workshops, respectively, displayed solid themes that managed to be successfully portrayed in fifteen minutes each.

Patriarchy is Malarkey! opened with voice-overs stating "There's a war going on and it's not

the one you see on TV. It's the war on women" and ended with the March on Washington to protect women's reproductive rights.

Actions of Today, Blueprints for Tomorrow followed the lives and dedication of a group of Bronx students eager to create their own school, based on what they feel other schools are lacking, including over-crowding and a lack of respect.

The third documentary, *All That I Can Be*, produced by Youth Organizers Television (YO-TV), followed the decision of an EVC alum, as he joined the US Army in search of a way out of poverty. Although the audience only received a thirty-minute clip, it was enough to create a powerful message and a reiteration of the seriousness of war.

Along with producing documentaries, EVC has created a curriculum DVD to be distributed throughout schools in the U.S. and other countries. "In a time when we're being told more than ever not to question, these students are acting on what they find instinctual, and they're asking 'why,'" commented Tim Dorsey, the program's Managing Director.

EVC has created an outlet for students' questions and a possible way to acquire answers. As one student put it, "Even though it takes up a lot of my time, from 1:30 to 4:30 pm every day after school, I think it has helped my performance in other classes, along with making me a better person overall."

Gant said it perfectly when she opened the night's event with the words, "You'll see tonight...you'll want to get involved with EVC." With such a solid cause and powerful implementation, it's hard to disagree.#

For more information or to get involved visit www.evc.org.

PERFORMING ARTS IN CHINA



photo courtesy of Victoria Cruises

Drum band on deck

By JAN AARON

Copious amounts of entertainment and China seem to go hand-in-hand. As we 12 journalists from the US, Canada and Kuala Lumpur tour, these activities form a memorable montage. Beijingers starting their day with tai chi in city parks and gathering for an impromptu group sing under the trees at the Temple of Heaven. Several hundred people dancing in Chongqing's People's Square draw us in, too. "They're here every night," says our local guide. And even when we're aboard the swank Victoria Katarina, a new cruiser on the Yangtze River, there's a fine mix of sophisticated evening entertainment, from a fabulous retrospective yesteryear Chinese fashions and traditional folk dances, to engaging martial arts, opera, and acrobatics. The scenery outside our picture windows also is quite a show.

More indelible are famous performances. The Beijing Opera, a unique blend of music, song, acrobatics, and acting, is something no traveler should miss. Once a princely mansion, the Liyuan Theater looks like an intimate cafe, where, in fact, it's customary to sip tea and nibble sweets while

enjoying the show. Chinese opera's falsetto singing and stylized movement is different from what we are used to, but even more unusual is its striking mask-like makeup: In Chinese opera, faces are painted to denote personality. For instance, red faces signal heroes, white, evildoers, and the faces of gods are gold. Supertitles in English beside the stage translate the arias. One lively story we enjoy is, "Havoc in Heaven" a fairy tale starring the Monkey King, (face painted like a monkey). Angered because he's not invited to the Heavenly Peach Banquet, he not only eats all the peaches and immortality pills meant for the party, but wrecks heaven, too.

Nor should anyone miss the Shanghai Acrobatic Troupe at the Shanghai Center Theater, a jaw-dropping mix of tumbling, plate spinning and juggling. There are different shows each night, so there is no printed program and always changing feats. Acrobatics were practiced in China over 2,000 years ago and today features young kids performing alongside seasoned performers, all rigorously trained to achieve accomplish amazing results. (For more info, contact: Ritz Tours, 1-800-900-2446).#



SPECIAL EDUCATION

VALUING LANGUAGE DIVERSITY AND FOSTERING INCLUSION

By NANCY L. CLOUD, Ed.D.

What does it mean to value language diversity and how can we foster true inclusion in our increasingly linguistically diverse public schools? Which educational response is in the best interest of linguistically and culturally diverse students (including those with identified disabilities) to support their cognitive, academic, and personal development—the assimilation of students into English as quickly as possible or the promotion of linguistic and cultural pluralism? One place we can look for the answers to these critical educational questions is to our professional associations. They make it abundantly clear that, in addition to developing English skills, encouraging the use and development of the native languages of children is in their best educational interest, fosters the strongest sense of self, and contributes to healthy family functioning. In addition, it is becoming increasingly clear in our global reality that having a linguistically and cross-culturally competent citizenry is in the best interest of the nation (Genesee & Cloud, 1998). Valuing language diversity, then, is the means of fostering inclusion for language minority children and their families.

Who says so? The National Association for the Education of Young Children (NAEYC), the National Education Association (NEA), Teachers of English to Speakers of Other Languages (TESOL) and the International Reading Association (IRA) are just some of the prominent professional associations that endorse the use and development of the native language. Their statements all use active verbs such as

accept, respect, value, promote and encourage in relation to the use of children's native languages at school. Why? Because, through the native language, children are able to fully access their prior knowledge and experience. Children continue their cognitive, linguistic, and academic development uninterrupted when the native language is used at least until English is strong enough to serve the same educational functions. Children with well-developed native languages experience greater success in learning English. Children with strong cultural and linguistic identities have high self-esteem and psychological health, both of which contribute positively to learning. As it regards assessment, the National Association of School Psychologists (NASP), the American Educational Research Association (AERA), the National Council on Measurement in Education (NCME), and the American Psychological Association (AMA) also endorse the use of the native language. In their "Fairness in Testing" procedures, they mandate assessments being conducted in ways that correspond to children's linguistic and cultural characteristics so that assessments accurately portray their educational needs. [For a review of the positions of the professional associations named, see Cloud (in press)].

Clearly there is a strong convergence of professional opinion that children's native languages and cultural backgrounds matter when it comes to education. What this means is that we must fully know our students in terms of their linguistic and cultural characteristics so that we can use this knowledge to construct responsive educa-

A LOVE AFFAIR WITH THE PIANO: INTERVIEW WITH CAROL MONTPARKER

By JOAN BAUM, Ph.D.

When performers who also teach and write about music comment on music education, administrators and teachers ought to listen. And when Steinway pianist Carol Montparker talks about what schools could easily do better, the words come from the heart as much as the head, though "soul" might best describe her lifelong commitment to music as a solo concert artist and studio teacher, as readers of her latest book *The Blue Piano and Other Stories* (Amadeus Press) know. There, in a series of autobiographical sketches that describe with deep feeling, humor and remarkable frankness the "human side of what it feels like to be a musician," Montparker recreates stories from her own life, including trials and fantasies, and concludes the book with sensitive observations about one of her pupils, an incredibly talented youngster who is driven to reach for the moon. It was the young man, however, who pushed himself, not she, and this distinction is extremely important, Montparker makes clear. Too many children are "coerced" into music lessons; often to realize their parents' unfulfilled dreams. The world already has too many musicians—what it needs are more "educated audiences." It is "just as valuable and satisfying to *listen to* great music as it is to *play it*." And this is where the schools come in, or should come in.



Carol Montparker

Speaking recently at the Donnell Library Center, where she gave a performance lecture, reading excerpts from *The Blue Piano* and then beautifully playing related pieces—Beethoven, Brahms, Chopin, and Gershwin—Montparker not only demonstrated her abiding love for the diverse classical canon (though she reserves a special place for Chopin and the Romantics) but reinforced what readers of her long career in music journalism have been aware of for years—an impassioned and outspoken point of view. Of course, performers want to see more attention given over to art and artists, but some

policies don't need money to be implemented. "In my opinion the school music programs have the wrong focus. As it stands, kids study a band or orchestral instrument in order to have a social experience in the group, playing mostly music that is highly forgettable and not in any way great; they never achieve more than a cursory skill on their instruments (unless they study privately, as well)." In other words, the schools don't attempt to "educate the students to discern and appreciate the greatness of classical music." And the consequences, "almost a sin," reverberate in the adult world: "diminishing audiences for subscription concerts." With restraint, Montparker reveals that she once offered her services gratis to a L.I. elementary school district to "try to present a fun series on classical music" after school hours. Result? "I was turned down because of custodial fees."

Although Montparker "rhapsodizes" about the piano, which she refers to as a "full and present partner and soul mate," and though her own pursuits and expertise are in the classical repertoire, what she cites as "the single missing ingredient in most music students' education," whether in the schools or in private lessons, embraces all manner of music: "improvisation." The ability to improvise, which Montparker calls the "corollary of imagination," stimulates, enhances and nurtures students in unique ways, and not just in music. And what is it about the piano that particularly seduces her? She easily falls into an adjectival riff: the piano is a "big black beautiful stodgy deeply satisfying resonating chamber with a thousand mechanical parts, in which a universe of sound abides." Readers of *The Blue Piano*, of course, know about this love affair, and those fortunate enough to hear her play, as well, see and hear how much she takes this expression to heart.#

tional environments. We must prepare "highly qualified" teachers who fully appreciate the role of native language in child development and the importance of all children having healthy cultural and linguistic identities. In this manner, we create strong learners who are poised for success in any language. To value language diversity is to respect language's centrality to learning and development. Fostering true inclusion in a linguistically and culturally diverse society such as ours depends on this fundamental understanding.#

Nancy L. Cloud, Ed.D. is Professor of Special Education, Feinstein School of Education and Human Development Rhode Island College.

