

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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BACK TO SCHOOL 2004



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The Plight of Homeless Children: Losing Education Hopes & Dreams: Part I of a Series

15,380 HOMELESS CHILDREN IN NYC GET LOST IN THE SHUFFLE

By RUSSELL CRANE

Families reach the point of homelessness because they have exhausted their housing and financial resources and many may not have a network of support, either due to domestic violence or other breakdowns in relationships. The instability caused by homelessness that a family experiences hits on all parts of a family's life, and their children's education becomes only one of the areas that is put into chaos. Currently, there are 8,798 families including 15,380 children in the New York City shelter system. The average length of stay in the shelter system for families is over eleven months.

For a family who has just become homeless, regular school attendance poses an enormous challenge. Families from all the five boroughs of New York City have to apply for shelter at a government office in the South Bronx called the Emergency Assistance Unit (EAU). Currently, the number of homeless families applying for shelter exceeds the EAU's maximum capacity for people on a regular basis. According to a New York City local law, the City must process homeless families' applications for shelter on the day that they apply for shelter and not send them to more than one overnight placement, before assigning the family to a stable conditional shelter placement, which could be a hotel or a non-profit operated shelter. As the system is currently being operated, families who apply for shelter are regularly being sent to unlawful multiple overnight placements. Buses take families out of the EAU late at night, frequently after midnight, so that it is impossible for families to get adequate sleep before they are bused back to the EAU to wait all day for processing. The current EAU, where families are forced to spend so much time, is extremely noisy,



City of New York's emergency assistance unit

very crowded, and lacks any source of stimulation for children or a place for children to quietly do schoolwork.

Families are returned from overnight placements to the EAU during the morning from very early, to as late as 10:30 am. Many families decide that by the time they arrive at the EAU, it is too late to take their children to school or their children will simply be too tired to stay awake in school. Other families may not yet have their children registered in school and are worried that they will not be able to complete the registration process without an address. Families who do try to take their children to school must carry all of their belongings (there is no storage at the EAU) and must complete a rigorous, time-consuming process of waiting in long lines to get passes to leave the EAU and to get Metrocards to travel to school. During the 2003-2004 school year, The

Legal Aid Society documented wide-spread problems adversely affecting families' abilities to obtain passes to leave the EAU and to obtain the proper amount of Metrocard fare to take children to school, both of which are discouraging factors to families who are making efforts to take children to school.

When the City finally places a family into a more stable conditional shelter, the location can be in a completely new neighborhood for the family. According to New York State regulations, the City has a responsibility to try to place families in a shelter closest to the youngest child's school. Unfortunately, because the shelter system is so crowded, many families are placed very far from their old schools.

Congress passed the McKinney-Vento Act in order to protect the rights of homeless children to attend school. Under this legislation, homeless children have the right to immediately enroll in a new school where they currently are or continue their enrollment in the previous school, which they attended before becoming homeless. In accordance with a court order in New York City, if a family chooses to commute back to their original school, the family is entitled to receive ongoing transportation assistance, if they need it, to be able to travel to that school.

After a family receives a conditional shelter placement, the City conducts an investigation to determine whether a family has any other housing actually available to them. The Legal Aid

Society's analysis of City data on applications shows that many families have to file multiple applications for shelter before the City concedes they are eligible. When the City determines a family to be "ineligible" for shelter the family must leave their shelter placement, and if the family has nowhere to go they must re-apply for shelter at the EAU. Therefore, ineligible determinations throw children's education into turmoil again because a family may no longer be close to the school where the children were newly registered.

Ineligible families are also currently being put through a different process at the EAU, which the City calls "Fast Track." Under the "Fast Track" policy, families are only given overnight placements during their application. For families who are on "Fast Track," school attendance becomes exponentially more difficult because day after day families are in the EAU environment with a little amount of sleep and all of their belongings.

A Court-ordered Special Master Panel, which has the authority to evaluate all aspects of the shelter system and make recommendations for improvement has found that the current EAU is "an unhealthy environment" and the eligibility process to be error-ridden. They have recommended that the City end the "Fast Track" policy for families determined ineligible and that the current EAU be replaced with a new EAU that would involve a shorter application process with families receiving stable placements more quickly. If the City follows these recommendations, it would have an enormous impact on homeless children's school attendance.#

Russell Crane works for the Legal Aid Society of New York.

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The Plight of Homeless Children: Losing Education Hopes & Dreams



When Educating Homeless Children, Community is Key

By COMMISSIONER
LINDA GIBBS

Hubert Humphrey once said that the impersonal hand of government could never replace the helping hand of a neighbor.

New York City spares no effort or expense in assisting homeless families—we are the only jurisdiction in the nation in which every homeless family is guaranteed the right to access temporary emergency housing. However, there's no doubt that the work of community-based service providers and our neighbors can make the most important difference when it comes to ensuring academic achievement among at-risk and homeless children.

The city's newly released five-year action plan to end chronic homelessness, Uniting For Solutions Beyond Shelter, aims to shift our services to a more nuanced, community-based approach in which family connections to schools, as well as to religious institutions, local medical providers, and other supports, are maintained and strengthened. With more than 9,000 families, including 16,000 children, currently in emergency housing in New York City, achieving success is critical.

Take, for example, our current work to provide shelter services to at-risk and homeless families in their home communities. In the past, a family from central Brooklyn would as likely be sheltered on the west side of Manhattan as they would in their own neighborhood—leaving parents with the difficult choice of either sending their kids on long commutes to existing schools or relocating them to new ones. In the 2003–2004 school year, we placed 39 percent of homeless

families in shelters in their childrens' school districts and 88 percent of families in their home borough—marking a 78 percent increase over last year's results.

The five-year action plan also calls for a shift toward prevention and other interventions that solve homelessness, offering promise that many children who might otherwise end up in a shelter instead become stabilized in their existing homes. Beginning this fall, the city will roll-out a new \$12 million homelessness prevention program in six high-risk communities—South Bronx, East Tremont/Belmont, Bedford Stuyvesant, Bushwick, East Harlem, and Jamaica. Through a series of data-driven outreach techniques that target families at high-risk of homelessness, community-based organizations contracted by the city will provide casework services, referrals to job training, short-term financial assistance, credit counseling, and anti-eviction services to stabilize those households. As best practices are established, the city will expand the model to additional high-risk communities.

Mayor Michael R. Bloomberg's efforts to bring about these shifts in the homeless services system, coupled with the promising reforms underway at the NYC Department of Education, offer the best hope yet that housing instability or the actual loss of housing does not mean that children lose their educational hopes and dreams too. With more homeless children in New York City shelters than in nearly 95 percent of the school districts nationwide, we have every reason in the world to make these reforms succeed. #

Linda Gibbs is Commissioner, Department of Homeless Services.

OUR FORGOTTEN PRIORITIES



Waiting room B at the City of New York's emergency assistance unit

By JOANNE KONTOPIRAKIS

Distinguished columnist Bob Herbert recently explored the changing and diminishing landscape of social services available to children living in poverty. Current government policies have turned a blind eye to the needs of children and the poor nationwide, a part of society that needs support the most.

"I'm pretty baffled now and very pessimistic about the future," said Herbert. I was in Oregon in early 2003 when they were having terrible budget problems. A parent there said to me, 'We didn't close schools in WWII or the Vietnam War, but we're closing schools now because we just can't afford to keep all of them open.'"

Continuing, Herbert said, "In Miami, which is poorer than Camden, N.J, kids are living just above the poverty line with working-class par-

ents. But Jeb Bush won't cover them with public health coverage. He's putting children on a waiting list. Some of these kids are really sick.

"Go to California where Schwarzenegger is dealing with his budget. He must have the same advisor as in Florida. Here in New York, taxes are being raised at the local level, but you have a governor who wants to fund public schools with the proceeds from OTB—with money lost from people who couldn't afford to gamble in the first place. The policy of N.Y. State is to leave funding for schools as one of the last priorities."

Herbert underscored the importance of remembering two things: if you have kids out of work and out of school, they are going to get in trouble. As a culture, we have a responsibility to provide for the next generation. #

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Corporate Contributions to Education – Part II

This Is The Second In A Series On Corporate Contributions To Education, Interviewing Leaders Who Have Changed The Face Of Education In Our Nation

BILL AND MELINDA GATES: THE GATES FOUNDATION

By JOAN BAUM, Ph.D.

Say “Bill Gates” these days and it’s likely that “education benefactor” comes to mind as readily as “Microsoft mogul.” Gates and his wife Melinda French Gates have done more than put their money into a foundation to improve learning and health care, however, two issues that are intimately related. They understand, also, that publicity is the necessary handmaiden to philanthropy. In continuing media appearances and Website updates, Bill and Melinda Gates demonstrate that in the brief four years their \$27-billion Foundation has been in existence, a development of an earlier Learning Foundation project to make technology readily available in public libraries, public education can indeed be improved if philanthropists commit, follow through, and open themselves to evaluation [AIR (American Institutes for Research in Palo Alto) is reviewing Gates projects]. As Melinda Gates said recently quoting William Butler Yeats, “Education is not the filling of a pail but the lighting of a fire.” The 3 R’s are now: “rigor, relationships and relevance.”

As much as Gates is a major force in technology initiatives, the goal of the Gates Foundation extends beyond training future workers. Where other organizations focus on pre K-high school, Gates has its sights on having all students “ready for college” and educated as well to be fully engaged citizens. There is no alternative for a democracy, Melinda Gates points out. Indeed, in the time it took her to deliver a speech earlier this

year to the National School Boards Association, she noted, “two dozen students will drop out of high school.” It might seem ironic that a technology giant that depends for its success on computer literate employees would argue so passionately for knowledge over vocational training. But when she speaks, Melinda says, it’s as much as a parent as a co-founder of the Gates Foundation. “It is a grave social injustice that our high school system continues to steer low-income African American and Hispanic students away from college prep and college attendance.”

High schools are crucial in redressing inequities that result in only 6 percent of young people from the poorest economic sector earning a four-year college degree—an interesting comment. Incidentally, in an election year when community colleges are high on some political agendas. The Gates Foundation works as a “catalyst” with a diverse mix of partners, private, public, government agencies, and it works mainly through grants which are evaluated for appropriateness of target schools, for achievement, according to increased attendance, test scores and college acceptances,

and for broader impact on the education community, affecting changes in policies and procedures. Central in Gates Foundation efforts are trans-



Bill & Melinda Gates

forming large schools into smaller units, supporting smaller and innovative high schools nation wide, and encouraging college attendance by way of scholarships in this country and at Cambridge, UK. Of course computers are involved in these efforts. Incredible but true: Gates reached its goal

to provide Internet access and training in libraries in every state of the country.

Though selective in targeting schools and districts where it feels it can make the greatest difference, the Gates Foundation is universal in its promotion of best practices. Melinda Gates calls attention to the National Association of Secondary School Principals publication, *Breaking Ranks II: Strategies for Leading High School Reform*, which has been sent to “every high school principal in America.” She cites particular successes that can be replicated, among them the San Jose School District where “all” students now take college prep courses and scores have gone up especially for minority youngsters. “It is better for a student to learn algebra in three semesters than to waste two taking low-level math.” The Truman Center outside Seattle now boasts no bells, no lockers—and this in a school, which formerly received only unwanted teachers and students. Then there’s Winthrow University High School in Cincinnati, now totally restructured and enjoying a tremendous attendance rate, a place where the 82 percent African American population attends a special Summer Bridge program in the 9th grade, where parents sign contracts, and where an on-site social service agency has visible presence. These are just a few of the turnarounds Gates has been able to foster, but they prove, Melinda Gates says, in the words of John Dewey that “Education is not preparation for life; education is life itself.” For more information visit [#](http://www.gatesfoundation.org)



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GUEST EDITORIAL

Open Letter to Friends of New York City Public Schools

By DEPUTY CHANCELLOR
CARMEN FARIÑA

What an exciting time to be part of New York City public education, a time where everything and anything is possible. Our slogan—Children First—is also our mission and vision. The restructuring of New York City public education has focused on creating environments that are student-centered and academically stimulating. Our system is now focused on providing challenging and differentiated professional development, with an infrastructure dedicated to improving student achievement.

As I speak to different audiences throughout this city I have used the four *E's* as my vision-setting agenda. The four *E's* relate to all our varied constituencies: parents, educators, community members, and most of all, our students.

Equity: As a student who entered a New York City elementary school not speaking a word of English, I fully expect our students and parents to see our schools as the perfect vehicle to experience the American dream. For parents, this means the best schools and the best teachers regardless of neighborhood. For business and community leaders, it means that all our students will graduate with a meaningful high school diploma, enabling them to continue their education or become productive members of the work force. This diploma will carry

equal prestige regardless of which high school granted it.

Excellence: We have implemented a citywide curriculum that requires much more than rote memorization. Our approach to balanced literacy and mathematics encourages critical thinking, applied learning, problem solving and active student engagement. This ensures that all students are expected to have skills for success in the 21st century as well mastery of rigorous state standards. A stimulating academic environment implies that students are engaged rather than disruptive, makers rather than dependent followers, and self-directed active citizens rather than disenfranchised observers.

Energy: A good school "hums." This hum is created by a chorus of people from within and without this school community, based on strong partnerships and collaborations to ensure that learning goes beyond academics. This energy is most clearly felt when all constituents have a role to play and participate productively in a learning, caring community. A clear sign of positive energy is seeing school lights lit way beyond 3:00 p.m.

Entourage: Working with others. Cultural institutions, business partners, local merchants, and after school organizations all offer valuable services and bring the real world experiences into our schools. The bonds formed by an entourage of dedicated individuals sharing a common

vision enable the possibilities we want for all our children to become reality. The most important entourage is between parents and educators. Our parent coordinators have been a major contribution to strengthening this link.

I have played almost every role in the field—student, teacher, parent, principal, community activist, superintendent and now leader of Teaching and Learning. In each role, the four *E's* have focused and sustained my optimism that, together, we can and will do right by every one of our students.

The beauty of our profession is that every September we have a golden opportunity to start anew and rededicate our efforts. It is easy to be a faultfinder...much harder to be a problem-solver and builder. Join me in making this school year the best ever.

I am confident that together, in whatever role we play, we can create one community and use the power of our combined voices to move toward the goal of providing every student in New York City with high quality education. This is a golden moment in reforming public schools, and as the song says, "If you can make it here, you can make it anywhere!" We can do this!#

Carmen Fariña is the deputy chancellor of NYC public schools. She welcomes suggestions and feedback via email at cfarina@nycboe.net.

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LETTERS

RESPONSE TO

Gaston Caperton, College Board President,
Tests the Writing Waters

To the Editor:

I think that the main priority for the Board of Trustees and former Governor Caperton should be to eliminate the gender and cultural biases that are part of the test. Once that is eliminated the test would be a little more equal to everybody.

Natalie

Las Vegas, NV

RESPONSE TO

Students at UNA-USA's Model U.N.
Conference

To the Editor:

Thank you to Dorothy Davis for the excellent report on Model U.N., which I have forwarded to our headquarters.

Sylvan M. Barnett, Jr.

R.I. Representative to the U.N.

RESPONSE TO

Bard HS Early College
Moves to Lower East Side

To the Editor:

Surfing the net I came upon this article. I attended PS 97. I was very dismayed to find that the school was closed due to low performance. Living in the community until I was in my twenties, PS 97 was the only school that serviced the children of that community. How has the school district met the needs of the children of the area? The nearest elementary school was divided by

a very busy intersection. The Bard High School services the needs of the older children. What about the needs of the up and coming nurturing minds? It's never too late to be concerned.

Frances Cora Wynn

Bronx, NY

RESPONSE TO

Ludwig W. Eichna, M.D., 94, Medical
Educator & Innovator

To the Editor:

I am so proud of what my great uncle Ludwig did. I wish I got to meet him in person.

Chelsea Eichna, East Northport, NY

RESPONSE TO

President Stephen Adolphus:
Interboro Institute

To the Editor:

How nice to read about what my cousin has accomplished.

Lovey Warner

Cottonwood, AZ

RESPONSE TO

British Airways' Concorde Jet Joins the
Intrepid Museum

To the Editor:

The museum limits how many visitors the aircraft [G-BOAD] can have per day. I think they say 1200. You also need a boarding pass to see it and when they reach the limit, they don't give out any more. SO get there early! It's worth it.

Andrew Bayonne, New Jersey

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RESEARCH THAT CONNECTS TO COMMUNITY LIFE PAYS OFF

By DR. CHARLOTTE K. FRANK & PHYLLIS FRANKFORT

Over 1400 New York City high school students recently created innovative proposals ranging from recommending health report cards to prevent obesity among students in New York City schools, to a policy solution to help solve the city's housing crisis, to creating a youth activism campaign to stop companies from sending jobs overseas. These research-based solutions were submitted to the Quality of Life Competition last April in response to the question: "What would you do to improve the quality of life?" Scholarships, awards and implementation grants totaling \$45,500 were awarded to students recently at The McGraw-Hill Companies. Student quality of life proposals were based on

library research, independent field research, and consultation with experts. Their topics focused on health care (22 percent), environmental issues (18 percent), education (17 percent), neighborhood concerns (17 percent), and immigration (7 percent), among other topics. Second prizewinner, Samantha Scully of Sheepshead Bay High School, was excited because she "was able to conduct a scientific bacterial growth experiment for the first time!" Semifinalists Gloria Lee and Esther Lee of Hunter College High School reported, "We were both really able to see how public policy is made in response to a city's needs." Mayor Bloomberg, recognizing the importance of the ideas proposed by youth, signed certificates of achievement for students.

The \$17,500 first prize went to senior, Inna Guzenfeld, of Stuyvesant High School for her proposal to combat AIDS-related stigma in high

2004 SCHOLARSHIP WINNERS			
1st Prize \$17,500	Inna Guzenfeld, Stuyvesant HS, Manhattan	"Combating Homosexuality- and AIDS- related Stigma in High Schools."	Inna proposes a program that brings HIV-positive speakers into high school classrooms, and a guide that will help teachers create talk to students about stigma.
2nd Prize \$9,000	Samantha Scully, Sheepshead Bay HS, Brooklyn	"Encouraging Better Hand Hygiene in Schools"	Samantha proposes an awareness campaign and products for improved hand hygiene among high school students.
3rd Prize \$6,000	Boris Ryvkin, Townsend Harris HS, Manhattan I	"City in the Trenches: Rent Stabilization and Rent Control in New York City"	Boris proposes legislative reform for rent control and rent stabilization to increase the city's supply of affordable housing.
Honorable Mention \$2,000	Matthew Barone and Daniel Demesh, SI Tech HS, Staten Island	"Fighting adolescent obe- sity in New York City."	Matthew and Daniel's proposal is to prevent obesity among children and youth through the implementation of health report cards in NYC public schools.

schools. Guzenfeld proposes a bold new program that brings HIV-positive speakers into high school classrooms, as well as a guide that will help teachers create an atmosphere of greater tolerance within schools. Inna's plan is being given to the Department of Education.

The precedent for making a real difference in New York City has been set by students through-

out the program's nine-year history. Implemented proposals to prevent bullying, improve relationships between minority teens and the police, bridge the digital generation divide, remodel school bathrooms to meet health code regulations, and promote awareness of prostate cancer, among others, have made a difference in the lives of New Yorkers. Thousands of students are benefiting from a proposal that recommended free Princeton Review SAT prep courses for low-income students to create a level playing field. The Peter Jay Sharp Foundation has generously funded this proposal for four years at a cost of over \$1 million dollars.

The Quality of Life Program, managed by Working In Support of Education (WISE), works in partnership with over 50 community agencies and 75 schools, and has served approximately 8,000 students and awarded over \$300,000 in college scholarships. To find out more about this innovative and successful initiative, contact the Quality of Life Program at 212-421-2700.#

Dr. Charlotte K. Frank is a Sr. V.P. at McGraw-Hill Education & member of the WISE Board of Directors. Phyllis Frankfort is President & CEO of WISE.



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The academic curriculum and after-school calendar include a rich program of sports, artistic and cultural activities, fostering the development of independent, creative minds and a strong work ethic. The school's location also allows it to integrate into its curriculum numerous field trips to museums, art galleries, and educational and business organizations as well as to encourage inter-school athletic, artistic, musical and literary competitions. The Lycée's 17 Junior Varsity and Varsity teams compete with other New York City schools in the ISAL (Independent Schools Athletic League) and the AIPSL (American and International Private Schools League).

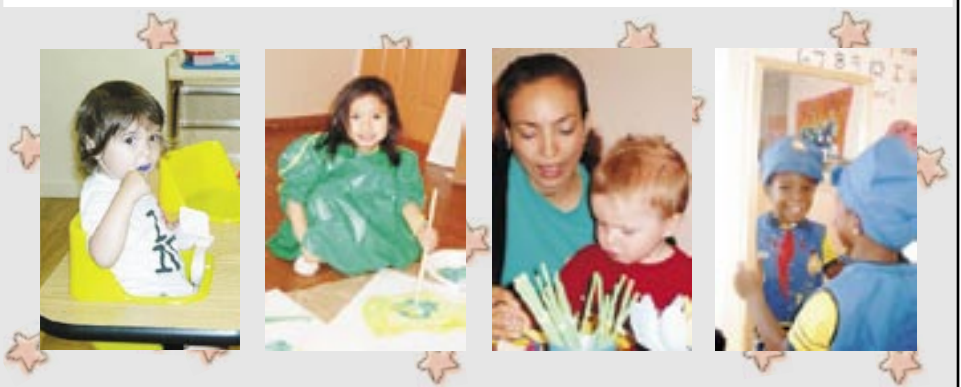
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In September 2004, the Lycée welcomes a socially and economically diverse student body of 1165 students through its doors. Our students represent more than 50 nationalities. Although French is the primary language of instruction after first grade, the Lycée offers a French language immersion class for non-French speaking students in 2nd, 3rd and 4th grades. After just one year of intensive French language instruction, students will be introduced into the regular curriculum.

A Brand New School! In the fall of 2003, the Lycée Français de New York moved into a new school designed and built specifically for its needs at 75th and York Avenue. The school's two light filled towers were designed by James Polshek and Susan Rodriguez of Polshek Partnership, LLP.#

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Aaron School serves children who have been identified with potential learning challenges including speech and language delays, learning disabilities and sensory integration issues. Aaron School's mission is to prepare each child to graduate to a less restrictive educational setting where he or she can flourish. We believe we can accomplish these goals by focusing on the development of the whole child, encouraging cognitive, social, emotional and artistic growth.

The school weaves a traditional pre-K and elementary school curriculum into an individualized skill-building program that builds on each child's strengths while addressing challenges. Our approach is multi-sensory and multi-disciplinary. Children are grouped by developmental level in small classes. Each child receives both individual attention and group experiences. Our supportive structure, which builds on learning successes, enhances self-esteem and promotes the development of appropriate social skills necessary for effective functioning in the classroom and the larger community.

Classes are small, with an excellent student to teacher ratio. Qualified specialists provide supplementary speech and language services, and occupational therapy. The brand new facility features 12 classrooms, gymnasium and art studio, computer lab, library and a separate OT/Sensory gym. The school is committed to a partnership of staff, parents and professionals, dedicated to the common goal of enabling each child to become a successful learner.

Hallmarks of Our Program:

Taking a Team Approach: Aaron School believes in a team approach to intervention. The educational team—the head teacher, assistant teacher, school psychologist, therapists and specialists—meet weekly to discuss each child's progress and review classroom dynamics. By communicating with one another, we learn what works and what doesn't, and we continually refine our teaching approach for maximum benefit to our students.

Social Skills Curriculum: Children with learning differences often struggle with the non-academic agenda—making friends, participating in-group activities, expressing feelings and appropriately advocating for themselves. Developing social skills is an integral part of everyday life at Aaron School. To cultivate social competency, a formal intervention program has been developed. Our speech and language therapists in collaboration with the classroom teachers conduct weekly classes. Through modeling, role-playing, problem solving and discussion, children learn the verbal and non-verbal behaviors to interact effectively and appropriately with the people around them.

Encouraging Self-Understanding and Self-Advocacy: An important goal of our program is to help even the youngest children recognize their own learning styles and communicate their needs in a productive manner to peers, teachers and family. Children experience a great sense of relief when their learning problems are made clear to them, and they have the opportunity to work in partnership with their teachers and other professionals to develop a plan of action for success. By helping our students become reflective and effective self-advocates, we give them essential tools for their transition to ongoing schools. #

TESTING, TESTING, 1, 2, 3...

By ALFRED S. POSAMENTIER, PH.D.

For many decades the United States has been a world model for testing students to assess their progress in what is hoped to be an objective process. Actually, one of the first American tests, the New York State Regents examinations, when they were first introduced about 140 years ago, were originally intended as a device to rate teachers. (Still today teachers compare their students' passing rate with one another, as a measure of their own success as teachers.) In the last twenty years many European countries have embraced testing increasing more frequently to assess their students' achievement. Some have even begun to use the American style of "short answer items"—previously unknown to the Europeans, who have always used essay type items as a means of assessment.

Testing in the United States has taken on a new dimension in recent years, encouraged by the federal "No Child Left Behind" law, and dramatized by some recent debacles in the testing process. One such testing fiasco occurred in New York State in June 2003, when the Math A Regents Examination yielded some startlingly poor results. I was invited by New York State Education Commissioner Richard P. Mills to join a panel to study the Math A testing situation and offer some recommendations. Our panel found the test to be flawed and the math standards in need of revision, especially to provide more specificity and clarity so as to make them more useful to the teachers in the state. The standards are now being revised by a committee on which I was also asked to serve.

These events have once more brought to the fore the question of "to test, or not to test." The advantages of testing are well known. Testing insures that all teachers will cover the requisite material, and that there is some objective way of assessing student achievement. The potential

drawback of a testing program (i.e. a standardized testing program) is that there is a tendency that teachers will "teach to the test," and thereby stifle their own instructional creativity as professionals. Unfortunately, it is the rare teacher who will ignore an impending test and provide instruction that goes beyond the mere introduction or reinforcement of facts to be tested, being guided by the standards, with the confidence that this instruction will by itself result in good test results.

