

# EDUCATION UPDATE

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Volume X, No. 5 • New York City • JANUARY 2005  
FOR PARENTS, EDUCATORS & STUDENTS

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## THE STATE OF SPECIAL EDUCATION 2005

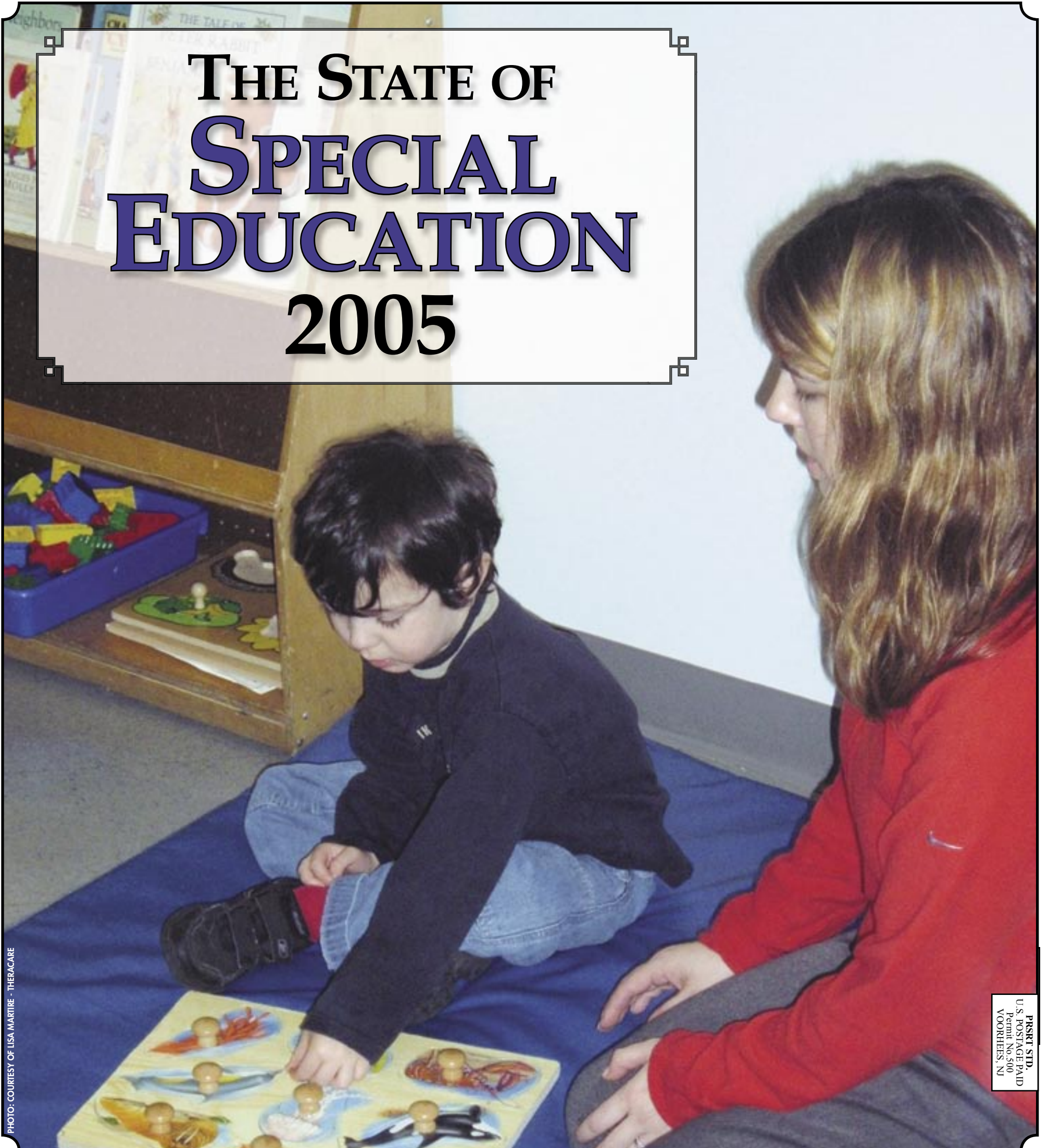


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## A TRIBUTE TO MARTIN LUTHER KING JR.

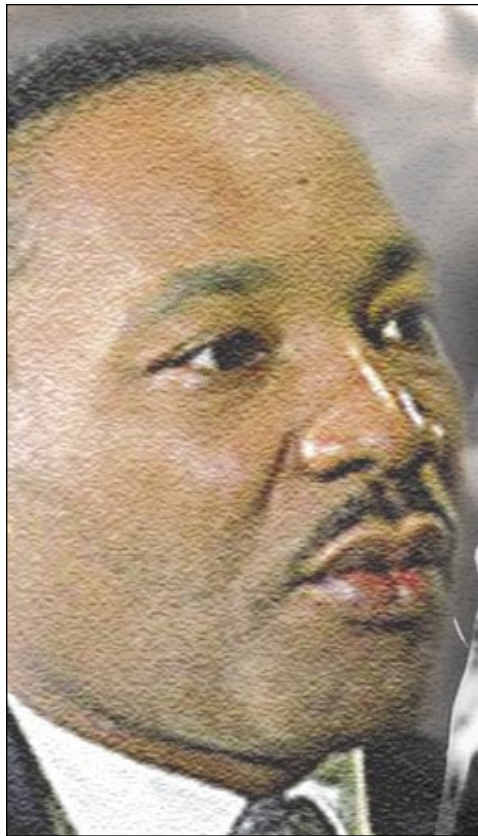
By PHYLLIS C. MURRAY

Marching for man's freedom  
American hero and countryman  
Righting the wrongs of discrimination  
Taking his place throughout the nation.  
Instilling the need for freedom's urgency.  
Nobleman, marching for man's dignity.  
Let's not forget Martin's vision,  
Keeping his dream alive can be a just  
decision.

Illuminate the way. Help one another,  
Now that we know all men are brothers,  
Grow in truth and peace together.

"The sudden and violent death of Dr. Martin Luther King, Jr., places a serious and profound obligation on all Americans, black and white, an obligation to continue and broaden the now stilled efforts of Dr. King to build a society where racial justice and peace prevail. That dream of a new and just American society is shared by millions on millions of Americans—and that dream will not die.

We have been proud to walk with Dr. King in Mississippi and in Washington and to work with him in establishing freedom schools in the South. In this tragic hour, we dedicate ourselves to his cause." - *Albert Shanker, Former United Federation of Teachers President upon learning of the death of Martin Luther King (April, 1968).*



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Please refer to January 2004 issue online,  
for articles about Martin Luther King Jr.  
including an article by Coretta Scott King.

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Education Update  
P.O. Box 1588  
NY, NY 10159  
Subscription: Annual \$10.  
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**EDUCATION UPDATE  
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**GUEST EDITORIAL**

*The Time is Here for True Fiscal Equity*

By **REGINA M. EATON**

Governor George Pataki's 2005 State of the State Address made it clear to us that he does not intend to cede school funding reform to the courts. But the courts have spoken. Now it's time to act. In the coming weeks, Judge DeGrasse, the trial judge that heard the *Campaign for Fiscal Equity vs. New York State (CFE)* case, is expected to hand down a final court order to resolve the lawsuit. We need to hold the Governor and our Legislators accountable for enacting legislation that complies with this court order. We do not need to stall and delay children's constitutional right to sound basic education any longer.

To make our children's right a reality, the Alliance for Quality Education, a statewide coalition of 230 organizations dedicated to ensuring every child's right to a quality education, is launching a bill that will establish a statewide

school funding system that distributes aid to school districts based on need and complies with the court order.

To date, the plan the Governor has proposed has been insufficient. Special Masters appointed by Judge DeGrasse have recommended that the state provide \$5.6 billion to New York City schools, an amount of money also supported by the New York State Regents. To satisfy the court, the state will have to come up with the money for New York City and other high-need districts.

The Alliance for Quality Education released its *State of the Schools Report III: No Funding No Fairness* report last fall that analyzes how the state distributed operating school aid in the 2004-05 budget. The report revealed—not surprisingly—the state school budget creates a funding gap that shortchanges the neediest schools of nearly \$1.7 billion. We call this gap a “con-

stitutional funding gap.” It is the percentage difference between what a school district received from the state 2004-05 and what they would have received—as their constitutional right—under the Campaign for Fiscal Equity (CFE) plan.

The Governor may have been applauded for his upbeat message but it was disheartening that he gave such short shrift to the challenges of education. Especially since education is critical to increasing jobs and economic development that he touted in his speech. The Governor spoke about crime reduction, yet everyone knows that providing quality public education is the first step in crime prevention.

If this is the year to complete “unfinished business,” as the Governor stated, then show us that Albany can work to fix a broken school funding system.

*Regina M. Eaton is Executive Director of Alliance for Quality Education.*

**IN THIS ISSUE**

Editorial & Letters .....	3
Spotlight on Schools .....	2,4-11,18
<b>TEACHERS OF THE MONTH</b> .....	6-7
<b>PROFILES IN EDUCATION</b> .....	7
Special Education .....	12-14
Medical Update .....	15
<b>CULINARY ARTS</b> .....	16
<b>MUSEUMS</b> .....	17
Books .....	19
MetroBEAT .....	20
Colleges & Grad Schools .....	21-24
<b>CAMPS</b> .....	25
<b>NEW JERSEY NEWS</b> .....	26
Children's Corner .....	27
Music, Art & Dance .....	28
Movies .....	29
Resource & Reference Guide .....	30

**ERRATA**

The article “Applied Behavior Analysis Works with Special Ed Kids” published in our December 2004 Issue was written by Lisa Martire, M.A.

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**LETTERS**

**RESPONSES TO  
The Misunderstanding of Dyslexia**

**To the Editor:**

I didn't really understand dyslexia. My brother is dyslexic so this article was a great help to understand what he is going through and also knowledge for me. Thank you.

*Sarah Bimbol  
London, NY*

**RESPONSES TO  
Dr. Rebecca H. Cort, Deputy Commissioner,  
NYS VESID**

**To the Editor:**

I read with interest the article by Dr. Cort. Perhaps she can help me. My 15 year old son, Joshua, has been diagnosed with ADHD. He has a high I.Q. However, he has been failing in school for years. We tried bio-feedback treatment which did not seem to help. I am looking for a place to help him academically. He is very talented in music and art, is in his second year of high school and fails all of his classes except for art. Can you help?

*Frances Levy  
Bellmore, NY*

**RESPONSES TO  
GED Exams End in January Without New  
Funding**

**To the Editor:**

I would like to ask Mr. Sanders, what will replace the GED exam? I am a teacher of English at Rikers Island Correctional Facility, currently preparing my adolescent students to pass the GED Exam. Most of my students haven't attended school for several years and have no plans to return. Obtaining a GED allows my students to recreate and redefine themselves. No doubt they work extremely hard to make up for the loss of educational time and when finally rewarded with the GED they can now dream about attending college and becoming law abiding citizens who pay taxes as opposed to living a life as predators.

I know how these students would suffer because I

was once one of them. I have my GED, Associates Degree in Art, and MA. As a young teen because of extenuating circumstances at home I needed to work and could not attend school. Obtaining my GED gave me the self-confidence to continue my formal education and for that I am most grateful.

*Michele Redman  
New York, NY*

**To the Editor:**

As the Principal of Austin H. MacCormick Island Academy I am outraged and deeply disappointed that there is the need to write to this issue. The GED diploma is a critical document for many young people in NYS who are trying to better their lives through education. I am confident that logical thinking will prevail and the GED will continue to be available in our state that prides itself on a strong education system.

*Frank Dody  
Jericho, NY*

**To the Editor:**

I presently am employed at Island Academy in NYC, which is a NYC Dept of Education school located on Rikers Island. If we are not able to offer our students the GED then our students really will be even more victims of this vicious cycle of the Department of Education and the Department of Corrections. They are incarcerated because they have limited resources to survive and now when they could possibly do something to better themselves, we are saying that they can't even do that. What are we coming to when the state can't even educate the students by offering them a GED? This is horrendous and Governor Pataki needs to be held accountable. We need to protest this in public, and through the media.