Cloud, N. (in press). *Bilingual education practices*. In G.B. Esquivel, E.C. Lopez & S. Nahari (Eds.) *Handbook of multicultural school psychology*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. Genesee, F. & Cloud, N. (1998). *Multilingualism is basic*. *Educational Leadership*, 55 (6), 6265.

STUDENT ART EXHIBITION: THROUGH AUGUST 31, 2004 AT YESHIVA UNIV. MUSEUM

Yeshiva University Museum presents the annual exhibition of drawings and paintings by students in its Visual Arts Immersion program from PS 173, Community School District 6, Region 10, through August 31, 2004.

"Seeing in Living Color" is a Visual Arts Immersion program run by Yeshiva University Museum, in partnership with the NYC Department of Education, at the Museum's fully equipped Community Art Studio in Yeshiva University's Gottesman Library. Serving kindergarten through fifth graders in the dual-language program at P.S. 173, the program seeks to integrate visual arts into the literacy and language arts curriculum. "Seeing in Living Color" was chosen to represent Community School District 6 in Curriculum Quest 2000, a fair in which school districts presented examples of best practices in implementing the new Learning Standards. Dina Bursztyn, the artist/educator in charge of the pro-

gram, was recently described by the "New York Times" as "an artist of remarkable range, talent and ability."

Since its founding in 1973, Yeshiva University Museum's changing contemporary art and historical exhibits have celebrated the culturally diverse intellectual and artistic achievements of over 3,000 years of Jewish experience. In 2000, Yeshiva University Museum moved to the Center for Jewish History at 15 West 16th Street, New York City, where it occupies four spacious galleries, a children's workshop center, a docent room, and an outdoor sculpture garden. Other features of the building include a 250-seat auditorium, a shop, and the kosher Date Palm Cafe. Visit www.yumuseum.org for more information about Yeshiva University Museum.#

For more information contact Rebecca Metzger, Public Relations Consultant, at 212-294-8330 x8804 or rmetzger@yum.cjh.org.

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Flower Power in the Everett Children's Adventure Garden—going on now through September 6th, Tuesdays-Fridays 1:30-5:30 p.m.; Weekends 10 a.m.-5:30 p.m. As children travel along the floral trail, they encounter the world of flowers through the eyes of a pollinator. This month Flower Power focuses on *Bee-utiful Blossoms* where children discover why bees are so important. Special *Bee-utiful Blossoms* hands-on activities include investigating bee communication, dancing like a bee, and creating bee magnets. Ongoing Flower Power activities include making pollinator puppets, dissecting flowers, and designing flowers out of tissue paper. During Flower Power children experience the dizzying diversity of color, fragrance, shape, and size found among our beautiful blossoms.

Budding Botanists in the Everett Children's Adventure Garden—Tuesdays-Fridays, 1:30-3:00 p.m. Budding Botanists is a drop-in program for early literacy through the study of nature for children ages 2 through 5. Children get creative this summer with Nature's ABC's featuring a different letter every two weeks. July 6-16: N is

for Nests and Nasturtiums & July 20-30: O is for Oats and Orchids

Camp Groups

Bring your camp or summer school class to the Garden for a day of jam-packed fun and adventure. *Explore* the one-of-a-kind Everett Children's Adventure Garden, designed just for kids, with 12-acres of hands-on indoor and outdoor interactive exhibits, giant topiaries, and flower-packed mazes. Visit the Ruth Rea Howell Family Garden where kids *dig, plant, and grow* vegetables, flowers and herbs. Features include playful theme gardens and topiaries, exciting gardens from around the world, ponds and a meadow, and garden plots. This garden is created and maintained by children. Sign up your groups for the following programs:

Flower Power in the Everett Children's Adventure Garden. Ages: 3-10 (*fee*). How Does Your Garden Grow in the *Ruth Rea Howell Family Garden*—Children plant, weed, and water and help create a lush summer garden full of flowers, herbs, and vegetables. Each child pots up a plant to take home. *Wednesdays & Fridays only*. Ages: 3-12 (*fee*). Guided Walks of the *Garden Grounds*—Children look, smell, and listen as they explore the natural wonders of the Garden grounds. Ages: 3-8 (*fee*). Guided Tours of the *Enid A. Haupt Conservatory*—Children explore a South American Healer's House, insect-eating plants, and exotic plants from all over the world. Ages: 8-12. (*fee*). Self-led Tours of the *Enid A. Haupt Conservatory*—Same as above but on your own. Ages: 8-12. *Admission is free for New York City Schools.*#

For more information call (718) 817-8700 or visit us on the web at www.nybg.org

FROM THE SUPERINTENDENT'S SEAT

All Set for Summer?

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



What are the kids doing this summer? That question starts to surface every January and gets more and more urgent as the season approaches.

Summer offers parents and children a unique stretch of time when they can together choose what activities will occupy their days. Whether your children will be attending a full-time structured summer camp, or will be taking each day as it comes, you should encourage them to use their time to explore their interests and to try some new things that they may not have the time to experience during the school year.

What is the best thing for your children to do this summer? Obviously, there is no single way to answer that question, but it is important to see that learning does not come to a complete halt. There are so many opportunities in the summer to expand your children's knowledge. Your children's ages and your family's availability to provide supervision and assistance will be major factors in your decision. Preschool and elementary grade children generally have an abundance of programs to choose from, and schools and communities offer many free or low-cost options. You are the best judge as to whether it would be better for your children to attend a specialized program or participate in a general recreation and social experience. It's when the kids get into the preteens and beyond that summer planning takes on a whole new dimension.

At this age, several different factors come up for consideration for working parents. Do your children require full-time supervision or are you comfortable leaving them on their own for sub-

stantial times during the day? Do you and your children agree on the answer to this question?

By middle school, many children benefit from trying a few different things during the summer. They may want to concentrate on a sport or academic area of interest for a few weeks, join the summer band, or just go to the beach or pool with friends. Any combination of these choices can add up to a pleasurable and productive summer for your children, as long as you agree beforehand on how and when this schedule will be accomplished.

With high school students, the question of summer employment often comes into play. The traditional job of working at a summer camp can be a great choice for the summer, but it may be rejected by teens who want to earn a significant amount of money, or who don't relish supervising younger children. Summer is a great time for teens to add something special to their college resume such as volunteer work or internships.

Finally, but no less significantly, is the question of how to fit a family vacation into a fully scheduled summer. Base this decision on how your family will be spending the majority of the summer. Will your family need a vacation to rest from intense activities, or will you want your vacation to add excitement to weeks spent mainly relaxing at the beach or park? Do try to make the time to all be together. These are the memories that will last a lifetime.

However you decide to spend your summer, you will need to take some time for planning and consider the needs and interests of each member of your family. Have fun together, because sooner than you expect it will be September once again.#

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

CLASSIC TOYS NEVER GO OUT OF STYLE—PART 2

By STEVANNE AUERBACH, Ph.D.
(Dr. TOY)

You can count on classic toys. These are the long lasting toys that "keep on playing" long after the batteries and latest fads are gone. Where do you turn for a selection that provides a timeless, fun experience that will hold your child's interest? It's time to turn back the clock! Look for toys that have remained valued playthings since they were first introduced ten or more years ago. These are the lasting favorites of all children who have played with them. The selections of our Best Classic Products are included here.

Gamewright Slamwich—10th Anniversary \$11.99 6-12 yrs. 800-638-7568 www.gamewright.com

You flip and stack a loaf of cards to build

Slamwiches and double-deckers. There are different "fillings" for the sandwiches. You have to catch anyone taking their sandwich and stop "munchers" from taking the stack of cards. When you're out of cards you're out of the game. The first player to collect all of the cards wins. Instructions come in Spanish and French. The playing time is about 20 minutes. This is one of the most popular games. It comes in a great little carrying case in the shape of a sandwich. This is a fast-flipping card game for two to six players.

Learning Fastenations Touch, Grip & Read \$118.95 5-8 yrs. 800-252-8152

The idea of flannel boards has been in the classroom for a long time allowing teachers to stimulate children's verbal and communication skills. These Velcro reading boards with Velcro letters

and accessories are an interactive way to help your child expand their reading, spelling skills and communication skills. The board has been re-designed, is phonics based, and an easy hands-on way to benefit from multi-sensory strategies used in the classroom. It is discovery oriented, but parents can also structure lessons and activities using the parent/child activity guide. It can be easily adapted to each child's ability.

Touch, Grow and Grip are multi-sensory Velcro letters in grip shapes. Layer the letters and word chunks on each other. It can be used over and over again. Your child's name can be added to the frame. The entire set includes the Activity Guide, an assortment of 200 letters, flip books, rectangles, squares, animals and containers and is a perfect product for homeschooling and for

classrooms. Miriam was a special ed teacher and has developed a set of products that are very valuable to all children.

The inventor of the new product, Miriam Langsam has been developing a variety of excellent boards for classrooms for many years. These include learning experiences in math, reading, language and puppets and telling time. These also recently include Poetry Pals which are 14 rhyming stories with an animated read-along video and other products that are included in her catalog.#

Stevanne Auerbach, Ph.D., Director of the Institute of Childhood Resources, writes *Dr. Toy's Guide* (www.drtoy.com) and is author of new book *Smart Play/Smart Toys: How to Raise a Child with a High P.Q. (Play Quotient) Educational Insights*.