To make matters even more restrictive, the New York City Department of Education has mandated a uniform curriculum and materials for most schools to use in mathematics and literacy. Mindful of the need to provide guidance to a largely inexperienced teaching force (e.g. more than half of the math teachers in New York City have less than 5 years of teaching experience), and to bring uniformity to a system that has a significant number of students who transfer schools, this sort of mandate also stifles teacher creativity, in part because it is misinterpreted (or misused) by some inexperienced supervisors. Unfortunately these factors contribute to the problem of teacher retention, which research shows is largely a function of satisfaction in the workplace rather than salary (although this latter factor should by no means be minimized).

Our country operates on a merit system that requires an objective way to assess student achievement. Career decisions are made on the basis of student achievement, and colleges accept the highest achieving students first. Thus, an objective testing system is required. The trick in providing such a program is to make it so that teachers are not motivated to teach to the test, and that they are encouraged to use their creativity as professionals—each using their skills,

continued on page 44



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The Metropolitan Museum of Art, Exterior: Fifth Avenue Facade, View to North; photo by Robert Gray



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What To Do If You Are a New or Late-Arriving Student

The New York City Department of Education (DOE) recently announced that the annual summer and early fall effort to enroll new or late-arriving students in the City's public schools has begun. Each year, the DOE conducts "over the counter" enrollment to accommodate thousands of students who have moved, are returning to the public school system, or are arriving as the school year begins. Last year, more than 168,000 students enrolled during the peak period.

High school students are instructed to enroll *only* at the sites. Enrollment staff will confer with each student, and consult with parents and schools to find an appropriate high school placement based on the student's needs, interests, and available space citywide. Elementary and middle school students will continue to register at their zoned schools, or if they do not have a zoned school, at the Regional Learning Support Center office for the region in which they reside.

Process improvements this year will give incoming high school students better information about enrollment options and also allow the DOE to better manage the enrollment distribution of incoming students. Students with the required documentation will be enrolled immediately. The DOE also plans a broad public information effort, including advertising, to notify the parents of unregistered students about the process, locations, hours, and required documents.

Chancellor Joel I. Klein noted that the new peak enrollment system and other organizational changes are the latest steps in an effort to strengthen the public schools' enrollment and admissions processes. As a result of changes to the high school placement process this year, more than 67,000 of the total 94,000 high school-bound students were placed in one of their top five choice schools, 31,000 of which received their first choice placement.

Other changes include the restructuring of the year-round enrollment organization at the Department's regional level. Dedicated staff, including new borough enrollment directors, will manage enrollment at the region level. The new organization will enhance oversight of year-round enrollment-related programs and allow the Office of Student Enrollment Planning and Operations to monitor and manage school admissions citywide through more comprehensive data collection. The new organization will also encourage standardization of enrollment processes.#

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“ALL CHILDREN CAN ACHIEVE AT HIGH LEVELS” ALLAN ALSON TELLS SUPERINTENDENTS AT TC

By DOROTHY DAVIS

“The achievement gap will be closed when we can no longer predict achievement level by race,” said Allan Alson, Superintendent of the Evanston Township High School in Illinois, and President of the Minority Student Achievement Network (MSAN)(www.msanetwork.org).

The wiry, keen-eyed Dr. Alson, who sported a dark, neatly trimmed beard, spoke recently in New York to a rapt audience of his peers at the 63rd Annual Superintendents Work Conference at Teachers College, Columbia University. The focus of the event was “Closing the Achievement Gap.” Although the topic was serious, Dr. Alson was warmly received by his fellows, who often laughed in recognition at some of their shared experiences as he described how, after thirteen years of rigorous effort in Evanston, he is having continuing success closing the gap. Following are some excerpts from his talk:

“My first day as Superintendent I said, ‘The issue about achievement of students of color,

minority students, is most important and will stay strong as long as I’m here.’ Any one of my teachers now would say, ‘This is goal number one, we are expected to work on this issue.’”

“It didn’t start out this way. I had an older faculty. Both blacks and whites said ‘Why do we have to do this?’ I had to talk about strategy, went to churches and community groups a lot. I had to create forums where teachers could learn this.”

“I hope we’re all off the statement ‘All children can learn.’ That equals minimum standards. ‘All children can achieve at high levels,’ reveals the complexity of what we do.”

“There is such a thing as residual racism, which leads to a lack of confidence, diminished resilience, reduced motivation and engagement. Students of color tend to come to school feeling inferior. We have to break through that. We have to acknowledge what baggage they come to school with. We do have to say we’re sorry.”

“Recently MSAN surveyed 41,000 Middle and High School kids. Kids of color in a much more

pronounced way said they must have a closer relationship with teachers. They said ‘I don’t care what you know until I know you care.’”

“Teacher expectations are really critical. In a very explicit way teachers should say in the classroom, ‘I won’t let you fail, and here’s how I’m not going to let you fail.’ Teachers have to give explicit, timely, *persistent* feedback on work, let them know what they have to do to succeed step by step to goal, say, ‘I’m here to tutor you, and I will direct you to community resources to help you.’”

“We have a number of comprehensive school reform programs:

“There is something called Summer Setback. Kids in situations of poverty don’t have the advantages of others, who go to museums, travel in the summers. These same kids are most likely to come to school with deficiencies. Some gains made during the school year are lost in the summer. How many teachers spend the first quarter of the year reviewing? We’ve been

using looping. I have classes of lower achieving kids staying with the same teacher. This is making a huge difference. The teacher knows every one of the kids, their learning styles, parents, where they were in June.”

“We are pushing hard to improve math achievement. We got rid of consumer math, have a lot of double period classes, smaller classes, booster classes. These seem to be making a significant difference.”

“We have whole school faculty groups. Teachers are grouped who share the same kids, can confer about individual kids, use data from test scores, grades, attendance, create action plans about what they want to improve.”

“Every department has a teacher released from one class to give support to first year teachers. Second year teachers have to take a course on understanding racism.


“We should treat kids as if they are our own. When we make decisions, who’s in front of us: a picture of our own child, or somebody else’s child? If it’s our own we’re likely to make different sorts



Dr. Allan Alson

of decisions.”#

For further information about the superintendents conference and its 63-year history visit <http://conference.tc.columbia.edu>.



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Upper School Grades 9 - 12

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ARE YOUR STUDENTS READY FOR THE NEW PSAT & SAT? WORK WITH THE PRINCETON REVIEW!

As if college admissions weren't vexing enough, the overhaul of the SAT planned for the 2004-2005 school year has left many educators and students confused about the transition.

Many colleges are still deciding which cutoff dates they'll use for accepting results from the old SAT. Some will accept both the new and the old test scores for the Class of 2006. Others will accept only the new SAT. While many test prep companies are advising juniors to take the familiar old SAT, The Princeton Review has advised students to take the new test.

The new SAT will be far more coachable than the old! The Princeton Review has doubled its guarantee, and promises to work with students, at no fee for up to one year, until they achieve a 200 point score increase. "There are several reasons students should take the new SAT," said Andy Lutz, The Princeton Review's head of Research and Development. "By focusing on the new exam, we will help students overcome their anxiety over the new test and focus their efforts."

The new exam places an increased emphasis on writing and reading comprehension and includes a writing section (largely similar to the current SAT II: Writing Test) that contains a 25 minute handwritten essay as well as other reading comprehension problems. The content of the math section is also expanding to cover more advanced math. Let us help you to prepare your students!

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For more information about the new SAT and how The Princeton Review can work with your school, contact Ianna Small, Director of Marketing at 212-925-6447 x-1000.#

Teens Discover Japan in New York

By JAN AARON

Some teens spend their summer days idling at the beach reading books. But not all. Twenty local teens from the city's public schools wrote and produced their own book, "A Teen's Guide to Discovering Japan in New York." Their research took them behind the scenes at many Japanese sites across the city. Lilliputians in the publishing world they may be, but they did this gargantuan task in only nine-days!

Recently, the teens presented their book to family, friends and press at the Japan Society (333

East 47th Street), which sponsors this project as an annual workshop through its education department, with different theme each year. Led by Lori D'Amico, an English teacher at Hunter College High School, they drew inspiration from guest lecturer Barbara Aria, editor for "Time Out New York's Kids" section & "Tony Kids." The teens were trained at the Society in journalistic skills like fact gathering and interviewing before lacing up their sneakers and scouring the city. The broad-ranging sites they selected, from Organizations and Culture to Restaurants and Toys, were required to be both interesting and teen-friendly.

"It was a team effort," said typical teen participant, Naia Bonet, introducing the project to assembled guests, as a slide show projected book highlights. Working as interviewers/reporters, writers, editors, fact checkers, photographers, the teens discovered Japan in New York and bonded with new friends.

One after another the teens took to the podium. They described encounters with virtually every aspect of Japan, from spiritual at the International Shinto Foundation and serene at a traditional tea ceremony at Urasenke to the savvy at the Sanrio Store "Hello Kitty" in Times Square. They experienced age-old martial arts at World Seido

continued on page 33

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UC SANTA CRUZ, CA HELPS NEW TEACHER PROGRAM IN NY

Mayor Michael R. Bloomberg and Chancellor Joel I. Klein recently announced the creation of a new teacher-mentoring program providing comprehensive induction and mentoring for all first-year teachers throughout New York City's public school system. Through ongoing professional development and trained teacher-mentors, the new citywide program aims to increase teacher retention, enhancing the quality of classroom instruction while improving performance and achievement among the City's public school children. The \$36 million program, paid for mostly with City funds and also with State and Federal funding, will provide 300 mentors to more than 5,000 new teachers in New York City. Training for mentors began last week. United Federation of Teachers President Randi Weingarten and Executive Director of the New Teacher Center at the University of California Santa Cruz, Ellen Moir, joined Mayor Bloomberg and Chancellor Klein for the announcement at City College of New York in Harlem.



**Ellen Moir, Exec. Dir.,
New Teacher Center,
UC Santa Cruz**

"This new mentoring program will help our newest teachers learn and benefit from the experiences of our veteran instructors," said Mayor Bloomberg. "We've worked hard to recruit the best and brightest teachers for our schools, and now we want to provide them with the wisdom and guidance they need to adjust to and succeed in their new careers. I would like to thank the UFT, CSA and the New Teacher Center for their cooperation in developing a program that will help produce and retain even more outstanding teachers for New York City schools."

"New York City schools face the same problem confronting school districts around the nation—that of keeping promising new teachers in the classroom through the challenging first years of their career," said Chancellor Klein. "At the same time, we have

many experienced teachers eager for a way to help their younger colleagues and looking to enhance or energize their own careers. Departing teachers most frequently cite lack of support and their initial inability to be effective in the classroom. However, national data prove that effective mentor and induction programs where experienced teachers share their wisdom can significantly improve new teacher effectiveness and lengthen teaching careers."

"New York City has traditionally provided mentors only for uncertified teachers," said Weingarten. "But mentoring is a critical support that helps schools develop and retain good teachers. In recognition of this and in response to a new state requirement, the Department of Education has agreed to provide mentors for all new teachers. The UFT worked closely with the Department to craft this plan. I'm glad to join Chancellor Klein and the senior staff of the Department, and particularly with Mayor Bloomberg, whose presence demonstrates the importance of mentors for our teachers, our schools and our kids."

The DOE in collaboration with the UFT, the Council of School Supervisors and Administrators (CSA) and New York City universities designed the new mentoring program. It will ensure that all of the more than 5,000 first-year teachers joining New York public schools this year receive a high quality induction into the school system. The program incorporates the components recognized in current research on effective new teacher induction models, and each new teacher will be matched with a skilled mentor. Every effort will be made to match new teachers with mentors in their content and certification areas. The carefully selected mentors receive rigorous professional development

before they begin their new roles. New teachers will meet approximately every week with their mentors and participate in regional and central professional development and attend monthly new teacher seminars. The program is rooted in standards-based assessment tools that provide a solid framework for improving teaching practices.

Program mentors were selected on the basis of their experience as effective classroom teachers. They include former classroom teachers, coaches, UFT Teacher Center staff, and regional leaders who were selected for the 300 mentor positions from an applicant pool of more than 1,600. Each will work with about 17 beginning teachers. Mentors will be supported by one of 11 Regional Directors and one of 10 UFT Teacher Center Mentor Liaisons who will assist mentors in gathering resources, planning schedules, and problem-solving.

Professional development for mentors will be pro-

vided by The New Teacher Center at the University of California, Santa Cruz, a nationally recognized program with a proven track record, boasting an impressive 16-year history of success in 31 states and Puerto Rico. This program has delivered significant results in boosting teacher retention and corresponding gains in student achievement. The high 88 per cent of teachers who have participated in the Santa Cruz model have remained in the teaching profession after six years, compared to the national rate of 56 per cent.

"This is a fantastic opportunity to support the development of new teachers in New York City," said Ellen Moir, Executive Director of the New Teacher Center at the University of California Santa Cruz. "New teachers thrive when exemplary, trained mentor teachers support their work in the classroom. This program will help to retain new teachers and accelerate their development."#

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Ohio Leads the Nation in Conversion to Small High Schools

As part of the Ohio High School Transformation Initiative (OHSTI) KnowledgeWorks Foundation is working with a total of 20 large, traditional high schools which have been transformed into autonomous small schools.

The Early College High School, another KnowledgeWorks Foundation small school initiative will also open two small high schools this year—one on the campus of Lorain County

Community College which partners with Lorain City School District and Elyria City School District; and one on the campus of Youngstown State University in partnership with Youngstown City Schools.

"These schools are part of the most intensive high school conversion effort in the country," said Chad P. Wick, president & CEO, KnowledgeWorks Foundation. "The new small

school designs reflect the best research from across the country and are going to be teaching students in a way that brings learning to life and builds strong relationships between the students, teachers, and the community."

"In Ohio and across the country, we are working with communities to create smaller, more personalized high schools, which emphasize the new 3Rs, rigorous academic coursework, supportive relationships to ensure that students can meet high standards and relevant learning opportunities where they can apply their knowledge in real-world settings," said Tom Vander Ark, executive director of education, the Bill & Melinda Gates Foundation, which has invested more than \$745 million to support the creation of more than 1,900 high schools in 45 states. "Our goal is to improve high school graduation and prepare all students for college, work and citizenship."

In the fall of 2005 KnowledgeWorks Foundation anticipates the opening of 24 additional small schools for OHSTI and five for Early College.

(This will include a total of 16 small schools in the 5 remaining large campuses and 8 additional schools on two campuses that began the conversion process in 2004).

As part of the ongoing support from KnowledgeWorks Foundation, we will be providing Distributed Leadership coaches to all of the small schools and Teaching & Learning coaches to the small schools opening their doors this fall, in addition to other technical assistance such as labor-management relations, central office redesign assistance, the Leadership Institute, the Small School Leaders Network, literacy development, student leadership, and other skill-building workshops.

Small schools demonstrate better student results by providing a structure that improves teaching and learning. Key strategies include collaboration, personalization, and instruction targeted to meet individual student needs. "Merely changing the size of a school will not lead to improved teaching and learning," said Chad P. Wick, president & CEO, KnowledgeWorks Foundation. "The grant criteria require districts to incorporate a small school design with high-quality instruction, rigorous curriculum, high expectations for all students and an involved, supportive community."

The Ohio High School Transformation Initiative and the state of Ohio lead the nation in the move to convert existing large, urban high schools to small, personalized high schools with 10 large city districts transforming 20 high schools into 75 autonomous small schools over the next two years.

Early College high schools are a collaborative effort between a public school district and an accredited higher education partner. The new schools will be characterized by location in low-income communities, small size, and ability to engage students in college-level work for credit in order to earn an associate degree by senior year of high school.

To learn more about KnowledgeWorks Foundation visit <http://www.kwfdn.org>.

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EXPLORE A NEW CAREER

So You Want To Be A Film Major?

By SARAH N. LYNCH

Growing up with a father who launched his own local television station in Kentucky, it comes as no surprise that Brittany Stevenson was destined to major in film and television production.

Even in high school, Brittany worked as a reporter for the CNN student bureau and her high school television news club. Now a junior at NYU's Tisch School of the Arts, Brittany is studying the subject that has always been near and dear to her heart: documentaries and children's television programming. "My parents always knew I would have a career in the arts," Brittany said, noting that she went to a performing arts elementary and high school. "And the only medium where I can create a whole world is to become a film director." "My ultimate dream is to become the first African American woman to win an Academy Award for directing," she added.

The film production program at NYU is a tough one, but for students who love film, it is arguably one of the best places to get production experience. Brittany said that during the first two years of the program, students are required to take introduction classes that will prepare them to make films of their own. After they take the basics, students can choose to focus on specialty areas, including editing, filming, screenwriting, special effects, directing, production or cinematography. "Basically what happens the first two years is you take an overview of everything," Brittany said. "Freshman year you take sound image, which is the basics of the sound program. You go from analog to digital, so you learn how to record on decks all the way to editing on ProTools and you create your own sound projects."

Additionally, intro film students also must take a film history class, a class that teaches framing and photography and a screenwriting class. But at

NYU, before a student learns to edit a film using computer programs such as Final Cut Pro, they must first learn the hard way.

"They teach you editing on the Steinbeck," Brittany said. "That's the old fashioned way of editing a film. Basically you are editing your film frame by frame using a razor and cutting it and pasting it together. A three minute project can take you about 10 hours," she said.

Brittany said that so far, the project that she's most proud of is a film she created about Bedford-Stuyvesant, or 'Bed-Sty.' "I did a portrait of Bed-Sty. It's images over jazz music and it shows how the neighborhood is set up. I wanted to basically capture the humanness of this—I wanted to capture the essence of the community," she said.

But other students find out they want to major in film when they least expect it. That was the case for Barnard senior Mimi Borowich, who switched her major twice before finally deciding to major in film studies. "At first I was pre-med but then my friend told me about this really cool film class," Mimi said. "It was a really memorable class. It gave you an introduction to all of film from 1894 to 2001. The last film of that semester that semester was 'The Matrix.'"

"The class started me thinking how I really love this and for the first time, I was passionate about writing one of my papers. I didn't like studying so hard for biology and I'd look forward to the times when I'd be writing my film papers," Mimi said.

Mimi said that unlike NYU, which has its students focus primarily on film production and requires students to obtain hands-on experience with filming, the film program at Columbia University and Barnard College is geared more towards film theory and criticism. "At Columbia there are a bunch of required classes," Mimi said. "You have to take script analysis and after that,



Brittany Stevenson shoots her student film

you take a screenwriting class."

"At Columbia, you're really developing a background. Film is a developing art form. Every year, technology gets better, so you have to have that background in order to gain a better understanding," Mimi said.

Columbia only requires one production class, but a number of classes allow students to create films in lieu of writing papers, she said. Although a lot of people unfamiliar with film may often believe that the major is all fun and games, Brittany said that belief is a fallacy. "Time management is the biggest challenge because after you finish shooting the film, you still have to

wait to develop it and editing takes a lot of time," Brittany said.

"If you're a film student, film is your life. You live and breathe film. It's a lot harder and more involved than people may think," she said.

Mimi agreed that being a film major can be a lot of work. "Being a film major is a hellish amount of work," Mimi said. "But it's worth it and at times it can be incredibly enjoyable and fulfilling. Afterwards, you feel so accomplished. You can say, 'I just made a movie. I just edited a movie. I just produced a movie. And I did it all by myself.'"#

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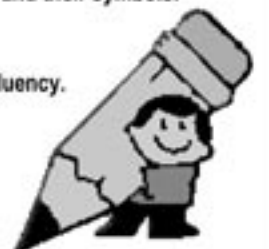
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IMPORTANT INFO FOR THE NEW SCHOOL YEAR

September 13: First day of school!

The Campaign for Fiscal Equity (www.cfequity.org) is calling a public hearing to discuss the state's compliance with funding mandates for New York City's public schools. Visit <http://www.cfequity.org> or call (212) 867-8455 for information. (Sept. 8, 10 am at the law offices of Pillsbury Winthrop LLP, 1540 Broadway)

Class Size Matters (<http://www.classsizematters.org>) is hosting a letter writing campaign protesting budget cuts planned for schools this fall.

New Books: New York City's Best Public Middle Schools, by Clara Hemphill with Deborah Apffel, Marcia Biederman and Jacqueline Wayans. Completely updated with 67 school profiles, this book offers depth and detail. In *Seven Days of Possibilities*, New York Times columnist Anemona Hartocollis tells the story of a young Finish jazz singer who teaches gospel music in a public school in the Bronx and organizes a trip for her students to her hometown in Finland.#

SAT SCORES HOLD STEADY FOR COLLEGE-BOUND SENIORS

The College Board announced recently that average SAT verbal scores this year rose 1 point to 508, building on last year's 3-point verbal score gain. College Board President Gaston Caperton said that following years of flat verbal scores, he hopes the recent score gains are the beginning of an upward trend.

Average math scores fell 1 point from last year to 518, though the overall math trend remained positive. Average math scores are up 14 points compared to 10 years ago. Scores among female SAT takers rose 1 point on the verbal section, to 504 this year, while their math scores dropped 2 points to 501. Scores for male SAT takers remained unchanged at 512 for verbal and 537 for math.

The number of SAT takers among the high school class of 2004 rose to an all-time high of 1,419,007. This marks the fourteenth year in a row that the total number of exam-takers has risen. Compared to last year, verbal scores for Mexican American students rose 3 points and their math scores were up 1 point, while Other Hispanic students gained 4 points on verbal and 1 point on math. Scores also increased for American Indians. Their verbal scores rose 3 points and their math scores jumped 6 points from last year.

"Among the most promising findings this year are the SAT math and verbal score gains among Mexican American, Other Hispanic, and American Indian students," Caperton said. "During this election year, both presidential candidates have made it clear that setting high academic standards and fostering educational success for all students are crucial to our nation. Improved performance on the SAT is one indication that these students are focusing on the skills they need to succeed in college. And the majority of Mexican American and Other Hispanic SAT takers are the first in their families to go to college."

Sixty-nine percent of Mexican American, 55 percent of Other Hispanic, and 46 percent of American Indian SAT takers are first-generation college students. In addition, English was not the first language learned by many Mexican American and Other Hispanic SAT takers. Texas and California were two of the states with increased SAT participation rates and test scores among Mexican American and Other Hispanic students.

Larry R. Faulkner, president of the University of Texas at Austin, said, "This year's SAT report shows both a sharp increase in test-takers and a significant rise in the average SAT scores among Hispanic students from Texas. This exciting news points to heightened educational aspirations in the Hispanic community and better performance in the public schools serving them. In keeping with these results, the 2004 freshman class at UT has the best overall academic qualifications in the University's history and also includes the largest percentage of Hispanic students ever."

Steven B. Sample, president of the University of Southern California, said, "This recent increase in Latino student SAT scores is a posi-

tive sign that colleges and universities may see an increase in the number of students from Latino backgrounds who pursue postsecondary education. USC, along with the College Board and many other organizations, is engaged in efforts to encourage the aspirations of Latino students. At USC we do this through a number of programs that reach out to Latino K-12 students and their families both in neighborhoods around our two campuses and across the nation."

A broader 10-year view of SAT scores reveals verbal and math score increases among many groups of SAT takers. The largest 10-year verbal score gains were among Asian American students, whose scores were up 18 points, and Puerto Ricans, whose scores rose 13 points. The largest 10-year math score advances were among Asian Americans (up 24 points) and American Indians (up 18 points).

Despite these promising trends, the achievement gap between white students and students from other racial and ethnic groups persists. The gap in course-taking patterns persists as well. For example, 13 percent of African American SAT takers and 18 percent of both Mexican American and Other Hispanic SAT takers took calculus during high school compared to 27 percent of white and 43 percent of Asian American students.

This year's high school juniors, students in the class of 2006, will begin to take a new SAT in March 2005. The new test will include a writing section with a student-written essay, higher-level math, and more reading passages.

"The new SAT will continue to assess how students apply what they have learned in school," said Caperton. "With the addition of the writing section, it will be even more valuable in assessing the academic skills students need to succeed in college and in today's workforce." A broad cross section of the nation's leading colleges has established that scores from a standardized writing test will be a requirement for admissions. Nearly 60 percent of public flagship colleges have committed to requiring writing. In addition, about 64 percent of colleges in the major athletic conferences and almost all Big Ten, PAC-10, and Atlantic Coast Athletic Conferences will require writing. Average scores for the first class of students to take the new SAT will be reported in August 2006. Female SAT takers register 758,737 (53 percent) while 660,270 (47 percent) are male. Thirty-seven percent of SAT takers in the class of 2004 were minorities. The number of Mexican American SAT takers increased by 63 percent between 1994 and 2004. SAT takers in the Other Hispanic category increased by 64 percent during the same period. Thirty-eight percent of SAT takers are first-generation college students, including 69 percent of Mexican American students and 55 percent of Other Hispanic students.

The amount and quality of academic preparation for college varies by racial/ethnic group, parental education, and family income. Pre-calculus, for example, was taken by: 60 percent of Asian American students versus 35 percent of Puerto Ricans and 31 percent of African Americans; 53 percent of students whose parents graduated from college versus 36 percent of those whose parents did not have high school diplomas; and 51 percent of students with family incomes of \$50,000 and above versus 39 percent of those with lower incomes.

The SAT Program continues to grow. For example, in Florida alone, the number of SAT takers increased by nearly 4,000, or 5 percent, between 2003 and 2004. Six states saw the percent of SAT takers grow 5 percent or more between 2003 and 2004: Arizona, Florida, Idaho, Nevada, New Mexico, and North Dakota. Seven states saw growth of 1,000 SAT takers or more between 2003 and 2004: Florida, Georgia, New Jersey, New York, North Carolina, Pennsylvania, and Texas.#

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By **ROBERT OVETZ, Ph.D.**

Sea turtles are, as world renowned oceanographer Dr. Sylvia Earle likes to say, “ambassadors of the oceans”.

Connecting our terrestrial homes to the vast oceans covering 70 percent of our planet, sea turtles can also serve as ambassadors to the classroom. By studying the plight of sea turtles, students learn about marine biology, international relations, distant cultures, sustainability, climate change, pollution, health, and a wide range of other conservation issues.