*Zamurrad Barron  
New York, NY*

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## REPLICATING BEST SCHOOLS

By JOAN BAUM, Ph.D

"There aren't enough good schools." He knows the remark sounds clichéd, but John Elwell, Ed.D, President of Replications, Inc., is impassioned about strategies to address problems in the city's public schools. A former Peace Corps volunteer, middle and high school teacher, and administrator for a number of alternative school and district networking projects, Elwell is realistic and surprisingly frank about the modifications he's had to make in Replications, which he started in 1998 with a colleague, Mary Hinton. An articulate, imaginative entrepreneur who loves the game and knows most of the players downtown and around town, both in the private and public sector, Elwell says, "You can do two things about failing schools—either try to fix them or make new schools." For him the answer has always been obvious: you can't fix them, there are too many reasons why they've failed, people and policies are too entrenched, political pressure often forces a quick fix. In implementing change, he says with a wink, "you have to proceed with all deliberate slowness."

Elwell's not talking about reproducing best practices but cloning an entire school. If Frederick Douglas is succeeding, then create Frederick Douglas II and Frederick Douglas III. Is Mott Hall doing well? Then "steal from them," he smiles. And he does, with Mott schools copying what he and his staff consider winning strategies. Why not just one model for all? Neighborhoods differ, as do the personalities of educational leaders. Besides, the basic idea of Replications is not pedagogical or curricular but a matter of ambience—importing "essential features" that make a school stable and desirable, changing its "culture." There are, however, ideal common denominators: limited enrollment, benchmark criteria for attendance and discipline (which may or may not mean uniform dress code), and a concentration on an activity that defines the mother school, whether it's art, music, technology, or at the Mott schools, chess. At some cloned schools, curricula may be handed down. Elwell's analogy, which might raise eyebrows for many in education, is to McDonald's and Burger King. Got a good product? Keep it the same.

Obviously Gates was sufficiently impressed to provide Replications with sufficient seed money to allow Elwell to apply his private sector ideas to the public schools, including training the very best leaders, those for whom the new school is a 24/7 love affair. "The great ones are those who really want a school and who never forgot the classroom." The trick, of course, as Elwell knows, is to sustain what's begun, and that's not easy in a school system that often changes its administrators and in a state that increasingly demands grade-level accountability, even for startups. Elwell cedes that a winning school culture doesn't automatically translate into winning academic performance—one turnaround middle school that became a beautiful place where everyone wanted to go saw its reading scores go down. So Replications is now pushing harder on academic features, and yes, "it is about the money." If the mother school has tech resources, how can the sister schools get them too? Elwell also knows that difficulties can also surface



Dr. John Elwell

where they are not expected: some handpicked and vetted leaders, after their one-year residency, don't work out. A recently created Replications Leadership Institute is now providing additional support for new principals, bringing mother and sister school administrators and teachers together to discuss testing strategies and curricular reform, as well the "essential features." They meet after school and Replications "wines and dines them well." Networking is crucial, "teachers are isolated in their classrooms, principals overwhelmed by work."

"We must be doing something right," Elwell concludes, because in addition to the replicated 10 middle schools and 6 high schools already in existence several more will be opening in 2005, including Metropolitan High School in Region 2 in the Bronx, which will replicate the Noble Street Charter High School in Chicago. And five of seven middle schools in the annual (Clara Hemphill) publication on Best Middle Schools are Replication models. Elwell grins again: applications came in like mad in one district, after he got himself and his family personally involved in sending out mailings to parents, telling them about the new school. He's also made arrangements with HBO which will air videos of successful schools and show these at high school fairs.#

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Corporate Contributions to Education

INTERVIEW WITH EUGENE LANG

By NAZNEEN MALIK

“Everything that happens in life that is worth noting seems to be a coincidence,” muses Eugene Lang, prominent businessman, and founder of the I Have a Dream Foundation (IHAD). Indeed, fortune has favored the 85 year-old philanthropist but one must recognize that his choices, ambitions, and persistent dedication to education have played a significant role in shaping his life’s trajectory.

“I live very intensively,” states Lang, “and I couldn’t live otherwise. I’m here at 7:30 in the morning, six days a week.” His Fifth Avenue office at the Eugene Lang Foundation has the warmth

and familiarity of use. On one side stands a desk, smothered in papers—a speech is being written. The walls are decorated with photographs, cataloging the important and memorable moments of his life. There is a picture of Albert Einstein with a much younger version of himself sitting below the framed Presidential Medal of Freedom awarded to him by President Clinton.

The story of Lang’s educational development and subsequent philanthropic tendencies begins with a high school education from Townsend Harris, and a dishwashing job at a local restaurant. Back then, students at the high school completed a four-year education in three years, were taught by college professors and assured a free education at City College. Lang was content. What would be his future alma mater, Swarthmore College, was not even a possibility until a man by the name of George Jackson entered the scene when Lang was 14. The two met by chance, when the waiter who normally served Jackson, an antique shop owner and regular customer, was indisposed and replaced by Lang. It was Jackson who introduced Lang to Swarthmore and pushed the young man to apply. The result was admission with a full scholarship.

As a freshman at Swarthmore, Lang volunteered to be a club leader at the Friends Neighborhood Guild, a settlement house in the slums of Philadelphia. “I would come in on Monday evenings,” he says, “the program involved 13 to 14 kids, my age, all African American and I had to think of things that would keep them interested.” A dogfish dissection in his Biology class gave him an idea; but what he thought would be an interesting experiment for his kids at the Guild, turned out to have a far greater impact than he had ever imagined. About five years later, Lang, who by then had graduated with an Economics



Eugene Lang in his office with the Presidential Medal of Freedom

degree, received a letter from one of the students expressing how the dogfish experiment had made him re-evaluate his life and return to school with the goal of becoming a doctor. In fact, he wrote the letter after gaining admission to a university as a pre-med student. “I can never forget that,” says Lang with a brief pause, “it was a defining experience in my life.”

Since then, Lang has been characterized by Forbes magazine as “the quintessential entrepreneur,” and has fervently supported small business interests. He has donated millions, but perhaps one of his greatest contributions to education is IHAD. During a commencement speech at PS121, Lang promised a college scholarship to a group of 61 students provided they graduate from high school. Learning that over 75 percent of students would most likely drop-out, Lang realized that “the big thing that I had promised them was not the scholarship but figuring out some way to keep them in school.” As the program developed over four years, he found that all of the students had remained in school. In June 1985, the time had come to go public. “All over the country responses came,” says Lang, “I’ve never seen anything like it.” What had begun as a single promise quickly became a national enterprise, prompting Lang to organize a foundation to secure its long-term needs.

Recently, Lang has developed two, six-year internship programs in conjunction with the Museum of Natural History and New York Presbyterian Hospital for aspiring scientists and medical professionals in the seventh grade. “I have realized,” says Lang with undeniable sincerity “nobody has enough money to be able to pay for the sense of reward you feel when you see opportunities that you’re not even conscious of giving these kids suddenly blossom into young people who are really making their mark in this world.”#

Eugene Lang’s Vision Makes Dreams Come True

The Chairman of Newmark, a leading commercial real estate firm, Jeffrey Gural, recently offered to 40 first-graders who live in the Elliott Houses, a public housing development in Manhattan’s Chelsea neighborhood, the most incredible gift of their young lives at P.S. 33 in Chelsea. Gural and the “I Have a Dream”® Foundation of New York announced a fantastic offer—free after-school programming, extracurricular enrichment, tutoring and mentoring through the 12th grade and the promise of assured tuition assistance for higher education upon completion of high school. In return, the first-graders committed to being “Dreamers” and all that it entails—not dropping out of school, working hard, and going to college or vocational school.

The group of Chelsea-Elliott Dreamers was the 29th group adopted by “I Have a Dream”® Sponsors in New York City since 1981 when Eugene Lang adopted the first group at P.S. 121 in East Harlem. Nationally, the “I Have a Dream”® Program has helped more than 14,000 students from low-income communities through its long-term program of mentoring, tutoring, and enrichment and its promise of assured tuition assistance. “I Have a Dream”® Sponsors, like Gural, make a 10-15 year commitment when they adopt a grade of children from a school or same-age group from a public housing development. A team of paid staff and volunteers support the Dreamers throughout their primary and secondary school years. In addition to the children’s commitment, the involvement of families, school officials, teachers and other community leaders is vital to the Program’s success.



Lorenz Adderley

The new Chelsea-Elliott Project is made possible by the contributions of Gural; Howard Kaye; Joey Jacobs; Frank Williams and the New York City Housing Authority (NYCHA). Over the next 10-14 years, the Sponsors will contribute \$250,000 annually for the second Chelsea-Elliott Project as well as over \$1 million for college scholarships. NYCHA, which has already supported four “I Have a Dream”® Projects in Manhattan, Queens, and the Bronx, will contribute \$50,000

a year to the second Chelsea-Elliott Project.

This is the second group of students to whom Gural and Kaye made this incredible commitment and “adopted” at the Chelsea-Elliott Houses through the “I Have a Dream”® Foundation. Next year, the same offer will be made to children of Elliott Houses residents who will be in the first-grade during the 2005-06 school year. In 1993, Gural, Kaye and three other like-hearted New Yorkers adopted 96 second and third-graders at the public housing site. By this spring, over 85 percent of those students would have graduated or earned their GED; 81 percent of the graduates have taken up Gural’s promise and have enrolled in college or vocational school. Typically, 40 percent of students in non-“I Have a Dream”® peer groups in New York City are expected to graduate high school.

During the commitment ceremony, Gural shared with Dreamer parents, community members and supporters, “The whole object of ‘I Have a Dream’® is to get the kids to college. We look forward to getting to know you better. In fifteen years from now, we’ll be at your college graduations.”#

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# Outstanding Teachers of the Month - January 2004

## OUTSTANDING TEACHERS OF THE MONTH

*Education Update* welcomes our Advisory Board, Dr. Charlotte K. Frank, Senior Vice-President of McGraw-Hill and former Regent of New York State; Dr. Augusta Souza Kappner, President of Bank Street College of Education; Dr. Alfred Posamentier, Dean of School of Education of City College of NY; Dr. Pola Rosen, Publisher, *Education Update*; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch Sussman, Chairman, The Center for Arts Education and Honorary Chair, Children's Museum of Manhattan. The Board makes the final decisions on the teachers to be honored each month.

In 2003, *Education Update* began the tradition of honoring teachers each month for their outstanding work on the "frontiers" of education. We are now continuing the tradition which will culminate in a ceremony in June 2005 with Chancellor Joel Klein in attendance. Superintendents, principals and colleagues may nominate teachers by filling out a form online. The information has been emailed to all principals in NYC public schools. If you have not received the email please contact [ednews1@aol.com](mailto:ednews1@aol.com). Deadline for Submissions: **January 18, 2005**.

Teachers are the backbone of our educational system. They richly deserve the recognition that *Education Update* gives them. Congratulations to this month's Outstanding Teachers of the Month in recognition of the vital role they play in our children's lives.

—Dr. Pola Rosen, Publisher

### Maureen H. Murphy

**Principal:** Jeanette Sosa

**Superintendent's Name:** Reyes Irizarry

**Name of School:** PS 151K

**School District/Region:** District 32/ Region 4

**Student Progress:** Ms. Maureen Murphy has been teaching at PS 151K for the last thirty-nine years and is still going strong! She has had various positions throughout the years. She has taught second grade, although third grade has always been

her favorite. She has also been a cluster teacher in multi-ethnic reading and science and is currently the school librarian. Ms. Murphy has monitored student progress in a number of ways, such as using student portfolios, informal assessments and responses to literature. The students who took standardized tests always showed dramatic improvement due to her diligent instruction. As the librarian she continues to monitor students' reading progress, and makes sure that all students are taking out appropriate books at their "just right" levels.