Family Fun All Summer Long at the Children's Museum of Manhattan

Children are eagerly awaiting the end of school and the start of summer and there is no better way to indulge in family fun than at the Children's Museum of Manhattan! Aside from the ongoing exhibits such as Monkey King: A Journey to



Laurie Tisch Sussman, Founder,
Children's Museum of Manhattan

China, Miffy and Friends and City Splash, families can enjoy fun educational programming to kick start summer.

Work with representatives from Children for Children to make mobiles for the elderly while developing a sense of community and a lifelong interest in volunteering.

Make a mask inspired by the exquisite patterns, colors and markings of wild animals from Africa!

Be transported to Pluto, Venus, Saturn and Mars in this original contemporary ballet presented by young dancers from Kentucky!

Learn about Ukiyo-e, a Japanese technique of woodblock printing. Make a print inspired by shapes and textures found in nature.

Learn about urban birds, where they live and what they eat. Make a birdhouse of your own design.

Decorate horse paintings and create your own designs based on Native Plains culture.

While at CMOM, don't miss the following ongoing exhibitions: Splash down in the Sussman Environmental Center, CMOM's outdoor water play area, and experience the physical properties of water as you splash, pour, float and play.

Celebrate the magic of Dr. Seuss and free your imagination to take you to new places! Join Horton and the Cat in the Hat in a world where you can fly while standing still, catch falling words in your hands, teeter on a circus tightrope, unslump a might Borfin, navigate a hot air balloon and play with rhyme in the Green Eggs and Ham train—sponsored by JetBlue Airways.

Get into trouble with the mischievous yet brave and loyal Monkey King in this epic Chinese adventure tale. Discover the wonders of traditional and modern China as you join Monkey to fly in the clouds, cause havoc in the Heavenly Palace and battle the Bull Demon! *Monkey King: A Journey to China* is part of the Asian Exhibit Initiative, funded by the Freeman Foundation and

administered by the Association of Children's Museums. Additional Sponsor: Charles B. Wang Foundation.

Come and play with Miffy! This interactive exhibition turns the drawings of Dutch illustrator Dick Bruna into a full-scale child's playhouse. Pre-schoolers will delight in seeing the lovable Miffy and her friends come alive at CMOM, with opportunities for role-play, reading and expression.

Children enter a tiny word-drenched town and strengthen their language and gross motor skills in this life-sized storybook setting. Climb in the Chatterbug Tree and explore the kitchen of Apartment ABC.

CMOM is open Wednesday through Sunday from 10 a.m. to 5 p.m. Paid admission is \$7 for children and adults and \$4 for seniors. All special exhibits and programs are free with the cost of admission; some require tickets (available starting 11:00 am; first come, first served).#



SUMMER READING ROUNDUP: FOR CHILDREN, PARENTS & EDUCATORS



Summertime is Reading Time! Celebrate These Sunny Days with Books

By SELENE VASQUEZ

Picture Books: Ages 5 thru 8

Pie in the Sky by Lois Ehlert. (Harcourt, 32 pp., \$16.00). "This tree was here when we moved in. Dad says it's a pie tree..." Beautiful birds, lush foliage, and fruit bearing trees. Gorgeous collage illustrations combined with acrylic, watercolors, pastels and crayons make this read aloud story a visual treat.

Kitten's First Full Moon by Kevin Henkes. (Green willow, 32 pp., \$16.89). Little kitty mistakes the moon for a bowl of milk! She tries again and again to lick her faraway treat with irrepressible determination. Soft charcoal and cream-colored palette artwork makes this a soothing bedtime story.

Fiction: Ages 8 thru 12

The Alphabet War: A Story about Dyslexia by Diane Robb. Illustrated by Gail Piazza. (Albert

Whitman, 32 pp., \$15.95). Adam can't get his school words to make sense. He despairs of ever learning to read until he receives the professional assistance of a specialist. Pastel illustrations convey the desperation and inherent difficulties of dyslexia.

Nonfiction: Ages 8 thru 12

Look At My Book: How Kids Can Write and Illustrate Terrific Books by Loreen Leedy. (Holiday House, 32 pp., \$16.95). Explore the creation of a book from start to finish. Follow the basics from brainstorming writing ideas to creative lettering and artwork. Lively and colorful illustrations will generate excitement for budding young authors.#

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

New Guides Teach Basic Life Skills

By SYBIL MAIMIN

Seeing a need for "short, sweet, concise books" that help prepare young people for the "real world," Steve Schultz, a successful Atlanta-based entrepreneur founded Real U Guides in 2003 and, together with Random House Distribution, has launched a how-to series that is both informative and reader-friendly. A hybrid between a book and a magazine, the guides are designed to be entertaining as well as useful and feature four colors, loads of visuals, and easy-to-follow advice. "Every topic we have covers a step in life," explains Schultz. "With today's fast-paced world, there is no nurturing time...I've got six kids, but rarely see all of them around the dining table at the same time." Saying he had learned the basics of living from his father in a slower age but today sees "a void in family education in practical life skills," he is determined to fill the gap.

The first eight titles, recently released, are the *Real U Guide to Your First Apartment*, to *Buying Your First Car*, to *Living On Your Own*, to *Planning for College*, to *Your First Job*, to *Bank Accounts and Credit Cards*, to *Saving and Investing*, and to *Identity Theft*. Scheduled for publication this summer are the *Real U Guide to Traveling on Your Own*, to *Car Care and Road Safety*, and a revised book on *Identity Theft*. Although the series was conceived for young adults, it quickly became apparent that parents were also reading the books and needed Guides

for their own lives in topics ranging from buying a home to planning for retirement to caring for aged parents. Books for a broader market are planned.

Megan Stine, editor-in-chief of U Guide, wrote the prototype for the initial book, *Your First Apartment*, and has hired writers as the list has grown. Some writers are experts in their fields such as Peter Greenberg, known nationally as a travel editor on TV (*U Guide to Traveling on Your Own*), Mike Kavanagh, Certified Financial Planner and financial talk show host (*U Guide to Saving and Investing*), Ilyce Glink, money expert on national radio and television shows (*U Guide to Bank Accounts and Credit Cards*), and Frank W. Abagnale, author of *Catch Me If You Can* and authority on forgery and embezzlement (*U Guide to Identity Theft*). Other writers are young journalists whose "real expertise is they know the readers because they are close in age." They acquire subject information through research. The Real U voice is "hip, edgy, humorous, and to the point," explains Stine. Guides "contain no more or less information than you need." They are designed to be fun and eye-catching. All books are 64 pages long and sell for \$6.95.

Watch for the publisher's mobile campus this summer and fall as an RV draped with the Real U logo visits college campuses, book stores, sporting events, and shopping malls offering seminars, author appearances, and related activities.#

STORYTELLING AT STATUE OF HANS CHRISTIAN ANDERSON, SATURDAYS 11:00-12:00 NOON

July

3	David Gonzalez	Creation Myths	Latino
12	Peninnah Schram	Stories Within Stories	Jewish
17	Laura Simms	The Nightingale	H. C. Andersen
24	Julie Della Torre	The Swineherd	H. C. Andersen
	Ken Settrington	The Wild Swans	H.C. Andersen
31	Regina Ress	The Wicked Prince	H.C. Andersen

Artistic Director: Diane Wolkstein (dianewolkstein@hotmail.com)

Monitor: Ruth Lesh (609-896-1792)

Storytelling is held rain or shine at 72nd Street & Fifth Avenue in Central Park. The stories are appropriate for children five years and up. Children are asked to sit with parents or guardians. Sponsored by the Hans Christian Andersen Storytelling Committee and the N.Y.C. Department of Parks and Recreation.

Important New Education Titles

Compiled By MICHELLE ACCORSO

Teachers are Ready to Teach! Are Principals Ready to Lead? by Terry Franklin, Ed.D.

Teachers are Ready to Teach! Are Principals Ready to Lead?

by Terry Franklin, Ed.D.
Published by Vintage Press, Inc., 2003
130 Pages
\$15.00

When problems exist in the classroom, it is the natural instinct of most parents, children and administrators to look toward the teacher to place blame. Dr. Franklin, however, posits the theory that teachers can be either bound by, or encouraged to grow through, the leadership style of their particular principal. Meticulously researched and full of enlightening statistical information and guidelines for how to effectively lead, this book is a must-read for teachers and administrators alike.

Dr. Terry Franklin holds an Ed.D. in Educational Leadership from Fayetteville State University, and lives and writes in North Carolina.

The Right Word! How to Say what you Really Mean by Jan Venolia

The Right Word! How to Say what you Really Mean

by Jan Venolia
Published by Ten Speed Press, 2003
176 Pages
\$12.95

The Right Word! presents important tips for clear communication in three main sections: our linguistic legacy, tricky words and handy phrases and additional resources. As the latest book in Jan Venolia's best-selling *Right!* Trilogy, *The Right Word!* is an amusing and educational book about getting the most out of words. With humorous illustrations, clever wordplay and clear, concise explanations, this compact reference is an essential tool for students, business professionals, writers and anyone who is searching for *The Right Word!*

Jan Venolia is a veteran writer and editor. She is also the author of the first two volumes in the Right! Series.

9/11 Looking Back, Moving Forward

9/11 Looking Back, Moving Forward

Books are offered at a nominal fee, and significant discounts for educators are available.