The new documentary film, “Last Journey for the Leatherback?,” directed by award winning filmmaker Stan Minasian, investigates the risks to the ancient leatherback sea turtle posed by longline fishing for tuna, swordfish and shark. The leatherback species, unique among sea turtles for its leathery covering rather than a hard shell, is estimated to be as much as 100 millions old. Unfortunately, the number of nesting females in the Pacific has nose-dived by 95 percent since 1980. Scientists warn that the Pacific leatherback could go extinct within the next 5–30 years unless immediate action is taken to reverse its descent.

“Last Journey” examines the ecosystem-wide threat caused by longline fishing, as well as by pollution, poaching and predation. Longline fishing is deadly not only to sea turtles but kills and maims an estimated 4.4 million other sharks, porpoises, dolphins, sea birds, seals, billfish and whales. In fact, the unwanted catch of sharks by longlining is so high that rising consumer demand for shark fin soup has fueled the wasteful industry of shark finning, turning a species once considered a nuisance into a pot of gold.

Longlining is a prime contributor to the depletion of our fisheries and exhaustion of our oceans from unsustainable fishing practices that consume massive resources while wasting as much as 40 percent of its catch. As a result, recent scientific studies warn that predatory fish stocks have collapsed to a mere 10 percent of their pre-industrial levels.

The collapse of our global fisheries threatens the food security of the 1 billion people who rely on fish as their primary source of protein. In the South Pacific, the world’s largest sources of tuna and swordfish, local traditional fishing communities can no longer catch enough fish to feed them-

selves and are even being locked out of their traditional fishing grounds. Impoverished communities are increasingly no longer able to afford once inexpensive locally caught fish because industrial foreign vessels have wiped out their fisheries to serve lucrative export markets in Europe, the US and Japan.

At the same time, seafood consumers in Western countries are also facing threats from consuming toxic fish. Predatory fish such as tuna, swordfish and shark caught by longlines are high in the dangerous neurotoxin methylmercury, which accumulates up the food chain by attaching itself to fatty tissue. Sadly, we are emptying our ocean to catch fish that is too poisonous to eat, using a technology that is deadly to sea turtles.

Poisonous seafood has stirred extensive controversy in California where Prop 65 requires that supermarkets post signs at their fish counters warning pregnant women and nursing mothers of the danger of methylmercury poisoning. This summer, the Attorney General of California filed a lawsuit against the three big tuna canning companies to force them to also warn consumers about the dangers of methylmercury. Complemented by an on-line Seafood Watch buyers guide available from the Monterey Bay Aquarium, the documentary and website www.gotmercury.org can be an invaluable asset in teaching nutrition, cooking, and consumer responsibility.

While California is concerned about the dangers to humans, international scientists from all over the world have issued an urgent warning about longlines. To date, 622 scientists from 54 countries, including former U.S. astronaut Dr. Bernard A. Harris, Jr. (M.D.), and representatives of 173 non-governmental organizations from 35 countries have called on the United Nations to impose a moratorium on longline fishing in the Pacific.



With the rising international concern for these issues, global action is critical to saving the leatherback from extinction. The UN can be instrumental in saving the ambassador of the ocean, a lesson in environmental awareness and social responsibility that can be taught in our classrooms.#

[Longline fishing refers to the technique that uses as many as 3,000 baited hooks on monofilament lines up to 60 km to catch large fish species such as tuna, swordfish and shark.]

Robert Ovetz, Ph.D. is the Save the Leatherback Campaign Coordinator with the Sea Turtle Restoration Project and an adjunct instructor of Environmental Science at The Art Institute of California-San Francisco. For more information visit www.seaturtles.org

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TOWN AND GOWN: UNIVERSITIES AND SCHOOLS WORK TOGETHER

U of Buffalo Works on New Geography Program with Inner-City Kids

For many school-age kids, geography consists mostly of maps of faraway places and the capitals of the 50 states.

But some inner-city Buffalo children have been studying geography much closer to home and University at Buffalo researchers are paying attention. Funded by the National Science

Foundation, about 30 children in grades 3-6 who attend an after-school boys and girls club in Buffalo are using photography, journals and original artwork, as well as standard geographic tools such as maps and handheld Global Positioning Systems, to learn about the neighborhood surrounding the club.

At the same time, the UB researchers who supervise the project are discovering how children in inner cities view their physical surroundings, what makes them feel good or bad about urban places and how the children themselves impact their communities. They also are exploring how those perceptions could contribute to a more meaningful geography curriculum at the elementary school level.

"This project helps us see the neighborhood through the eyes of the children," said Meghan Cope, Ph.D., UB associate professor of geography and principal investigator. "While concentrations of poverty and racial/ethnic minorities in cities have been a major concern for geographers for several decades, the perspectives of children on their neighborhoods, cities and urban spaces more generally have not been thoroughly examined," she said.

As part of Cope's service learning course, Geography 496/596 "Children's Urban Geographies," undergraduate and graduate students in the class work with a group of these children after school and in the summers, tutoring them and engaging them in what the children enthusiastically dubbed "the UB projects."

The diverse projects are helping Cope and her students learn more about the micro-geographies—the small-scale social/spatial interactions of everyday life—of children's urban experiences, uses of different spaces and perceptions of neighborhoods.

One such project is the Neighborhood Walkabout, in which each child was given a disposable camera to take pictures as they walked through the neighborhood with UB students. The children took pictures of barking dogs, the houses of their friends, stores that sell candy, trash on the street and a dead rat that someone had tossed in the garbage. Asked if she could make change happen in her neighborhood, one child noted, "If I picked up the trash they would just throw it

down again."

"Popular children's media and toys represent 'neighborhoods' as safe, supportive places for children to have fun, play with friends, negotiate space," Cope said. "But the lived experience of the children at this club is quite different."

For example, she explained, late last year the club, which has a long history of serving the community, was nevertheless "tagged" with gang graffiti; she noted that some members of the club as young as 10 years old belong to that gang. And on a weekend in 2003, when many children were outside playing, a drive-by shooting resulted in the injury of an 8-year-old girl.

Cope noted that not surprisingly, much of the literature that exists on urban children and how they view their communities focuses on how such environments endanger children, through traffic and crime, for example.

However, her research also reveals in small, but significant ways that many of the features of this West Side neighborhood work against those dangers. "People are out on their porches, kids play, adults fix cars, there are yard sales, and this outdoor activity goes on even in pretty crummy weather," said Cope. She explained that such activities occur, in part, because it is an urban neighborhood, houses are very close together and many residents don't have cars so they walk to and from public transportation.

"Ironically, this is exactly what proponents of the 'new urbanism' movement advocate," she said. "A lot of affluent, suburban communities have now been planned with smaller yards, houses closer together and porches in front to recapture that sense of community and yet they find that the built environment alone cannot foster real social connections. So I'm interested in how low-income neighborhoods are 'doing' community, even despite the many other challenges they face, such as discrimination and poverty."#

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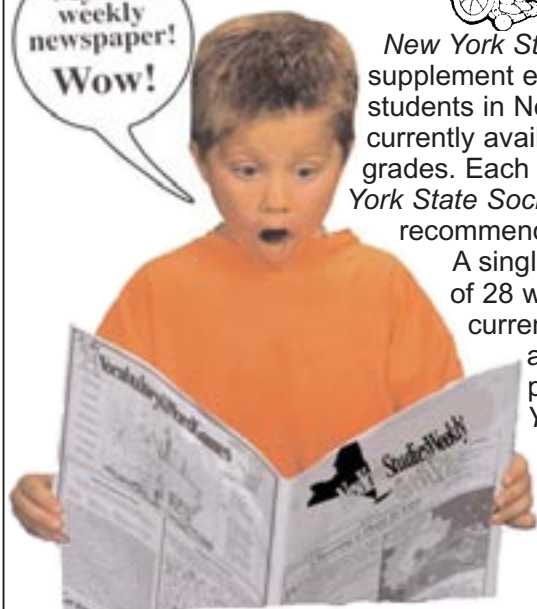
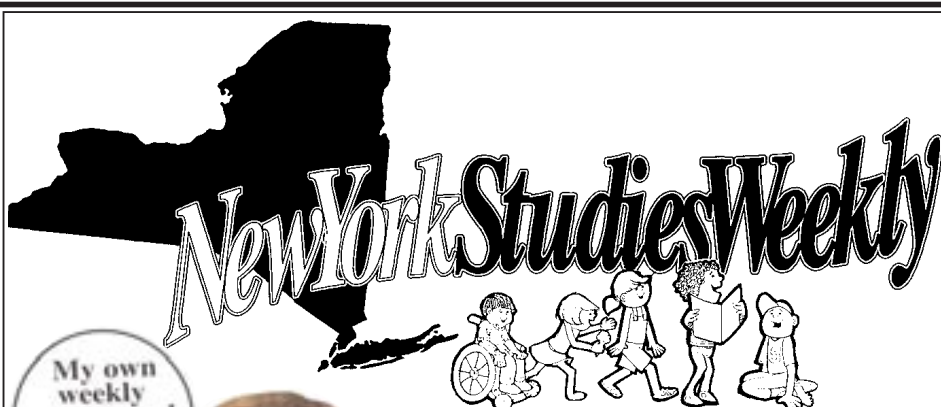
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TOP MBAs & COMPUTER SCIENCE MAJORS WIN AT IBM

By DOROTHY DAVIS

To feel buoyantly optimistic about the future of our country, about Yankee ingenuity and creative U. S. industry, and the outstanding students our schools are producing—uplifting things like that—you can't do better these days than to take a peek at IBM! Yes, that stodgy old company of our youth (well, mine anyway) has been busy reinventing itself. We took a new look at them at a recent press conference, which they had called to introduce us to the doings of the 20 North American standouts of their 6th Annual Extreme Blue intern program.

The students, top MBA candidates and Computer Science majors, 200 of them in all worldwide, were chosen from a competitive field of 4,500 high caliber entrants. "The winners are the Michael Jordans, the Tiger Woods, the best of the best!" said Jane Harper, Director of IBM's Talent Programs. "IBM," she said, "began their competitive program in 1999 when heavy duty talent wars were going on, during the highly competitive dot com era. Top graduates wanted to work for the start-up companies, rather than for IBM. We had to do something!"

What they did was come up with "Extreme Blue," an innovative, highly competitive intern program combining projects, people, places and a Wow! experience. The projects are important ones, requested by IBM employees, needed solutions that will change the world. The people are some of the brightest people from universities, and top people from IBM. The places are intellectually stimulating cities, and labs that are absolutely state of the art, so the winning students can walk in the door and start working immediately. The Wow! comes from being able to spend time going rock climbing, sky diving, or enjoying other exciting activities.

Here are some of this year's extraordinary results from the five North American labs. Some of them were developed over only one summer.

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For further information about IBM's Extreme Blue and their other innovative programs see www.ibm.com/extremeblue.



The Extreme Blue team from Austin, TX. Their project, mPower, was presented at the NYC event.

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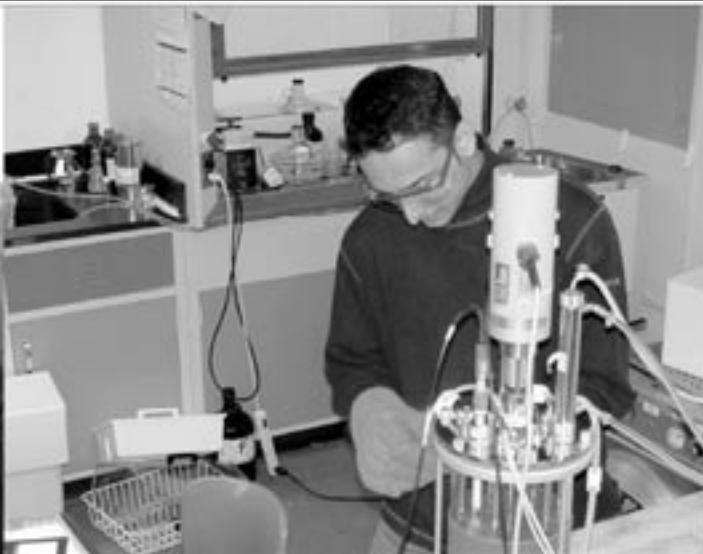
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Fashion Institute of Technology (FIT) student Catalina Vásquez-Kennedy and Adjunct Assistant Professor Dr. Marshall W. Mount have each been given a \$30,000 award for study in art history from the George T. Dorsch Endowed Scholarship Fund and the George T. Dorsch Endowed Fellowship in the History of Art. The scholarships were endowed by Professor Dorsch, a founding member of FIT's History of Art department, in a bequest of approximately \$800,000 received in 2002. Professor Dorsch, a member of the FIT faculty for 40 years, died in 2000. The scholarships are funded each year from the income generated by his bequest.



Dr. Marshall W. Mount

The Dorsch scholarships are awarded by the History of Art faculty to one outstanding student and an adjunct faculty member with a PhD. The student, selected by department faculty, must have earned an "A" in at least four art history classes. The faculty member must use the grant for postdoctoral research or travel.



Catalina Vásquez-Kennedy

"This represents one of the largest art history scholarships ever given to an undergraduate student at any college in the United States," said Dr. Anna Blume, FIT assistant professor, History of Art. "All the students who applied were extraordinary, but the vote was unanimous for Ms. Vásquez-Kennedy. Dr. Mount was chosen for the strength of his proposal and because his research will enrich his classes in African art, his specialty."

Vásquez-Kennedy received her BA from FIT and her MA from Queens College. She plans to become a museum paintings conservator and will use the scholarship to work in

Poland for a year as an apprentice to renowned conservator Professor Schuster-Gawloska, head

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THE AMERICAN DREAM STILL WORKS.

Barnard Student Makes Learning The Center Of Her Vacation

By SARAH N. LYNCH

For most college students, vacation consists of sunbathing and sipping margaritas, but for Barnard College student Deborah "Jane" Cooper, her summer vacation had a different purpose this year.

For seven weeks this summer, Jane traveled with her boyfriend Alex and his father to China and Mongolia.

"The trip came about because my boyfriend was planning on going with his father, but he didn't want to go if there was no one to go with him," Jane said. "Before the trip, I had no knowledge or specific interest in China or Mongolia, but any opportunity in travel is a clear opportunity and I jumped on that," she said.

But the trip was more than just a chance to travel through Asia and see the local hot spots. During their time in Mongolia, they interviewed local herders about the problems of land privatization. Jane and Alex intend to use the first-hand information they gathered via an interpreter to write a paper that they hope to submit to scholarly journals for publication.

Jane said that the land privatization has proved to be problematic for the Mongolians who live a nomadic lifestyle. Many of the landowners wish to keep the herders away, but the herders cannot survive or raise their animals without open space. To these nomadic herders, the idea of private landownership is alien to them because for generations they have been able to travel freely and let their animals graze.

"It was Alex's father's idea to make this trip more of a learning experience and not just a travel trip, so we started look at what the current issues are and (land privatization) is a hot issue right now," she said.

"Alex and I want to write a paper about Mongolian pastoralism," Jane said. "(In Mongolia), they have a nomadic society... Mongolia was communist for a number of years. In 1990, they became democratic...and they've privatized a lot of the land."

Initially, Jane did not intend on traveling to China or Mongolia, let alone write a paper. Jane first arrived in Mongolia after taking a 30-hour trans-Siberian train ride from Beijing to Ulaan Baatar, Mongolia's capital. During the few weeks she was in Mongolia, Jane stayed in hostels and got an up-close and personal look at how the locals lived.

"Alex's father wanted to try authentic Mongolian food, but we tried to assure him it's not good," Jane said. "It's basically mutton and



(L-R) A local woman shares culture with Jane Cooper

different dairy products. The herders live off their animals, which are horses, sheep and goats, but instead of killing their animals, they get more out of the animals through their milk," she said.

The herders make different types of dairy products like curds and milk tea. They even ferment their milk to make alcohol. "In one place I tried fermented goat's milk. You can taste the alcohol, but I could not get over the bad milk flavor," Jane said. After Jane and Alex were able to interview locals and collect first-hand accounts of how privatization has both helped and harmed herders, they left Mongolia to explore all the major cities of China. Jane said that of all the things she saw in China, she was most surprised about the country's views towards Mao, the former communist dictator.

"In Beijing one thing that surprised me was how everyone idolized Mao," she said. "I always had this impression of him as being a ruler that made a lot of mistakes. A lot of people died because of him, but in China, he's a national hero."

Jane returned from her trip on July 21 and is now gearing up with Alex to write the paper about their time in Mongolia. Jane said her experiences abroad have only strengthened her curiosity about other places.

"It's cool to go to China because it's so off the beaten path, but now I have dreams of going to Thailand, Cambodia, Vietnam, Europe and Africa would be great," Jane said. "It's opened up the whole world of travel to me."#

COLLEGE OF STATEN ISLAND STUDENTS BECOME MENTORS

By KENNETH T. BACH

The SI Bank & Trust Foundation recently announced a \$70,000 grant to the College of Staten Island's Search for Education, Elevation, and Knowledge (SEEK) Program in expanded support of the Willowbrook College's successful Strategies for Success program.

Strategies for Success was founded in 2001 to specially train SEEK students at CSI to perform as mentors at the Dreyfus Intermediate School in Stapleton, on the north shore of Staten Island. The goal was to improve the academic performance of the IS 49 students through tutoring, counseling, and general academic skill building sessions.

The result was that the Intermediate School children and the CSI tutors both showed dramatic improvements in their grades.

"The college students learn study skills in the workshops they attend and gain a sense of accomplishment by aiding in the education of the children," noted Betsy Dubovsky, executive director of the SI Bank & Trust Foundation, during a press conference at the college. "The IS 49

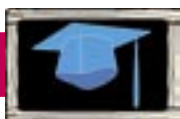
pupils benefit from the increased attention which not only builds confidence but also improves their academic strategies and skills."

Funded since its inception by the SI Bank & Trust Foundation, this year's additional funding for the Strategies for Success program will allow the program to expand into PS 57, giving grammar school students there the same benefits of working with CSI mentors.

"The one-on-one attention that Strategies for Success provides is critical to its success, and we are proud that our funding will expand the programs' reach into the grammar schools," Dubovsky noted.

Since the inception of Strategies for Success, 42 CSI students have worked as mentors in IS 49, helping nearly 200 intermediary school students raise their academic performance. This year's \$70,000 grant announcement will fund the program for the 2004-2005 academic, with \$40,000 for support of the program at IS 49 and \$30,000 to expand the program into PS 57.

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FROM INVESTMENT BANKING TO THE CLASSROOM: CAREER CHANGERS JUMP INTO TEACHING

By JOSH ROGERS

George Hoisl was an investment officer at Wachovia Bank when his boss asked for volunteers for a junior achievement program the company was sponsoring. Through the program, Hoisl spent some of his free time teaching public school children from second to eighth grade. It wasn't long before he knew—this long-time professional banker wanted to become a school teacher.

"I loved how exciting it was and all the beautiful things that can come out of teaching," said Hoisl. "I had a couple kids that wrote me letters at the end like: 'You know what, Mr. H., you were the best teacher we ever had,' and that warmed my heart. I keep all their pictures in my briefcase."

This May, Hoisl enrolled in Jumpstart, a teaching program at Manhattanville College in Purchase, New York. Jumpstart is a fast-track teaching program geared specifically toward career-changers. By placing people who are pursuing a master's degree in education in full-time teaching situations after only four months of preparatory classes, the program is designed to help fill the many vacant teaching posts in New York City during the next few years.

Jumpstart, and programs like it, may have the added bonus of helping change the demographics of the teaching community. Of three million public school teachers in the United States, only 21 percent are male, according to a 2002 survey released by the National Education Association. According to the NEA, "many men don't see the teaching profession as a lucrative way to provide for their families." Because men are

so under-represented, NEA members recently approved an initiative to "identify, recognize, recruit and retain" more male teachers. In last year's Jumpstart class, 12 of 37 students were male, which was much higher than the national average. In this fall's cohort, 27 of 60 students are male.

Since Jumpstart is specifically geared toward "career-changers," there are more students in the program who have already completed a successful career track, and for a variety of reasons, decide to become teachers. This may account for the dramatic influx of men into the program. A Jumpstart cohort is typically made up of insurance adjusters, architects, commodities traders, and others who have realized they want to pursue a more fulfilling career. Besides his newfound passion for teaching, Hoisl was also ready to leave the banking profession. "It's a shrinking industry. It just gets smaller and it gets harder," he said.

Manhattanville is hoping to attract other under-represented groups to become educators. To that end, the school is now giving need-based grants of \$5,000 to \$15,000. The money comes from a \$500,000 federal grant that U.S. Congresswoman Nita Lowey helped secure for the School of Education's Jumpstart program 16 months ago. After developing the program's faculty and outreach, the program still has almost half of the grant money left, which is earmarked for the student grants. #

Josh Rogers is a Staff Writer, Manhattanville College. For more information on the program, please contact program director James Finger at 914-323-5368.

What Do College Students Buy?

Gone are the days when college students packed a duffel bag of a few essentials and headed to campus. In fact, today's college students might not be able to fit everything in the trunk of a car, according to the findings of a new National Retail Federation (NRF) survey. The second annual NRF 2004 Back-to-College Consumer Intentions and Actions Survey, conducted by BIGresearch for NRF, found that the average college student will spend \$605.69 of their own money on back-to-college merchandise this year. Before returning to campus, college students and their parents will pump \$25.7 billion into the economy, nearly twice as much as what will be spent on elementary through high school students (\$14.8 billion).

"By recognizing a historically neglected market, retailers have found themselves in the middle of a gold mine," said NRF President and CEO Tracy Mullin. "When retailers can satisfy the needs of new—and potentially lifelong—consumers by offering fun, in-demand, exciting merchandise, everybody wins."

Freshmen and juniors may be the most lucrative targets for retailers this year. The average freshman, who will likely be moving away from home for the first time, plans to spend \$1205.97, primarily on electronics (\$759.97). Juniors, who may be moving off campus for the first time, plan to spend \$811.83 on average, with nearly one-third of their spending (\$278.47) devoted to dorm and apartment furnishings. Sophomores' and seniors' spending will be significantly less (\$444.66 and \$425.23 on average, respectively).

Students in graduate or medical school plan to spend \$397.44 on average, the least of any group.

In all, parents and students will spend \$7.5 billion on electronics, \$8.8 billion on textbooks, \$3.2 billion on clothing and accessories, \$2.6 billion on dorm or apartment furnishings, \$2.1 billion on school supplies, and \$1.5 billion on shoes.

"Many students plan to use large portions of their graduation money and summer job paychecks to fund their return to campus and retailers have been quick to notice the opportunities," said Phil Rist, Vice President of Strategy for BIGresearch. "It used to be tough for students to find extra-long twin sheets, but now they are in almost every store, in almost any color."

Students and their parents will shop in many traditional back-to-college destinations including the college bookstore (51.9%) and discount stores (49.9%). Additionally, approximately one in three plan to shop at a department store (33.9%) or office supply stores (29.1%) for college merchandise.

When combined, the \$40.5 billion that will be spent on back-to-school and back-to-college merchandise this year should account for more than four percent of total annual GAFS (general merchandise stores, clothing and clothing accessories stores, furniture and home furnishings stores, electronics and appliances stores, and sporting goods, hobby, book and music stores) sales, second only to the holiday season. #

Scholarships to FIT

continued from page 20

of the department of paintings conservation at the Cracow Academy of Fine Arts.

Dr. Marshall Mount has been an adjunct faculty member at FIT since 1982. He will use the grant to examine the changes in and role of art in the Grassfields area of Southwest Cameroon. In addition to using his findings in teaching, he also plans to publish them.

Among the numerous honors that Dr. Mount has received are Rockefeller Foundation Fellowships for research throughout sub-Saharan Africa and Europe. He is the author of *African Art: The Years Since 1920* (Indiana University Press, Bloomington, 1973; David and Charles, London, 1973; revised edition, Da Capo Press, New York, 1989.) Dr. Mount received his BA from

Columbia College and his MA and PhD degrees from Columbia University.

Professor Dorsch joined FIT's full-time faculty in 1968. He was instrumental in establishing History of Art as a separate department in 1989, which he chaired from 1990 to 1994. A native New Yorker, he studied in the doctoral program at New York University's Institute of Fine Arts. He left most of his estate to FIT, wanting to create a legacy to symbolize his devotion to teaching and to the college.

FIT is a college of art and design, business and technology of the State University of New York (SUNY). It offers more than 30 programs leading to the AAS, BFA, BS, MA, and MPS degrees. This year, *The Unofficial, Biased Guide to the 328 Most Interesting Colleges*, issued by Kaplan, listed FIT, saying "FIT gives you elite Seventh Avenue connections and conservatory-type training at a public school price." #

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2004 OLYMPICS CHRONICLED BY COLLEGE OF NEW ROCHELLE PROFESSOR

FROM ATHENS, GREECE - SPECIAL TO EDUCATION UPDATE

Dr. Amy Bass, Associate Professor of History and Director of the Honors Program in The College of New Rochelle's School of Arts and Sciences, attended the 2004 Olympic Games held in Athens, Greece in mid-August. Dr. Bass has sent details back to CNR so we can read first-hand of her experiences at the Games. The following is a diary entry she'd like to share with Education Update readers.

WHO WE ARE, WHAT WE DO

By DR. AMY BASS

Ariel Zeevi took the bronze. On August 19, 2004, this Israeli judoka won bronze. On the 32nd anniversary of the massacre at the Munich Olympics, this 27-year old athlete stood on a dais and received an olive wreath on his head and a medal around his neck. And the world watched.

That he won his medal on the anniversary of the Black September Movement's massacre of 11 Israeli athletes is significant. But he also won his medal only a few days after a controversy in which an Iranian champion would not compete against one of his teammates. As I've posted here before, on the day of the Opening Ceremony, a story began to circulate that the flag bearer for Iran, judo world champion Arash Miresmaeili, declared that he would

withdraw from competition because his first match pitted him against Israeli Ahud Vaks. Iran does not recognize the state of Israel, and holds

a policy that forbids its athletes from engaging in athletic competition against Israelis. The Olympics, we continually chant, are above politics, beyond politics, and transcend politics. But we all know the rules: athletes enter according to national identity, wear colors that subscribe to a flag, and migrate towards sports that feed national traditions—Greeks lift weights, Kenyans run, Australians swim, and Koreans can shoot arrows like nobody's business. These are the assumptions we make. But one of the assumptions that make the Olympics work is that if you come to the Games, you come to compete. Not to choose whom you compete against.