**Innovative Teaching Strategies:** Ms. Murphy is renowned for the way she is able to dramatize a story for children. Listening to her read is such a pleasure because she captivates her audience by changing her voice to portray different characters, and keeps the children engaged throughout the story. She is well versed in using the balanced literacy methods, and her personal love of literature shines through in all of her lessons. Ms. Murphy also secures books through Reading Is Fundamental, where she distributes books to the children three times a year. She also sets up dates for the traveling bookmobile to visit our school, ensuring that all students have access to quality literature. Ms. Murphy continues to upgrade her technology skills in order to help the students feel comfortable with using the computer to help improve their literacy skills, and search and find information using the internet.

**Motivating Students:** Ms. Murphy has motivated the students in wonderful ways. She received a Library Power grant which refurbished a bland environment, and created an exciting and inviting atmosphere, as well as updating the entire book collection. At that time, a colorful rug for her storytelling area was put in her room, when it was not yet a popular concept. One year she received the Ezra Jack Keats award, for working with a class that performed a play for the school based on the Keats book titled "Jennie's Hat." Ms. Murphy is well-known for working diligently with the upper grade students in order to prepare them for the Spelling Bee, Story Telling and Story Reading Contests, which numerous students have won. Ms. Martinez, who is now a teacher in our school, is a former student of Ms. Murphy's. She can recall her teacher always having a smile on her face, and a unique chuckle when she laughed. She remembers that Ms. Murphy made learning fun and exciting, always

focused on the children's strengths, and built on their talents. She recalls that Ms. Murphy would find a way to compliment every student on a daily basis, and took a special interest in each child. Now as her colleague, Ms. Martinez, who won the Bank Street Teacher of the Year Award in 2003, reports that Ms. Murphy still continues to give her great support and encouragement.

**Parent/Community Involvement:** Ms. Murphy is always available and has a positive relationship with the parents, administration and staff of PS 151K. She faithfully serves the teachers as their United Federation of Teachers Chapter Leader, and keeps them abreast of changes in school policies. She serves on almost every school committee, including the School Leadership Team, where she meets with the parents once a month. She also finds time in her busy schedule to provide access for parents to visit the library and take out books for their children on a regular basis. She assists the school in fundraising activities, such as the School Book Fair, which coincides with Open School Week, and by selling items such as pencils, folders and other school sundries. One of her fund raising mottoes is "every little bit helps."

### Rebecca Ruffo

**Principal:** David Getz

**Superintendent's Name:** Hal Epstein

**Name of School:** East Side Middle School

**School District/Region:** 2/9

**Student Progress:** In early winter of the school



year, Rebecca launches into her early 20th century immigration unit, which she designed. The assessments Rebecca uses to learn about her students' understandings and skills are a first person narrative of a specific immigrant family, and a written scene, complete with costumes and sets that each group of four or five students create for the culminating "living museum" exhibit in our gym in early January. By immersing her students in the world of immigration (see below), Rebecca is able to provide her students with the opportunities to convince themselves that if they could travel back to Hester or Baxter Streets at turn of the 20th Century New York City, they could pass undetected through the crowds.

**Innovative Teaching Strategies:** Rebecca has written a curriculum that immerses our 8th grade students into the world of the early 20th century immigrant. She does this by having her children watch movies such as Hester Street and Ragtime; visit the Tenement Museum; read Jacob Riess; study his and Lewis Hines' photos; read oral histories; and historical fiction and poetry. The unit culminates in two summative assessments. The students adopt a specific nationality (Italian, for example) and write about the world of the Italian immigrant from the perspective of that immigrant. Then working in groups, the students create a

small stage set and put on a scene from that the life of that immigrant. These groups are assembled in our gym so that our gym becomes a living museum of early 20th century immigration.

**Motivating Students:** The evidence that Rebecca has motivated her students can be elicited from their writing and the scenes they produce in our gym. Much like a restoration village in Salem or Colonial Williamsburg, Rebecca's students completely assume the identities of their subjects. Visitors, after viewing the scenes, can ask the actors questions about their lives. These actors never break character. They are very convincing. The living museum is a thrill for our

visiting 6th and 7th graders. After the 7th graders tour, they begin to look forward to their next year in 8th grade when they can participate in the Living Museum project.

**Parent/Community Involvement:** A strong component of the immigration studies is the interviewing of families and friends and their own immigration experience. Students learn about their own family histories and are able to further identify with the characters they are creating.

### Melissa Meehan

**Principal:** Jeanmarie Wink

**Superintendent's Name:** Dr. Kathleen Cashin

**Name of School:** PS 64

**School District/Region:** 27/5

**Student Progress:** Mrs. Melissa Meehan is a young vibrant teacher who has been an important member of PS 64's staff for over ten years. Her teaching style brings out the best in EVERY student. She is informative, animated and connects with each



of her charges. Just a quick walk into her classroom shows the planning and care that goes into each lesson. Melissa directs instruction so that each child can work at his or her own pace. Her use of learning styles, cooperative grouping, direct and indirect instruction makes every student an active participant in their own education.

Mrs. Meehan's standardized test scores consistently show growth within her class year after year. She has found the way to balance fun and instruction so that her students succeed. It is for these reasons that we nominate Mrs. Melissa Meehan as Teacher of the Month.

### Cheryl Lee

**Principal:** Denise DiCarlo

**Superintendent's Name:** Allen Dichter

**Name of School:** Washington Irving H.S.

**School District/Region:** 71/9

**Student Progress:** As a Physical Education teacher, Ms. Lee not only instructs her students on the importance of fitness and well being, but she also instills in them good sportsmanship, team spirit, and development of character.

**Innovative Teaching Strategies:** In her Physical Education classes, she includes such vital academic subjects as writing and mathematics, thus preparing her students for Regents examinations and college entrance.

**Motivating Students:** Students are eager to attend her classes. They participate actively in the work and they also appear to be having fun. They respond eagerly to all aspects of the lesson.

**Parent/Community Involvement:** Ms. Lee coaches the Girls Varsity Volleyball team and in this capacity she and the team have represented the school for over twenty years during which period the team has gained the respect and admiration of the high school sports and athletic community.

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## Teachers of the Month

continued from page 6

### Rebecca Saladis

**Principal:** Deirdre A. Deangelis  
**Superintendent's Name:** Michelle Fratti  
**Name of School:** New Dorp High School  
**School District/Region:** Region 7

**Student Progress:** The student grades are from formal and informal tests, portfolio assessments, individual and group projects, presentations to the class, their attitudes toward learning, behavior and good citizenship. She enriched student learning



experience and provides all avenues that lead students to their highest level. Students are allowed to correct their tests so that a few points can be added to the test. On-going assessments of student learning takes place in each lesson. She contacts parents regularly (calls them or writes to them), involving them to help student to achieve their potential. Student work is posted in the classroom to promote learning. She also assigns research projects to her 10th class. Students use data analysis to find out the needs in their community and design an action plan to solve the problem.

**Innovative Teaching Strategies:** She uses different strategies to motivate students to learn Mathematics.

She uses computer to prepare lessons, worksheet, test and classroom presentation. She knows many software and internet resources. She brings her 10th grade Math class to computer lab once a week to demonstrate math concepts through the Internet or her computer program. Because of her influence, most of students in her class know how to use Microsoft Word, Excel and other software to do the assigned project or course work. She uses TI-83 plus graphing calculators and a projector in math instruction so that she can increase the time of learning and make math concepts interesting and understandable. She is an instructional leader. She gives staff a development workshop for the mathematics department as well as the whole school.

**Motivating Students:** She integrated many interesting and meaningful activities in her daily lessons such as:

\* Carousal activity\* problem solver and solution checker activity\* share pairs\* group work\* class presentation\* workshop model in the math classroom\* research project\* student use projector for their presentation\* Internet math classroom\* "My" classroom my work (display students work).

She assigns individual projects and group projects so that students can create their own portfolio. At the end of term, students will display their work on the display board. She also assigns research projects to her 10th grade class. Students use data analysis to find out the needs in their community and design an action plan to solve community-related problems.

**Parent/Community Involvement:** She contacts parents regularly (calls them or writes to them) in order to involve them in their learning. She volunteers to tutor her students during the school hours and after school. Parents and students know that she is supportive and always there whenever they need her.

Her student work is always displayed on the open school night for prospective students to our school. She encourages parents to join her class trip. As the math department AIS coordinator, she contacts those parents whose children may be at risk of failure in math

and tells them the available resources for their children.

### Michael Wotypka

**Principal:** Joseph Zaza  
**Superintendent's Name:** Gloria Buckery  
**Name of School:** Leon M. Goldstein HS  
**School District/Region:** 6

**Student Progress:** Mr. Wotypka consistently inspires students to improve their work and meet high demands and expectations. As an English teacher, he has students revise their work often, most usually after one-to-one consultation meetings



he holds with each student. Mr. Wotypka assesses students during the class as well as on exam day. He uses peer review as well as rubrics so that students have clear expectations and work together to submit high quality work. He demonstrates the best work by having students present in class and creates places around the room to display student work. As a result, students in his class have a 90 per cent passing rate on the ELA exam each year.

**Innovative Teaching Strategies:** Mr. Wotypka partners with the Roundabout Theatre. Guest speakers work with his students and the class takes many trips to the theatre to study both literature and drama. He incorporates all of the arts into his English classes. He also uses a technique in unit planning that resembles Understanding by Design. This technique allows the teacher to "teach to the big picture." As a result, the teacher can better gauge student understanding.

**Motivating Students:** Mr. Wotypka is the director of the school musical. This year, working with the music directors, he is putting on Grease. In the past, he has also advised the student newspaper.

**Parent/Community Involvement:** Mr. Wotypka works with the Parent Association promoting school events and assisting parents and students meet both graduation and college entrance requirements. He is also an integral part of our liaison with Kingsborough Community College helping to make the school work more closely with the college.

## Outstanding Teacher of the Year Shares Lesson Plan

Mrs. Sharon Weissbart, first grade teacher at PS 111 in the Bronx and 2004 Education Update Teacher of the Year, submitted a lesson plan that she and Ms. Masucci, also a first grade teacher at PS 111, created for their classes. While focusing on developing a text innovation, the lesson aim is to engage children in an author study using Eric Carle books. After completing the lesson, the students will understand that an author has a purpose in writing, that an author can express himself/herself in various genres, and that an author's writing style and illustrations can be repetitive or different in various books.

The lesson begins with an introduction of the title, author and illustrator of *The Tiny Seed* by Eric Carle. After reading the book, the students interpret the illustrations about seeds and seasons, which allows for a spontaneous science mini-lesson. The children are then given time to talk with

a classmate about the book and are invited to share with the class what they learned. A group discussion will highlight how Carle begins his stories and how his choice of descriptive words and colorful illustrations can teach the life cycle of a plant, again leading to a mini science lesson. Mrs. Weissbart and Ms. Masucci emphasize the opportunity to tap into each child's prior knowledge throughout the exercise.

To assess the children's comprehension of the story, the students should retell the story through role-playing, art, reading expressively, and writing about the story. They can also share their stories, make pop-up books, and contribute their writings and illustrations to a class book. In Mrs. Weissbart and Ms. Masucci's classes, the children modeled the author's writing style and

continued on page 29

## Profiles in Education: An Interview With Ramon Cortines



Ray Cortines at home in Pasadena with an original Steiglitz 1903 photo of the Flat Iron building behind him

BY POLA ROSEN, Ed.D.

I was delighted to meet Ray at his home in Pasadena, CA recently. Against the background of classical music and a book-lined library, we discussed various issues and trends in education over the years. Cortines was the Chancellor of New York City schools from 1993 to 1995 followed by superintendentcies in San Francisco, San Jose, Los Angeles and more recently consultant to several school districts in California.