For information on ordering go to www.911ashistory.org

hope. Created as an extension of the *9/11 As History* initiative, the book provides an overview of the 16 downloadable lesson plans available for free at www.911AsHistory.org, and features examples of the student writings and artwork inspired by the curricula.

Kids Talking: Learning Relationships & Culture with Children by John Meyer

Kids Talking: Learning Relationships & Culture with Children

by John Meyer
Rowman & Littlefield Publishers, 2004
288 Pages
\$26.95 paperback
\$80.00 cloth

Meyer explores communication among children, showing how games and even tentative interactions can turn into rich relationships and a vibrant learning culture

where friendships, power and control are managed in creative ways. Filled with lively anecdotes and examples, this engaging book looks at ways children's passionate and mixed signals, communication uncertainty, conflict and games can be transformed into effective messages. Readers who work with young children, including parents, child care workers and teachers, will find useful insights and suggestions for how to enhance young children's communication skills.

John Meyer is associate professor of speech at the University of Southern Mississippi.

10 Things Employers Want You to Learn in College: The Know-How You Need to Succeed by Bill Coplin

10 Things Employers Want You to Learn in College

by Bill Coplin
Ten Speed Press, 2003
272 Pages
\$14.95

Most students say their primary reason for going to college is to enhance their career options, but few have an effective strategy to take advantage of what college can offer. *10 Things Employers Want You to Learn in College* provides the guidance they need to impress potential employers, land a higher-paying job and start on the road to career security and satisfaction right after graduation.

Bill Coplin is the director and professor of public affairs at Syracuse University and author of many books on politics and public policy.

Naturally Healthy Babies and Children: A Commonsense Guide to Herbal Remedies, Nutrition, and Health by Aviva Jill Romm

Naturally Healthy Babies and Children: A Commonsense Guide to Herbal Remedies, Nutrition, and Health

by Aviva Jill Romm
Ten Speed Press, 2003
448 Pages
\$16.95

Romm's whole-child approach integrates nutrition, herbal remedies, hygiene and alternative health techniques with supportive, informed parenting. From carsickness to chicken pox, strep throat to sunburn, each entry includes herbal, dietary and general recommendations, including tips on when to pursue professional medical care. *Naturally Healthy Babies and Children* also includes an herbal primer, a stand-alone chapter on conditions affecting newborns such as cradle cap and jaundice and tips on caring for the whole child—emotionally, spiritually, physically and intellectually.#

Aviva Jill Romm is a midwife and therapist who has been the director of the LifeCycles Center for Midwifery and Botanical Medicine since 1985.

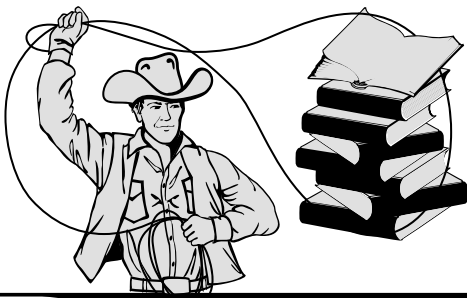


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SUMMER READING ROUNDUP:

“The Teaching Career”, edited by John I. Goodlad & Timothy J. McMannon

Review By MERRI ROSENBERG

Here's something that should be on the required summer reading lists for principals, school board members, education professors, and anyone else who has professional responsibility for training, recruiting and retaining teachers.

This book, which is part of the Teachers College series on school reform, addresses the compelling topic of what happens (or, more usually, what doesn't happen) with new teachers. With 55 percent of teachers leaving the profession within the first five years, clearly there's room for improvement.

As the text states, “Attracting young people to teaching is not enough to ensure that all classrooms in our nation's schools are staffed by caring, qualified and capable teachers.”

Far from it. Unless these new teachers are properly supported once they are launched into classrooms of their own, it's unlikely that those high rates of turnover are likely to be changed any time soon.

Some of the problems identified here include the disconnect between university and college teacher preparation programs from what really happens in the classroom; the lack of follow-through on mentoring programs, even the pursuit of professional development opportunities that have more to do with a teacher's personal interests than the needs of his students.

The book focuses on the 1999 Strengthening and Sustaining Teachers Initiative, a five-year project that has been coordinated by the National Commission on Teaching and America's Future; The Teacher Union Reform Network, The Institute for Educational Inquiry, Bank Street College and the University of Washington. The program was developed to build support systems for teachers in

Portland, Maine; Albuquerque, New Mexico and Seattle, Washington, whose teachers and schools provide the data and anecdotes contained here.

The thesis is that all educational institutions need to build new relationships among previously separated stakeholders—meaning that the public schools, the universities, the unions, professional organizations, even school boards, have to work together on a congruent agenda to ensure the success of both teachers and students. One suggestion would be an expansion of “teaching schools”, analogous to academic “teaching hospitals”, where new teachers could learn from experienced practitioners so that ultimately students benefit. New teachers in particular need to see themselves, and be seen by others, as “learners,” to be more effective in the classroom.

For the reality is that teachers can't simply close their classroom doors and teach students according to their own carefully developed pedagogical philosophy. Between state standards, federal mandates, high stakes testing, budget constraints and other factors that influence what goes on in schools, teachers inevitably have to work with colleagues, principals, superintendents, school board members, and even parents.

As the authors argue, in a discussion of partner (or laboratory) schools, “Students who historically have been poorly served by our nation's schools will not be better served by educators doing the same, but more so and better. Students will be better served when we uncover the beliefs and assumptions that are getting in our way of reaching them. There is little evidence that school-university partnerships in general are promoting second-order change regarding teaching and

continued on page 27

“WALKING THE ROAD: RACE, DIVERSITY & SOCIAL JUSTICE IN TEACHER EDUCATION”

Review By MERRI ROSENBERG

Few topics could be more compelling, or timelier, than how our schools deal with diversity.

Consider these statistics: in 2000, according to the United States Census Bureau, people of color comprised 28 percent of the nation's population. By 2025, that number will be 38 percent and by 2050, so-called minorities are projected to be 47 percent of the total population. In a state like California, 63.1 percent of the students are students of color, with minority groups comprising more than 50 percent of the public school population in cities like New York, Los Angeles, Washington, DC, Seattle and San Francisco.

This is not an issue that's going to go away.

This book, part of the Teachers College series on Multicultural Education, explores what it really means to successfully navigate the diverse classroom—and diversity not just according to an ethnic definition, but also in terms of language, religion and culture.

What's happened in education, writes Marilyn Cochran-Smith, is that “educational equity is increasingly being conceptualized as opportunities for all students to be held equally accountable to the same high-stakes tests, despite unequal resources and opportunities to learn.”

Some of the questions that are posed, and answered, in these chapters include what is it that teachers need to know about a child's culture that the student brings into the classroom; how to move knowledge beyond the traditional Western canon, and even how to understand the

racial underpinnings of standard curriculum. She believes that teachers, especially white teachers in predominantly minority communities, should be sensitive to and reach out to parents and community members to make the school experience more successful for the children. And the author argues that multiculturalism shouldn't be a peripheral course in teacher education, but instead part of a basic core.

She warns that “it is also not advisable for teachers or children to mistake color blindness for educational equity or to learn the characteristics of people of various races and cultures.”

Sure, there are times when the author stakes out some extreme political positions, like her call to arms that all teachers see themselves as reformers and activists in the educational system to effect change. One suspects that teachers in urban schools, with large classes, have enough to simply work through the curriculum and prepare their students for tests without attempting to pursue a social justice agenda as well, however worthy the motivation.

Ultimately, Cochran-Smith argues, “Students [are] still being prepared to teach in idealized schools that serve white, monolingual middle-class children from homes with two parents.” She urges that “a better way to get good teachers...is in fact to open the doors and welcome lots more people into American public schools through lots more pathways.”

It's a challenge, and a challenging book—but one well worth educators' attention.#

Five Sheets of Plywood

How to get started in business and the importance of spending money on only critical items

THE BARE ESSENTIALS OF SUBSISTENCE

Spiros G. Raftis (the author) is a graduate of the University of Pittsburgh in Metallurgical Engineering. Mr. Raftis' first employment upon graduation was selling valves; he was very successful. Unexpectedly, three years later he was fired. He was devastated because of his dedication and loyalty to his boss. He felt the only choice left was to start his own business. He decided to manufacture valves since he was knowledgeable in this field. As this was not planned, he had no money set aside. His book, *Five Sheets of Plywood* (his first office), details how he got started and the importance of spending money on only the BARE ESSENTIALS. His book also covers problems and confrontations that all new businesses encounter, such as dealing with lawyers, bankers, partners, employee relations, etc. This book is a guideline for these problems.

In 2003, Mr. Raftis' company, Red Valve Company, celebrated its 50th anniversary.

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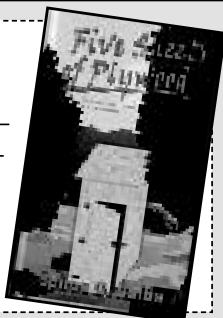
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Remember when...? Remember when you had all the time in the world during those long summer vacations as a child to play with your friends, read comics and adventure stories. If you were a boy, that might mean reading several Hardy Boys adventure stories, if you were a girl, reading stories about Nancy Drew. Well, Applewood Books has reissued the original Hardy Boys and Nancy Drew books with their original covers and introductions for the Hardy Boys books by Leslie McFarlane, the ghostwriter of at least the first three books of the series: *The Tower Treasure*, *The House On The Cliff* and *The Secret Of The Old Mill*. The introductions for the Nancy Drew books are by leading woman mystery writers who acknowledge their enjoyment of these novels and the influences Nancy Drew had on their fiction.