Those of us here in Athens feel secure. We are surrounded by gates, fences, guards, military, and people who check the cards that we hang around our necks at all hours identifying us by country, occupation, and allowed whereabouts. We walk through metal detectors several times a day. We allow our bags



Photo Credit: Amy Bass, Ph.D.

to be searched. We cooperate with all of it, even though it means getting to work a little early, and getting out of bed a little earlier. We do it to be safe—because we want to be here and we want it to be safe. And while I cannot get used to the feeling of being surrounded by uniformed folks with fingers on triggers—and as an American, I should, because if we have learned anything from Michael Moore, it is that we are a gun culture—I appreciate the effort.

But I hope that we guard ourselves from other things, too. International judo officials have decided not to penalize Miresmaeili, who ended

up not competing in these Games because he showed up for his bout unusually—and suspiciously—overweight. He was a gold medal favorite who will go home without the gold, but his country says it will pay him for his efforts.

The Olympics, perhaps above all, are a time when we can think, if just for a fortnight, about who we are, what we do, how we perceive others, and how they perceive us. Those of us here are watching the world like a hawk. And maybe someday, we can watch like a dove.#

To read more diary entries by Dr. Amy Bass visit www.cnr.edu.

SEPTEMBER IN HISTORY

Compiled by CHRIS ROWAN

What's in a name?

September was the seventh month of the old Roman calendar and its name was derived from a Latin word, *Septem*, meaning seven. When Julius Caesar (100 B.C.–44 B.C.) came to power and divided the Roman year into 12 months, September became the *ninth* month—but nobody bothered to change its name.

The Day 10 Days Disappeared

On September 2, 1752, England—and her colonies—switched from the Julian to the currently used Gregorian calendar. The Gregorian was 10 days ahead of the Julian. As a result, September 2, 1752 became September 12th.

Our Day of Anguish—9/11

At least 2,610 deaths have been confirmed from the terrorist attack on the World Trade Center three years ago.

The Bloodiest Day

On September 17, 1862, nearly 6,000 Americans lost their lives when Union and Confederate soldiers fought at Antietam creek (near Sharpsburg, Maryland). About 17,000 lay wounded on the ground. It was the bloodiest day on American soil.

Labor Day

On September 5, 1882, the Central Labor Union, an association of 36 unions, held the first Labor Day parade in New York City. In 1894, Labor Day was observed as a federal holiday for the first time—on the first Monday in September. The day honors America's workers.

Other Firsts

On September 8, 1565, the first European settlement in what became the United States was established in what is now St. Augustine, Florida.

In 1774 (on September 5th), the first Continental Congress met in Philadelphia.

War and Surrender

On September 1, 1939 Germany invaded Poland, marking the beginning of World War II. Over 50 million people—including 400,000 Americans, lost their lives in the war.

On September 2, 1945 the Japanese signed a surrender aboard the U.S.S. Missouri, formally ending World War II.

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—Richard P. Feynman, Nobel Laureate

BARUCH COLLEGE STUDENTS “LINE UP” FOR THE NEW ACADEMIC YEAR

By MICHELLE ACCORSO

The Republican Convention emptied the streets of cars and buses but couldn't empty the sidewalks of eager college students in line to buy textbooks at the 23rd Street and Lexington Avenue Shakespeare & Co. bookstore.



Cheryl Rosner, a transfer student from Santa Barbara Community College, will be a sophomore this year at Baruch majoring in Business Communications, even though she technically has her associate's degree. “Baruch didn't recognize all my credits so unfortunately I am not considered a junior even though I thought I would be,” Rosner commented. The Long Island native moved to Santa Barbara for two years and said she would have stayed there longer had Santa Barbara Community College been a four-year institution. “I'm excited to be in New York City, though, and to meet new people,” Rosner said.

One of the new people she was referring to was a recent friend with whom she has two classes this semester, Nikola Zecevic. Originally from Yugoslavia, Zecevic is also a transfer student, from the University of Minnesota. “I am a sophomore this year and a Business Management major,” Zecevic remarked, “I'm really excited to live in New York City as well.”#



CRITICS RIP INTO BUDGET AT DEPT OF ED MEETING

By SYBIL MAIMIN

It was a particularly beautiful summer evening and many New Yorkers were thinking of beaches and baseball, but in a public meeting room in the Tweed Courthouse, the stately home of the Department of Education, an overflow crowd was thinking of education. Parents, teachers, school leaders, public officials, and even a second grade child came to state their views and make appeals before the Panel for Educational Policy which was to vote on the school budget for the coming year. This is the second year of school based budgeting in which, following a formula intended to be “fair and equitable,” money goes directly

to each of the city's 1300 schools, and principals are given the responsibility to use the funds as needed. The Department of Education budget for fiscal year 2005 is \$13 billion. Of that, \$7 billion is to go directly to schools for such items as instructional services, special education, student support services, and professional development. The remaining \$6 billion will be controlled centrally and cover such needs as food, transportation, school facilities, and safety.

continued on page 31

BACK-TO-SCHOOL CHECKLIST FOR PARENTS

By DR. ROD PAIGE



As you embark upon your annual back-to-school stories, I wanted to share some thoughts with you and some helpful tips that might be of interest to your readers—especially parents.

As a nation, we are blessed with a rich tradition of public education. The United States has many fine public schools. Still, many children are not being served as well as they should be. They are too often left to wander in the shadows, condemned to a life with little hope or opportunity because they did not get the quality education they deserved.

Thanks to President Bush's No Child Left Behind Act, a bright light is now being shone on our schools. We are measuring all students' academic performance and holding all schools accountable for the results.

The law is a significant change from business as usual. Educational excellence is now measured by how many students are achieving, not simply by how many dollars we are spending. Schools must meet what is called “Adequate Yearly Progress” (AYP) in reading/language arts and mathematics. These goals are set by the state, and school districts and schools set the tone and course of action for helping students to achieve them.

The main goal of No Child Left Behind is simple: to ensure that all students perform at grade level in reading and math. For students trapped in a school that repeatedly does not measure up, No Child Left Behind provides new options such as tutoring or transfer to another public or public charter school. The under-performing school, meanwhile, gets extra resources to help it improve.

States across the nation will soon be releasing their education report cards and revealing which schools did and did not meet their progress goals. Parents and other citizens will no doubt have a few questions about these changes under the No Child

Left Behind Act and what they mean to their child, their school and their community.

We've provided a checklist so that busy moms and dads can be sure to ask the right questions. Many factors go into a quality education. These are some that should be closely monitored.

We believe that public educators are up to this new challenge. We know what America can do when it focuses on results. In 1957, the launch of Sputnik spurred us to reassess the quality of public education. In 1983, the seminal report *A Nation at Risk* warned of a “rising tide of mediocrity” in our schools. And today, our twin achievement gaps—one between students of different income levels and races, the other between America and other nations—have focused attention on the critical need to do everything in our power to educate every child.

For America to compete in the 21st century, we must implement the reforms contained in the No Child Left Behind Act. But our challenge must be joined. The federal government, states, local education agencies, community organizations, parents and businesses must all work in partnership. And the media will play an important role as well.

In the end, accountability is in everyone's hands. All children deserve a quality education. No child deserves to be left behind.#

Dr. Rod Paige is the US Sec. of Education

**See
SCHOOL
CHECKLIST
on page 41**

BACK-TO-SCHOOL 2004: TAKE TIME TO TALK WITH YOUR CHILD

As children return to school, the National Mental Health Association and the federal Substance Abuse and Mental Health Services Administration's “15+ Make Time to Listen, Take Time to Talk” educational program encourages parents to set aside at least 15 minutes a day to listen and talk with their children in order to promote positive behavior and prevent school bullying.

“Back-to-school time offers a great opportunity to talk with children about what is happening in their lives,” said Michael Faenza, president and CEO of NMHA. “By spending at least 15 minutes a day listening and talking with your child, parents can provide valuable emotional support, especially during the turbulent times of childhood and adolescence.”

Research shows that outcomes are generally better for children whose parents actively engage them in daily conversations about their lives in and out of school. As a result, these kids tend to have better grades, are less likely to abuse drugs and alcohol, have higher self-esteem and are more likely to attend college. According to a recent survey of North Kansas City, Missouri, teens who were asked what they needed most to succeed in life, the majority responded by saying they desired

more communication with their parents.

NMHA's free materials for parents and educators include: Activity Planner: A list of ideas and upcoming events to generate parent/child conversation and Reading List: A list of books for different age children that allows for more conversations as well as Children's Mental Health Matters: Series of fact sheets on the basics of mental health and resources for more information.

“15+ Make Time to Listen, Take Time to Talk” is an educational program designed to help parents and kids talk about everyday issues and tough topics. The program was developed by the federal Substance Abuse and Mental Health Services Administration, and adapted and distributed for community use by the National Mental Health Association.#

The National Mental Health Association is the country's oldest and largest nonprofit organization addressing all aspects of mental health and mental illness. With more than 340 affiliates nationwide, NMHA works to improve the mental health of all Americans through advocacy, education, research, and service. For copies or for more information, call NMHA at 800-969-6642 or visit www.nmha.org.

HOW TO SEND YOUR DAUGHTER BACK TO SCHOOL WITH CONFIDENCE, PASSION & GOALS

By DAVID F. SALTER

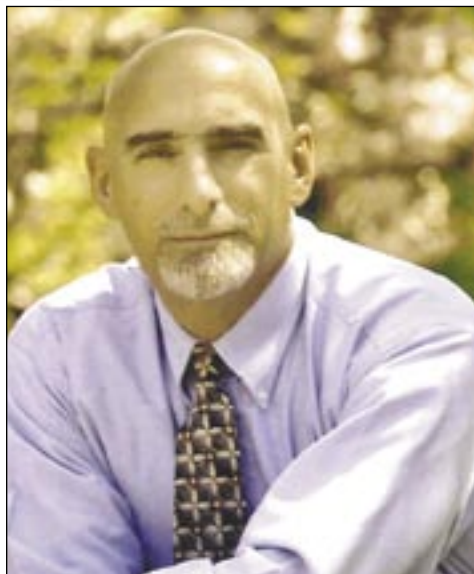
With back to school right around the corner, parents need to make sure they provide the essential tools for their daughters to survive and thrive. There are many high-risk obstacles that await them. Such obstacles include drugs, alcohol, sex, or other high-risk behaviors. Statistics prove that these obstacles are becoming prevalent at even younger ages and much of the behavior occurs as a result of peer pressure at and after school. It is imperative for parents to equip their daughters with self-confidence, passion and several attainable goals.

Parents need to know and understand what their daughters are exposed to in society today and that exposure starts to occur at an earlier age than ever before. By understanding this, parents can be proactive in their daughters' lives and help build self-confidence and self-esteem.

The number of teenage girls who experiment with sex, alcohol, and drugs or who have eating disorders is alarming. In fact, a 2002 study shows 38.5 percent of 9th grade girls reported drinking alcohol in the past month.

Recent statistics from a government study shows 50 percent of teenage girls have had intercourse before age 18, while an MSNBC poll in late May put the number at a startling 62 percent. Another statistic parents can't shy away from is that 10 million girls and young women in America suffer from an eating disorder. Studies like those lead parents to ask the unavoidable question; why are these statistics so high?

Lack of self-confidence and self-esteem are the leading causes of these issues and the reason the statistics continue to rise. Parents must help their



David F. Salter

daughters gain a sense of self-assurance. Having self-confidence gives young women the courage to defend their claim, argument, or viewpoint when confronted with the opportunity to participate in high-risk behavior. By getting involved with their daughters' daily activities, parents build the groundwork for a positive relationship, which is vital to effective communication. Encouraging independent thought and expression will also help communication between the parents and their child and will help build their daughters' self-esteem.

Although it may be difficult to initiate conver-

sations about high-risk behaviors, parents must find a way to do it. You need to discuss with your daughter how she can deal with peer pressure and other risks that she may encounter. At the same time, you need to be able to share relevant examples and anecdotes that reinforce proper values and morals.

If your daughter is prepared to deal with difficult circumstances, she will have the confidence to handle them appropriately whenever they arise.

Another factor that influences girls and their decisions is lack of enthusiasm. Enthusiasm and passion allow young women to experience life to the fullest. Daughters will be even more excited and determined to make sure nothing stands in the way of their goals when they find something they are enthusiastic and passionate about doing. Possessing passion will give daughters the strength they need to oppose peer pressure and have even more respect for themselves and their aspirations. Parents who help their children develop passion early whether through sports, hobbies or school participation give their children a valuable leg up in dealing with peer pressure.

Norman Vincent Peale once said that enthusiasm releases the drive to carry you over obstacles and adds significance to all you do, and those who are fired with an enthusiastic idea and who allow it to take hold and dominate their thoughts find that new worlds open for them. So, with that in mind, it is crucial for parents to help their daughters find passion.

Ambitions also significantly influence the young women's resistance to peer pressure. When parents help set their daughters' goals,

they also need to demonstrate and explain how their education and objectives will reward them later in life. In my recently published audio book, *Dear Daughter, I Forgot Some Things*; I use heartwarming stories and examples from my own family and experiences with my daughters to demonstrate this key point. Parents' guidance will help daughters understand the different types of opportunities and options that they will have in the future. By setting attainable goals that their daughters can reach now, and by staying involved in their education, parents will help enhance their daughters' vision of what she wants to do and who she wants to become. Helping your daughter understand that the choices she makes now can affect her whole life is one of the most important things you can do as a parent. Girls with long-term goals for education or work will be less likely to compromise their futures by engaging in risky behavior.

I wrote *Dear Daughter, I Forgot Some Things* to remind parents of the need to instill the three vital values of confidence, love, and ambition within their daughters. The audio book also gives daughters some poignant examples of these three vital values at work, giving them the foundation necessary to overcome many obstacles that will confront them.

Most importantly, I wrote it to provoke parents to communicate with their daughters in order to help their daughters not lose sight of who they are and what they *can do* with their life. My question to you is simply this: What important thing will you tell your daughter today?#

David F. Salter is a father of three and an award-winning writer; who recently released his audio book, *Dear Daughter, I Forgot Some Things* (Wizard Academy Press, 2004). For additional information about David F. Salter or to order his audio book, please visit www.davidfsalter.com or call (800) 425-4769.

INCREASING STUDENT AND SCHOOL ACHIEVEMENT THROUGH PARENT INVOLVEMENT

By LINDA HODGES

When it comes to parent involvement and its powerful influence, the research is broad and clear—over 30 years of research has proven beyond dispute the positive connection between parent involvement and student success. When parents are involved, children have higher grades and test scores, better attendance, increased motivation, better self-esteem, higher graduation rates, and a greater likelihood of pursuing a post-secondary education.

The challenge comes in transforming that knowledge into action, as many parents simply aren't sure how to play a more active role in their child's education. According to National PTA figures, while many parents support learning at home, only one in four parents are actively involved in their children's schools. That number shrinks to one in nine among working parents whose schedules often present additional challenges.

But it is not only students that reap the benefits when parents are actively involved—schools and communities also show great improvements. Schools that work well with families have improved teacher morale and higher ratings of teachers by parents. Additionally, schools where parents are involved have more support from and better reputations in their community.

Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform. In fact, a school's practices to inform and involve parents are stronger determi-

nants of whether inner-city parents will be involved with their children's education than are parent education, family size, marital status, and even student grade level. Since teachers are the crucial link in the partnership between school and parents, National PTA invited teachers across the country to submit their "best ideas" for involving parents and families. Here are a few of the ideas teachers gave for getting and keeping parents involved:

When a class or unit concentrates on a specific theme, parents can be asked to come to class and share personal stories or items from home that support the theme or assist with class projects on the units.

Hold an activity night where parents and students sign up to participate different math and reading activity workshops sponsored on an evening in the school gym.

Offer workshops that address parenting topics, such as effective parent-teacher conferences; motivating your child to learn; helping your child with homework.

Request that parents come to school to work with small groups of students to talk about stories and events in their lives to help make a connection between academic activities and life experiences.

For more information and tips on how to use parent involvement to boost student and school performance, visit National PTA's web site at www.pta.org.

Linda Hodges is president of National PTA, the largest volunteer child advocacy association in the United States.



Linda Hodges

SCHOOL LUNCHES STILL FAILING TO MAKE THE GRADE, SAY DOCTORS

With schools starting up all over the country, kids have one more thing besides pop quizzes and exams to worry about this fall: school lunches.

For the fourth year in a row, the Physicians Committee for Responsible Medicine (PCRM) used its School Lunch Report Card to analyze the nutritional quality of elementary school lunches served in school districts participating in the USDA's National School Lunch Program. The NSLP serves more than 28 million lunches a day at 100,000 schools and childcare institutions across the country.

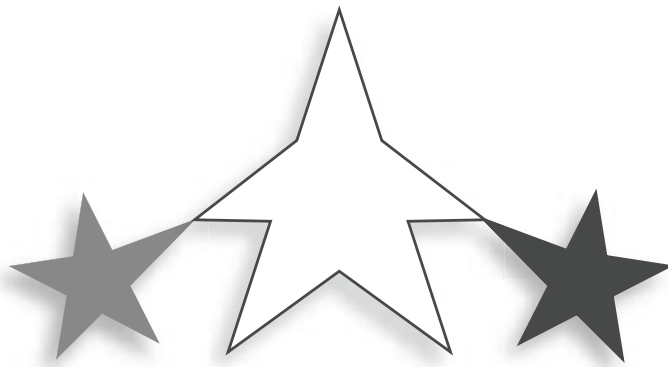
While there are bright spots—Fairfax County (VA.), San Diego and Detroit scored respectable "Bs" and Las Vegas/Clark County schools jumped from an "F" last year to a "C+" this year—PCRM's 2004 School Lunch Report Card finds that many schools are struggling to make the grade when it comes to serving healthy, low-fat lunches. Six of the 11 school districts rated this year eked out "Cs." Maryland's Baltimore County chalked up a "D." Albuquerque's schools failed outright with an "F." Of 25 school districts approached, only 11 provided complete information. The lesson?

"To make ends meet, too many school lunch programs depend on commodity foods available through the NSLP," says Jen Keller, R.D., PCRM's nutrition projects coordinator. "These USDA surplus foods include too many high-fat, high-cholesterol meats, dairy products and processed foods, and not enough produce and healthy vegetarian entrées and side dishes. With one in five school age children considered overweight, we've got to get a lot more nutrient and fiber-rich fruits, vegetables, beans, and whole grains on school menus, and a lot less pizza, tater tots, and french fries."

Here are the results:

Fairfax Co. Public School District (Fairfax, VA)	Score: 84.7	Grade: B
San Diego Unified School Dist. (San Diego, CA)	Score: 80.9	Grade: B-
Detroit City School District (Detroit, MI)	Score: 80.4	Grade: B-
Austin Independent School District (Austin, TX)	Score: 77.6	Grade: C+
Clark Co. School District (Las Vegas, NV)	Score: 77.5	Grade: C+
NYC Public School District (New York, NY)	Score: 75.0	Grade: C
Charlotte-Mecklenberg School District (NC)	Score: 75.0	Grade: C
Prince George's Co. Public School District (MD)	Score: 71.7	Grade: C-
Montgomery Co. Public School District (MD)	Score: 70.4	Grade: C-
Baltimore Co. Public School District (MD)	Score: 65.6	Grade: D
Albuquerque Public School District (NM)	Score: 59.8	Grade: F

Founded in 1985, the Physicians Committee for Responsible Medicine is a nonprofit health organization that promotes preventive medicine, especially good nutrition. PCRM also conducts clinical research studies, opposes unethical human experimentation, and promotes alternatives to animal research.#



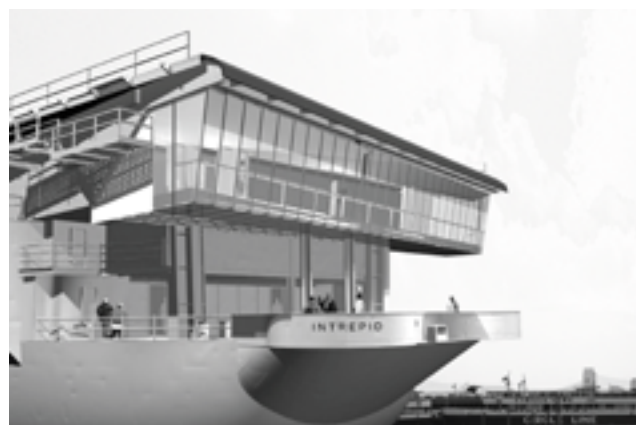
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Exploring Figuratively, the SMH 2003-2004 Artist-in-Residence Exhibition
Saturday, September 4, 10am-12pm

The Family Fun! program is designed for families with children ages 5-10 years old. Family programs are FREE. Pre-registration is required. Call 212.864.4500 x264 for more information and a full schedule of activities.

Family Programs are funded, in part, by the New York State Council on the Arts, Citigroup Inc. and Jack & Jill.

THE ARTIST'S VOICE: ARTISTS SPEAK THEIR MINDS

Finally, an opportunity to be a part of the conversation! These evenings of interactions with artists will get you talking. The Artist's Voice series provides a forum for artists to put their points of view out there and for audiences to ask the questions they've never had the opportunity to ask.

Dave McKenzie, Wangechi Mutu & William Villalongo
2003-04 Artists-in-Residence

Tuesday, September 14, 7pm

The next best things to stun the art world, join the 2003-2004 Studio Museum Artists-in-Residence—DAVE MCKENZIE, WANGECHI MUTU and WILLIAM VILLALONGO as they discuss their current work. The seed for the formation of The Studio Museum in Harlem more than 30 years ago, the A-I-R program and exhibition remain central to SMH's identity. Don't miss this evening of compelling dialogue!

The program is FREE and open to the public. Seating is limited and available on a first-come, first-served basis.

The Artist's Voice is made possible by the Ron Carter Family.

HOOVERS' HOUSE

Friday, September 17, 7pm

From the 1920s through the 1940s, Harlem's Comedy Club on 131st Street, owned by Lonnie Hicks, was the home for the legendary Hoofers' Club. The back room was a site of learning, listening and creativity for people interested in tap dance. Bill "Bojangles" Robinson, King Rastus Brown, John Bubbles, Charles Honi Coles and many more crossed the threshold of this intimate room. In honor of this important aspect of Harlem's history, SMH is a new home for hoofers! Tap dancers – elders and young people alike – are invited to take the floor at these quarterly jam sessions! These spring sessions will be hosted by Ayodele Casel, whom legendary figure Gregory Hines once called "one of the top young tap dancers...in the world today."

FREE! Space/seating is available on a first-come, first-served basis.

INSIDE/OUT GALLERY TOUR: THE CHELSEA SCENE

Saturday, September 25, 10am

Explore one of the art world's hotbeds of creativity with CHRISTINE Y. KIM, SMH assistant curator. Christine will take participants on a two-hour, behind-the-scenes tour of some of New York City's most impressive galleries presenting work by contemporary African-American artists and artists of African descent.

\$20 (general public) \$15 (members, seniors and students). Pre registration is required. Space is limited and available on a first-come, first-served basis. Please call 212.864.4500 x264 to register. Starting location will be provided upon registration.

Educator Programs

PROGRAMS FOR EDUCATORS

SMH acknowledges teachers as professionals at the center of education, whose significant contributions have the most profound effect on the lives and learning of students. The array of programs at SMH designed for educators reflects the Museum's commitment to reaching beyond the traditional classroom and museum visit by responding to the increasing demand for quality arts education from an interdisciplinary perspective.

THE ARTISTS WORLD: THE ART OF KERRY JAMES MARSHALL AND ROMARE BEARDEN

Monday, November 8, 4:30 - 7:30pm @ The Studio Museum

Wednesday, November 10, 4:30 - 7:30pm @ The Whitney Museum

In conjunction with The Art of Romare Bearden exhibition, the Whitney Museum of American Art and The Studio Museum in Harlem present two special Educator Workshops for teachers grades K-12. Workshops will be designed to help teachers integrate the new Curriculum Blueprint in the Visual Arts into classroom lessons, with particular focus on the Connection and Visual Literacy strands. Teachers will participate in tours of the Romare Bearden and Kerry James Marshall exhibitions at the Whitney and SMH respectively, hands-on activities, and curriculum development sessions. Resource materials including slides, reproductions, and curriculum guides will be distributed to all participants.

You must register for and attend both workshops.

Total cost for both workshops: \$30. Capacity: 40

New Teacher Credit will be available.

School Programs are funded, in part, by The Department of Education of the City of New York, The Barker Welfare Foundation, The Center for Arts Education, Consolidated Edison Company of New York, Inc., FleetBoston Financial, L'Oreal USA, KeySpan Foundation, Josephine Bay and C. Michael Paul Foundation, and the May & Samuel Rudin Foundation.

INTREPID SEA, AIR & SPACE MUSEUM LAUNCHES NEW EDUCATIONAL FACILITY

By Fredda L. Plesser, Michael Tyler Fisher & Krista Kohlhausen

While many in the education community know the Intrepid as a place to take students for a fun and educational class trip, the 2004-2005 school year marks the launch of something entirely new, different and truly spectacular—an 18,000 square foot, state-of-the-art facility built to serve students, teachers and administrators. The Intrepid's Michael Tyler Fisher Center for Education is the embodiment of the Intrepid's re-invigorated educational focus and its way of giving back to the City's most important constituency—its kids.

The three-level Center is comprised of classrooms, breakout rooms, and a 4,000-square foot, glass-enclosed meeting space with unparalleled views of the Hudson River and the Manhattan shoreline. The Center's "Great Hall" can accommodate up to 240 people in various configurations and its numerous classroom/meeting spaces will not only increase capacity for new and existing educational programming, but will also serve as a professional development training facility and conference space for educators and school administrators.