**Education Update (EU): I want to begin by talking about your earliest experiences as a classroom teacher. You said you had standards, but they weren't called standards then.**

**Ramon Cortines (RC):** My parents tell me that I came home from the fourth grade and said that I was going to be a teacher, and they said, "Are you sure that's what you want to do? You can go to college and you can make money." And I said no, that I wanted to be a teacher. And they were very supportive. I'm an adopted child. Education was very important to my parents. They were not well educated. My mother finished community college when she was 57. They always believed that education was the basis of a quality of life. It wasn't just schooling though. Growing up in San Francisco, they saw that we went to the museums, to the youth symphony on Saturdays, all sorts of things that I did not necessarily like at the time. But they felt that was an important part of an education for an individual. When I finished college, I told my parents, "I'm going to teach," and they thought I would teach here in Pasadena. We maintained a home both in San Francisco and Pasadena. And I've been superintendent of both. I said, "I'm going to teach at Aptos. That's on Monterey Bay. I had 44 children in my first sixth grade class—not ethnically diverse, but educationally diverse. And that's when I began to understand diversity. I never understood—I guess I was protected in growing up—that there are all types of people with different needs and that we all aren't at the same level. I began to individualize the instructional program for the students. And I found a way to help the slow and reluctant learners make a contribution to their peers in the classroom."

**EU: How did you do it?**

**RC:** I would try to find what they were very good in and when they were making reports, I would have them share with the others. Then I would call on some of the very brightest in the class to make sure that they understood, and to respond. I tried to show the students that they were important to each other in the learning process. I was not a teacher who screwed off kids' heads, poured in the information and then asked them to regurgitate it back on Friday. It was an interactive process. The students were as much the teacher as I was. And of course that's very bold now. I just did it because these students were so energetic, and each of them in their way had something to

offer. I was shorter than the girls in my classroom, the sixth grade girls. I was 23. I looked very young, and you could hardly tell the difference between the sixth graders and Ray Cortines. And I'm sure that I acted that way sometimes.

**EU: They must have loved it though.**

**RC:** They did. I just went back to that school, and it was just an unbelievable thing walking those halls. But seeing grandkids and students—it was just amazing. It was never about me in teaching. I guess I just enjoyed my work and so it was about finding out how we can create the highest level of learning in an environment that is enjoyable. Some of the things in New York I remember doing was to go into a classroom where a teacher was having problems, take over the class and tell her, "Why don't you go get a cup of coffee?"

**EU: This is when you were a principal?**

**RC:** No, this is when I was chancellor. And let me tell you, many times I didn't do much better than the teacher. And there were times that I settled the situation down. I was at a cocktail party the other day with some friends and someone asked, "What do you do?" and I said, "I'm a retired schoolteacher." I am a teacher. To me, the teacher is the top of the hierarchy, mainly because I think a teacher in my model is a learner. And I continue to be a learner. There's a term that I learned when I taught in the army called "observation awareness." It was really survival skills. But I always used that term and made it applicable to my own career. I observe what is going on. I had a debate teacher who said, "What do you see when you look up?" And I said, "I see the sky." He said, "Oh, is that what you see? What color is it? What shade is it? You should see all sorts of things in the sky." I used that example in my work. I didn't look at the kids' grades necessarily, and I didn't look at their behavior patterns. I tried to look at the entire child. And I thought that was very important for me in some of the situations that I had. As a teacher, principal, administrator—whatever. I don't see a superintendent or a chancellor or an assistant superintendent or principal as anything other than a teacher. Let me tell you the best lesson I ever had to be a superintendent was in my first sixth grade class of 44 kids. It was about management. How was I going to manage that classroom to maximize the potential of those 44 children? Well, that's what I did as an assistant principal, that's what I did as principal, that's what I did as an assistant superintendent, and that's what I did as a superintendent.

**EU: Did you become a principal in the school where you first taught?**

**RC:** No. I applied in Pasadena as a teacher and

continued on page 9



## Mini Schools Worsen Overcrowding at Columbus High School Part I

By SUSAN HONG

For two weeks Steve Cohen, 57, a teacher at Christopher Columbus High School in the Bronx, taught his morning Regents Review course in the auditorium, which has two floors and seats over 300 people. It is so large voices echo there. Columbus High had no where else to put Mr. Cohen and his class because three mini New Visions High Schools have taken up the third and fourth floors, leaving no extra classroom space. The transition from large school to small school has created several problems, including making an already overcrowded situation worse.

"It makes it very difficult to teach," Mr. Cohen said about the auditorium. "The kids are distracted, there's not enough light, and it's hot. It has none of the things a classroom has. There are other kids hanging around the auditorium making noise and I don't think they're even supposed to be there."

The trend towards small schools has taken place across New York City. This year the Department of Education (D.O.E.) (through a program called New Visions) will open 53 new small high schools. The New Visions program received a huge boost in September 2003, when the Bill and Melinda Gates foundation announced a \$51 million donation—the largest ever—in support of Mayor Bloomberg's efforts to help ailing schools. The small school movement is based on research showing that kids receive more individualized attention in a small school environment and are therefore more likely to graduate.

Critics of the New Visions program say the D.O.E. has not planned well for the transition. Professor Terry Orr at Columbia University's Teacher's College said that creating small schools

is on the right track, but "the D.O.E. didn't think about management, they didn't think about transitioning the kids." She said putting small schools into large school buildings creates tension that disrupts the education: "It creates an unease that may arise between students in the new school. They are seen as new and innovative and the other kids are seen as failures because they are part of a failing school."

The three small schools came to Columbus High as part of the New Visions for Public Schools effort to reform failing high schools. In January of this year, Columbus High was put on the impact list as a violent school and now the building has security guards roaming every hallway and a metal detector is installed at the entrance.

Three years ago Columbus High had 3,200 students and occupied the entire building. Now, the three small schools have added 700 more students: 200 from Astor Collegiate Academy, 200 from Columbus Institute for Math and Science, and 300 from Pelham Preparatory Academy.

Although the three small schools share the same building with Columbus High, each operates independently, has its distinctly themed programs, and runs with its own principal and administrative staff. Next year each will take on an additional 100 students for a total of 300 more students in the building. The increase in the number of students sharing the same building will only further aggravate the overcrowded situation. #

*Susan Hong graduated from Wellesley College and Benjamin N. Cardozo School of Law. She is currently a student at Columbia Graduate School of Journalism.*

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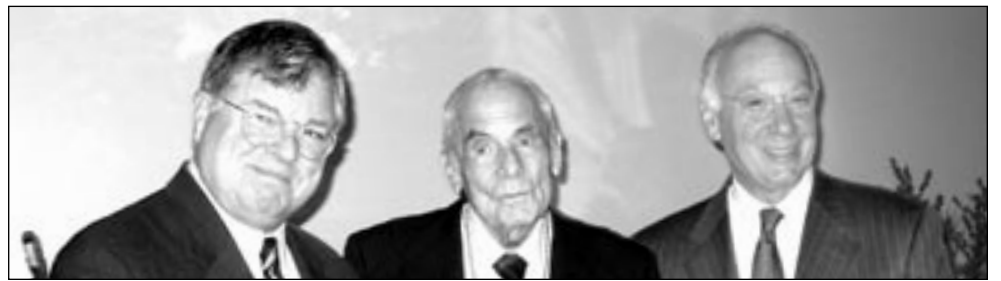
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## THEODORE KHEEL RECEIVES CHANCELLOR'S MEDAL



(L-R) Benno Schmidt, Theodore Kheel, Chancellor Matthew Goldstein

By NAZNEEN MALIK

At a recent gathering at the CUNY Graduate Center, prominent labor lawyer and mediator, Theodore Kheel, was awarded the prestigious Chancellor's Medal for his outstanding public service and continued commitment to education. With this rare honor, he joins the ranks of Dr. Jonas Salk, Mayor Robert Wagner, Coretta Scott King, and Cardinal O'Connor.

Hailed by The New York Times as "the most influential peacemaker in New York City in the last half century," Kheel has dedicated much of his life to resolving labor disputes. During the 1992 Earth Summit, he shifted some of that focus towards environmental advocacy. However, it was through the prism of conflict resolution that Kheel first became interested in environmental issues. The Summit introduced Kheel to the much debated conflict between environmental protection and economic development. "I saw sustainable development as a form of conflict resolution," says Kheel "and I continue to view the problem from that point of view."

Consequently, Kheel created the Earth Pledge Foundation, the Carriage House Center on Global Issues, and more recently, Nurture New York's Nature (NNYN). These initiatives serve to foster dialogue concerning environmental issues and to create a network of organizations and individuals who support these issues such as artists Christo and Jeanne-Claude.

Kheel succeeded in obtaining permission from New York City for the artists to install The Gates, a temporary outdoor art exhibit comprised of 7500 saffron-colored gates that will line the pedestrian walkways of Central Park from February 12 through February 27th. In addition, the artists are bearing the full cost of the exhibit while giving NNYN an exclusive worldwide royalty free license to use their intellectual property rights to raise money for the foundation. In fact, NNYN was created in pursuance to that gift. "They are doing something exceptional," says Kheel, "and we are very much indebted to them."

Prior to the awards ceremony, Kheel, along with John Walman, Professor of Biology at Queens College, was engaged in an interview

moderated by CUNY Chancellor Matthew Goldstein. "As a public university serving New York's five boroughs," began Goldstein, "CUNY is acutely aware of the environmental challenges faced by our city. It gives me great pleasure to announce that at its November board meeting, CUNY's trustees approved the creation of the CUNY Institute to Nurture New York's Nature. This institute came about because of the vision and generosity of Ted Kheel. It is a remarkable commitment to the nature of New York City and to nurturing its future."

The CUNY Institute to Nurture New York's Nature is part of a strategic alliance between CUNY and NNYN to promote environmental awareness in urban cities. In support of the alliance, Kheel has awarded a grant of one million dollars to be paid in four annual installments.

The new Institute, which is to be housed at Queens College, will "serve as a nexus between the foundations and agencies [and will] harvest ideas from local environmental activists and agencies to provide the connection that is lacking right now," says Walman. Queens College already has close ties to and will continue to work with the Lamont Doherty labs of Columbia University, the America Museum of Natural History and the Wildlife Conservation Society. The institute will be more of a service organization dedicated to research, to public outreach, to developing programs for students in grades K-12 and will also be a vehicle for new academic programming. Baruch College already offers a widely popular course entitled "Nature of New York," and will be used as a model for future courses.

"Queens [College] is delighted, really honored to have this," says James Muyskens, President of Queens College. "It's a wonderful fit since we have had a strong commitment to environmental issues and we think that one of the major issues for higher education today is to tell people how to be stewards of our environment."

"CUNY can help create a model for other cities and other urban colleges and universities," says Benno Schmidt, Chairperson of the CUNY Board of Trustees. "I think it's a wonderful day for CUNY." #

## THE CHAMPION LEARNING CENTER

In January 2005 the Champion Learning Center will officially open another center location at 1211 Park Avenue between East 94<sup>th</sup> and East 95<sup>th</sup> streets. For over five years the Champion Learning Center has provided high quality, professional tutoring and test preparation services for students ranging from Kindergarten through 12<sup>th</sup> grade. We focus on individualized tutoring in Reading, Math, Writing, Study Skills, SAT preparation, ISEE preparation and academic subject tutoring. Champion's other locations are in Brooklyn and parts of New Jersey. Due to popularity of our tutorial programs and our dramatically high success rates we are able to expand and are adding a convenient location in the Upper East Side to meet the demand. We look forward to serving the Upper East Side crowd and strive to continue to deliver strong academic results as well as customer service and satisfaction. If

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## Ramon Cortines

*continued from page 7*

I applied in Covena the same day, and Covena called that afternoon. And so I became a teacher there, and then became as assistant principal in that district. I served in all three high schools in that district. It was interesting. It started out as a teacher position and also my first administrative position. People always gave me the jobs that were very difficult because I never complained. I was eager. I'm just as eager today—even as a senior—about life as I was then.