The Tower Treasure
The House On The Cliff
by Franklin W. Dixon
(Applewood Books)
\$17.95, \$14.95

Franklin W. Dixon and Caroline Keene, the authors of record for The Hardy Boys and The Nancy Drew Mysteries were pseudonyms for the creator of both series, Edward Stratemeyer and his stable of ghostwriters. Stratemeyer was head of the Stratemeyer Syndicate, which also published Tom Swift, the Bobbsey Twins, the Motor Boys and Don Sturdy books among others.

The Tower Treasure and *The House On The Cliff* are both filled with action on every page from tracking down Chet Morton's stolen car and treasure in a tower hidden by a master thief and a master of disguise as well to dealing with smugglers and imprisonment. The Hardy Boys keep you breathless with their daring action.

As for the first two books of the Nancy Drew mysteries, *The Secret Of The Old Clock* and *The Hidden Staircase*, they keep you gasping as you read every suspense filled page, as Nancy Drew exposes herself to imminent danger. I had never read any Nancy Drew before, and was suitably impressed. For simple straightforward, exciting adventure and mystery all four of these books are well worth reading this summer.

Meanwhile do come to Logos Bookstore for your summer reading, cards, music and gift items. Our garden in the back of the store is now open, where you can sit, read, have some ice tea, lemonade or good old H₂O (water) Upcoming

events of interest are a dramatization of the Old Testament character of Miriam as part of a discussion of Exodus. The dramatization is a one woman, one puppet one-act play by Diane Allison to be performed on Monday July 12. Also Chris Meyer will be leading several fellow thespians in dramatizations and staged readings of well-known playwrights, starting Thursday, July 8 and continuing throughout the summer on Thursday nights. And on Wednesday, August 4, KYTV Reading Group will celebrate its 6-year anniversary with a party and a discussion of *All The King's Men* by Robert Penn Warren, starting at 6:30 P.M. Children's

The Secret of the Old Clock
The Hidden Staircase
by Caroline Keene
(Applewood Books)
\$17.95 each

story time continues at 3 P.M. on Mondays. Our summer hours are Mondays through Fridays, 10 A.M. to 9 P.M. and Saturdays, 10 A.M. to 8 P.M. Logos is closed on Sundays in July and August.

Upcoming Events At Logos

Wednesday, July 7, 2004 at 7 P.M., KYTV Reading Group will discuss *Reading Lolita In Tehran* by Azar Nafisi

Thursday, July 8, 2004 at 7 P.M., Chris Meyer and company will perform dramatizations and staged readings of well-known playwrights. They will do this as well on subsequent Thursdays in the summer

Monday, July 12, 2004 at 7 P.M., Richard Curtis of the Richard Curtis Literary Agency will lead the Sacred Text Group in a discussion of Exodus highlighted by a one woman one puppet one-act play about Miriam by Dianne Allison

Wednesday, August 4, 2004 at 6:30 P.M. KYTV Reading Group will have a party to celebrate its 6 year anniversary At 7 P.M. there will be a discussion of *All The King's Men* by Robert Penn Warren.#

Transit: Lexington Avenue Subway, #4, #5, #6 to 86th Street M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus (1st & 2nd Aves.)

PROFILES IN EDUCATION:

DR. ALICE BELGRAY, CHAIR, CHILDREN'S BOOK COMMITTEE, BANK STREET COLLEGE OF EDUCATION

By JOAN BAUM, Ph.D.

"There's nothing like it," says Alice Belgray of The Children's Book Committee at Bank Street College of Education, "which she has been chairing since 1997 (and years before that, helping to coordinate as a member). For those who don't yet know about the 30-member group, which publishes a list of The Best [600] Children's Books of the Year, a list of new releases to be read aloud to Children of All Ages, and which runs a lively, auditorium-packed annual breakfast awards ceremony at Bank Street for winners in fiction, nonfiction and poetry, the Committee's work is now online (www.bookcom@bankstreet.edu). The annotated lists, which are sold to libraries, schools, parents, and educational organizations, are drawn up by a diverse group that includes librarians, psychologists, social workers, speech therapists, reading and speech specialists, teachers, even a lawyer and an ex-parole officer. The group also includes young reviewers, who included this past year a two-year old. "Children" means up to age 14, but on its website the Committee has extended its mission to select books (from 4000 annual submissions!) that have literary value, are likely to have emotional impact by offering a positive message and hope, by recommending teen literature as well.

For Dr. Belgray, who has an M.A. and Ph. D. in Musicology and who came to the committee with an unusually rich and diverse background in publishing (she was the children's book editor at the Jewish Publication Society), writing, record production, and grass roots state political activities, heading up the Children's Book Committee was a chance to sustain and influence a life-long love of reading. She speaks movingly of a grandfather (Harvard, 1894) who gave her books for

every possible holiday—a "sacred" trust—and who read to her out loud, though she also notes that her grandmother played piano. Then she chuckles, remembering that her grandparents lived on 112th Street on the West Side—the site of Bank Street—"speaking of cyclical..."

Her career move to the Children's Book Committee could well serve as a model of professional development. Loving music, she nonetheless sensed she was in a world that was relatively restricted. She credits the program Womanspace as turnaround for her. At the Columbia site, pursuing options, she became an intern at Hastings House, a children's book publisher and knew she was home! Certainly, past experience in leadership positions honed her administrative skills for the committee position. Under her aegis, the group has made great strides, constituting "tangible evidence of the promotion of literacy" in a way that engages young imaginations and promotes life-long reading. Of course, she looks to do more. Sponsorship by Bank Street has been "wonderful" and President Kappner's participation in the awards ceremony, inspiring. But Dr. Belgray also looks to funding to ensure the continued printing of the lists and their widest distribution. Ideally, if there were angels out there, she would love to give the lists away to schools and libraries, perhaps involve organizations friendly to working mothers in some "co-branding" sponsorships, and expand the annotated website. Meanwhile, the committee will continue to meet each week, discussing categories and criteria for next year's 2004 awards.#



Alice Belgray

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate

everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Time Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.#

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



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Making Progress on Our Future

By MAYOR MICHAEL R. BLOOMBERG

After long years of failure and stagnation, we're reforming our City's public schools. That's what Federal law requires. That's also what our duty to our youngster's demands. There's no magic formula for turning the schools around; the job won't be accomplished overnight. But over the last year, under our "Children First" school reform plan, we've made a good start. And that's what the student scores on City math and State and City English Language Arts tests released recently demonstrate.

The scores were mixed but encouraging overall. In some grades there was noteworthy progress, even though in others there were setbacks. With more than 470,000 students taking these City and State tests, that's not really a surprise. We'll focus on making improvements where there were problems; that's why the tests are useful. But first, let's look at where there were advances.

The greatest gains were in math test scores. In the 3rd, 6th, and 7th grades, the percentage of students meeting or exceeding standards was the highest since the tests were introduced, five years ago. In the 6th grade, there was a 25% year-to-year improvement. Why? Well, since last September, when we instituted our citywide curriculum, there has simply been more math taught in the classrooms, starting with a minimum of one hour every day in the lower grades. And we've also introduced math coaches in the schools—expert and experienced teachers who help other teachers do their best classroom work.

There also was good news concerning the City

and State English Language Arts, or reading, scores. Our 3rd and 8th grade students recorded their biggest one-year gains, and the highest scores at those grade levels ever. There also was heartening overall progress by students in our middle schools. In fact, New York City middle school students did better on the State ELA test than middle school students in any of the rest of the State's largest cities.

In other grades, there were relatively small drop-offs in scores. But is that cause for despair? No! Looking at the results from the first year of any big undertaking—like, for example, our city's historic 11-year success in reducing crime—someone could *always* find reasons to be discouraged. What's far more important is the broad, positive trend these test scores reveal—a very encouraging sign that our classroom reforms are working. Consider this: among 3rd grade students affected by our new promotion policy, the number who tested at Level One—which means that they're working far below grade level—was about 11,700. That's far fewer than had been predicted, which shows that the extra effort and attention to instruction we gave those youngsters earlier this year really paid off.

All our 1.1 million public school students are coming to the end of the current school year. These latest test scores show that more and more of them are learning the skills they'll need to succeed in the higher grades and in adult life. They, their teachers, and their parents deserve congratulations on the progress they've made. There's still much to be done before all our youngsters are achieving to their full potential. But these test scores show that our students, and our schools, are at last moving in the right direction.#



New Community Councils Hold Great Promise for City Schools...

By ASSEMBLYMAN STEVEN SANDERS

July 1 began a new era in New York City school governance and parental involvement in decision-making about their local schools.

The demise of the local Community School Boards after 34 years heralds the birth of thirty-two new Community School District Education Councils, each primarily comprised of parents of children who attend local public schools. It is important to note that while the school boards have been phased out, the thirty-two local community school districts remain intact and are critical components of the school system's governance structure.

Each of the new Councils are comprised of eleven members, nine of whom must be parents, plus two members—residents of the district—appointed by the Borough President.