While schools are busy teaching the traditional three "R's" of Reading, 'Riting and 'Rithmetic—the Intrepid's Education Center will focus on three entirely different "R's"—Respect, Remembrance and Responsibility. Using the exhibits and powerful symbolism which are everywhere on this ship—the common denominator of our educational programs will be a connection to these three "R's". The Center will provide four main educational programs: after-school programming in character and leadership in keeping with the Intrepid's mission to "honor our heroes, educate the public and inspire our youth," increased and improved capacity for educational visits for in-school groups, professional development for educators, and an eminent speakers bureau for high school students.

As virtually any child that has visited the Intrepid will tell you, this Museum is unlike any other place in New York City. Where else can kids run between a rock climbing wall and three flight simulators? Where else can they see and touch more than 20 real airplanes, including the very model that Tom Cruise flew in the movie "Top Gun?" Where else can kids go home and tell their parents they learned about supersonic flight by boarding the Concorde? And where else can they learn about heroism and patriotism while standing in front of the original Iwo Jima monument?

Around every corner of the Museum, another "lesson" is there for the making.

In our class trip program, certified museum educators take students into a new world of exploration. Kindergartners through third graders can learn how boats float and planes fly, building their own models and testing their creations. Fourth through eighth graders can discover the fascinating world of space exploration as well as the real lives of the real heroes who served our country in the Armed Forces and who made sacrifices at home during World War II. High schoolers can reinforce their knowledge of global studies, with our programs on the Vietnam War, WWII and Cold War history. Students can also enjoy Scavenger Hunts, searching for artifacts and items around the Intrepid so that they can learn on their own while onboard.

In our newly launched after-school program, middle school students will use our exhibits and our stories of service to reinforce the six core elements of character education. Probably the most unique aspect of this after-school program, and one that has engendered tremendous excitement among educators, is its use of Veterans who volunteer their time to be interviewed by students as part of an oral history collaboration with the Federal Library of Congress.

We have also created a program we are calling—"Pathways to Success: The Power of One." In this program, Intrepid will invite a series of well known individuals to speak to high school students; students who might otherwise be struggling with difficult life choices. By exposing these students to the stories and life experiences of inspiring and "cool" speakers, they will learn that heroes come in all shapes and colors. They will learn that these heroes often came to their success after overcoming significant hurdles and challenges. The "Power of One" speakers program is based on the notion that a single event—a moving and inspiring event—can change a young person's life or at least can start them on the road to change. By hearing directly from well-known personalities who have overcome their own struggles, students will be inspired to make solid choices and to live the values of respect and responsibility.

Besides the awe-inspiring incredible physical expanse of our Museum—it is, after all, 900-feet long, or the length of three football fields, what sets the Intrepid's programs apart from other museum education initiatives? All of our educational programs fulfill the New York State and National Learning Standards for both students and teachers. Curricular requirements for all grades can be met in social studies, math, science, technology, English language arts, career development, occupational studies, and the arts. We have also developed a curriculum guide that educators can use to prepare their groups for their visit, plus a self-guided trip sheet that you can download from our web site (www.intrepidmuseum.org).

If your school is interested in participating in, or learning more about, one of these programs, please contact the Intrepid's Group Services Office at (212) 957-3701 or (212) 957-3703, Monday through Friday from 9:00 a.m. to 5:00 p.m. For more information about the Intrepid Sea, Air & Space Museum, visit www.intrepidmuseum.org.

Looking forward to seeing you onboard the Intrepid!#

Fredda Plesser is Chair and Executive Director of the Michael Tyler Fisher Center for Education. Prior to joining the Intrepid in August 2003, and after 14 years working as an attorney, she was the NYC Chancellor's appointee as Chief Executive of the NYC Department of Education's Office of Corporate Partnerships, an office she created. Krista Kohlhausen is Intrepid's Vice President, Education Programs. She is a pre-K through 12th grade state-certified teacher for New York and New Jersey, and holds an MS in Education from Bank Street College.

MEDICAL UPDATE



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

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JOINT COMMISSION'S NEWLY ENHANCED QUALITY CHECK

The Joint Commission on Accreditation of Healthcare Organizations recently launched a new generation of reporting health care information about the quality and safety of care provided in its accredited health care organizations across the country. The Joint Commission's Quality Check will provide clear, objective data to individuals that will permit them to compare local hospitals, home care agencies, nursing homes, laboratories, and ambulatory care organizations with others on state and national bases. Further, the Joint Commission will, for the first time, provide hospital-specific information about clinical performance in the care of patients with four major conditions. These include heart attack, heart failure, pneumonia, and pregnancy and related conditions.

Individuals will also be able to determine how health care organizations compare with others in meeting national requirements that help them prevent devastating medical accidents. The requirements specifically seek to avoid misidentification of patients, surgery on the wrong body part, miscommunication among caregivers, unsafe use of infusion pumps, medication mix-ups, problems with equipment alarm systems, and infections acquired in the health care setting.

Consumers can access Quality Check at www.qualitycheck.org and search for health care organizations by name, type, and/or location. Interactive links to information are designed to help individuals better understand how to use and interpret the information presented.

"More than ever before, Americans are seeking information to help them make sound decisions about their health care," says Dennis S. O'Leary, M.D., president, Joint Commission. "Quality Check is an important new source of quality-related information that will substantially enrich the consumer's knowledge base."

"We are very pleased that comparative data on hospital performance regarding four major conditions will be available on Quality Check, and we look forward to the inclusion of additional condi-

tions as soon as possible," said Joyce Dubow, associate director, AARP Public Policy Institute. "The Joint Commission's decision to provide the public with the opportunity to see how well hospitals compare to one another should stimulate these institutions to improve care and also permit patients to make more informed choices about hospital care."

"The Joint Commission's Quality Check is an important step forward in ensuring the availability of national health care quality and safety information," said Sheryl Niebuhr, Ph.D., L.P., manager, Total Compensation Resource Center, 3M. "Quality Check helps consumers make informed choices while helping payers and providers better manage the quality, safety and cost of health care." Quality Check uses symbols, such as checks, pluses and minuses to make it easy for consumers to compare health care organizations. Quality Check reports include: National Quality Improvement Goals, which portray the performance of hospitals in caring for patients with heart attack, heart failure, pneumonia, and pregnancy and related conditions. These currently apply only to hospitals.

National Patient Safety Goals, display the performance of health care organizations in taking specific steps to prevent serious accidents in health care. The Goals and their related discrete requirements are specific to different types of health care settings (for example, hospitals, ambulatory care organizations, clinical laboratories).

The Joint Commission's Quality Check is just one source of information a person should use in determining whether a given health care organization is likely to meet his or her needs. When deciding where to go for care, individuals should consult with their doctors and other health care professionals about the advantages or special characteristics of each health care organization being considered.#

The Joint Commission offers a free series of Helping You Choose brochures at www.jcaho.org, or 630.792.5800.

NYU Surgeons Inspire Large Quilt Donation to Pediatric Patients

Linda Arye, President of Quilts for Kids and Stephanie Hnatiw, a resident of Macungie, PA, donated 70 quilts to the pediatric patients at NYU Medical Center in honor of Dr. Thomas Errico, Associate Professor of Orthopaedics and Neurosurgery and Dr. Roy Nuzzo, Clinical Associate Professor of Surgery.

Ms. Hnatiw presented the quilts in an expression of gratitude to Drs. Errico and Nuzzo for the compassionate and expert surgical care they provided to her daughter, Raisa Puhacz, who was treated at NYU Medical Center for scoliosis.

Dr. Thomas Errico who performs hundreds of spine surgeries yearly treats his pediatric patients with special care. "Deciding to operate on a child is never an easy task for the parents," said Dr. Errico. "At NYU Medical Center, we believe it is critical to explain treatment plans thoroughly to parents to help guide them in making the best decisions for their child."

Raisa's mother is no stranger to compassionate care herself. Through her work as the Associate Executive Director at the Abington YMCA in Pennsylvania, Stephanie Hnatiw, had become an admirer of Quilts for Kids. Before Raisa's surgery, Linda Arye sent a quilt to Raisa to provide a little comfort as she recovered. Ms. Hnatiw,

following an instinctive need to share, asked Ms. Arye for a few quilts to give to Raisa's roommates. Not only did Ms. Arye agree, she decided to send 70 quilts in honor of the estimable care provided by Drs. Errico and Nuzzo.

Established just four years ago, Quilts for Kids, Inc. is an organization that transforms discontinued designer fabrics into quilts that comfort children with cancer, AIDS, and other life-threatening illnesses as well as battered and abused children. Because of health issues, children often cannot bring their stuffed animals or toys to the hospital. However, most hospitals do accept quilts from Quilts for Kids as they are all washable, 100% cotton, and allergen-free. After September 11th, Quilt for Kids also initiated the Red, White and Blue Project that makes and donates quilts to the families of deceased victims of terrorist attacks.

Linda Arye believed that NYU Medical Center was a perfect place to send the quilts. "When Stephanie told me about the exceptional care her daughter received there, we knew instantly that the quilts would further assist the wonderful healing process happening at the hospital."#

To learn more, donate funds or material, or volunteer please visit: www.nyumedicalcenter.org or www.quiltsforkids.org or 215-295-5484.



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We are currently accepting adolescents for a social phobia treatment group starting in the fall of 2004.

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WHAT YOU NEED TO KNOW ABOUT MANAGING CREDIT CARDS

By PATRICIA MCNEILLY

Teens are ringing up too much debt too fast, with all the related problems—impulse buying, overspent budgets, and bad credit. What's the solution?

When today's teens go away to college, they carry two instruments that prior generations lacked: personal computers and credit cards! According to Nellie Mae, the national student-loan financing corporation, 83% of under-graduate students have at least one credit card, and the average balance owed is \$2,327. Adding to the challenge are savvy marketers and advertisers who spend billions of dollars each year trying to convince us that we "must have" more than we can afford.

What's wrong with this picture? It suggests teens are ringing up too much debt too fast, with all the related problems—impulse buying, overspent budgets, and bad credit. What's the solution?

For teens, as for adults, there's no elixir that will cure problems caused by poor credit habits. The key is to practice good credit behavior now to prevent problems later. Here are some specific steps you could take:

Understand that credit is a major responsibility. Credit is powerful, but it's also a big responsibility. It's tempting to apply for credit just to get a discount on purchases, or to get a gift, but beware! There are consequences many teens overlook. For example, each application "trips" an inquiry on your credit history. An inquiry simply confirms that your credit history was reviewed in response to an application. Creditors always check on recent inquiries. Too many

inquiries and it looks like you are desperate for credit. That makes you a potential poor risk, which could negatively affect your chances to obtain credit. And inquiries stay on your credit report for two years!

Choose credit cards that charge a low monthly interest payment. When possible, pay more than the minimum amount due. A \$1,000 credit card balance can many years to pay off if you only make minimum required payments! If you need to "roll over" a balance, make sure that you create a plan to pay it off in a short period of time. Pay bills on time. Making timely payments is critical to maintaining a good credit history and credit rating. Only buy within your budget and don't charge more than you can pay each month. Save all receipts and match receipts with actual transactions posted on the monthly credit card statement—statements are often accessible online, as well. Once a month, compare your statement to your actual budget and make adjustments. Prevent credit card fraud. Safeguard your personal information. Never lend credit cards to anyone and never leave cards or receipts lying around. Keep card numbers, expiration dates and telephone numbers in a safe place separate from cards.

Today, it is realistic for teens to go away to college with at least one credit or debit card. The goal is to go into the world with confidence so that you won't owe "an arm and a leg."#

Patricia Flaherty McNeilly is a Financial Advisor in New Jersey. She can be reached at 973-812-6948. For more information visit www.pflahertymcneilly.com.

McGreevey Issues Grants for Pre-School Expansion Program

Governor James E. McGreevey notified 24 districts across the state that they would be the first recipients of grants to provide new or expanded quality preschool programs, under the Governor's new Early Launch to Learning Initiative (ELLI).

"Providing our children with an effective foundation to learn is one of the most important educational initiatives we can undertake, which is why I created a program to expand access to top-quality preschool," said McGreevey. "Research has shown that children who have access to rich educational experiences before they start school have higher test scores, higher graduation rates and increased adult employment and earnings. I am proud that today we offer new opportunity to children across New Jersey. I look forward to watching this program expand in the future, until every child in our state receives a preschool education that prepares them to succeed in kindergarten and beyond."

Research has proven that preschool is critical to preparing children for a successful education, and ultimately, a successful life. By age 21, those who were preschool educated are more than twice as likely to attend a four-year college. Additionally, investments in preschool now, will have a positive impact on the economy later. For every \$1 invested in a quality preschool program, the public saves \$7 in long term societal benefits such as higher employment, lower teen pregnancy rates and lower welfare use.

According to the National Institute for Early Education Research (NIEER), New Jersey is the leading state in providing the highest standards and the greatest access to preschool for low-income children. But this high-quality program is only available in a small number of school districts, leaving too many children missing out on early learning experiences that can influence the rest of their lives. Therefore, Governor McGreevey created ELLI to expand quality pre-

school throughout the rest of the state.

The first grants issued provide for new or expanded programs in 24 districts, across 12 counties. The grants will substantially offset the cost to each of the districts of offering preschool to four-year-old children, regardless of family income. In total, these grants will bring quality preschool to 3,050 more children next year.

Children enrolled in these Early Launch to Learning Initiative programs will be in a preschool that features small class sizes and is staffed by certified teachers who are trained to provide the right kinds of learning experiences and to assess children who might need special attention. Class sizes will be limited to 15 to 18 children, and children enrolled in these programs will be taught a Department of Education (DOE)-approved curriculum more likely to provide them with a smooth transition to kindergarten.

Districts are using these State grants to establish new preschool programs, either half-day or full day, expand existing half-day programs to full day, or improve the quality of existing preschool programs by decreasing class size, serving more children, or offering longer hours.

The State was able to provide grants to all of the districts that applied, as they all met the criteria required. All districts currently serving elementary-aged children were eligible to apply, with the exception of the Abbott districts. This first round of grants totals \$1.9 million, and covers both new programs as well as programs expanding to full-day schedules and expanding enrollment.

Due to the timing of many districts' budgets, many interested schools were unable to take advantage of ELLI for the 2004-2005 school year. However, these districts have already begun to apply for the 2005-2006 school year, and in fact, some districts may be able to take advantage of the program beginning in January.#

OPTIONS THINNING FOR COLLEGE STUDENTS TO FUND EDUCATION EXPENSES

Now that deadlines for financial aid applications and scholarships have long passed for Fall semester monies, college freshmen may find it necessary to buy books and furnish their dorm rooms with the swipe of a credit card—in their own names. Parents welcome this new financial independence, but more importantly, many realize financial responsibility during the college years will undoubtedly help determine how truly independent that young person remains after college graduation.

"With national consumer debt at \$2 trillion, an all-time high, we can not afford to look at financial literacy as merely an altruistic calling," said Susan C. Keating, president and chief executive officer of the NFCC. "Fiscal responsibility is a learned behavior and one of our jobs as parents, educators, creditors and consumer protection advocates is to equip young people with the proper tools to make sound financial decisions. Otherwise, we'll see a generation of college graduates whose credit problems prohibit them from getting an apartment, utilities or even a job."

According to JumpStart Coalition, 83% of undergraduate students have at least one credit card. Although freshmen have the lowest rate of card possession among undergraduates, 54% carry a credit card. The average number of credit cards per college student is 4.25. "Learning about credit, particularly about interest rates and minimum payments, is critical," Keating said. "Many

young people do not realize if they charge \$1000 on a credit card with a 19% interest rate and make a minimum payment of \$20 per month it will take eight years and one month to get back to a zero balance."

To aid college students with budgeting and education for financial wellness, several of the NFCC's 124 geographically dispersed member agencies developed partnering relationships with institutions of higher learning to provide financial education and credit counseling. In addition to helping students manage money during their college years, financial education also aims to ensure students are prepared for post college expenses such as their first student loan payment.

"We expect to see fewer defaults on loans," said Scott Dingwall, director of the Consumer Credit Counseling Agency of Central New Jersey, about the program he developed that's offered on campuses throughout New Jersey, including Princeton University. "For many students, this is the first chance to learn the fundamentals of effective money management."

To learn more about the NFCC's financial education programs geared to college students, please contact the NFCC Brand Marketing & Communications Department at (301) 576-2513 or at press@nfcc.org for one-page case studies with contacts. Featured programs include those on Princeton University, Dakota State University, the University of Texas and others.#

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TEACHERS' WAGE GAP GROWING: A REVIEW OF *HOW DOES TEACHER PAY COMPARE?*

By DOROTHY DAVIS

The wage gap between teachers and workers in fields requiring similar skills is widening. So concludes The Economic Policy Institute (EPI) in its new book, *How Does Teacher Pay Compare? Methodological Challenges and Answers* by Sylvia A. Allegretto, Sean P. Corcoran and Lawrence Mishel.

Teachers earn appreciably less per week than do comparable professionals, including accountants, registered nurses, computer programmers and personnel officers. According to the EPI study, "Several types of analyses show that teachers earn significantly less than comparable workers and this wage disadvantage has grown considerably over the last ten years. Since 1993, female teacher wages have fallen behind 13 percent and male teacher wages 12.5 percent."

Several recent analyses using flawed data in the relatively new Bureau of Labor Statistics' National Compensation Survey (NCS) have claimed not only that the hourly wages of teachers are equivalent to those of other similar professionals, but also that when the benefits teachers receive are factored in teachers were actually well paid.

Not so, says the EPI study. Comparisons of hourly wages in the NCS are inappropriate because work time measurement for professionals with regular year-round schedules is inconsistent with the measurement of teachers' work time. Moreover, teachers' health and pension benefits, while a bit better than those of other professionals, only lower the teacher wage disadvantage by 1.5 percent—from, for example, 14 percent

to 12.5 percent. Also, teacher benefits have not improved relative to other professionals since 1994 (the first year for which data are available), indicating that the erosion of teachers' relative wages has not been offset by improved benefits.

The Economic Policy Institute was founded in 1986 by a group of leading economic policy experts including The Honorable Robert Reich, the former U. S. Secretary of Labor, now a Brandeis University professor and economist Lester Thurow of MIT's Sloan School of Management. Its focus is the economic condition of low and middle class Americans and their families. They believe it is important "that people who work for a living have a voice in the economic debate."

EPI does research and conducts outreach and education in five major fields: Living standards/labor markets; Government and the economy; Globalization and Trade; Education, and Retirement Policy.

They have recently published two other books on education. *Smart Money—Education and Economic Development* by William Schweke—why the United States' investment in education will pay huge dividends and *Class and Schools* by Richard Rothstein, co-published with Teachers College, Columbia University—why the increased use of testing and other reforms at the school level by federal and state officials is not narrowing the achievement gap between black and white students. #

For further information and to order books see *The Economic Policy Institute's website* at www.epinet.org.

October Book Festival Hosted by Laura Bush

The fourth annual National Book Festival, organized and sponsored by the Library of Congress and hosted by Laura Bush, will be held from 10 a.m. to 5 p.m. on Saturday, Oct. 9 on the National Mall in Washington, D.C., between 7th and 14th streets (rain or shine). The festival is free and open to the public.

"As America's library, the Library of Congress invites readers from around the country to this widely anticipated national event," said Librarian of Congress James H. Billington. "More than 70,000 people joined us on the National Mall last year to celebrate books, reading and creativity. We hope many more will come this year and join in the fun."

"The National Book Festival is a wonderful opportunity for book lovers to celebrate reading," said Laura Bush. "Whether you're a lifelong reader or a beginner, I hope you will mark your calendar for Oct. 9 to discover new books and inspiring writers."

The 2004 festival features more than 70 award-winning authors, illustrators and poets, including Joyce Carol Oates, Marc Brown, R.L. Stine, Sandra Brown, Robert B. Parker, Clive Cussler, Edward P. Jones, E.L. Konigsburg, Ron Chernow, Connie Willis, Neil Gaiman, Katherine Paterson, Juan Williams, Azar Nafisi, Anna Quindlen, David Rice, Richard Peck, Douglas Brinkley, Nicholas Sparks, Kate DiCamillo, Nathaniel Philbrick, Cokie Roberts, Michael Cunningham, Kareem Abdul-Jabbar and Dana Gioia, Chairman of the National Endowment for the Arts. Special guests in the "Home & Family" pavilion include Leigh and Leslie Keno from PBS' "Antiques Roadshow," Kevin O'Connor and Tom Silva from "This Old House," also seen on PBS, and chef Patrick O'Connell of the Inn at Little Washington.

Festival goers can have books signed by their favorite authors, and children can meet some of their favorite storybook and television characters,

such as Arthur and Clifford the Big Red Dog, who will appear on the festival grounds throughout the day.

A new author pavilion, "Science Fiction & Fantasy," has been added to this year's festival. The other author pavilions, in addition to "Home & Family," are "Children," "Teens & Children," "Fiction & Imagination," "Mysteries & Thrillers," "History & Biography" and "Poetry." Throughout the day authors in the pavilions will discuss their work and what inspires them to write.

Representatives from all 50 states, the District of Columbia, and American trusts and territories will discuss and distribute materials about their reading and literacy promotion programs in the "Pavilion of the States." Reading activities that are fun for the whole family will be featured in the "Let's Read America" Pavilion.

Star players from the National Basketball Association's "Read to Achieve" program will be among the presenters in the Children's Pavilion and the national student winners of the Library of Congress/Target Stores "Letters About Literature" reading and writing program will read their letters in the "Teens & Children" Pavilion. The Letters About Literature program invites young readers in grades 4-12 to write a personal letter to an author, past or present, which has somehow changed their view of the world or themselves. Winners are selected at the state and national levels.

The artist for this year's festival painting is award-winning illustrator Floyd Cooper. Cooper has illustrated more than 15 books and is the author of three of them. His whimsical image for the 2004 festival is as imaginative as the act of reading. Posters featuring Cooper's painting will be available free of charge during the festival. #

For more information about them and the festival, visit www.loc.gov/bookfest.

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TECHNOLOGY IN EDUCATION

PRODUCT REVIEW:

AMBROSIA SOFTWARE'S SNAPZ PRO X

By MITCHELL LEVINE

As the first generation of students to be raised with digital technology has arisen, it's brought another new generation right along with it: the first generation of teachers needing to teach digital technology to their classes. Not everyone likes it, but it's a reality the education community as a whole must come to terms with, whether the professionals charged with this task were trained to adapt to it or not.

It stands to reason then that anything with the potential to not only help students learn, but also to help teachers teach is going to be a valuable tool. Well, one product that falls squarely in that category is Ambrosia Software's Snapz Pro X. If there's one principle virtually everyone agrees on, it's that most people learn more easily by watching than listening. And good teachers know that instructing students via their preferred mode of understanding makes teaching them basic skills a much smoother and rewarding process.

With Snapz Pro X, a parent or teacher can record anything that happens on their Mac OS X-based computer's screen and save it as a QuickTime video viewable on any other system with a QT player installed. "Training manuals" can visually depict everything a student learning software like MS Word, Entourage, Excel, or

virtually anything else, should see as they progress through a lesson. Teachers can lecture while the full motion video runs during class, or even prerecord their commentary as a soundtrack. Of course, such videos aren't limited to tutorials for

applications: visual presentations of any kind can be "snapped" as collages of web pages, documents, graphics, and high-quality digital audio.

Teachers with less than ideal experience with the software on their classroom's syllabus can easily make professional looking videos in their preparation time, eliminating the potential struggle demonstrating on a computer "live" in class often creates. Students will gain the benefits visual learning pathways can offer. Plus, the QuickTime videos can be uploaded to a class site, allowing students access to instruction anytime they need it from anywhere they can connect to the Internet.

Snapz Pro X is definitely a utility you'll really need to use to appreciate completely. Fortunately, a fully functional demo of the product is available as a free time-limited download at the company's web domain. Log on to www.ambrosiasw.com for more information and on-line ordering. #



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CHILDREN'S BOOKS: "Fall" into a Colorful Array of Books this Autumn

By SELENE VASQUEZ

Picture Book: Ages 5 thru 10

My Creature Teacher
by Laura Leuck
(Harper Collins)
32 pp., \$25.99

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by Sally Cook
Illustrations by Laura Cornell
(Harper Collins)
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or cartoons capture the hilarious deterioration of bedtime rituals.

Poetry: Ages 6 thru 10

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Counting Our Way to the 100th Day!

by Betsy Franco
Illustrations by Steven Salerno
(Margaret McElderry)
32 pp., \$15.95

in triple digit numbers, such as "100 Inches Tall" in which a girl speculates about the pros and cons of being so tall.

Nonfiction: Ages 6 thru 8

The universal topic of death is handled in a sensitive poetic manner. When people die, "They...become part of the earth and of nature;"

"They go to heaven, a place of peace...They go into our memories and become the past." Muted watercolor illustrations match the non-threatening and soothing selection of responses given.#

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.

Where Do People Go When They Die

by Mindy Avra Portnoy
Illustrations by Shelly O. Haas
(CIP, Lerner/Kar-Ben)
32 pp., \$15.95

Critics

continued from page 24

Speaker after speaker decried the proposed budget, citing the drastic cuts Albany's "largess" has necessitated. Gale Brewer, city councilwoman from District 3 on the West Side, spoke of cuts in courses, technical staff, librarian, and number of teachers at the well-regarded high schools, Beacon and LaGuardia. Special education teachers described elimination of teachers and aides and their worries about school safety. A chemistry teacher explained that loss of supplies for laboratories will handicap students taking the chemistry Regent's exam. Cuts in guidance counselors will leave children with no support systems more vulnerable. Teacher's union head, Randi Weingarten, wondered why only 25 percent of the core budget is dedicated to instructional services. "Isn't there a way to put more into classrooms for \$13 million," she asked. To loud cheers, many speakers referred to the surplus in the city's coffers and questioned why cuts in education were necessary at all this year. One exclaimed, "We don't want to spend the next eight years in a city that is raising funds for an Olympic Stadium while making budget cuts in schools." Others referred to successful, unique programs in their schools that do not fit into the allocation methodology.

Presiding over the meeting, Chancellor Joel I. Klein explained that, currently, under the new formula 1/3 of schools are getting less money, 1/3 the same amount, and 1/3 more than before. "We are still adjusting the formula and, over time, it will work for all schools," he promised. He repeatedly said that an unexpected \$65 million would be flowing through the system due to some restorations and additional funds from Albany, but acknowledged that not all cuts would be rescinded.