**EU: But you must have been a problem-solver as well.**

**RC:** Yes. I believe that there's a solution for everything. It was very interesting. I am the critical friend of five superintendents right now. And when one of the superintendents was complaining, and I said, "I cut the budget every year all six years in San Francisco, and all six years, the achievement went up. I never allowed anything to be used as a straw man for not dealing with the priority of the child that I had." I was trying to help her get beyond herself. See, that's one of the things. When I was teaching at Harvard, they used to ask me, "What is success?" I said, "It's knowing who you are, knowing yourself well, not lying to yourself, and liking yourself. And if you don't like yourself, change your ways." I remember when I was in Washington; I would stand in the corner after organizing some large event. I am my best evaluator. I knew when I did things well. I knew when I screwed up. And I knew when I was mediocre. I didn't need anybody to thank me, pat me on the back, or stroke me. I believe that you plan, you design, you implement, you evaluate, and at that point the spiral crosses the next spiral, and that's where you modify the plan and do it again, only you do it differently and you do it better. That's the way I've done my teaching and my administration.

**EU: Not all of us can evaluate ourselves as critically as you do. But let's say that someone has the ability to do that, but doesn't know what remedy to use. They haven't done a great job, the school has run amuck, and scores are low. But what do they do about it?**

**RC:** I was never hesitant to ask for help. See, I don't think we've done a very good job. We think asking for help is a sign of weakness. It is not a sign of weakness. It is a sign of strength. We have neither recognized nor rewarded people who say, "Hey, I don't know." The best thing I do for most people as their critical friend is put them in touch. I was meeting with a superintendent this morning. She is an African-American woman who was a young person in this district in whom I saw potential and, as she says, kicked her in the butt. But I really pushed her to go graduate school and get her doctorate. She did and she'd had many administrative experiences, but she wanted to be a superintendent. So she's a superintendent in probably one of the worst school districts, a small one in California. It's not the worst now. But when a foundation asked what they could do for her, she said, "I'd like to have a friend. It's Ray Cortines." And so they called me.

**EU: So are you now in 2004 acting as an advisor to superintendents in various districts?**

**RC:** Yes.

**EU: And to boards as well?**

**RC:** Yes. And to some union leaders. In one of the districts I'm working with, the superintendent and the union president don't talk. Let me tell you, you can ask in New York: even though they

got upset with me periodically, we've always communicated. And they didn't have to come to me and genuflect. I walked over to the vice president's office. When I first came to L.A. and I asked for an appointment with the union, it was three weeks away.

I didn't have three weeks. The next day, I showed up at their door. And they welcomed me. It doesn't always have to be on my terms. I don't believe that we can solve the problems, that we can solve issues and improve education unless there is communication. I think very few people ever really knew whom I liked or disliked. It's not about that. It's about solving the issues on behalf of the children and on behalf of the adults you work with. The businesses that are most successful in the economy of the world are those that respect their people. The CEO doesn't do it. With the CEOs, whatever effect they have, they do it through the people—in my case, it's through teachers and administrators.

**EU: You were touted (when you were in New York City) as being a civilized chancellor, and not in anyone's pocket. That was a great compliment to you in one of the local papers at the time. You also put a business leader in to handle the budget. I think that was so far ahead of the time. You also were interested in art and arts education.**

**RC:** Yes, very much so.

**EU: What is your position on arts education?**

**RC:** Well, number one, I don't think the arts are an extra. You see a grand piano in my living room and there's one at my ranch. I don't play. I went for probably 11 years and it didn't take. My parents sent me another kind of education. They exposed to those kinds of opportunities. I don't care what intellect you are. If you don't see the larger world or the larger community and the joy and the spirit of the community—all of those things come out through the arts. Through performing arts, through the visual arts, etc. I never cut the arts in school districts. I felt that was essential. I think you can stimulate reading through art. Mathematics is art. In my place in San Francisco I have a very contemporary collection. It reminds me of geometric problems that I used to be asked to solve. Things like theatre or dance can be used to teach history. It's the way you can teach social science. It's the way you can teach interpersonal relationships, which are so important to young people. When the business community wants an employee, they don't want one who is just an expert in a field, they want one who can get along with people. That means they have to be able to interact with people. They have to be able to share; they have to be able to communicate. They have to be able to compromise. Winston Churchill said, "The best way to victory is through compromise." All of those are components of leadership. And education is about leadership. When someone would ask, "What is your goal with your class or your school or your district?" I said, "It is to create a community of contributing citizens." Citizenship is something you have to train people in. It doesn't just fall out of the sky and then one day you're a contributing citizen. You have to learn that.

**EU: These are very, very important points. And I think sometimes they're neglected today. Are we indeed on the path in this nation? And I ask you for a national perspective because you've been in so many different places and seen so many different things over the years. Are we communicating with each other today? Are we indeed creating a community of con-**

**tributing citizens? Are we on that path?**

**RC:** I don't think so because we're too busy doing things like getting the test scores up. Now, certainly Howard Gardner is. I do what he does from a practitioner's standpoint. He understands the theory and why people respond as they do. I'm intuitive. I know that. And when I don't follow my intuition, I get myself in trouble. I don't believe that intuition just happens. I think you hone it, you train it, and you grow it. And I've told that to students when I've taught at the universities whether it be Stanford or Harvard or Columbia. I think that's important. Let me tell you that to be a contributing citizen, you have to have a comprehensive education. When people said, "We have this literacy coach and reading is number one," I said, "Math is literacy. You cannot do math anymore. It's not numeracy. It's reading. It's comprehension. It is an ability to think. It is the ability to solve problems. That's what literacy is." Reading is a foundation for literacy, but it is not all of literacy. That's the reason the arts are so important. That's the reason that I feel that motor development—not just physical education—but motor development for very young children is important. All of them are going to have a life expectancy longer than mine. I saw children in my experience who came from Asia and China who had never had motor development. I saw that when they were running, they would fall. And it was because they had not had those experiences.

**EU: And you think it impacts them intellectually?**

**RC:** Oh yes. It impacts their life. I don't see these things as extras. I don't see things like physical education, motor development,

music, arts and health as something you can cut out of a budget. You cannot maximize the potential of a mind if somebody isn't taking care of the temple that the mind is in. It's like this house. And the house is only beautiful because there's a roof over it that isn't leaking. And all I'm saying

is that we've gone back in some ways to the song of the 50s, the "Ticky Tacky Boxes." And everything is in little boxes. I was working with a foundation a week ago and I said, "You have wonderful programs. But who is connecting the dots between these programs? Who is relating what is happening in this principal training?" It's all isolated and it would be so much richer if the staff were talking to each other.

**EU: So certainly you would subscribe to the method of teaching across the curriculum areas. For example, relating the construction of an Egyptian pyramid in art class to what you're studying in history and in math. It's not done very well yet.**

**RC:** We have not done well in providing teachers the opportunity. The first grade is the first grade and the second grade is the second grade and we meet in the coffee room but that's it. I don't think interaction should happen after school and on Saturdays and at a little workshop in the summer. I think it should be an ongoing kind of thing. Let me tell you, that it's about time and you have to pay for time. What we started in the high school and the middle school, it was just as needed in the elementary where you had a release period but we never helped people understand what the release period was. For some, it was an hour they didn't have to do anything. For others, we wanted it at the end of the day because the day is shorter but we never structured it as an integral part of the profession. I'm not saying we should take it away but I'm talking about a dedicated time. Education, teaching, and administration, and management are far more sophisticated than when I taught. I look at what teachers do now. I'm not sure I could do very well and I was a damn good teacher. #

**PART II NEXT MONTH**

## Opening Cultural Windows in the Year of Languages

52nd Annual Northeast Conference  
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## Mercedes-Benz Launches First Lab at Automotive High School

By LIZA YOUNG

The progress of the automotive industry depends on the developments and insights of major corporations, but to ensure continued success, the seeds of growth in the industry must be planted at the educational level, and as early as possible within the educational system. This is especially true today due to the shortage of technicians in the field and the rapid advancement of technology reaching the design model of cars, with the installation of computer chips in vehicles.

The people at Mercedes-Benz are fully aware of the importance of a comprehensive education in the field of car mechanics to the future of the industry as evidenced by the establishment in 1998 of the Technician Training Program called Elite and recently by the opening of its first lab in an auto school, specifically at the Automotive High School in Greenpoint, Brooklyn. In addition to the creation of the lab being a key resource for the future growth of their company, especially with today's shortage of auto technicians, it is a very exciting prospect for educators and students.



(L-R) Lesia Koropey, Corporate Communications, Mercedes-Benz & Iris Blanc, Director, Virtual Enterprises, DOE

Mercedes wisely chose to collaborate with Automotive High School in the launching of the new lab, as the school is one of the only institutions in the United States that provides a comprehensive automotive education at the level of high school. Graduates of the school are eligible for Certificates of Employability, essentially a guarantee of the students' preparation in the field. Additionally, the programs at the school are in accordance with NATEF, the National Automotive Technicians Education Foundation. Also, students at the school have the opportunity for real world experience, having had, for example, collaboration in the past with Toyota.

Upon visiting the school, it is quite evident that teachers are highly competent in the field



Klaus Ulkann, VP, & Geoff Day, Dir. of Communications of Mercedes-Benz

in addition to being caring and warm-hearted. The staff is composed of fine instructors such as Thomas Cassino, who was awarded in 2004 with an outstanding career tech award from the United Federation of Teachers. Students at the school are clearly enthusiastic about the program and are of course very excited by the recent opening of the lab. "This is a fun, exciting learning experience. It's a great experience and of course its nice to see the luxury cars," stated a junior year student, Travis Wilson.

With the opening of the lab, students will have the opportunity to work with first-rate cars, which have such innovations as a turning signal which has a dimming feature so as not to blind oncoming traffic. Students will also have the incredible opportunity of working with the Mercedes Benz sedan, where students will convert the diesel fuel system that it currently runs on into a fuel system derived from vegetable based cooking oil.

Collaborations between major auto companies and specialized auto schools are fundamental to students interested in pursuing a career in the auto industry. Students have the opportunity for an early start in a field which is interesting and rewarding. According to Wayne Hays, Supervisor, Training Aid Design Production, students who complete the program at the Automotive High School, with subsequent additional training at the 16-week program at Elite, have a 96 percent placement rate at a dealership. Mr. Hays described the career as rewarding with the opportunity for upward mobility and an expected salary rate, after completing the five-year training program, in the range of \$60,000.

Other schools offering career and technical education in the area of automotive education are William E. Grady High School (Brooklyn), Thomas Edison Career & Technical HS (Queens), Tottenville HS (Staten Island), and Alfred E. Smith HS (Bronx).#

## The Virtual Enterprises Program Has Real World Value

By LIZA YOUNG

Around NY, in boroughs Brooklyn, Bronx and Queens, possible directions for the economy and business are being developed and exercised by students who are below voting age. These students are 16-year-olds who are part of Virtual Enterprises, a business program launched by the Board of Education in 1996.

Students, through the tutelage and support of Virtual Enterprises and the sponsorship of major corporations, are able to simulate real world business ventures. As described by Iris Blanc, director of Virtual Enterprises, students, through the program, "have the opportunity to actuate the world of work." Thomas Hogan, a Senior Partner at Deloitte and Touche, explained that Virtual Enterprises is an excellent program in that it allows a company such as Deloitte and Touche "the opportunity to identify students early in their career and have them come to us." It is no surprise then that Deloitte and Touche have been host to the citywide competition for the third consecutive year and are a proud sponsor and mentor to students involved in Virtual Enterprises, such as members of Norman Thomas High School.

Through the Virtual Enterprise program, students have the opportunity to understand detailed business and financial phenomenon such as optimization of loans and maximizing profits, the global economy including trading in foreign currency, political repercussions on the economy, marketing devices and evaluation of advertising, and fostering of customer satisfaction. Human resource aspects of business are comprehensively encountered, and each virtual enterprise has its own human resource department, which deals with real world issues of cultural diversity, equality for men and women and fostering harmonious functioning among employees.