The three-decade-old system of Community School Boards was unfortunately marked in too many instances by ineffectiveness and, at times, corruption. Too many persons elected to these positions used the School Boards to represent their own personal or political agendas rather than represent the best interests of the local schools. It is true that the vast majority of persons who were elected and served on the School Boards were well meaning and dedicated individuals. Still, the system as a whole was widely viewed as a failure; average voter turnout for School Board elections was only four percent, and ultimately the public as a whole lost confidence in the system. The structure of community representation needed to be reformed.

By having mostly parents on these new Councils—parents chosen by the elected parent leadership in each school district—we can be reasonably assured that the Councils' primary objectives will truly be the real needs of the schools. Moreover, the powers of these Councils have been beefed up with new oversight responsibilities, including annual evaluation of the school district superintendent. There is also now mandatory training for new Council members to ensure that each member and Council will be ready and appropriately prepared for their important new responsibilities.

In addition, parents of children who attend special schools for students with disabilities will also have a parent-oriented education council, so that the special needs of their children will be properly addressed. And finally, high schools too will now have borough-wide parent councils, to provide critical parental input in our secondary schools.

History, of course, will be the final judge as to how well this new form of parent and community representation will work, how successful the Councils will be. In the end, any system of community participation is only as good as the participants make it. I believe, however, that if the Chancellor provides the necessary support for these Councils and ensures that policy-making is the result of real *dialogue* with them, then the parents and Councils will do a great job in improving our local schools.#

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



Take Care of the People Who Educate Our Youngest

By JILL LEVY

During the past weeks, I witnessed a small miracle.

I watched a group of individuals, many who did not know each other, band together and give life to labor's credo, "in numbers, there is strength; individually we are nothing, together, we are strong." I watched these hard-working, dedicated educators and care-givers take on City Hall. And I saw their efforts succeed.

Two days into our strike, the mayor's office reached out to us with an offer. True, it was not the offer we hoped for, but it is a start. And even as you read this, we may finally be negotiating a contract for our day care members.

I am so proud of our day care directors and assistant directors. They waited patiently these three years. And when it looked like there would be no change to the status quo, they took action, walking off the job arm-in-arm with their fellow union members in DC 1707—the day care teachers, custodians, cafeteria employees and others.

Mayor Bloomberg cannot possibly understand what it took for these day care leaders to walk off their jobs. He has not heard them say to me, "These children, these families depend upon me. How can I do this?" He cannot understand what it is to feel as if you have turned your back on the people you care about and take care of. He cannot possibly understand the sense of community at these day care centers, the sense of mission that our day care employees have.

Our day care centers had immeasurable support from parents, the very people who suffered the most from the strike. Those parents came out in

droves for their day care centers, their teachers and directors. They walked miles. They wrote letters. They gave interviews in the newspapers and on television.

Day Care Directors and Assistant Directors work in day care centers because they want to, not because they have no choice. They are certified teachers, many with supervisory certification and could easily make more money in elementary schools.

But they stay at day care centers. They are dedicated to educating and caring for the youngest members of our city, providing the support many of our working families need. Without city-subsidized, affordable day care centers, many of our city's residents, these parents would be unable to work, to attend school, to pay taxes, to be effective members of our city.

Our day care members are just as necessary to the life of this city as our firefighters and our police. Surely, educating our youngest children as well as providing them with a safe, friendly, happy environment during the day is at the core of what we as a society value. These centers provide these children with the keys to success in elementary school, high school, college and the job market.

I am so proud to know these day care people. Few can possibly understand the great sacrifice they have made. I want to thank them for their support during this strike. I want them to know that what they did took sheer guts, courage and a belief in their own convictions. And I want to congratulate them for bringing City Hall to the negotiating table.#

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



Corporate Champions

By MATILDA RAFFA CUOMO & STEVE LAROSILIERE

This time of year was memorably described in the lyrics from the classic *Showboat*—"Summertime and the living is easy..." That's a lovely notion but, as was noted in another classic, *Porgy and Bess*—"It ain't necessarily so"

For many Americans the summer continues to be a busy time, especially for parents and others concerned about the education and raising of our children. A significant number of our youth, victimized by lagging education, are in summer school struggling to catch up, while parents, teachers, administrators and various organizations work hard preparing for what they hope to make a more effective education process in the fall.

Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

Started in 1987 Mentoring USA, now the largest site based program in New York City, has proven beyond a doubt that mentoring makes a positive impact on the lives of our school children—and indeed on the lives of our mentors as well. Special training to enhance the student's appreciation of the virtues of diversity in our Bias Related Anti-Violence Education program ("BRAVE Julianna"), nutrition education.

Our general program works with children who are at risk and designated by their teachers. MUSA is the largest mentoring program servicing children in foster care to ward off obesity in our "Healthy Children, Healthy Futures" program

and "Heroic Choices" mentoring, which helps children suffering from trauma of various kinds have all proven effective. We are grateful to the generous cooperation of our corporate partners in our Corporate Champions Program.

The Corporate Champions who are part of MUSA believe they have an obligation to give back to the community, especially given the many staggering and alarming statistics of the various populations of young people we serve. Companies are not just talking about giving back; they are doing it by allocating personnel through their human recruitment departments.

According to the Business for Social Responsibility (www.bsr.com): "A growing body of evidence suggests that a company's role in its community can be a factor in increasing profitability, strengthening company brand and reputation, elevating morale and customer loyalty... Mentoring USA's experience with Corporate Champions confirms that conclusion. In recent years mentoring has become a favored activity for the corporate volunteers. Its benefits for the mentees have been obvious for a long time, but so have been its benefits for the employee mentor. Mentoring broadens their outlook through experiences outside of company culture and it also enables personal growth through the process of giving something back." Overall, many of the employees feel a greater sense of well being and purpose as they see their mentoring relationships grow.

For our corporate partners, partnering with MUSA enhances the reputation of their company as good corporate citizens. Mentoring also raises staff morale and company pride, and corporate partners also find that a solid volunteerism pro-

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PRODUCT REVIEW:

COMGRAFIX'S RAGTIME 5

By MITCHELL LEVINE

Now that what was once exotic technology has become commonplace, many of us have become uncritical about the tools we use: although there are a few alternatives, it seems like almost everyone in the tech rank and file, keep using applications software from the big-time players. Certainly, most teachers in our schools don't have time to program their apps in Visual Basic or C++, and there are a few folks that use NOD 321 antivirus instead of Norton, or Linux instead of Windows, but for the most part, teachers and technology procurers in the institutions use the lowest common denominator software.

You have to use Microsoft Office, right? It would be a virtual act of dereliction of duty to suggest that teachers and administrators deviate from this well-established baseline, wouldn't it?

Well, I'm here to tell you there's now an option: Comgrafix's Ragtime 5 for Mac OS. Why should you consider this heresy? Here's one good reason: it's *much* cheaper. Without any potential discounts to the institution, you're looking at an advertised student single user cost of only \$95, or a sixteen-user license-share for \$375! Compare that to Microsoft's single-user education package, which only includes the most popular components of the Office suite, of \$145. For schools that need to stretch their tech budgets as far as they can go to meet the mandates, that alone should be enough to make the switch.

Of course, that's not the only reason to con-

sider the Ragtime option: Comgrafix's applications package has a wealth of features, and, even better, was designed specifically for Macs (but still operates cross-platform). Want a single, inexpensive software suite that cannot only cover basic (and advanced) word processing *and* do layout? Ragtime's got you covered. Plus, the program saves documents as datasets, which allow you to compile the same basic text or images into different formats. Working with multimedia, a very important concept in today's technology education scene, is clumsy at best with Office, but a snap with Ragtime: 2D and 3D graphics, as well as sounds and even video files can easily be incorporated.

I personally rarely work with images, so the feature I found most interesting was the software's Apple script capabilities. Programming short macros—while requiring a small learning curve—was very helpful in processing repetitive tasks, like, to cite a recent example here, working with a list server.

Although some (in my opinion irrelevant) aspects like the interface are a little less polished than Microsoft's, all in all, my opinion is that, given the powerful features and superior price point of the application, teachers and administrators could be doing their technology programs a disservice by not considering Comgrafix's Ragtime 5 for their Mac-based IT systems.#

For more information, visit the company's site at www.comgrafix.com, or reach them at their toll-free number (800) 448-6277.

PRODUCT REVIEW:

THE PDA MULTIPIVOT

By MITCHELL LEVINE

Like most PDA users, I love the technology, but can't stand the inconvenience of manipulating and transporting a device the size of the average Palm or PocketPC. True, it's much more practicable than carrying a Rolodex, laptop, portable library, scientific calculator, and, if you're like me, a Game Boy. On the other hand, they're irregularly shaped, more capacious than your average pants pocket, and highly delicate; I've ruined three just by either dropping them a couple feet, or simply sitting down. Styli are easily lost, and, for most, the Graffiti system of hashmarks for data entry is counter-intuitive. Using one while you're driving, for those that take advantage of the GPS functionality of several recent entries in the handheld marketplace, is less than ideal.