Following the lengthy and unanimously criti-

cal testimony, the Panel for Educational Policy passed the budget 7 to 1, with several members expressing regret about the approval vote they were about to cast, and Chancellor Klein saying, "Whatever issues we have, we must make sure we work together to get full funding under the Fiscal Equity ruling."

Also on the agenda at the public meeting was a presentation about plans to improve food in school cafeterias in order to attract more students, especially those qualifying for free or reduced price meals. An executive chef has been hired and charged with making food more appealing, more nutritious, more varied and, with better business practices, more cost efficient. In another agenda item, the Back to School Guide for 2004 was presented. Beginning on September 6, 1.7 million copies in eight languages will be available. The guide provides lots of practical information and, this year, includes strategies for parents to help a child with academics.#

NEWS FLASH: New York City Schools Chancellor Joel I. Klein just announced that the city's schools would receive \$65 million in 2004-05 school year funds in addition to those which had initially been allocated to the schools. School principals had been advised in June of a potential \$60 million reduction in 2004-05 allocations to schools because of uncertainty about state aid. Chancellor Klein said, "These budget restorations will more than ensure that the money going directly to our schools will increase for the second consecutive year under our Children First reform agenda."

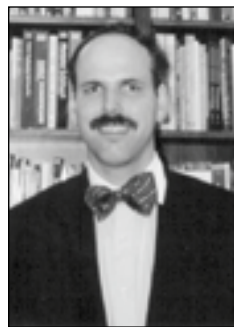


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All The King's Men

by Robert Penn Warren
(Harvest Books)
\$14.00

August 2004 marked the sixth year of Kill Your Television Reading Group (KYTV). On the first Wednesday in August, August 4, the KYTV Reading Group celebrated that occasion with an anniversary party and with a stimulating discussion of Robert Penn Warren's *All The King's Men*. This book is especially interesting to read in an election year in terms of what it relates about all politicians and their followers, whatever party they may be.

The larger than life politician and governor in the book, Willie Stark, is based somewhat on Huey Long, the Governor of Louisiana during the first half of the 1930's who was assassinated. But *All The King's Men* stands on its own as a novel and goes way beyond a fictionalization of Huey Long's life. In fact the book is just as much about the narrator, Jack Burden, and is presented to the reader as his memoir of his involvement in politics, his life and what he learned from it all. Rather it is Jack's perceptions of the events that occur, the people involved and his own role in those situations that make the book gripping reading.

KYTV Reading will meet on Wednesday, September 8 at 7 P.M. to discuss *One Hundred Years Of Solitude* by Gabriel Garcia Marquez. In October, KYTV Reading Group will return to its normal schedule of meeting the first Wednesday of every month, when it meets on Wednesday, October 6, at 7 P.M. to discuss *Moby Dick* by Herman Melville. Also every Friday evening at 7 P.M. there is Pizza and Poetry, where one can munch on a little bit of pizza, read, or recite poetry or just listen.

On September 22, Logos will provide the bootable for the Socrates In The City forum, featuring that evening as speaker, the noted theologian and author, Richard John Neuhaus, author of *Naked In The Public Square* and many other books. This event will take place at the University Club, 1 West 54th Street right off of Fifth Avenue. Logos will also provide the bootable for the annual conference of the Evangelical Fellowship Anglican Communion (EFAC), New York Chapter on Saturday, September 18 at St.

George's Church, 209 East 16th Street, near Stuyvesant Square from 10 A.M. to 4 P.M.

The speaker will be the Very Reverend Paul Zahl, formerly associate minister, Grace

Episcopal Church, Manhattan, formerly Dean of the Cathedral, Birmingham, Alabama and now Dean and President of Trinity Episcopal School For Ministry (TESM) and author of *The First Christian: Universal Truth In The Teachings of Jesus, Five Women Of The English Reformation* and *A Short Systematic Theology*. His topic will be: "Post 911: What Would Jesus Do?"

Meanwhile come in and shop for Rosh Hashanah gifts, books, music and cards or for any other later summer or early fall occasion.

Upcoming Events At Logos: Wednesday, September 8, 2004, at 7 P.M., KYTV Reading Group will discuss *One Hundred Years Of Solitude* by Gabriel Garcia Marquez. Saturday, September 18, 2004, Annual Conference of EFAC-NY, 10 A.M. to 4 P.M. St. George's Church, 209 East 16th Street, "Post 911: What Would Jesus Do?" with The Very Reverend Paul F.M. Zahl, Dean and President, Trinity Episcopal School For Ministry. \$10 Pre-registration, \$12 at the door. For more information call (212) 410-5419. Monday, September 20, 2004 at 7 P.M., the Sacred Texts Group will meet for a discussion of the book of Exodus led by Richard Curtis of the Richard Curtis Literary Agency. Wednesday, September 22, 2004 at the University Club, One West 54th Street, Richard John Neuhaus, author of *The Naked Public Square* will be the featured speaker at the Socrates In The City forum. More details, call (212) 973-0626. Wednesday, October 6, 2004, at 7 P.M., KYTV Reading Group will discuss *Moby Dick* by Herman Melville.#

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.)

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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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MOVIES

NEW FLAIR FOR VANITY FAIR

By JAN AARON

Director Mira Nair ("Monsoon Wedding") breathes new life into William Makepeace Thackeray's "Vanity Fair", starring the irresistible Reese Witherspoon as the clever, social climbing Becky Sharp. Delhi born Nair brings her Indian sensibilities to Calcutta born Thackeray's classic work.

At the time of the story because of the East India Company, Britain was deeply involved with India. Nair extracts that element and heightens it to bring life and vitality to this classic tale. There are many Indian motifs in the movie: decorative, musical, and cultural. Two particularly riveting scenes recall colorful Bollywood musicals. In one, Becky leads a chorus performing a seductive nautch (dance) at a lavish house party. In the other, the stunning final scene, colorful turbaned musicians and dancers surround Becky as she rides on an elephant to the fabulous Meherangarh Fort in Jodhpur, India to start a new adventure.

Not all of this works perfectly to forward the story, but it always fascinates. While the story criticizes England's snobbish, pretentious nouveau riche of the early 19th century, it could apply to the money crazed today. As a teacher's tool, the film might inspire classroom discussions about its relevance, as well as how students might bring their own backgrounds to retelling this tale.

Like the novel, the screenplay, set during the Napoleonic wars, tells the story of two girls who meet at boarding school: Becky Sharp, orphaned, poor and innovative and Amelia Sedley, (Romola Garai), the sweet, traditional daughter of a newly rich merchant (Jim Broadbent). Amelia first is



Reese Witherspoon and Tony Maudsley

involved with a cad, George Osborne (Johanthan Rys Meyers) who is killed at Waterloo and later wed to a nice guy William Dobbin (Rhys Ifans) who worships her. Becky's story is more interesting. She marries the dashing, Rawdon Crowley (James Purefoy) and eventually ends up mistress to the wealthy Marquess of Steyne, (Gabriel Byrne) which allows her to realize her dreams... or does it? See for yourself.

Director of photography Declan Quinn and editor Allyson C. Johnson bring an enormously satisfying aesthetic style to the proceedings. Beatrix Aruna Pasztor's costumes, using strong Indian colors throughout the film mixed with muted English style, add appropriate panache. Mychael Danna, master of mixing East-West sounds, composed the memorable score. (PG-13; 145 minutes)#

THEATER

Bollywood on Broadway:
Bombay Dreams

Photo: Joan Marcus



Ayesha Dharker and Company

By JAN AARON

Glitzy costumes and sets and a beguiling score dress up this musical's familiar story. Like its inspiration the Bollywood film musical, *Bombay Dreams* relates an oft-told tale. This one of a star-struck spunky young guy from the slums who, against all odds, makes it big in the movies and comes to the realization that all the trappings of fame are merely phony adornments. Despite its trite tale, the show is a feast for the eyes and a family treat.

First produced in London by Andrew Lloyd Webber, "Bombay Dreams" has been revised for Broadway. Gifted composer, A. R. Rahman, has added several new tunes (including a rap song for the New York) and Thomas Meehan ("Producers," "Hairspray") has tweaked the book for local audiences.

In a nutshell: Akaash (Manu Narayan), who lives in a slum called "Paradise," dreams of making it big so he can buy the land the slum sits on and save it from greedy developers. Through big Bollywood coincidences, he gets his break in

the movies, only to abandon his dear old granny (Madhur Jaffrey) and his best friend, a big-hearted eunuch, "Sweetie," (Sriram Ganesan).

While Akaash embraces the typical movie idol's empty lifestyle and his screen leading lady, Rani, the excellent Ayesha Dharker, the slum appears doomed. At last, Akaash proclaims his solidarity to the poor, foils the bad guy lawyer, who turns out to be the fiancée of his true love, the socially conscious Priya (Anisha Nagarajan).

Although the cast are all accomplished singers, the leads aren't masters of the distinctive fluttering Indian vocal style. However, this does not mar the performance for the show is styled to Western tastes.

The story is woven together by graceful and spirited dance numbers, including one, "Shakalaka Baby," with a splashing fountain, a Bollywood movie staple. Collaborating choreographers are Anthony Van Laast and Farah Kahn. The show can be praised both for bringing a bit of Bollywood ballyhoo to Broadway and for bringing a happy experience to the audience.#

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CNR ANNOUNCES NEW DEAN FOR ARTS & SCIENCES

Dr. Stephen J. Sweeny, President of The College of New Rochelle (CNR), has announced the appointment of Dr. Richard Thompson as Dean of the School of Arts and Sciences.

"Dr. Thompson is a very experienced, committed educator who comes to assume leadership of the School of Arts and Sciences possessing

impressive personal gifts and professional expertise," said Dr. Sweeny.

"As we embark on our next hundred years, we are confident that Dr. Thompson will be an effective leader for the School of Arts and Sciences and a strong advocate for the value of single-sex education for women."#

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In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both 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 accom-

modate 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.

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



Grants Program Supports Artists, Schools, Arts & Cultural Institutions in Queens

Queens Council on the Arts is currently accepting applications for the second annual *Arts in the Schools Grant Program*. All Queens public, private, parochial and charter schools PreK-12 are eligible. Applications are being accepted through November 10, 2004. The Arts in the Schools Grant Program supports and sustains arts-based learning collaborations among schools, artists, and arts and cultural organizations with matching grants up to \$5,000 provided by the Local Capacity Building Program of the New York State Council on the Arts. Applications for the *Arts in the Schools Grant Program* are now available at Queens Council on the Arts (One Forest Park at Oak Ridge, Woodhaven). Applications can also be downloaded at www.queenscouncilarts.org. For more information, call Education Director, Charla Austin, at (718) 647-3377, ext. 12 or e-mail caustin@queenscouncilarts.org. During the 2003-2004 school year, Queens Council on the Arts awarded eight Arts in the Schools grants to teachers and schools throughout the borough of Queens. Last year's programs were a complete success," commented Arts in Education

Director Charla Austin. "We hope to build upon our success from last year by reaching a broader audience while continuing to encourage innovative and creative arts in education collaborations among Queens-based schools, artists, and other community based organizations." An independent panel of community members, parents, educators, artists and art administrators living in Queens, will review grant applications. The panel review is scheduled for December 14, 2004. Grant recipients will be announced January 2005. This project is made possible with funds from the Local Capacity Building Initiative, a regrant program of the Arts in Education Program of the New York State Council on the Arts, administered by the Queens Council on the Arts. The Queens Council on the Arts is a non-profit arts organization founded in 1966 to support, promote, and develop the arts in Queens County. Our mission is to assist arts organizations and individual artists and to present our diverse cultural resources to the two million residents of our borough, residents of other boroughs, and visitors to New York City.#

Japan Society

continued from page 12

Karate Organization, looked at cutting edge fashions at Tribeca Issey Mikaye and Yogi Yamamoto and wore traditional garments at the Kimono House. They tried making traditional koto music, visited Japanese bookshops, met young Japanese at a karaoke place, and chowed down on all man-

ner of Japanese foods for their restaurant reviews. Thoughtfully, the teens included tips on the Japanese language and using chopsticks ("if not comfortable using them, ask for a fork"). They plan to put their guidebook on the Japan Society website (www.Japansociety.org) to help teens planning trips to New York.#

To learn more about the Japan Society's programs for students and educators go to visit www.japansociety.org/journey or call 212-832-1155.

RICHARD WAGNER'S TRISTAN & ISOLDE AT THE VIENNA STAATSOPER

SPECIAL TO EDUCATION UPDATE FROM VIENNA

By IRVING SPITZ

Acoustically Magnificent but Visually Disappointing

The Vienna Staatsoper premiered a new production of Wagner's great epic *Tristan and Isolde* last season especially for the American Soprano Deborah Voigt. Their confidence in her was certainly not misplaced. If there were any doubts of her ability to pull off the daunting and arduous role of Isolde, they were immediately dispelled with her spectacular and unforgettable performance which I attended in the current season. Voigt's voice remained pure and sumptuous even after performing for four gruelling hours and her closing *liebestod* was unforgettable. She now joins the distinguished roster of other legendary Wagnerian sopranos, which include Nordica, Flagstad, Traubel, Varnay and Nilsson.

Earlier this year, there was a huge rumpus when Voigt was dropped by the Royal Opera, Covent Garden from her scheduled performance of *Ariadne*, in *Ariadne aus Naxos*, one of her signature roles. Ostensibly the reason was her rather excessively proportioned body, which according to the director was deemed incompatible with the proposed production. Voigt is unquestionably a big woman, but in no way did this detract from her performance of *Isolde* and the intensity of her delivery, the incisiveness of her attacks and the steely force of her top notes. This is a soprano at her artistic and vocal peak and she brought floods of cool radiant sound, arching lyrical beauty, crisp diction and sheer vocal charisma to the role. Covent Garden certainly miscalculated badly in this instance.

Tenor Thomas Moser sung the role of Tristan. Although not a heldentenor in the classic mould of Lauritz Melchior, his portrayal was dignified and masterful. His voice is large and rich, with a marvellous range of color. He succeeded in delivering a most expressive performance, with his last act monologue particularly impressive.

The rest of the cast was also basically strong. Robert Holl as the undeserving victim, King Marke, also sung with fervor and succeeded in capturing the pathos of the complex role. Mihoko Fujimura as Isolde's servant Brangane blended well into this distinguished group of singers which also included Peter Weber as Tristan's henchman Kurwenal and Markus Nieminen as the knight to King Marke. But there is no doubt that this was Voigt's evening. The whole action revolved round her.

The Staatsoper orchestra certainly lived up to its reputation. This house is a bastion of German Romanticism and this is their music. Under the dynamic German conductor Christian Thielemann, they conveyed the drama to perfection with subtle, nuanced and exciting playing. Thielemann ravished much energy on each

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Deborah Voigt as Isolde

phrase and succeeded in capturing the music's pulseless, shimmering radiance. Under his authoritative conducting, there was wonderful responsive playing from the orchestra. He drew energetic and incisive performances from the orchestra without drowning out the singers. The only disconcerting feature in this wonderful evening of music making was the inexplicable and meaningless production of Gunter Kramer. It had been thoroughly condemned by public and critics alike at the premiere last season and to me, this was understandable. Act 1 with sets of sliding doors is set in a steamer. If not for the telltale evidence of the ship's ugly turbine engines, Gisbert Jakel's sets could have been placed anywhere. In Act 2 during the famous love duet, there was no contact between the protagonists. They stood far apart, motionless and frozen, doing their own thing, enveloped in their own exclusive world. To really appreciate this musical extravaganza, one simply had to close one's eyes and just listen to this extraordinary evening of music making. To the ear this was heaven. To the eye, well that's another matter....#

PSAT & SAT

continued from page 18

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The American Museum of Natural History Opens Its Doors to Teachers

By SYBIL MAIMIN

The Structures and Cultures Moveable Museum, a Winnebago RV containing select museum objects that goes out to New York City schools, greeted educators in the driveway of the American Museum of Natural History (AMNH), the first hint of the instructional treasure trove that lay inside the building for the 55 participants who attended the 4th annual Educator's Summer Institute on World Cultures. For three days, teachers from schools elementary through college, public and private, learned about the museum's resources and how to use them most effectively with their classes. They visited venerable halls with experts who shared knowledge and enthusiasm and offered tips and advice about how to engage young people. The teachers became students themselves in several interactive workshops. An exciting privilege was a behind the scenes visit to state-of-the-art, temperature and humidity controlled, dust-free areas to view parts of the AMNH's vast (540,000 objects) stored collections, some dating back to 1869, the year the institution was founded. Teachers learned to "think like a museum" as the challenges of creating exhibits, maintaining accuracy, and keeping up to date were discussed. As explained by Maritza Macdonald, AMNH director of professional development, "During the summer we have the chance to have teachers come together to learn how to use the museum. We have two main goals: increase the teachers' knowledge of content from an archeological and anthropological perspective and then show them how to apply it...I like to think of New York as having urban treasurers. But, we must learn how to use them."

Participants had an intriguing choice of workshops. Those who went to the Hall of Northwest Indians with museum educator Stephanie Fins were rewarded with an information-filled overview of the oldest ethnographic collection still on display in the museum in a very popular, very classic hall that "represents a moment in museum history." They learned of the importance of doing comparisons of cultures within a geographic area and of teaching opportunities presented by environmental exhibits. Peoples living among trees use lots of wood. Students can deduce from dioramas that houses made of unfastened wood planks can be packed up and moved, suggesting hunting and gathering rather than agriculture. No windows may mean much outdoor living. Lack of clay and abundance of trees results in vessels made from wood and, sure to intrigue, wood fiber baskets woven so tightly they can hold liquid, and garments woven from cedar bark. Trees in the Pacific Northwest were huge as attested by the 64 by 8 foot dugout canoe shown in the 77th Street entrance. Its voyage to the museum in 1883 via boat, train, and horse-drawn carriage and details of its installation usually elicit much discussion. The carved crest (or totem) poles that famously line the hall are only partial representations, the tree-height originals being too tall for the space. The sophisticated technology and artistry in the objects seen in the exhibits can lead to interesting questions about stereotypes of "primitive" peoples.

Archaeologist Edith Gonzalez de Scollard conveyed the fun and excitement of discovery as she led teachers through a reading of artifacts in the Hall of Mexico and Central America. Students

must understand that stones, dirt, and bones do not reveal everything about a culture. Gray with age, they do not tell the same story as vivid colors of a modern textile would. Yet much can be deduced from artifacts, especially by focusing on one object. Trying to unravel the mystery of the museum's colossal stone Olmec head brought many theories from participants regarding the importance of its subject, his occupation, and how the huge stone got to where it was found. Because of their fragility, another type of artifact, pots, are generally found in sedentary, agricultural societies. Pottery shards may suggest the shape and use of vessels leading to deductions about diet and ritual. A fun introduction to archaeology for students is reassembling pieces of inexpensive, broken (by teacher) dishes and trying to learn from the pieces.

A visit to the museum's collections in their impressive storerooms was a highlight. AMNH anthropologist Laila Williamson showed objects from South America, carefully laid out on pull-out shelves in cabinets color-coded by region (green—tropical forests—for South America). Most of the objects were from Amazonia and were arranged by tribe and geography. Arrows, beadwork, feathers, pots, paddles, clubs, ceremo-

nial items, and baskets were among the 21,000 objects in the group. Issues of conservation and the difficulties of collecting today were discussed. Endangered species are off limits. The preference of many tribes for modern products, ranging from metal pots to transistor radios, rather than traditional items has resulted in a dearth of collectable objects. The museum's collections are available to researchers. Each item is entered in a computer; digital imaging of the entire collection is an ongoing project.

The keynote speeches offered other avenues of inspiration and guidance. Laurel Kendall, curator of the AMNH Asian Ethnographic Collection spoke about weddings in Asia and the many opportunities that the marriage ceremony has for introducing students to anthropology and cultural studies. The museum has several popular wedding exhibits including an elaborately decorated Chinese wedding chair that carries a bride from her home to that of her husband-to-be, a journey filled with much symbolism. An Indian couple is depicted in full, rich, traditional dress, telling much about family pride. Everyone knows someone who has gotten married. Students can think like a museum with projects involving studying and presenting family wedding photos, lists

of gifts, ceremonies and family traditions. The diversity of students in New York City guarantees good results from such cross-cultural studies, promised Kendall.

The teachers were even treated to a mini film festival. Kathy Brew, co-director of the Margaret Meade Film Festival, explained, "We live in a visual culture...It is a new kind of literacy that we all have to get used to...We can all teach and tell, but there's nothing like going to the source and actually seeing and hearing." Many of the museum's newer exhibits use film.

Participants in the Institute praised it for its quality, thoroughness, and respect for the teachers. Kimberly Vaillancourt, a teacher from Staten Island found it "useful because the world is a mosaic and by understanding different cultures we can understand the world. A program like this brings people together." Lindy Uehling, principal of the NYC Museum School, a New Vision theme school that partners with four museums and sees the museum as an extension of its campus, said, "The message of the Institute is the excitement of the museum is available to all. It gives kids the opportunity to experience things that they could never get in a book...There is more here than any school could offer."#

What To Do If You Are a New or Late-Arriving Student



Enroll before school starts!

If your child will be a new student in the New York City public schools, you and your child must register at the appropriate location listed below. Please bring:

- Your child's birth certificate, passport, or baptismal certificate
- Proof of address such as a utility bill, a deed, a document from the City Housing Authority or the Human Resources Administration, a medical insurance card, or a letter from an employer, a social agency, a community based organization, or a religious institution. A telephone bill, lease, or driver's license is NOT acceptable.
- Your child's immunization history
- Your child's latest transcript or report card
- If your child requires special education services, please bring the most recent copy of his or her Individual Education Plan if you have one.

Elementary School

Register at your zoned school starting **September 7**.

Middle School

Register at your zoned school starting **September 7**. If there is not a zoned middle school for your home address, you may go to your Regional Learning Support Center.

School starts Monday, September 13.

For more information, call 311.

High School: Register ONLY at these enrollment centers, starting AUGUST 18th

Bronx

Bronx High School of Science
75 West 285th Street
Hours: 8am-4pm
Monday-Thursday

Hoover High School
1300 Boylston Avenue
Hours: 8am-4pm
Monday-Thursday

New York Public Library - Belmont Branch
410 East 184th Street
Hours: 8am-4pm
Monday-Thursday

New York Public Library - West Farms Branch
2085 Haneywell Avenue
Hours: 8am-4pm
Tuesday-Thursday

Brooklyn

Brooklyn High School of the Arts
345 Dean Street
Hours: 8am-4pm
Monday-Thursday

Region 5 Satellite Office
1455 St. Mark's Avenue
Hours: 8am-4pm
Monday-Thursday

New York City Dept. of Education
118 Livingston Street
Hours: 8am-4pm
Monday-Thursday

Brooklyn Public Library - New Utrecht Branch
1743 84th Street
Hours: 8am-4pm
Monday-Thursday

Staten Island

Michael J. Petrillo School
715 Ocean Terrace, Building B
Hours: 8am-4pm
Monday-Thursday

Manhattan

George Washington Educational Campus
549 Audubon Avenue
Hours: 8am-4pm
Monday-Thursday

Park West High School
525 West 58th Street
Hours: 8am-4pm
Monday-Thursday

New York Public Library - Hudson Park Branch
66 Leroy Street
Hours: 8am-4pm, Tuesday & Thursday
8am-1pm, Wednesday

PS 137 John L. Bernstein
80 Montgomery Street
Hours: 8am-4pm
Monday-Thursday

Manhattan Comprehensive Night and Day High School
240 Second Avenue
Hours: 8am-4pm
Monday-Thursday

Queens

Court Square Conference Center
45-18 Court Square,
Long Island City
Hours: 8:30am-4pm
Monday-Thursday

Queens Borough Library - Central Library
89-11 Merrick Blvd., Jamaica
Hours: 8:30am-1pm
Monday-Thursday

Queens Borough Library - Flushing Branch
41-17 Main Street, Flushing
Hours: 8:30am-1pm
Monday-Thursday

Queens Borough Library - Peninsula Branch
93-25 Rockaway Beach Blvd.
Rockaway Beach
Hours: 8:30am-1pm
Monday-Thursday

Interview with Jennifer Greenblatt

Department of Ed Creates New Division: Parent Support Office

By SYBIL MAIMIN

"I wanted this job even before they created it," explains Jennifer Greenblatt, the liaison for Manhattan District 2 in the year-old Parent Support Office in the Department of Education. As a parent leader at the elementary, middle, and high school levels (executive board member, PTA president), "I recognized a need for the office and I guess Mayor Bloomberg and Chancellor Klein did too." In her present position, she pro-

vides information, engages in problem solving, and stays on top of issues in the educational institutions in her district. Working mostly on the phone, she offers support to parents and the parent-coordinators that are now present in every school. She also speaks with principals, teachers, and anyone else who needs her help. Generally, she is called in when a problem cannot be resolved within the institution. Two days a week, she visits schools with the goal of seeing each

3 to 4 times a year, because, "That's where it's happening." The "nicest part of the visits", she confesses, is "being invited to something, such as a student performance," a break from issues.

The office is busy. Problems range from personal ones such as a request from anxious parents-to-be to help select a school in the district for their as-yet unborn child to finding alternate classroom spaces for students displaced from PS 151 after it was closed due to physical problems. Greenblatt works with PTAs and PAs as well as school leadership teams and provides guidance on relationships with the community and elected officials. As a parent and former parent leader, she feels eminently qualified for the job. "I've

seen how it works. I know how to help someone because I've lived through it." Before the creation of the position of Parent Coordinator, problems were brought to the PTA. She believes the presence of the coordinators in the schools and the availability of district Parent Support Offices is a very positive step. The goal is to engage parents in their children's education. Involvement can take many forms: from baking brownies for a fund-raiser to helping with homework to assisting on a class trip to attending a workshop. And now parents know that the system recognizes their importance and has in place the apparatus to give them information, help, and support.#



Computer Adaptive Technology for the Visually Impaired

By BURKE MORTIMER

Since 1895 The New York Public Library (NYPL) has worked diligently to meet the reading needs of people with disabilities. Currently, the Andrew Heiskell Braille and Talking Book Library, a branch of NYPL, is responsible for meeting their needs in New York City and Long Island.