After months of intricate preparation and planning, students enter the Citywide Business Plan Competition where they present and defend their business plans before a panel of judges composed of members of such distinguished organizations such as Bear Stearns, Deutsche Bank, Time Warner, Smith Barney and the Department of Finance.

At the recent seventh annual competition the students impressively resembled real world members of major corporations, wearing professional attire and displaying excellent teamwork, complementing each other's presentations and having a joint collaboration in answering judges' questions.

Looking at the array of companies presenting, there was almost the sense of being in a mall, as there were a vast array of businesses featured. Among the companies presenting were financial consulting groups, furniture retailers, providers of beauty products including environmentally sound products, a film distributor, a hotel & spa, a health conscious baked goods provider, a printing company as well as a creator of promotional products.

Although all schools presenting had impressive business displays and skills, the distinction of third place went to Clara Barton High School for Barton Enterprises, manufactures of recycled products, which are designed throughout the year using different environmental themes. Second place was awarded to Fort Hamilton High School's Printing Depot, a company which keeps up with technological advances through its focus on digital printing. First place went to Edward R. Murrow's Universal Promotions, designers of promotional products with the goal of expanding their product line to include an impressive number of 28 products. First and second place winners will compete in the National Competition which will be held in April 2005.#

### POLY PREP ANNOUNCES OUTSTANDING EARLY COLLEGE ADMISSIONS

Poly Prep Country Day School is pleased to announce exceptionally strong results in this year's early rounds of the college admissions process.

In November and December, 52 of Poly Prep's 117 seniors were admitted to their top-choice schools through early programs. Early decision and early action admissions included: seven at New York University (including one at the highly competitive Tisch Arts Program); three each at Harvard, Yale, and Tulane; two each at Amherst, Bentley, and Boston Colleges; and one each at American, Barnard, Brown, Colgate, Connecticut College, Cornell, Dickinson, Emory, George Washington, Georgetown, Hartwick, Johns Hopkins, Lehigh, Middlebury, Notre Dame, St. Joseph's University, SUNY Binghamton, Syracuse, Trinity, Widener, and Wheaton.

Another group of students was admitted through rolling programs at the following schools: Arizona State, Berklee College of Music, Clark, Edinburgh, Indiana University (three), London School of Economics, New York Institute of Technology, Ohio Wesleyan, Polytechnic University, Providence College, School of the Art Institute of Chicago, Seton Hall, SUNY Oneonta, Temple, University College London, and York College. One student has also received an appointment to the United States Military Academy.

The success of Poly seniors in these early admissions rounds was especially gratifying this year, given that many highly selective schools took fewer candidates early, holding more spaces for the regular admission cycle. Michael Muska, Poly's director of college counseling, said, "In conversations with colleagues at private schools across New York and New England, I heard again and again that this wait-and-see attitude by the highly selective colleges was a common trend. In light of this, we're looking forward to even more great news during the regular admissions cycle."

Celebrating its 150th year in 2004-2005, Poly Prep Country Day School is an independent, coeducational, college preparatory school educating students at two campuses in Brooklyn. At the Lower School in Park Slope, children in Nursery through Grade 4 are able to grow, in knowledge of themselves and the world, in a safe, nurturing environment. Students from across the city come to the country day school campus in Dyker Heights for Middle and Upper School. There, they participate in a rich, challenging program of academics, athletics, arts, and extracurricular activities. Poly is a vital, diverse community of committed faculty, talented students, engaged parents, and loyal alumni.



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# WALLACE FOUNDATION FUNDS NEW REPORT ON AFTER-SCHOOL PROGRAMS

By SARAH ANN MOCKBEE

After-school programs have long been a staple in our communities and experts agree that children who are engaged in meaningful activities outside of school will benefit more than those students who do not. But until recently, only the experts were weighing in on just what is best for a child's out-of-school time, while the voices of students and parents were not properly considered. However, a new study has been released by the Wallace Foundation, which revealed some surprising findings about those directly affected by the quality and availability of these programs.

The Wallace Foundation, an independent foundation whose mission is to enable institutions to expand learning and enrichment opportunities for all people, commissioned Public Agenda—a nonprofit opinion research organization—to survey students and parents on what matters most to them when it comes to how out-of-school time is spent. Christine DeVita, president of The Wallace Foundation, emphasized the importance of a survey that focuses on what children want from out-of-school time, especially when “kids can—and do—vote with their feet.”

Ruth Wooden, President of Public Agenda, calls the study groundbreaking, and one major finding of the study shows that most parents do not look to after school programs to improve their child's academic performance. In fact, only fifteen percent of parents cited academic achievement as the best reason to involve youngsters in after-school programs. Rather, most parents wanted activities that engaged their child's curiosities and social development. Moreover, out of over 600 students surveyed only 28 percent said they wanted a program that focuses mainly on academics. This is a



**Christine DeVita,**  
*President of the Wallace Foundation*



**Stephanie Palmer,**  
*New York Mission Society*



**Ruth Wooden,**  
*President of Public Agenda*

crucial revelation considering that many policy makers cite the lack of academic improvement as reason not to fund after-school programs. If that is not a main priority for parents or children, perhaps these same policy makers should reconsider their position.

According to the survey, children do find after-school programs particularly important, with 85 percent affirming that students who participate in extracurricular activities are “better off” than those students who do not. Moreover, 77 percent believed that when their peers are bored or not engaged in organized activities, they are more likely to get in trouble. Perhaps the most revealing statistic produced by the student participants

is that 89 percent of them stated that a parental push is sometimes necessary to motivate them to actually get involved in out-of-school activities.

An equally important finding suggests that there is a major gap between what majority and higher-income parents want for their children's after-school experience and what minority and low-income parents want. Unlike their counterparts, minority and low-income parents tend to choose academically centered programs. Stephanie Palmer, executive director of the New York City Mission Society, noted that at the same time these parents have more difficulty finding high-quality, affordable and trustworthy programs available to their children. In fact, only 37 percent

of minority and low-income parents say they feel they have their children's after-school activities under control, compared with 60 percent of higher-income parents. These findings not only suggest drastic inequalities between the two groups but also a stark difference of opinion on just what the focus of after-school programs should be.

DeVita summed up the report with an astute observation: “If there's a single most important finding in this valuable report, it's that we need to listen more closely to these different voices as we continue to debate the future of after-school programs and where and how to invest scarce public and private resources.”#

## Calendar of Events

January 2005

### Camp Fair

**RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PRESENTS: SPECIAL CAMP FAIR 2005 - Summer Programs for Children with Disabilities - Free Admission!!!**  
**WHEN:** Saturday, January 29, 2005 11am - 3pm  
**WHERE:** Church of St. Paul the Apostle 405 West 59th Street (Entrance to Fair on Columbus Avenue near West 60th Street) Manhattan  
• Meet the camp directors  
• Get a free copy of the Camp Guide 2005  
• No child care will be available but children are invited to attend  
For more information call: Resources for Children with Special Needs, Inc. Gary Shulman, MS. Ed. 212-677-4650

### RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHES SECOND EDITION OF AFTER SCHOOL AND MORE

First Directory of Before- or After-School Programs For Children & Youth with Special Needs  
Resources for Children with Special Needs, Inc. (RCSN) announces the publication of its **second edition of After School and More** - the first comprehensive resource of its kind - for caregivers and professionals in search of the right after-school program for children and teens with disabilities or other special needs. Fully updated in 2004, the popular directory of more than 450 before- and after-school programs covers special, inclusion and mainstream programs from education, remediation, homework help, sports and the arts, to travel, day trips, social life, respite, zoos, playgrounds and child care.

*After School and More, 2nd ed.*, is based on RCSN's proprietary and comprehensive database of more than 4,700 organizations and 8,500 sites. Other directories available include: THE COMPREHENSIVE DIRECTORY; CAMPS 2004 (annual editions); TRANSITION MATTERS - FROM SCHOOL TO INDEPENDENCE, all including programs and services for children and youth with disabilities and their families in the New York area, and SCHOOLS AND SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS, a directory for children and youth in New York City and the lower Hudson Valley.  
*After School and More, 2nd ed.*, is much more than just a list of names and addresses. The directory also includes: contact information, ages, population served, program capacity, staff/child ratio, program hours/days, fees, transportation, medication, administration and description of services.

*After School and More, 2nd ed.*, provides comprehensive information in an easy-to-use format for both parents and professionals. The directory contains service, population served, time of operation (before- or after-school, weekend or holiday), borough and zip code indices for quick searching, as well as an index of legal services.

*After School and More, 2nd ed.*, is available at local and online booksellers, or can be ordered by sending a check for \$25 (plus \$8 shipping and handling) to: Resources for Children with Special Needs Inc., Dept. PRAF04, 116 East 16th Street, 5th Floor, New York, NY 10003. For more information, or details on multiple-copy discounts, contact Lisa Talley at Resources for Children with Special Needs Inc., (212) 677-4650/ext. 30.

Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see [www.resourcesnyc.org](http://www.resourcesnyc.org).  
Resources for Children with Special Needs, Inc. 115 East 16th Street, 5th Floor NY, NY 10003

### Conferences

#### 32ND ANNUAL CONFERENCE ON DYSELXIA AND RELATED LEARNING DISABILITIES

On Monday, March 14 & Tuesday, March 15, 2005 at the Marriott Marquis in midtown, New York City. 1,200 educators, healthcare providers, administrators and parents of children with dyslexia choose from over 95 sessions on dyslexia. For more information, call 212-691-1930 ext.13 or visit us online at [www.nybida.com](http://www.nybida.com)

### Entertainment

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[www.disneyonbroadway.com/groups](http://www.disneyonbroadway.com/groups)

### Events

#### THE CHURCHILL SCHOOL AND CENTER 301 East 29th St., New York, NY

Please join us for our January Lecture  
“The Social, Emotional, and Academic Education of Learning Disabled Children”  
Speaker:  
Jonathan Cohen, Ph.D. Director, Center for Social and Emotional Education  
Thursday, January 20th, 2005, 7:00pm  
For further information, please call the Churchill Center, 212-722-0610 ext.3100

#### THE STUDIO MUSEUM IN HARLEM 144 West 125 St., NYC 10027 Phone: 212-864-4500 Fax: 212-864-4800 Web: [www.StudioMuseum.org](http://www.StudioMuseum.org)

Through the Department of Education and Public Programs, The Studio Museum in Harlem offers a range of programs that engage a diverse cross section of artists of various disciplines, including writers, scholars, musicians and critics who share their perspectives on contemporary subjects. Public programs are presented in conjunction with exhibitions on view and in tandem with various cultural conversations that address concerns and ideas relevant to art and artists of African descent.

#### Exhibitions on view thru January 9, 2005

- Kerry James Marshall: One True Thing, Meditations on Black Aesthetics  
- Harlem Postcards Fall 2004

#### SPRING WRITING INSTITUTE AT SARAH LAWRENCE

Sarah Lawrence's Center for Continuing Education will host its annual Spring Writing Institute from February 7- April 30, for adults who want to deepen their approach to writing, improve their skills, and become part of a community of writers. All classes are smaller-fewer than 14 people, and are taught in the workshop style.

An information session will be held on Monday, January 10 from 6-8 p.m. in Slonim House. Participants will be able to meet the faculty, choose a workshop and converse with the other writers over light refreshments. The deadline for registration is Friday January 21. However call after that date for possible openings.  
For more information please call the Center for Continuing Education at (914) 395-2205 or visit [www.sarahlawrence.edu/cce](http://www.sarahlawrence.edu/cce).