For schools following the model of Smithtown, New York, and equipping all of their students with Palms (rarely do they choose PocketPCs), these minor irritations become formidable obstacles in IT deployment. Children use them in several environments, each of which makes different demands. Using them at their desk requires a different viewing angle than sitting in a chair or using them in a group circle or science lab. Also, as I've said before, the most ruggedized environment known to science is kids: no product ever takes a beating like anything distributed to teenagers. Given the inherent delicacy of your average handheld computer, and the limited budget of your average school, some kind of protective

measures must be implemented.

Although we've seen a few different PDA cases in our technology reviews here, in my opinion, none of them really compare to the PDA Multipivot in terms of multifunctionality. Forged from tough aluminum alloy, the Multipivot boasts of more than 15 uses, including a Landscape View mode, Belt Carry, and Car Mount. Once unfolded, the case acts like a stand with an adjustable angle of inclination, and a "third hand" that allows you to clip and suspend documents, so you can read them while using the device. For those concerned with the ergonomics of repetitive handheld use, the Multipivot offers a "Secure Grip" feature that allows the user to make fine rotational adjustments to ensure the most comfortable grasp possible. However, although the manufacturer claims the feature is so effective that the average user can work with both hands while still holding their Palm, after using the product, I would not suggest this as being an appropriate method for education use.

Best of all, the Multipivot, at \$24.95 (before any applicable education discounts), is priced very comparably to many more purely cosmetic case accessories, although not only can it be used with a hard or soft-shell case, it can actually accommodate CD players, GPS navigators, and other similar devices as well.#

For more information, visit the manufacturer online at www.multipivot.com.

PRODUCT REVIEW:

ADOBE CREATIVE SUITE

By MITCHELL LEVINE

At first glance, Adobe's latest release begs the question, "How do you improve upon perfection?" Answer: you make it faster, more feature-rich, and easier to use. And that's exactly what the developers appear to have done. Combining several of their flagship applications into a well-integrated modular suite, at its most basic, the Creative Suite Premium Edition contains Illustrator, InDesign, Acrobat Professional 6, Go Live, and Photoshop CS with Image Ready, and with an optional Pagemaker module available as well.

Of course, that's an indispensable set of design applications, if not, in fact, the literal state-of-the-art. But that's just the surface of what CS has to offer: in addition, it presents some of the most helpful, user-friendly features a technology professional in education could ask for. I'll assume that if you're reading this, you most likely recognize the above software titles; if

you don't, in brief, the above apps allow you to manipulate, create, enhance, distill, and print just about any kind of web or print graphic, photo, or multimedia file.


However, new to the CS suite is the powerful file management system, Version Cue. The Version Cue system allows a single user to track various versions of a single project, and several networked users to share various versions of a collaborative project. The benefits of this for education are obvious: teachers can flip through all of the various conceptual stages of a project in development, and whole classes can collaborate on collective works far more easily than any system I've personally tested. The tighter integration of the applications impacts on this as well, because the software now shares palettes and commands, and generally makes switching between applications much smoother—really a must for any kind of sophisticated print or web design work. Also worth mentioning are the

many tutorials and the very helpful Design Guide as well.

Trying to describe all of the new features within the space of a short article is probably impossible. Just to touch on a few, I personally found the key-

board shortcut remapping, support for native files in InDesign CS, and improved support for 3D in Illustrator to be the most impressive, but this will,

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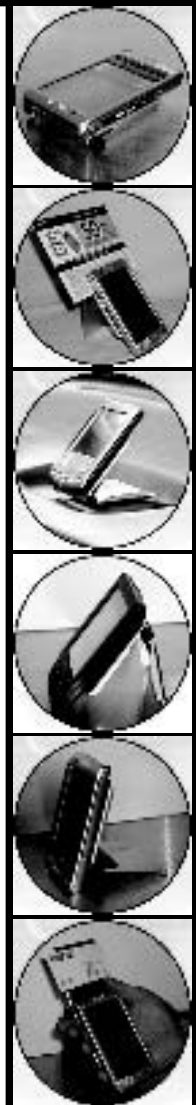
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2004 TEEN BOOKLIST FROM NYPL

Teens searching for a good book can connect with the best books published with The New York Public Library's "Books for the Teen Age, 2004." The Office of Young Adult Services is proud to present its yearly mega-booklist of approximately 1000 titles. With over 500 new titles in 61 subject sections and old favorites, teenagers 12-18 years old can connect with worlds of mystery and suspense, romance, adventure, poetry, the arts and more. With "Books for the Teen Age, 2004" teens will discover a whole new realm of exciting reading.

Teen readers vary tremendously in interest, maturity and reading ability. To meet these varying needs, the chosen books differ greatly in difficulty and depth. Books are organized in five general sections: Creative Arts; Science; Here/Now; One World; and Action and Adventure. In turn, these are further broken down into subcategories such as Humor; Mind and Body; Working; USA; Black America; and Do-It-Yourself.

Teen interest is piqued with a variety of intriguing subject areas: Adventures in Ideas; The Power of Words; The Changing Scene; Getting it Together; Looking Good; Make Up Your Mind; Overcoming Odds; and Young Love. More straightforward categories are also available; Teen Novels and Short Stories; The Americas; The Universe and Beyond; Athletics; Brain Food; The Movies and TV; Women, and Planet Earth. In addition, the List does not shy away from the serious subjects teens seek information about, and includes categories on War and Peace; AIDS; LGBTQ: Being Gay; Drugs; Love and Sex; The Middle East; and Crime and Justice.

Designed with original cover art, each double-page spread incorporates one or two sidebars containing jacket blurbs or direct quotes of texts to heighten interest in top-notch books. With so many titles to choose from, teens have the oppor-

tunity to find a story they can identify with. In *Birdland* (Scholastic, 2003) Tracy Mack writes, "Volley cleared his throat and told us that for the assignment, we could write, paint, sing, or create any other expression we could think of. He said this would give us a chance to portray our neighborhoods as we saw them...He also said that, symbolically, creating something was one way to rebuild the pieces of our damaged city and repair our broken hearts. 'True healing,' he said, 'begins with imagination.'" And in *Mamá*, (Rayo, 2003) Maria Perez-Brown writes "My mother's story is a classic tale of survival...It is a story of a woman who had a dream to make sure that her children's lives would never repeat her own. My mother was relentless in her mission."

A sampling of the authors that made this year's list include: Sting, author of *Broken Music* (Dial, 2003); Michael L. Printz and Coretta Scott King, Award winner Angela Johnson, author of *The First Part Last*, (Simon & Schuster Books for Young Readers, 2003); Jan Greenberg and Sandra Jordan, *Runaway Girl* (Harry N. Abrams, Inc., 2003); and Cornelia Funke, author of *Inkheart* (Chicken House, 2003).

New titles are indicated with asterisks, and durable favorites from earlier lists carry through, as well. All the books on the list are displayed year-round at Teen Central Nathan Straus Young Adult Center at the Donnell Library Center, 20 West 53rd Street. Every New York Public Library Branch includes books from the list in their collections. A list of Branch Libraries and addresses is included on the back page.

"Books for the Teen Age, 2004" is available from the Office of Branch Libraries, The New York Public Library, 455 Fifth Avenue, New York, N.Y. 10016. Copies cost \$10.00 each. On mail orders there is a charge for mailing and handling.#

Adobe CS

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of course, depend on exactly what you'd like to use the product for. I'd imagine that whether the user is a teacher of web or image design, an in-school IT supervisor developing a class or extra-curricular site, or just a 3rd or 4th year student, the CS package will offer a significant improvement in efficiency, power, and convenience in comparison to the various stand-alone products used separately.

A few words about the various special programs Adobe offers the education user: first off, the company makes a very generous discount available to students, teachers, and qualified

institutions, as well as volume licensing and discounted technical support. Much more information about this can be found on the website. In addition, the Adobe Web Tech curriculum has been updated to accommodate the CS user as well, providing a full year-long online learning opportunity aligned to national standards. Plus, curricula guides for InDesign CS, Pagemaker CS, and Acrobat 6 Professional can be had, and a full platform for curricula exchange for Adobe education users.

Unfortunately, I have space only for a few of the highlights of this vast software product. Probably the best thing I can do is just say "highly recommended," and direct you to www.adobe.com, where you can find not only much more detail, but download multimedia features guides and tutorials as well.#

Cuomo

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gram can be an important employee recruitment and retention tool.

Companies choose to work with us in a wide variety of ways. One of our oldest corporate partners, Bloomingdale's, has their seventy employees mentoring with kids in P.S. 59 during their lunch break once a week. One of our partners sponsor P.S. 154 in Harlem, where Verizon's employees mentor every Tuesday from 3-4:30pm. Another organization chose to work exclusively with our foster care initiative. In the future, we plan to implement a workplace program that enables middle and high school young people from one of our many sites to go to a company and have the mentoring take place there.

Companies are enabling us to recruit actively at their corporation whether it's setting up a table in their lobby, sending out emails to the organization or posting our volunteer opportunities on

their company intranet. They are truly supporting this partnership and want their employees to get involved.

All of us at MUSA wish to express, in a special way, our gratitude to the wonderful employees at the following companies and organizations: Bloomingdale's, Goldman Sachs, Con Edison, UBS, Morgan Stanley, NYPD, Verizon, ABC, Viacom, NYU and Cooper Union. Mentors in these corporations are in positive reflection of the quality of their dedication to the community.