With the advent of the computer age The New York Public Library was quick to acquire computer based software, which could deliver the printed word in different ways to those who cannot read standard print. I will briefly describe several of the computer software programs and technology that the library uses to give its patron access to the printed materials.

In 1978 NYPL was the first public library to acquire Kurzweil reading machines for its users.

This invention completely revolutionized the delivery of the printed word to those who were unable to read print materials. Previous patrons had to rely on Braille or recorded materials. With the invention of the Kurzweil device patrons scanned materials on a flat bed and then the printed word is translated into synthetic speech. The current version makes thousands of books and journals available in English and in other languages using the Roman alphabet.

Another valuable software program that is used primarily for navigating the Internet is JAWS. JAWS is primarily a screen reader that converts text into speech and reads it to the user. Computer users who are completely blind can navigate the Internet and use regular software such as WORD and EXCEL. A major feature of JAWS is that all the commands are issued using keystrokes. The mouse is not used;

therefore, it is vital that those who use JAWS have an in depth knowledge of the keyboard.


The most commonly used software for enabling the patron to use the computer is ZOOMTEXT. This program enlarges the font on the computer screen up to a magnification of 16X. Other features of this software include highlighting both the mouse pointer and the cursor. An important component of this program is the ability to change the color of the font and the background. This type of software is designed for people who have low vision.

The Power Braille board is yet another adaptive technology tool. This thin electronic board is

attached to the computer's keyboard and is used by patrons who need materials converted into Braille. What is on screen is converted into moveable 6 dot and 8 dot Braille that is used in computer and scientific texts. Power Braille is used in conjunction with JAWS so that the user can both read and hear the text. The speed in which the Braille dots appear on the board may be adjusted to whatever level is comfortable for the reader.

Listed above are only a few of the resources available to assist those who have difficulty in reading standard print.#

Burke Mortimer is Senior Librarian at The Andrew Heiskell Braille and Talking Book Library. For more information call (212) 206- 5400, (212) 206-5458 (TDD) or visit talkingbooks.nypl.org.



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For further information, please call the Churchill Center, 212-722-0610 x3100

PHONICSQ—CUEING SYSTEM THAT SUPPORTS READING, SPELLING & PRONUNCIATION FOR STUDENTS OF ALL AGES

Every day, teachers stand in front of students who struggle with the English language. Besides those students who have a language disability, the rapidly increasing bilingual population demands that teachers base their instruction on scientifically proven methods that are systematic and phonics-based. The large publishing companies have rushed to meet the demands of the 'No Child Left Behind Act' and, for the most part, have done a good job in providing materials that meet the needs of struggling students. Yet, these materials do not always hit the mark because they are developed in isolation from the students who will be using them. Who is in a better position to design curriculum for students than the teacher who stands before them? Who is clearer about the missing links for those students than the teacher who sees that their academic proficiency and self-esteem hinge on their making adequate progress in reading, spelling and pronunciation?

Phyllis Herzog, a Seattle school district special education resource room teacher, had the opportunity to see a need and design a powerful system for her students. She noticed that her LD and ESL/ELL students required multiple repetitions before they could connect letters and sounds and commit them to memory. The commercial reading and spelling programs that were available in the marketplace provided text-based cues to help students make the letter/sound connection. After years of using this approach, Ms. Herzog recognized that the text-based cues targeted her students' area of deficit. If students couldn't read, they needed to rely on a system that circumvented that weakness.

Over a two-year period, Ms. Herzog and the school art teacher developed 117 picture cues designed to link letters and sounds. The pictures were selected to respect the cultural diversity of the students in the K-5 program. Likewise, they had to be phonemically clear and accessible so that the sounds could be heard and retrieved for reading and pronunciation and the letters seen and retrieved for spelling. Every picture cue was voted on and used by all 48 students during this period. The picture cues became an integral part of all instruction in the resource room and, as the students learned to use the cues independently, posters and blackline versions were developed to be used in their regular classroom and home.

The results of Ms. Herzog's efforts were phenomenal. Test scores climbed, the students felt better about reading and writing and, most importantly, they became less dependent on their teacher for help in decoding and encoding new words. Because of improved test scores, in both 2000 and 2002, the kick-off campaigns for the latest reading initiatives in the State of Washington were held at Sanislo Elementary in Seattle—the school where PhonicsQ was developed.

PhonicsQ—The Complete Cueing System was published in late 1998. Since then, due to teachers' requests, a pronunciation tape, word lists and playing cards have been added. At this time, PhonicsQ can be found in 47 states and over 10 countries. PhonicsQ is being used in university teacher-training programs, K-3 classrooms, K-12 special education programs, K—adulthood ESL/ELL classrooms, in tutoring centers and at home. Ms. Herzog has presented at numerous educational conferences in the US and has trained teachers in Puerto Rico, Jamaica and Pohnpei, Micronesia. Currently, Ms. Herzog is returning to a .5 resource room position after a 3-year professional leave of absence. She will continue to develop and market PhonicsQ, but feels the need to return to where she started and experience the joy of witnessing the "aha" in her students eyes and the power of PhonicsQ.#

For more information on PhonicsQ, visit www.phonicsq.com or contact Phyllis Herzog at (206) 325-7989, info@phonicsq.com or PO Box 22825 Seattle, WA 98122

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For more than fifty-five years, Recording for the Blind & Dyslexic® (RFB&D®), a national nonprofit organization, has provided a solution for students with print disabilities such as visual impairment or serious learning disability by providing recorded textbooks and educational materials. Based in Princeton, NJ, RFB&D's unique collection of 98,000 titles on CD and four-track cassette is an educational lifeline for students more than 127,000 students in kindergarten through graduate school.

"RFB&D is unique in the world in the number and variety of titles that we provide to students with disabilities that make reading challenging or impossible," said Richard O. Scribner, RFB&D's president and CEO. "Our recorded textbooks ensure that access to the printed page does not stand in the way of educational success for motivated and ambitious students."

RFB&D was originally established in 1948 in an attic space at the Yorkville branch of the New York Public Library. Moved by the plight of blinded World War II servicemen seeking to pursue a college education under the GI Bill, New

Yorker Anne Macdonald convened the library's Ladies Auxiliary to begin recording textbooks on a request-by-request basis.

Recording for the Blind, as it was known then, was incorporated in 1951 in response to the tremendous growth in demand for these recorded books. Mrs. Macdonald recruited friends and donors from across the country and began to establish local recording sites or "units" to ensure that education would remain a right and not a privilege for all students, regardless of disability.

As word of RFB's unique accommodation spread, so did its appeal among students with other physical disabilities, including dyslexia. Students with learning disabilities found that recorded books were an effective tool to accommodate their reading needs as well. By 1995, this population of individuals with learning disabilities using RFB's recorded textbooks grew to such a significant extent that the organization formally changed its name to Recording for the Blind & Dyslexic.

"RFB&D provided me with the additional tools necessary for me to become an honor roll student at Ridge High School," says Rian Katherine Heinle of Basking Ridge.

"As I listened to the tape I could comprehend so much more. My test grades improved because I was getting so much more out of each book I read," adds Rachel Russell of Flanders.

RFB&D relies on the service of more than

5,000 highly trained volunteers to read and record books in every subject area and grade level in 28 special recording facilities from coast to coast. The titles prepared by the organization's volunteers across the country make it possible for RFB&D to circulate nearly a quarter of a million books among students nationwide every year.

Not only has RFB&D expanded to serve more students with an ever growing collection of educational materials, it has continuously adapted with emerging technologies to make its recorded books more effective and efficient learning tools.

In its early days, books were recorded on open reels, and later, on vinylite discs. These discs were eventually replaced by four-track cassettes embedded with tones that identified new pages or chapters. A standard textbook required as many as a dozen such cassettes. In order to find a specific area within a book, a student would identify the appropriate cassette in its series, and fast-forward or rewind through the beep tones to find the necessary page or chapter.

In 2002, RFB&D introduced its inaugural collection of digitally recorded books on CD called RFB&D's AudioPlus® textbooks. The content of a standard textbook now fits on a single CD, eliminating the need for students to sort through a series of cassettes to find the page, chapter or section they might need at any given time.

In addition to convenience and portability, RFB&D's AudioPlus books provide unprece-

dent navigation features that allow students to jump from page to page or chapter to chapter with the touch of a button. Students also have the ability to place electronic bookmarks for quick reference to pages or paragraphs of interest. RFB&D's AudioPlus textbooks can be accessed on specialized CD players or with specialized software, on standard multimedia PCs. Having outfitted all of its studios with state-of-the-art digital recording booths, RFB&D now offers a collection of 13,000 of its most frequently requested books on CD.

"I am excited about the new (digitally recorded) books. It is a lot easier and faster to find my place in a book and look up answers to questions," says Dennis McVeigh, an RFB&D member from River Edge. "I know that college would not be possible for me without recorded books."

To make RFB&D books even more accessible to students, RFB&D has partnered with over 6,000 schools nationwide to incorporate RFB&D's Learning Through Listening® programs into classroom curricula. Here in New Jersey, RFB&D has partnered with 312 schools including most special needs districts to provide students with disabilities with its unique accommodation right in the classroom.

For more information about membership at RFB&D, or to learn about ways to support RFB&D through financial contribution or volunteer service, visit www.rfbd.org.

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AD/HD: KNOWING WHAT'S WRONG DOESN'T MAKE IT ALL RIGHT

As difficult as it may be to face a diagnosis of Attention-Deficit/Hyperactivity Disorder, it is much worse to go through life wondering what is wrong with you; why you have so much difficulty with so many things, from school or work to relationships. Receiving a diagnosis of AD/HD helps to free a person from the internal negative mantra of "I'm lazy, stupid, crazy, inconsiderate, and worse..." The medical diagnosis allows a better understanding of what might have otherwise been considered a moral failing. AD/HD isn't an excuse, but it does provide an explanation for many of the behaviors associated with this hidden, but very real, disability.

Once diagnosed, each individual—child, adolescent or adult—must learn which interventions are most effective in helping them to cope with their AD/HD. What is important to realize is that most people with AD/HD have significant skill gaps, and even with appropriate medication, they will continue to have difficulty accomplishing certain tasks (often the simplest ones).

Examples of fairly universal problem areas for people with AD/HD include poor organization of one's physical environment, paperwork, belongings and thoughts; time and project management, including: Difficulty in getting started on low-motivation, boring or confusing tasks, and in sustaining interest long enough to complete details and follow through as needed; Determining and juggling priorities; Relationships and interactions, etc. AD/HD can be crippling for anyone put in the position of "having" to do things that don't come easily, whether that person is a student, a reluctant housekeeper, or even an otherwise high-functioning businessperson.

More and more people, including those who are already highly successful, are looking to Personal and Business Coaches and Professional Organizers to help them to develop the skill sets, compensatory strategies and accommodations to succeed (or at least have an easier time of it)—despite their AD/HD.

The A.D.D. Resource Center has been in the vanguard of providing adults and adolescents with practical, interactive and proactive coaching. Coaching provides an opportunity to objectively examine the issues that detract from an individual's quality of life, and then develop the appropriate strategies and skills to make it easier to succeed.

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

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

Susan Lasky Meyer for the A.D.D. Resource Center

For additional information

Contact: The A.D.D. Resource Center

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Fighting to Keep New Yorkers Healthy

By MAYOR MICHAEL R. BLOOMBERG

New York City has so much to offer that makes life here a pleasure. Good health is fundamental to being able to enjoy them all. And the good news is that, as a city, New Yorkers are healthier than ever.

Our City Department of Health and Mental Hygiene reports that, for the first time since the end of World War II, New Yorkers today are, on average, living longer than people in the rest of the United States. Over the last ten years, the death rate for New Yorkers under the age of 65 has fallen by an amazing 40%, and it's continuing to go down.

Why? Well, healthier lifestyles certainly play a big part. Reduced tobacco consumption is a prime example. Recent Health Department surveys show that today about 130,000 fewer of us are smoking than were two years ago. Combine that with the benefits of making all our workplaces smoke-free, and that translates into 40,000 New Yorkers who will, on average, live 14 years longer than they otherwise would.

We're also reducing major environmental health hazards. Take lead paint poisoning. While still far too prevalent in low-income communities, new cases of lead poisoning among children have fallen by 82% since 1995. Although a well-meaning but ill-considered measure recently enacted by the City Council complicates our efforts on this issue, our Administration will do everything we can to reduce childhood lead poisoning by at least another two-thirds in the next five years.

Then there's the heartening progress we're making in the struggle against HIV and AIDS. In

1993, about 7,000 New Yorkers died from AIDS; last year, there were fewer than 2,000 AIDS deaths here. That's still far, far too many—and it's why we're working to make New York a national model in detecting and stopping the spread of AIDS. And with the opening of a model client services office last week, our HIV-AIDS Service Administration took a major step forward in making its operations more efficient and customer-oriented. That's one way we're working to enhance the health, and the quality of life, of New Yorkers who are living with AIDS.

In fact, New York has a detailed agenda for improving the health of us *all*. Developed by the Department of Health, it's called "Take Care New York." It sets out a ten-point personal health plan that *every* New Yorker can adopt, from having a doctor you trust, to making sure that youngsters are immunized against early childhood diseases, to maintaining healthy cholesterol and blood pressure levels. Following the action steps outlined in "Take Care New York" will ensure that the lives of thousands of New Yorkers won't be needlessly shortened by cancer, diabetes, drug use, and other causes.

From vastly improving the quality of care in our public hospitals to dramatically enhancing restaurant compliance with Health Code standards, our Administration is working to make New York a healthier place to live. Find out what you can do to help. Read about "Take Care New York" by going to the City's web site at nyc.gov. And call the Citizen Service Hotline at 311 to get a free "Passport to Your Health" that will help you track the most important things you can do. #



Bush Education Policy Leaves Common Sense Behind

By ASSEMBLYMAN STEVEN SANDERS

When parents are informed that their child attends a "failing school," many rightfully react with bewilderment and urgency and if possible will seek to find a school that is "succeeding." Tragically, under the No Child Left Behind law, a school could be labeled (or libeled) as failing even though 90 percent or more of the students are meeting academic benchmarks. And even more tragic, unbeknownst to such parents, they may request a transfer to another school that while *not* labeled as failing may actually be doing *less* well than the so-called failing school! Sounds crazy, doesn't it?

But this is the great irony and paradox of the Bush education initiative, which either by accident or design is causing havoc in public school districts across the country and the dissemination of bad information to parents—which leads to bad decisions on their children's behalf.

All this comes about as a result of these federal guidelines, which calculate a school's success based on how well even minuscule subsets of a school's student population do on academic assessments. Consequently, if a majority of students in a subset of less than 10 percent of the overall student population is doing poorly, the entire school is labeled as failing.

This then triggers notification to parents of their right to transfer their child to another school. Rarely, if ever, does a parent know why a school is labeled as failing; nor do they know

if the preferred school is actually performing better. Moreover, taken literally, these federal regulations would allow this transfer policy to cause schools to become unmanageably overcrowded by virtue of a parent's absolute right to choose the school of their preference.

Such simpleminded designations of a school's academic worth are misleading and dangerous. Blind adherence to the absolute transfer policy does not ensure a better education for any child but certainly does cause chaos and instability in our public schools.

For Washington to try to micro-manage local education decisions with regard to the assignment of local resources, personnel and students is a very bad precedent, not to mention unworkable. We need less regulation from Congress and more federal assistance in funding. That funding is needed to support a new generation of qualified teachers, up-to-date technology, and early childhood education.

If Washington is truly interested in advancing public education and improved outcomes, it will leave behind its misguided ideology, leave educating to educators and local school decision-making to dedicated superintendents and school boards. #

Assemblyman Sanders is chairman of the Education Committee. E-mail him at sanders@assembly.state.ny.us or phone 212.979.9696. His mailing address is 201 East 16th Street, New York, NY 10003.



Education & Services for Homeless Children

By MATILDA RAFFA CUOMO

There are nine HELP USA facilities in New York State for homeless families and children. HELP USA's transitional housing model offers a comprehensive continuum of support services designed to help families address barriers to self-sufficiency and develop the skills they need to move into permanent housing. This continuum of care includes: case management, individual and group counseling, medical screening and services, health education, early intervention services, mental health services, access to substance abuse services, and post-placement services. In addition to on-site services, the continuum extends beyond the boundaries of the facility through collaborative linkages with community-based service providers.

HELP USA realizes that childcare and youth programs are essential to helping families become self-sufficient. To prepare the children for the future, HELP USA offers day care, after-school activities, evening care, and mentoring programs through Mentoring USA to assist working parents with their child care needs.

Mentoring USA, affiliated with HELP USA, the largest provider of transitional housing and on-site services for homeless families in the nation, provides mentoring services for youth at HELP's permanent housing facilities, such as Genesis Homes in East New York, Brooklyn, and Genesis Apartments in Manhattan. Mentoring USA also provides mentoring one-to-one for youth in the public schools, in community centers, and in foster care agencies throughout New York City.

HELP is the largest provider of day care services to homeless families in the New York City area, and cares for 500 children each day in its day care programs. HELP USA has high quality standards for its programs, and offers enriched educational opportunities in its classrooms. Each program provides at-risk children with a safe and nurturing environment that stimulates development. Lack of access to childcare is often a barrier to employment and HELP USA's day and evening care programs enable parents to find and retain jobs so they can support their families independently.

Our childcare programs are operated within the context of a comprehensive continuum of services for both the children and their families, and thus have the capacity to provide holistic care to participating children. Programming is designed to meet the needs of homeless children who are at high risk for developmental disabilities, language difficulties, and severe emotional and social delays because of the ongoing instability and traumatic events they have experienced. The primary purpose of the early childhood programming is to prepare participating children to succeed academically and socially once they enter the public school system.

Our child care model focuses on select areas such as language development; self-help skills and self-esteem; socialization, group living, and community awareness; fine motor skills development; science awareness; music, movement, and gross motor skills; and art appreciation. All of HELP USA's child care programs embrace the philosophy that the family plays a critical role in child development, and all program areas have a

family involvement and support component.

At each transitional housing facility for homeless families, HELP USA also provides recreational and youth development programs for school-aged and high school aged children, which promotes a positive peer culture in a safe after-school environment. Programs focus on age-appropriate activities, including cultural events, academic assistance and tutoring, career development and exploration, computer literacy training, life skills workshops, and gang prevention activities. For example, in East New York, Brooklyn, HELP USA serves over 500 homeless and low-income children each day through Mentoring USA and Boys & Girls Club programming for younger children and targeted youth development programming for youth ages 11-18. Older youth gain real work experience through internships, computer literacy training, educational advocacy and assistance with career and college exploration.

After-school and recreational needs for resident children are provided with a range of services, including Mentoring USA, designed to help at-risk youth realize their full potential and become responsible, productive adults. After-school and recreational programs offer the following services to children between the ages of six and eighteen:

Supportive Education Services to enhance academic performance through a personalized educational support system which includes assessment, tutorials, daily homework assistance, computer education, scholarship assistance and

educational guidance.

Youth Development focusing on building life skills, including communication, conflict management and decision-making skills. Small group modalities are used to promote values exploration, and to provide opportunities to practice decision-making and communication skills. Community service projects provide participating youth with opportunities to apply their newly acquired skills and to experience the value of team effort and peer support. Mentoring USA offers a better understanding of cultural diversity and positive conflict resolution.

Health Promotion programs and activities promote responsible behavior and the adoption of lifestyles (concerning sexuality, tobacco, drugs and alcohol) that are conducive to good health, especially nutrition education and the prevention of obesity.

Youth Employment programs help youth develop employment skills and knowledge of the world of work through formal training, referrals, job placement and work-related activities.

HELP USA and Mentoring USA's programs promote the long-term development of participating youth, and also have the more immediate impact of keeping at-risk children off the streets in a safe environment. The extraordinary variety of programs we offer is a reflection of how severe and diverse the problems of our homeless children are, notwithstanding we live in the world's richest and most blessed nation. #

Matilda Raffa Cuomo is founder and chairperson, Mentoring USA.

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September Events at
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Exhibit - Prayers at the Gate
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Reception Esther Raushenbush Library
Free For more information and library hours,
please call (914) 395 - 2470.
Jeannette Flamm's photographic exhibit remembers
and reflects on the tragic events of 9/11. It is a
visual exploration of America's cultural response
to grief and spirituality. Flamm's images of three
American sites, two of which are directly related to
9/11, portray communal outpourings of faith and
respect. The photographs show personal offerings,
including a multitude of baseball caps left on these
sites, notes, handmade crosses and crucifixes.

Reading - Anne Fadiman
Wednesday, September 15
Reisinger Concert Hall 6:30 p.m. Free
For more information: (914) 395 - 2411
Anne Fadiman is the author of *The Spirit Catches
You and You Fall Down: A Hmong Child, Her
American Doctors, and the Collision of Two
Cultures*, which won the National Book Critics
Circle Award for general nonfiction. Fadiman's
essays and articles have appeared in *Harper's*,
The New Yorker, *The New York Times*, and *The
Washington Post*. While a staff writer at *Life*, she
received a National Magazine Award for Reporting
for her coverage of suicide among the elderly.

Concert - Music from Copland House in A
Global Musical Journey
Wednesday, September 22
Reisinger Concert Hall 8 p.m. \$10 / \$8 for
Senior Citizens (55+) and non-SLC students w/
current ID For more information: (914) 395-
2411
Works by Prokofiev, Copland, Grainger, Piazzolla,

Villa-Lobos, and Musto will be performed by the ensemble-in-residence at the home of the late Aaron Copland, now a creative center for American music, at Sarah Lawrence, their southern Westchester base. The ensemble includes Derek Bermei, clarinet; Michael Boriskin, piano and ensemble co-director; Paul Lustig Dunkel, flute and ensemble co-director; Nicholas Kitchen, violin; and Wilhelmina Smith, cello. Some of the 20th century's leading composers take listeners on a colorful musical tour around the world. The Russian Serge Prokofiev offers a portrait of Jewish life, the Australian Percy Grainger explores Irish folk dancing, the Argentinian Astor Piazzolla practices his beloved tango, the Brazilian Heitor Villa-Lobos has fun with jet whistles and other musical toys, and the Americans Aaron Copland and John Musto take us home to New York's jazz clubs.

Reading - Edward Jones
Wednesday, September 29
Reisinger Concert Hall 6:30 p.m. Free
For more information: (914) 395 - 2411
Edward P Jones' first novel, *The Known World*, received the 2004 Pulitzer Prize for fiction. Lost in the City, his collection of short stories, won the PEN/Hemingway Award and was short-listed for the National Book Award. His work has appeared in *Essence*, *The Paris Review*, *Ploughshares*, and *Callaloo*.

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FROM THE SUPERINTENDENT'S SEAT

Give Your Child an A for Attitude

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



We all remember the classmates from our childhood who seemed to be able to do it all. Were they the best looking...the most athletic...the smartest? Sure, the kids with these gifts stood out. But weren't there also kids who succeeded because they were given a different "gift" from their parents? They were given a "can do" attitude.

Imbue your children with high self-esteem and the confidence that they can reach their goals and you will be rewarded with children who succeed in school academically and socially and who welcome new challenges in the classroom as the opportunity to learn that they are. This is one area in which your influence as a parent can make a tremendous impact.

Unfortunately, it's remarkable how many parents actually undermine their own child's confidence without intending to do so. They let their own doubts come to the surface and even worry that they are building "false confidence," but there's really little danger in that. Don't worry that you are building your child up too much for a let down. Remember, there are plenty of people out there who will provide a negative influence for your child. Your own family does not need to be part of that group. Believe in your children's abilities and they will carry that with them for life.

Your family, whether it has two members, four members, or more, can be an unabashed cheering squad for each of its members. This includes siblings. Despite the inevitable existence of sibling rivalry, don't allow your children to criticize or ridicule one another for trying something new. Encourage them to bolster one another and to help when they can. As the new school year begins, this is the time you can give your children the boost of confidence they need to make it their best year yet.

One of the strongest ways you can help your children build self-esteem is to help them identify and pursue their own special talents. Recognize that what is special for your child may not be a talent that is easily showcased on the athletic field or on the stage. If your child is an avid reader, give him or her just as much praise for enjoying books as you would give for hitting a home run. If your child's friendly personality is what makes him or her so special, you may be able to help find an age-appropriate volunteer experience that will be very rewarding.

Good luck getting your children off to a positive start of a new school year. September is the time for new beginnings and new opportunities to succeed. Start your children off with an A for Attitude.#

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

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From the NY Botanical Garden: 'All the Garden's a Stage' For Fall



Members of the School of American Ballet

Autumn paints the Garden in a multitude of colors: leaves turn fiery golds and reds while marigolds and zinnias dot the landscape with yellow and orange accents. It's a wonderful time for families and children to explore nature's beauty and diversity. The Everett Children's Adventure Garden and Ruth Rea Howell Family Garden are designed especially for children. The Adventure Garden offers children more than 40 hands-on exhibits. In the Family Garden, children grow and harvest edible plants, make crafts, and get advice from Global Gardeners on how to cook fresh vegetables. Here is some information on family programs, and the latest news for teachers about school programs and professional development.

At the Everett Children's Adventure Garden:

Ballet Among the Blooms: The New York City Ballet's Education Department and the School of American Ballet Dancers lead children through classic ballet moves and encourage them to invent their own free-flowing dances in the Adventure Garden. *Saturday, September 18th, 3-5:00 pm.*

Hummingbirds and Other Flying Friends: Observe our fine-feathered friends in their natural habitat before some say goodbye for the winter. Make a bird's nest. Discover how to tell a grackle from a robin using clues from their feathers, eggs, nests, and songs. Start a birding journal. Create a hummingbird model to take home. *September 7th through October 1st, Tuesdays-Fridays, 1:30-5:30 pm, Saturdays and Sundays, 10 am-5:30 pm*

Budding Botanists: Drop-in program emphasizes early literacy through the study of nature.