Workshops will be offered in poetry, fiction, nonfiction, memoir writing and children's literature as in previous years. According to Mayra Bloom, Director of CCE. “We have wonderful courses like the Writer's Gym and There's a Story in Everyday for people who are getting started or who are open to writing in a variety of forms and genres. This spring, we have also added courses like Mystery Fiction and Writing for Magazines for writers with specific projects in mind. “Weekend writing workshops for high schools students and single-session workshops on bookmaking, editing and proofreading, and rhyming are also on the Spring agenda. “The Writing Institute has been growing in all ways except the size of our classes.” Bloom says. “Our workshops will remain small because writing will always be a highly individual process.”

#### GROUP FOR ADHD

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The Princeton Review is a pioneer in the world of education. Founded in 1981 and headquartered in New York City, the Company offers classroom and online test preparation, as well as private tutoring, to help students improve their scores in college and graduate school admissions tests. The Company's free website,

[www.PrincetonReview.com](http://www.PrincetonReview.com), helps over half of university-bound students research, apply to, prepare for, and learn how to pay for their higher education, and helps hundreds of colleges and universities streamline their admissions and recruiting activities. The Company also authors more than 190 print and software titles on test preparation; college and graduate school selection and admissions; and related topics.

### Lectures

#### WEDNESDAY, JANUARY 12, 2005

The Sunny and Abe Rosenberg Foundation Lecture Series *Asperger's in the Classroom: Helping Students with Social Deficits*  
**Time:** 4:15-6:00 pm **Place:** 215 Lexington, 16th Floor Auditorium **Cost:** Free  
For more information: contact NYU Child Study Center at (212) 263-8982

#### THURSDAY, JANUARY 27, 2005

Institute for Attention Deficit Hyperactivity and Behavior Disorders Family Education Series *For Family Members of Children Diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) and Disruptive Behaviors, Session 6: Learning Disabilities and ADHD: What's the connection?*  
**Time:** 6:00-7:30 pm  
**Place:** NYU Child Study Center, 577 First Avenue, New York, NY 10016  
**Price:** \$15 per session, per family  
For more information: Steven M.S. Kurtz, Ph.D., ABPP at (212) 263-8915

### Open Houses

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## RECORDING FOR THE BLIND & DYSLEXIC

Imagine that you are a student with goals and aspirations for your future, but all of your school work assignments come to you on blank pages or, written in a code you cannot decipher. Do you sacrifice your ambitions? Do you give up on learning? What happens when the printed page is an obstacle to your education?

For more than fifty-five years, Recording for the Blind & Dyslexic® (RFB&D®), a national non-profit 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 unprecedented 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. 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](http://www.rfbd.org).

## Cooke Center Receives Award from Legal Services for Children

Legal Services for Children (LSC) presented its Annual Samuel Johnson Awards for Public Service yesterday at the Century Association in Manhattan to The Cooke Center for Learning and Development. The award honors The Cooke Center for providing outstanding educational opportunities to New York City children with special needs.

Founded in 1987 by a small group of parents seeking high quality, inclusive schooling for their children with learning and developmental delays, The Cooke Center now impacts 4,600 students around the city with programs that include special education classes, early intervention services, teacher training and vocational training.

Warren Sinsheimer, President of LCS, said, "We are always thrilled when a child we represent enrolls at The Cooke Center. We know not only that our attorneys will receive outstanding support from Cooke's staff, but also that the child will be fortunate to receive a terrific education and all the additional services needed to ensure success."

The award, inspired by an excerpt taken from the 18th Century scholar's writings, pays homage to the maxim that "the true value of a man can be measured by the way he treats someone who can do him absolutely no good." Long after the children of Cooke's founders have finished their education, the Board and staff who carry out its mission continue to enrich the lives of thousands

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**20 years experience** Private Practice specializing in resolving school and work related issues, relationship problems, anxiety and depression.

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of disabled children, without regard to their families' financial means.

Karen Robards, Board president and a founder of Cooke, accepted the award. She praised the terrific relationship Cooke has with LSC, stating, "We are so lucky to have Legal Services for Children represent our students whose families cannot afford the expense of an attorney. The lawyers at LSC are committed and caring, and provide the highest quality of legal representation to our students."

Legal Services for Children was established in 1999 with the mission of providing free legal assistance to the chronically underserved population of disadvantaged children in New York City. In five years LSC has served more than 4,000 children, primarily in the areas of special education and Social Security Disability benefits. In addition to providing civil legal representation and related social services, LSC also offers training and educational programs to families of poor and disabled children in low-income communities.#



## NJ FIRST LADY HELPS CHILDREN WITH EMOTIONAL NEEDS



**First Lady  
Mary Jo Codey**

First Lady Mary Jo Codey recently joined officials from the University of Medicine and Dentistry of New Jersey (UMDNJ) in presenting seven children with a trip to Disney World in Orlando, Florida. The children suffer from serious emotional disturbances and are currently in

nurturing residential treatment program for children who have been previously hospitalized, and to develop and facilitate meaningful disposition plans. Maximum length of stay is six months.

The First Lady also toured the University Behavioral HealthCare's Piscataway operations. University Behavioral HealthCare provides inpatient and outpatient services for adults, adolescents and children facing behavioral health issues, including drug and alcohol addiction.#

*Photos and audio and video clips from Acting Governor Codey's public events are available in the Acting Governor's Newsroom section on the State of New Jersey web page, [http://www.nj.gov/gov\\_newsroom.html](http://www.nj.gov/gov_newsroom.html).*

a residential treatment program at UMDNJ-University Behavioral HealthCare.

"These children struggle every day, and they unfortunately miss out on a lot of childhood experiences others take for granted," said Mrs. Codey. "This trip to Disney World gives them a rare opportunity to laugh and play and just be kids."

The First Lady joined Christopher Kosseff, president and chief executive officer of UMDNJ, and UMDNJ President Dr. John Petillo in making the announcement to the children. This is the sixth year University Behavioral HealthCare has offered the trip, which is planned for January. "We are delighted Mrs. Codey is here for an occasion that is so important to us," said Kosseff. "The opportunity to send these children on a very special vacation is extraordinary. There is so little joy in the lives of these youngsters that it is a wonderful holiday present for them to be able to have some of the experiences of childhood."

The Children's Transitional Residence is a residential treatment program for emotionally disturbed children ranging in age from 5 to 10. The program's primary goals are to provide a safe,

## National Campaign to Find & Help Special Needs Children

The Center for the Improvement of Child Caring (CICC) has launched a national campaign to help parents, professionals, agencies, caregivers and others better identify and assist young children with special needs. CICC Executive Director and founder, Kerby T. Alvy, Ph.D. said, "It is estimated that approximately 75 percent of the three million children under five who have disabilities and other 'special needs' are NOT being identified and treated by professionals before entering school. As a result, these vulnerable children usually do poorly at school, suffer insults and hardships, often become anti-social, and require remedial and legal services costing taxpayers billions of dollars."

Dr. Alvy, author of several books on parenting, points out: "The sooner children with special needs can be identified, the faster they, their par-

ents and their families can get the services they require and deserve."

As part of the campaign, CICC has developed and put on the Internet, the CICC Discovery Tool and Referral System. Consisting of a series of age-specific questions, it helps parents and others quickly identify a variety of learning, communication, motor skill and behavioral problems that may not have been recognized or simply overlooked. It also connects them immediately to important community services and agencies throughout the United States that can help.

The CICC Discovery Tool and Referral System has been used successfully throughout the nation by thousands of parents of young children, caregivers, agencies and professionals in the early childhood education field. It is unique in that it provides—simultaneously—the following three types of services on-line: educating parents and staff about normative child development during their child's first five years of life; assisting in identifying whether a young child may have special needs that require professional attention; and connecting users of the Tool to a wide range of professionals, community resources and educational materials.

The results of the Tool are in the form of a Developmental Profile that can be printed out and shared with others.

Parents, grandparents, other family members, child advocates, child care workers, civic, professional and religious groups, community agencies, government departments and private companies can learn more about how to become partners with CICC in this national campaign by going to the Partnering page on the CICC Web site, [www.ciccparenting.org](http://www.ciccparenting.org), by contacting CICC by e-mail at [cicc@flash.net](mailto:cicc@flash.net), or calling toll-free 1(800) 325-CICC (2422).#

*Established in 1974, The Center for the Improvement of Child Caring is a private, non-profit community service, training and research corporation.*



The Churchill School and Center  
301 East 29th St., New York, NY

### Please join us for our January Lecture "The Social, Emotional, and Academic Education of Learning Disabled Children"

Speaker:

**Jonathan Cohen, Ph.D.**

Director, Center for Social and Emotional Education

**Thursday, January 20th, 2005, 7:00pm**

**Dr. Cohen will focus on how parents and teachers can foster children's social, emotional and academic learning; how we can promote a child's social and emotional competencies; and how these competencies provide the foundation for a child's ability to learn, to solve problems, and to be a good friend and life-long learner. Dr. Cohen will talk about a series of concrete suggestions and guidelines that further our ability to support children's healthy development and capacity to learn.**

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



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## 32<sup>nd</sup> Annual Conference on Dyslexia and Related Learning Disabilities

Monday, March 14 & Tuesday, March 15, 2005

Marriott Marquis, New York City

- Attend the region's premier event in the field of learning disabilities!
- Listen to hundreds of noted experts in the LD field, covering topics such as diagnosis, teaching approaches, math, spelling, comprehension, ADHD, social issues, early intervention and more.
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- Share information with co-workers, colleagues, professionals and others.

Visit our website for more information at [www.nybida.org](http://www.nybida.org)

*NYB-IDA is dedicated to meeting the needs of parents, professionals, and most fundamentally, the many thousands of children with dyslexia in the New York area.*

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We have specifically designed these workshops to provide PARENTS with the necessary knowledge to assist with your parenting skills and techniques.

Workshop #2 1/19/05	<b>"Pervasive Developmental Disorder &amp; Interventions"</b> Focus will be on Applied Behavior. Analysis including best practices & common misconceptions.
Workshop #3 2/10/05	<b>"Early childhood / infant development"</b> Understanding your child's development & developmental needs
Workshop #4 3/3/05	<b>"Feeding issue and your baby"</b> - Discuss developmental ages for appropriate feeding & strategies to get your child to eat more effectively.

Workshops will be held from **5:30pm-7:00pm** at **71 West 23rd Street, Suite 515/LL, New York City**. Food and beverages will be served.

Please RSVP to **Joanne Scillia** at **212 564 2350 X2130** one week before scheduled date.

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Myths and realities about ADHD and Learning Disabilities

Deciphering what these terms mean clinically, educationally, and legally in plain language

Methods of coping for parents, family and child

Active techniques to prevent home from becoming a battleground

How to advocate for your child

Exploration and sharing of strategies that help and of pit falls to avoid

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THERE IS A 10% DISCOUNT FOR PREPAYMENT OF SERIES

**New School & NYU Foster the Culinary Arts**

*continued from page 16*

of writing and food, New York University provides a course entitled "Becoming a Food Critic." The course emphasizes the importance of incorporating a multi-sensory description of the food experience while engaging the reader with a fresh and innova-

tive approach. Career development in the field is additionally fostered through teaching students how to pitch ideas for articles to editors and publishers. The course may be used to count towards a completion of a certificate in journalism.#

**CORPORATE CEO GEORGE GELLERT RECEIVES AWARD FROM HUNGARIAN GOVERNMENT**


*George and Barbara Gellert*

By POLA ROSEN Ed.D.

Distinguished entrepreneur, world-renowned businessman and dedicated philanthropist George G. Gellert recently received the prestigious George Washington Award from the American Hungarian Foundation. The award was inspired by the statue of Washington erected in the City Park of Budapest in 1906. It was a gift from Hungarian immigrants living in America. For the immigrants the statue served as an expression of gratitude to the memory of George Washington and to their adopted country, while not forgetting the land of their birth. The award honors persons whose eminent contributions are in the broad field of human knowledge, the arts, commerce, industry, the sciences and understanding among men and nations.