The connection forged between a mentor and a mentee is one of the most beneficial bonds in a child's life. It is a win/win situation for all involved and that's why we will spend so much of this summer developing and enhancing our Corporate Champions partnership. If you, your company or organization is interested in knowing more about our programs, or if you have any comments and suggestions please contact us at (212) 400-8286.#

Matilda Raffa Cuomo is Founder and Chairperson, Mentoring USA. Steve Larosiliere is the Recruitment Manager, Mentoring USA.

Nimble Numeracy: Fluency in Counting & Basic Arithmetic—Oxton House Publishers

Some children have difficulty with basic arithmetic simply (but not obviously) because they don't understand our number language. They don't automatically see how the word patterns reflect what the numerals mean. Many children who have difficulty reading fluently also have great difficulty memorizing the basic arithmetic facts. Many of them also have trouble becoming fluent with our counting system. This often results in slow learning of arithmetic concepts, slow processing of arithmetic problems, and inaccurate computations, even when they know the algorithms.

Nimble Numeracy is an excellent supplement to any elementary mathematics curriculum for students who need help becoming fluent with the language of counting or with the operations of basic arithmetic. It explains how to teach our counting system, how to work with the base-ten place-value system, and how to teach the four basic arithmetic operations. In its approach to counting, this book develops a solid understanding of the concepts underlying this system. It interweaves teaching activities for regrouping that help children master efficient ways to add and subtract large numbers. It extends these ideas to an understanding of the relationship between addition and subtraction and between multiplication and division, and from there to a sense of how simple fractions work.

A major emphasis is on developing fluent use of the language needed for working in these areas and for communicating with other people about these skills and concepts. Its strategies foster a

clear understanding of the base-ten numeration system and place-value concepts, areas that the NCTM Standards 2000 document calls "absolutely essential" for the mathematics of the early grades.

The activities presented in this book are easy to do with individuals, small groups, or whole classrooms of students. Only very basic materials are needed for the activities and, other than ordinary things to count, displays of the required materials are included in the book for photocopying by any teacher, parent, or tutor.

Dr. Phyllis Fischer, the book's author, is known for her knowledge on how children learn. She is currently a Professor of Learning Disabilities at the University of Maine at Farmington. She has embraced the needs of students and the educators who work with them for over 30 years. Beginning as a third grade teacher in Hopkins, Minnesota, Dr. Fischer's career has progressed to include supervision of a clinic for children with learning disabilities, serving as a school consultant for students with special academic needs, teaching at the university level for over 25 years, and conducting professional presentations nationwide on fluency in reading, math, handwriting, and reading comprehension.#

The Teaching Career

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learning—challenging deeply held beliefs and assumptions so that powerful new approaches to schooling arise."

Of course, the news is not all bleak. "This nation is blessed with a core of competent, well-qualified, dedicated, caring teachers whose presence goes far toward sustaining what arguably is the most stable institution in our changing, dynamic society."

So here's that summer assignment: read this, and come back ready to implement, or at least discuss, some of these authors' compelling arguments in September, so that real change can begin to take place.#

SPIROS RAFTIS' FIVE SHEETS OF PLYWOOD

By MITCHELL LEVINE

A scary statistic: 80 percent of all businesses fail within their first year in operation, and, of the survivors, 25 percent will fail within the next five—and, adds Spiros G. Raftis, author of *Five Sheets of Plywood*, the rest will suffer their next big failure 35 years later, when the founder runs out of steam. And he'd know: following humble beginnings, his parts foundry, the Red Valve Company of Carnegie, Pennsylvania sold its first million units after 11 years, and now, just past its 50th anniversary, employs his three children as well.

While very much a practical how-to guide to small business, *Five Sheets of Plywood* tells a compelling narrative as well. After a childhood spent working in the church at which his father served as a sexton, Raftis found himself an unemployed family man at the age of 26, when his boss decided to cut his commissions, despite his exceptional sales performance. Following the building of his first office space from the materials for which the book is named, his idea for a better machine valve made him millions and earned customers around the globe.

Along the way, he learned about all the things the small business owner needs to know but probably doesn't, and to save the prospective entrepreneur wear and tear from learning at the School of Hard Knocks, he decided to write it all up in a book. In 150 pages, the reader will learn about

location, insurance, wages, taxes, unions, lawyers, patents, banks, and, above all, the essentials of management. But more than just the pragmatics, the new owner will find homespun wisdom which can only come from a life spent taking a commercial concept from sweat equity to success. A

few nuggets: "In your first three years, commit yourself to the bare essentials of subsistence"; "Businesses need two kinds of people: thinkers and doers: First get the doers"; and my personal favorite, "A business partner is like a marriage without the love."

A special item of interest is the book's focus on the creation of family businesses: an appendix written by two experts on "succession planning" is worth the cover price alone for anyone interested in creating a legacy enterprise. Subsequent chapters on dealing with sibling rivalries, youthful preparation,

finding appropriate roles, and knowing when to relinquish the reins are probably unique in the literature, and written by a true expert.

For anyone that ever got downsized for being too competent in their field, thus threatening their boss's job, or lost a week's wages when their union negotiator conceded a mandatory "give-back," Spiros Raftis's story will come as a revelation, and an unparalleled guide to small business achievement.#

For further information contact Spiros G. Raftis via email: sraftis@aol.com.



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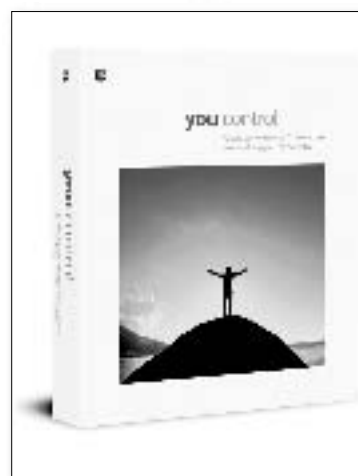
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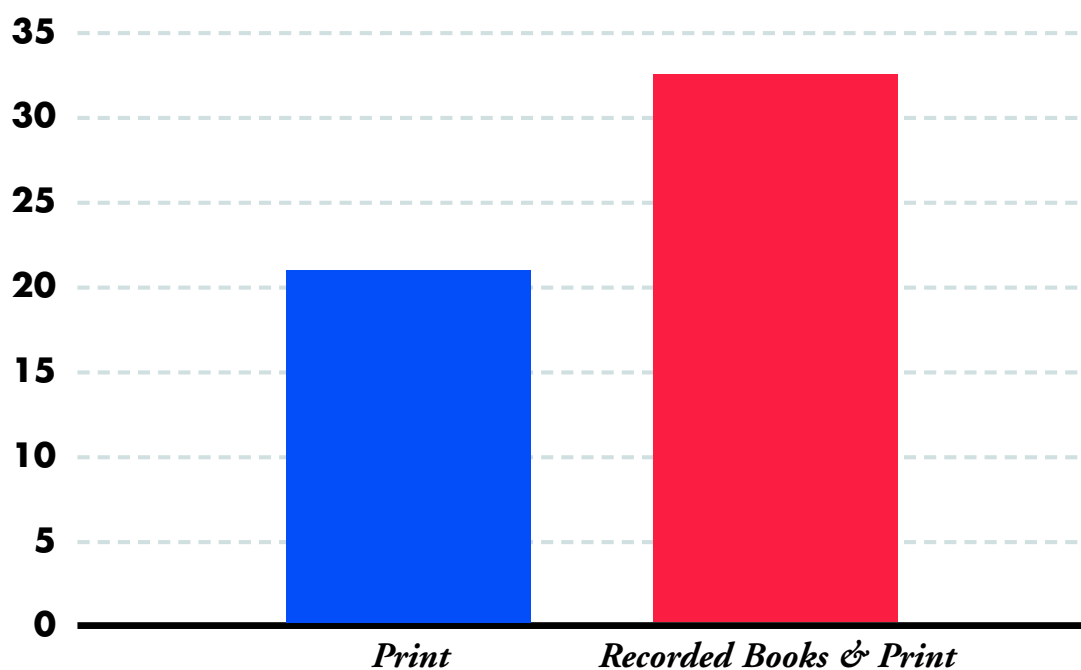
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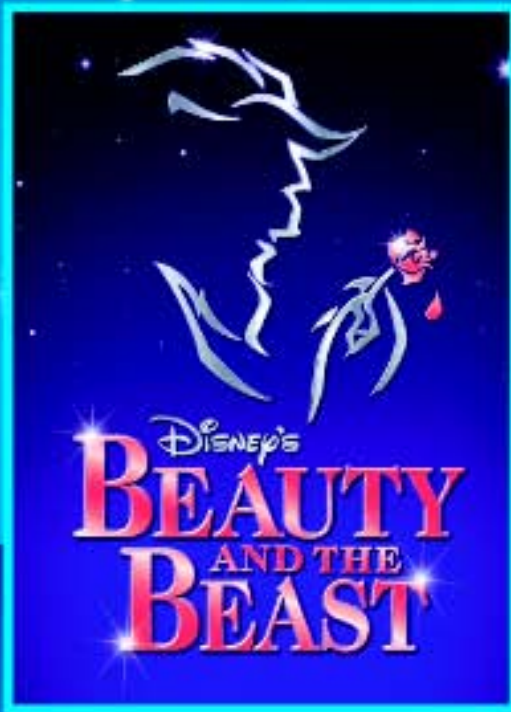
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