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At the Ruth Rea Howell Family Garden:

Super Seed and Fabulous Fruit: Discover the amazing array of fall seeds tucked inside their fruit 'cases.' Create seed crafts. Go on a seed scavenger hunt. *Tuesdays through Sundays, August 31st through September 30th 1-5:30 pm*

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Save the Date! Annual Teacher Open House: Wednesday, October 6, 4-6pm. Come learn about Children's Education at The New York Botanical Garden. Discover how you can use the Garden as an extension of your classroom. Participate in demonstrations and hands-on activities. Learn about exciting programs for school groups and teachers. Find out more about SEEDS, our unique plant science curriculum unit. Meet the staff and enjoy a tram tour of the Garden. *For more information please call 718.817.8181.*

Coming in October: Awesome Autumn Adventures; Scarecrow and Harvest Weekend, and 'Goodnight Garden and Goblin Fun.' *For more information call (718) 817-8700 or visit us on the web at [#">www.nybg.org/family.#](http://www.nybg.org/family)*

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

MISSION POSSIBLE: HELPING CHILDREN AROUND THE WORLD

By PATRICK SCHOOF

Youth Advocate Program (YAP) International provides voice and visibility to the most vulnerable children worldwide, and has for the past decade. Its formal mission is to "promote and protect the rights and well-being of the world's youth, giving particular attention to children victimized by conflict, exploitation, and state and personal violence".

Specifically, it focuses on issues such as preventing and eliminating the worst forms of child labor, the use of children in armed conflict, commercial sexual exploitation of children, and incarceration of children as adults. YAP International also works to protect and ensure rights and services for children affected by war, exploitation, homelessness, statelessness, discrimination, HIV/AIDS, and for refugee and internally-displaced children.

In order to develop sound strategies and policy, YAP International serves on numerous national and international child rights and protection committees. Its research work combined with its committee and advocacy work, continually improves the ability of the organization to make a more meaningful contribution to awareness campaigns, education programs, training, and policy development.

YAP International's broad-based knowledge on a wide range of atrocities facing children today, and its ability to bring to the table informed per-

spective and insight to aid children, is one of its greatest strengths. It is also the reason why the organization has been asked to provide consultation to a wide range of constituencies from government, to teachers, to reporters, to talk shows.

In its ten year history, the organization has produced nine books, numerous resources papers, a new resource website, a series of curriculum modules, and is in the process of gathering research for several new publications and developing new projects with international partners. Youth Advocate Program International helps to ensure the public, policy-makers, and media are educated on these issues so these issues will move to center stage where long-term, positive change can occur. Therefore, its organization's work is critical in preventing these atrocities; in protecting children currently affected and those at-risk; and, in ensuring victimization, exploitation, and violence does not extend to future generations.

You can make a difference by becoming more informed, and informing those around you, in this case, educators, administrators, and students. YAP International even has the tools to make this easy at our website: www.yapi.org.

Patrick Schoof is the Executive Director of YAP International, and has worked on issues affecting children and youth for twenty years. He advises policy-makers and the media, and serves on a dozen national and international child rights and protection committees.



BACK TO SCHOOL CHECKLIST

Questions and Tips for Parents, Schools and the Community

ACADEMIC CURRICULUM AND ACHIEVEMENT

- Does your child's school have a written academic mission or credo that guides the behavior of both adults and students? Does the school set high standards for students and stress continuous improvement over time?
- Does the school district have written guidelines on the amount of homework given for each grade level?
- How many students in the school are performing at grade level (proficient) in either reading or mathematics? How many are performing at grade level in both subjects?
- How does the achievement level of the school compare with the districtwide and statewide achievement levels?
- Are test scores rising or falling compared to the previous year? Has the percentage of students achieving proficiency increased or decreased?
- How many special education, minority, Limited English Proficient or economically disadvantaged students are achieving at grade level (proficient) in either reading or mathematics? How does this figure compare with districtwide and statewide levels? Are test scores rising or falling compared to the previous year?

Under the *No Child Left Behind Act*, states determine whether a school has made Adequate Yearly Progress (AYP) by comparing the percentage of students (see above) meeting proficiency standards with the statewide goals. A school may still meet its AYP target if it reduces the percentage of students "below proficient" by 10 percent from the previous year while making progress in bringing all students up to grade level.

- Were all students in the school tested this year?

At least 95 percent of the students in each group must take the test for the school-wide results to be valid.

- What percentage of students graduate from your child's high school? How many attend college? How do graduation and college attendance rates compare to the previous year? How do they compare to the districtwide and statewide averages?
- What percentage of students are taking challenging pre-college courses in language arts, mathematics and science? How does this compare to districtwide and statewide averages?
- Does the high school offer courses and programs to prepare graduating students for the workforce?
- What percentage of juniors and seniors took college entrance tests such as the SAT and the ACT? How does this compare to districtwide and statewide averages? Did scores increase or decline over the previous year?

*For more information from the U.S. Department of Education,
call 1-800-USA-LEARN or visit www.ed.gov.*





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PRODUCT REVIEW:

Information Appliance Associates' PocketMac Pro Utility

By MITCHELL LEVINE

Like most PDA users, I love the technology, but can't stand the inconvenience of a PocketPC-style PDA's incompatibility with the Macintosh network that powers Education Update. True, it's much more practicable than carrying a Rolodex, laptop, portable library, scientific calculator, and, if you're like me, Game Boy. On the other hand, a Windows-based laptop or notebook isn't always available to keep a Compaq handheld synced with the documents and databases I often need to interface. And, since, although PCs have made some inroads into our institutions of learning, education is still very much Apple's market, most schools are equally vulnerable to this limitation.

In fact, to schools following the model of Smithtown, New York, and equipping all of their students with PocketPCs, this "minor irritation" become a formidable obstacle to IT deployment, severely handicapping the system with cross-platform issues. That spoils what would seem to be a natural combination, as Pocket PCs are really in many ways complementary to the Mac: they offer superb multimedia, graphics, and extensive third-party software.

However, the release of PocketMac Pro has created an outstanding development in this regard. Thanks to Information Appliance Associates' application, a wide variety of Pocket PC devices,

including many brands of convergent cell/PDAs, can work directly with any Macintosh computer running OS X, Panther or Jaguar version, without even installing any new software on your PDA. Popular utilities and document formats like Entourage, iCal calendar, MS Word and Excel, Mail.app and Now Software's Now Contact can run and be synchronized on any Pocket PC with the program installed. Even better, for those that need or would appreciate multi-platform access, with PocketMac Pro edition, a Pocket PC can be used with either Windows or Mac OS-based systems.

Best of all, PocketMac Pro, as the manufacturer notes, only costs about 19% of the purchase price of a new PDA, even before any potentially applicable education discounts. The latest version of the software additionally includes the company's well-known RegKing application, which offers considerable performance enhancements for PocketPC graphics and web browsing.

Unlike corporate buyers with budgets to buy all the latest and greatest hardware they want or need, school systems need to make every piece of equipment they own work with every other piece. For those districts taking advantage of the many benefits of the Pocket PC medium, investigating PocketMac Pro at the company's site, www.pocketmac.net, will be well worth the investment of time.#

PRODUCT REVIEW:

THE KEYNAMICS LAPTOP STAND

By MITCHELL LEVINE

Over the last couple of years, thousands of students and teachers have received portable computers as part of an initiative carried through by the Department of Education and the Laptop Foundation of America. Unfortunately, one built-in problem persists: The districts in the public education system that most critically need access to the technology also have the least space to utilize them in. A serious issue that needs to be resolved as well is the question of how the systems can be safely deployed for use by growing and physiologically vulnerable students.

The Laptop Stand manufactured by Keynamic, inc. can provide a dependable, practical solution to all of the above. concerns Designed for ergonomic stability, the stand enables a cantilevered position, so you can place your keyboard to extend out over the front edge of your desk. According to the company's site, OSHA maintains that reclining in your chair creates a more neutral ergonomic posture conducive to the recommended frequent shifts of position.

For those school districts that distribute laptops for students to use at their desks or in computer labs with reclining chairs, the Laptop Stand will represent a considerably improvement in the ease with which their hardware can be reliably mounted and easily removed when needed. A set

of wheels in the back of the unit provide ease of lateral movement, while a surface contact area under the lip provides enough resistance to keep the stand from moving while you type. Although getting accustomed to a steeper angle of inclination while working at a laptop does take some time, I was more comfortable using my Toshiba at a table during my trial of the product than any other method of laptop suspension I've used so far.

On another front, heat rises, so, when a laptop sits flat on a surface, the heat produced by the CPU is trapped. While it's true that desktops are less prone to causing damage than upholstered surfaces, The Laptop Stand promotes airflow by angling the laptop, allowing the heat to travel up and out the back. The added air space, when the laptop rests on the rear levelers, also promotes airflow. More airflow equals less heat buildup, a key factor in the lifespan of any laptop.

For anyone who would like to be able to comfortably use their laptop at a desk or table while promoting safe posture, protect their investment by preventing overheating, and eliminate hazardous drag when clearing their workspace, Education Update recommends the Keynamic Laptop Stand. For more information, call 1-888-660-5057, or log on the companies' site at www.keynamic.com#

Angeles, CA 90045. Phone: 310-216-5858.

4. Washington, DC: Tuesday, October 5, 10 a.m.-1 p.m. with optional writing clinic 2-4 p.m. Barnard Auditorium, Education Department, 400 Maryland Avenue, SW., Washington, DC 20202.

Space at the workshops is limited. Interested individuals are invited to register at this site: <http://www.ed.gov/FIPSE>.

Please indicate the location you are requesting. You will receive an e-mail reply confirming the status of your registration along with exact information on workshop locations. All confirmed registrants are asked to bring their printed e-mail confirmation to the workshop. Additional information is available online at: www.ed.gov/legislation/FedRegister/announcements/2004-3/082304c.html

Grants

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be announced in the Federal Register. The technical assistance workshops will be held as follows:

1. Atlanta, Georgia: Monday, September 27, 12:30-3:30 p.m. Hilton, Garden Inn Atlanta Airport-Millennium Center, 2301 Sullivan Road, College Park, GA 30337. Phone: 404-766-0303.

2. St. Louis, Missouri: Wednesday, September 29, 12:30-3:30 p.m. Renaissance St. Louis Airport Hotel, 9801 Natural Bridge Road, St. Louis, MO 63134. Phone: 314-429-1100.

3. Los Angeles, California: Thursday, September 30, 12:30-3:30 p.m. Westin Los Angeles Airport Hotel, 5400 West Century Boulevard, Los

An Interview with Ask Jeeves

By MITCHELL LEVINE

Education Update (EU): For the benefit of readers who may not be familiar with it, Ask Jeeves is one of the foremost search engines used in the education market and elsewhere today. Why don't you describe your background with the organization and tell us more about it as well?

Ask Jeeves (AJ): My name is Coby Zintl and I work with Ask Jeeves' education department. We offer a world-class search of the Internet that's particularly conducive to classroom environments. Ask Jeeves builds documents that are available to everyone that wants to search, both for a quick search or a longer research program.

EU: On your site, there's a special section for children, but anyone can ask a question, correct?

AJ: Ask Jeeves supports any kind of searching on the Internet. The engine itself is powered by Teoma Technology, which is named for the Gallic term for "expert." Teoma's claim to fame is taking into account what's referred to as "authority." Let's say you had a medical question...would you call all your friends and go with whatever answer was most popular, or would you call a friend that's a doctor? That doctor friend would have more "authority"—Teoma utilizes the same concept in their search algorithms.

EU: What makes Ask Jeeves different than other search engine?

AJ: First off, it's of particular importance for classrooms because Ask Jeeves, unlike other search engines, has what's called our "jump page." It protects minors from content considered either too adult for the age group, or inappropriate for the classroom. We feel this is an especially useful tool in classrooms where teachers don't

have time to spend standing over students' shoulders to make sure that what they're typing in is appropriate. There's another unique feature you can observe if you type in, for example, "Albert Einstein" or "Map of New York" - you'll get what we've titled a "smart search" result, which is a result at the top of the page that gives you an immediate answer to your question. So for "Albert Einstein," you'll get a brief biography with an option to find out more through other links. We have more smart search results available than any other search engine on the market today. We feel this helps students to quickly understand how to use a search engine, and the resources one can offer.

EU: What statistics can you offer about Ask Jeeves and Internet use?

AJ: Sixty five percent of American children now use the Internet at home, school, or some other location, as their first source for resources. We've been in the industry now since 1996.

EU: I recently visited your and typed in, "How does a guitar work?"—I figured it was something kids and adults might want to know. One article I found was bylined. Do bylined articles come from Ask Jeeves directly?

AJ: No, we take everything from the Internet and try to create the most authoritative results possible from that information. We also offer print and email functions—both of which are new ways to make it easier for a teacher or student to manage information once they've actually found it.

EU: One of the most well known features of Ask Jeeves is the natural language query format.

continued on page 44

PLAY SCHOOL WORK

In recent years, kids' and teens' backpacks have gotten heavier due to their ever increasing active lifestyles. According to the American Academy of Pediatrics, children should carry no more than 10% of their body weight. With all of the books, electronics and sports equipment kids carry, today's kids are routinely carrying double and triple the recommended weight.

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Ask Jeeves

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Could you tell us more about that?

AJ: *Ask Jeeves* was founded on the premise of natural language processing technology. That means you can type in a query in any form you wish: a question, a sentence, keywords, etc, and you don't have to think in terms of code or "computer talk." People have begun to learn how to use keywords or phrases, however, so what we do now is supplement our natural language processing technology with Teoma, which also allows keyword use as well.

EU: Did your company develop Teoma?

AJ: No. Teoma was actually developed out of Rutgers University and purchased by *Ask Jeeves* in the summer of 2001. We then incorporated it into our site in early 2002. We continuously improve on its relevance and the number of documents it crawls on the Internet. Teoma, especially among the education and library communities, is one of the industry favorites for that reason—it's a very successful search engine. Now when you go to Teoma.com, a lot of the stuff there is being tested for use on *Ask Jeeves*.

EU: Is there a charge for school districts or individual schools to use *Ask Jeeves*?

AJ: Absolutely not. It is a free service.

EU: Are there advertisements on *Ask Jeeves*?

AJ: Yes, under what is called a sponsored-results program. For more commercial queries, you'll see sponsored results at the top of the page and for the less commercial queries, you'll see web results at the top of the page, and those web results are what we would call "organic" or pure web results—they're absolutely not paid or sponsored at all.

EU: What is the 5-year plan for *Ask Jeeves*?

AJ: To enable our users to utilize the information they are looking for in a more efficient way. It's about information management. Another thing we're always looking to do is create a more personalized search experience, so if you're searching in Upstate New York on the keyword "apple" and it's September, the engine will understand that you probably mean "apple picking," and not the Apple computer brand.

EU: Have there been any attempts to personalize the searches for students who don't speak English or are just learning? In Manhattan alone, there's at least one school where 23 languages are spoken.

AJ: We're beginning to: we've just announced *Ask Japan*, in fact. We're not really there yet though—the ability to translate the language is a whole other functionality—but it is definitely one of our goals.

EU: What about those with language skills problems? Has there been any attempt to simplify the language being used for those students?

AJ: *Ask Jeeves* is able to correct or understand common spelling errors. In terms of a language perspective, the best we can do, since we can't control the content returned by the search, is utilize the robust language processing platform we've developed, as well as the Teoma technology we've adopted.

EU: Are there websites *Ask Jeeves* taps into that are specifically intended for 8–10 year olds?

AJ: Websites specific to age aren't directly accessible with *Ask Jeeves*. We want information access for all. Since we can't guess what it is that most of our searchers will be wanting, we give them access to as much information as possible.

EU: About how many sites do you crawl?

AJ: We crawl three billion web pages.

EU: Who is the CEO?

AJ: Steve Berkowitz is the CEO of *Ask Jeeves*,

who came to us from a book publishing background. In fact, he used to work for IDG Books, which most notably publishes the Cliff Notes series and the Dummies guides. He likes to say he's always been in the information management business. *Ask Jeeves* was started in 1996 and suffered through the dot.com years, but when Steve joined in 2001 and made the decision to incorporate Teoma, he really turned the company around.

EU: What relevant categories does *Ask Jeeves* use for filtration?

AJ: Filtration is a constant battle. There are people that have illegal content on their sites and

want people to see it, so they have stealth tactics to achieve those ends. What we do, if you type in a keyword we would deem inappropriate, is link to a "jump page" that says, "What you've asked for is most likely to return adult content and is illegal if you're under the age of 18." If the information you are requesting is illegal, such as child pornography, we actively break the link. For example, if you type in "child pornography" all that comes up is a question, "Would you like to report child pornography on the Internet?" We also have a section that informs people about how to report inappropriate content.#

Testing

continued from page 9

knowledge, and personality to provide a rich learning environment that goes beyond the mere recollection of facts. To achieve this is no mean feat! If standards are written clearly—and, in particular, unambiguously—and test makers hold themselves to the nature of the standards and their intent, rather than trying to write creative test items, we have a real chance to realize a fair testing program that encourages teachers to use their special talents to maximize student achievement.

Such a transition is not easy. For one, it will

require that all tests be administered at appropriate times—pedagogically speaking—and not when it is convenient for the administration. That is, the practice of giving standardized tests in March so that scoring and analysis can be conveniently done before the end of the school year must be modified. Given the state of technology today, we must be able to score and analyze test results more rapidly than the 3 months currently allotted for this. The goal of attaining pedagogically proper student assessment must be a combined effort by all parties involved: the state and local authorities, and the teachers and supervisors. Done right, we can once more become the educational model for the rest of the world.#

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

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77 SURVIVORS ARE NYC'S NEWEST PRINCIPALS

By DOROTHY DAVIS

In the summer of '03 the first class in New York City Leadership Academy's Aspiring Principals Program endured some tough training. It was so tough, said Verone Kennedy at their recent graduation ceremony at Baruch College, that "when the Blackout occurred we thought it was another simulation."

Mr. Kennedy, an elementary school specialist, was one of 77 newly minted principals who survived the summer of '03 "boot camp" in Queens, then a challenging year on the job at a NYC public school being mentored by its principal, and some additional training this summer.

They had been teachers, guidance counselors, school staff members and assistant principals before being chosen by the Leadership Academy for the grueling principal training course from 400 applicants from around the country.

At their ceremony these hardy souls received heady praise and exhortation from other survivor-types: top city and school officials and corporate CEOs.

Mayor Michael R. Bloomberg, the keynote speaker, told them they were "the right people to lead the next generation of future citizens. Many people," he said, "look at the city's public school and see a system too complicated to reform. The one and only way to success is to have the right leadership in the right place at the right time, and you are the right leaders...dynamic, new, energetic leaders."

Chancellor Joel Klein told them, "I'm so proud of each and every one of you. I'm the proud Papa of 77 kids. For me as Chancellor it doesn't get better than this. A great principal is the key to a school's success, but in public education we have placed very little emphasis on principals, have rarely searched out and supported talent.

We asked the private sector, "What would you think about intensive and rigorous training in the principal's job, followed by a year's mentoring? \$65,000,000 was raised to fund this effort. The Mayor made education the centerpiece of his administration. He has to, and will, create a system of 1,200+ great schools. All he asks of you is to deliver. You're ready for that challenge. Go for it!"

"I spent a week with you students. I know how good you are. You are better than you have any idea," said John F. Welch, former Chief Executive Officer, General Electric. "Make your school the most exciting place in New York. Make it fun to come to for students and teachers. Every day you think you're a bore, smack yourself!"

Richard Parsons, Chairman and CEO, Time Warner, gave them "Five pieces of advice as you take up leadership: 1) Get rid of obstructers 2) Borrow credibility—make people who have respect part of your team 3) Set realistic priorities and expectations. Don't over promise. 4) Practice prudent patience. The system didn't get broken overnight. It won't get fixed overnight. 5) Believe in yourself!"

As the 77 "dynamic, new, energetic" principals begin leading their schools this fall, 90 future principals, NYC Leadership Academy's second class, are being trained for 2005.

The Academy gets high marks from Mayor Mike, as "a perfect example of public private partnership committed to the leadership of New York City. It is the cornerstone of the reform of the public school system. The system can't succeed," he said, "unless principals are great leaders. What the Leadership Academy permits us to do is to make sure such excellence is the rule, not the exception."#

For more information about NYC Leadership Academy see www.nycleadershipacademy.org

College of Staten Island

continued from page 21

Yin Fan Pong Li, a CSI business major who participated in the program as a mentor, noted, "Strategies for Success is a very successful program which brings people of different race, nationalities and characters to work together for academic success. For the tutors, it is a valuable opportunity to gain tutoring experience and caring for the young, while the tutees benefit from getting help, guidance and love from their tutors."

IS 49 seventh graders all had positive reports on the program. One noted "it has helped me in all my homework and still does. The tutors in this program are very helpful. No matter who you are, they help you to understand all your work;" while another said "the tutors are friendly and smart. The club helped me in math, reading and English."

During the screening of a video made during the program's most recent semester, one student told of his grade average jumping from 82 to 89 after a semester with the program, and another proudly displayed his report card which compared a previous semester's grades of 60 in

Science and 65 in Robotics with current grades of 90 and 80 respectively.

The children's excitement about participation in the program was evident, and all expressed their desire for the program to return again next year.

The SI Bank & Trust Foundation has supported the College of Staten Island's SEEK Program with \$125,000 since 1999, and has supported the college with more than \$300,000 in grants since the late 1990s.

"SI Bank & Trust Foundation is crucial to the quality of life on Staten Island, and their generosity makes Staten Island a better place to live," said Richard Truitt, vice president for college advancement at CSI, "and we are proud to have them as our partner."

Georgia Landrum, the Strategies for Success program coordinator at CSI, noted that "learning is a social process, and I am very thankful and very excited to be part of a program that helps develop leadership skills in our public school pupils."

"The SI Bank & Trust Foundation is helping CSI transform the lives of students on Staten Island," Truitt continued, "and we thank Betsy Dubovsky and the SI Bank & Trust Foundation Board for their continued dedication and commitment."#

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Literary Riddles

By CHRIS ROWAN

- 1 Finish the quotation: "Discontent is the first step ..."
- 2 Which character said this? In which piece of work? In which part of that work?
- 3 When was it published?
- 4 Who was the author?

ANSWERS:

- 1 "In the progress of a man or a nation."
- 2 Lord Illingworth in the comedy "A Woman of No Importance." In Act II.
- 3 In 1893.
- 4 Oscar Wilde.

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Her son, Dr. Harold Koplewicz is vice chairman of psychiatry and Director of the Division of Child and Adolescent Psychiatry at the NYU Child Study Center.

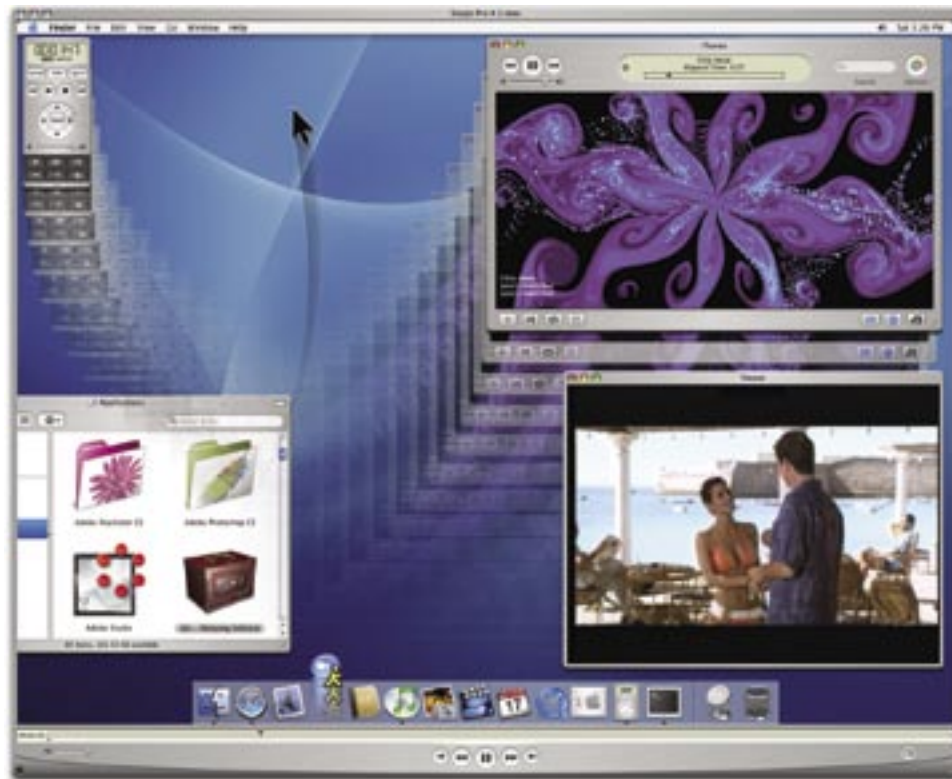
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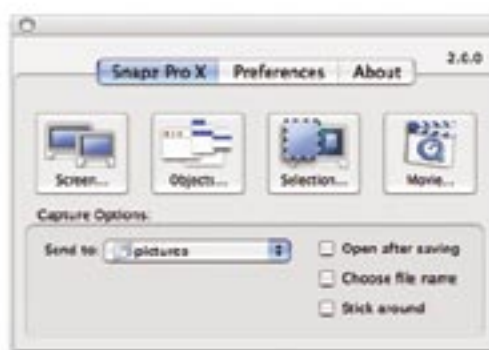
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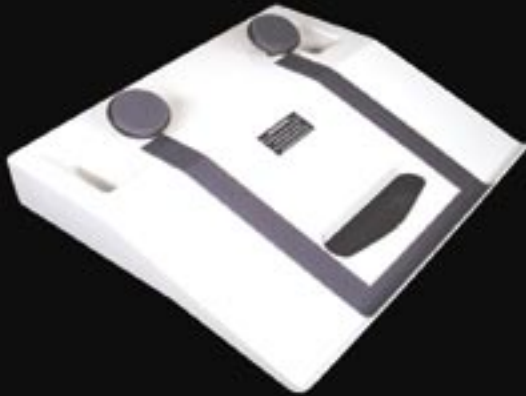
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