Gellert, whose father immigrated to the United States from Hungary at a young age,

has maintained his ancestral culture by ensuring Hungary's entry into the global marketplace. As president of Atalanta Corporation, he led the battle for Hungary's Veterinary Agreement approval from 1966 to 1969. This new status enabled Hungary to export pork to the United States and led to Atalanta's cumulative pork purchases exceeding \$1 billion. He personally lobbied for Hungary's nomination as a Most Favored Nation, which Hungary was awarded in 1978, and thus Hungary was able to expand its exports. Among the international honors Gellert has received are the Humanitarian Award by the Emanuel Foundation for Hungarian Culture, the Cross of the Commander of the Order of the Lion from the Republic of Finland and the Ellis Island Medal of Honor.

**REAL ESTATE**
**INTERPERSONAL REAL ESTATE**

By MARSHA MACK FRANCES

Mrs. Miller, age 72, is still heartsick at the death of her husband Justin, a plastic surgeon, 2 years ago. She lived in a 9 room apartment on Park Avenue where they raised their son and daughter. Her daughter, age 45, is a prominent pediatrician and married to a surgeon and is happily living in the Village. Her son, age 41, is a teacher married to a teacher and they both work at Ramaz school, where they have two daughters on partial tuition scholarship. Though reluctant to part with the home she has loved, Mrs. Miller made the move for good reasons. She wanted to help her son buy an apartment in the neighborhood and support her granddaughter's expensive school tuitions. She also realized she might soon require expensive home healthcare for her arthritis, and she did not want to be deprived of some of the luxury she had through her marriage. Before the sale of her apartment, she was relatively cash poor as the \$6,500,000 value of her apartment comprised most of her wealth. She had wanted a reverse mortgage, but her co-op board would not allow one.

First we talked a great deal about the stress of these changes. I instilled hope that indeed she would be pleased with the results, and then I found her an excellent buyer. Together we determined that she wanted and could get a lovely 2 bedroom with a terrace nearby on Park Ave. for \$1,900,000 and a 3 bedroom on 75th and Second near to Ramaz and to Mrs. Miller for \$1,450,000 for her son's family. Then she consulted with her daughter who was happy to help her brother and nieces and considered her father's legacy to be her love of medicine and surgeons. I could feel her pain at the closing, but she said her heartache was becoming joy at the thought of fulfilling her husband's wish that there should always be

money for good health care, education, and a home for his family. At the closing I took her hand and put it in her son's and somehow felt the presence of a great and loving man. This proud and vibrant woman taught me something about how to gracefully make difficult life transitions.

Death of a spouse, births, divorce, retirement, wanting a change of pace from suburban living, receiving a large bonus, job relocation, and empty nests are some reasons people give me for wanting or needing to relocate. For many people, moving is due to a major life transition. All of these involve emotional issues and it is up to real estate brokers to empathize with and assist, not only in the decisions around the move but in helping the families deal with and talk through the major transition that is taking place in their lives.

The late Gerald Klerman, M.D. and Myrna Weissman developed interpersonal psychotherapy to help people through life transitions and avoid having excessive grief and anxiety turn into depression and anxiety disorder. I feel reading their work is useful to my job. Cognitively making hopeful and helpful comments, working with clients strengths and providing support and coping skills aid clients in adjusting to change are part of the broker's job in addition to meeting the psychosocial needs that have to be tailored to each family in choosing neighborhood, price and condition of the apartment. In my work, I apply these principles in helping clients deal with the high challenge and stress of a move and to talk out all issues, show them they can do it, and help out in any way I can with all their needs and to learn from experiences with clients like the Millers how to do a better job.

*Marsha Mack Frances is the Senior Vice President of Douglas Elliman Real Estate, (212) 650-4829.*

# MEDICAL UPDATE



New York City • JANUARY 2005  
FOR PARENTS, EDUCATORS & STUDENTS

• 15

## DR. FRANCIS BARANY NAMED TO “SCIENTIFIC AMERICAN 50”

Edited By HERMAN ROSEN, M.D.

Dr. Francis Barany, a scientist at Weill Cornell Medical College in NYC, has been named to the 2004 “Scientific American 50”—*Scientific American* magazine’s prestigious annual list recognizing leadership in science and technology from the past year. Dr. Barany is included as “Research Leader in Medical Diagnostics,” for his leadership role in the development of a universal array genomic chip that allows for the rapid and accurate detection of cancers and other diseases—especially breast and colon cancer.

The universal array, unlike previous mutation-detection methods of its kind, is the first programmable array—that is, it doesn’t require a redesign each time a new gene is discovered. The universal array’s unique design involves a ligation primer that guides a fluorescence-labeled sample to the array “address” that denotes a particular disease. Currently, there are matching ligation primers for hundreds of mutations that cause disease. Subsequently, Dr. Barany developed a companion technology known as EndoV/Ligase mutation scanning technology—a tool used to scan DNA sequences and find new mutations.

According to Dr. Barany, these two technolo-

gies are able to detect a mutation in a concentration as little as one percent, which is important for real clinical samples where tumor cells are often mixed with a majority of normal cells. This level of sensitivity is impossible to achieve by either DNA sequencing, which requires a concentration of 50 percent, or old-style (non-universal) arrays, which commonly have false positives and negatives.

“As an avid reader of *Scientific American* since the age of 10, I was honored to be recognized for our work in DNA chips and mutation detection,” says Dr. Barany, Professor of Microbiology and Immunology at Weill Cornell Medical College.

In 2003, Dr. Anthony Fauci, who obtained his medical degree from Weill Cornell Medical College in 1966 and interned at NewYork-Presbyterian/Weill Cornell through 1968, was named to the “Scientific American 50” as a Policy/Medical Treatment Leader for his role in persuading the Bush administration to commit \$15 billion to combating AIDS in Africa and the Caribbean. Dr. Fauci is currently Director of the National Institute of Allergy and Infectious Diseases.#

*Dr. Herman Rosen is clinical professor of medicine at Weill Medical College of Cornell University.*

## Weill Cornell Team Develops Fast Acting Anthrax Vaccine

In any bioterror attack, vaccines that provide a rapid, effective defense against the pathogen will be key to saving lives. However, in the case of anthrax, vaccines available today can take weeks or even months to gain full effect.

Research underway at Weill Cornell Medical College may provide health officials with a much quicker option. Using gene transfer technology, investigators here were able to immunize mice against anthrax in just 12 hours. “That’s important, because in the event of an attack those in charge won’t necessarily know whether another attack is coming—or who might be affected. In that case, you want immunity to be built up in key populations as quickly as possible,” said Dr. Ronald G. Crystal, Chairman of the Department of Genetic Medicine, Weill Cornell Medical College, and Chief of Pulmonary and Critical Care Medicine, NewYork-Presbyterian Hospital. His team’s findings will be published in *Molecular Therapy*.

According to Dr. Crystal, vaccines tend to fall into one of two groups—active vaccines, where the body is prompted over time to build up antibodies against specific threats; and passive vaccines, where fully-formed antibodies are delivered to the body in vaccine form.

“Because the body continues to produce antibodies, active vaccines last much longer than the passive kind, whose effectiveness tend to diminish over time,” he explained. But active vaccines have one major drawback: they need lots of time to develop. For example, the anthrax vaccine provided to U.S. Army troops following the 2001 attacks requires that troops receive six doses stretched over 18 months.

Populations threatened by the sudden dispersal of deadly anthrax spores won’t have the luxury of that much time. So Dr. Crystal and his team turned their attention to faster-acting passive vaccines instead. “We looked especially at the use of

gene transfer technology—introducing genes that can manufacture antibodies against key components of the anthrax toxin,” he said.

Genes need a live means of entering the body, however, so Dr. Crystal’s team incorporated the gene within a harmless organism called an adenovirus. Once inside the mouse’s body, the gene began producing an immune-system antibody targeted to a key component of the deadly anthrax toxin. “The adenovirus delivers the gene to the mouse, and then the gene goes to work—telling the animal’s body to make this antibody against anthrax,” Dr. Crystal said.

The result? “Mice were immune to anthrax within 12 to 18 hours of vaccination,” he said. “Compared to other vaccine technologies, this gene transfer strategy works very quickly.” While gene transfer has been used to deliver antibodies in other clinical settings, “to our knowledge this is the first time it’s been used as a strategy against bioterrorism,” Dr. Crystal said.

Of course, many hurdles remain before this type of vaccine might be ready for public use. Because humans are so much bigger than mice, dosing issues remain. It might also take two or more years of testing in animal models before the vaccine is deemed safe enough to test in humans. Passive vaccines might never fully replace active varieties, Dr. Crystal said. In fact, the new vaccine will probably work best when used in combination with an active vaccine.

“Remember, passive vaccines like this one can lose their effectiveness over time, whereas active vaccines do not,” Dr. Crystal explained. “We’re now developing a strategy where we might give people both the active and passive vaccine. With the passive vaccine you’d get protection that would last a couple of weeks, but that would give you a safety margin while your body is developing more active, long-term immunity.”#

## Douglas Elliman REAL ESTATE

Marsha Mack Frances, Senior Vice President 212-650-4829



### 180 East End Avenue - 15B

Views all around! East End Ave building! Apartment consists of a gracious gallery leading to the Living Room with a balcony facing the East River and Gracie mansion, oversized Formal Dining Room, 3 Master Bedrooms, 3 baths, New windowed kitchen. Apartment is in excellent condition and has beautiful river views from all rooms and balcony. Roof-top pool and garage in building. Maintenance include all utilities and basic cable. \$1,795,000

### 180 East End Avenue - 196H

Cloud!9! HUGE indoor-outdoor square footage with spectacular river, park, mansion and city views. Loft-like Living Room, Dining Room, Family Room, 4 Master Bedrooms, Maid's Room, Windowed Kitchen, 6 Bathrooms all surrounded by approximately 1500 sq.ft. penthouse-like landscaped terrace. Central humidifier for master bedroom and Living room/dining area. All of this in a top East End Avenue building with rooftop pool and garage. 2% flip tax paid by purchaser. Maintenance includes all utilities and basic cable. \$4,600,000



### 180 East End Avenue

Excellent space in top East End Ave building with east and north exposure. Apartment has great potential to be very comfortable as well as very elegant. It's a great opportunity! \$1,350,000

## Helping Medically Underserved Students

A new health care initiative for medically underserved children in Harlem and Washington Heights has been announced by a partnership, including the Morgan Stanley Children’s Hospital of New York-Presbyterian, Columbia University College of Physicians and Surgeons, the New York City Department of Education, the New York City Department of Health, and a coalition of five other community-based organizations. The initiative—called the Healthy Schools Healthy Families (HSHF) Coalition program—is funded by a three-year \$2.28 million grant from the U.S. Department of Health and Human Services (HHS), Health Resources, Services and Administration (HRSA) through its Healthy Community Access Program Initiative (HCAP).

The HSHF program, which will initially serve 5,000 children in five elementary schools (grades K through 5) in Harlem and Washington Heights, seeks to improve the health of these children by creating school-based health initiatives, including programs for obesity, asthma, depression, and other chronic conditions, and facilitating access to health insurance, social services, preventive, primary, and specialty care.

“Currently there are far too many New York City children with unmet health needs. By targeting those children with the greatest need, HSHF will seek to sew up the holes in the health care safety net,” says Dr. Mary McCord, HSHF

principal investigator, co-director of community pediatrics at Morgan Stanley Children’s Hospital of New York-Presbyterian, and associate professor of clinical pediatrics and public health at Columbia University College of Physicians and Surgeons.

In order to improve efficiency and effectiveness of health care, the HSHF program will collect and track data, such as immunization status, insurance status, and screenings results. “Currently, there is no one system that tracks information; this creates gaps and duplication of information, which results in errors and makes it difficult to identify a child’s unmet needs,” says Dr. McCord.

Poor coordination of services also increases the rates of severe illnesses and hospitalizations. “A high proportion of these hospitalizations are preventable,” says Dr. McCord. “Lack of adequate health care can also be attributed to language and cultural barriers,” says Dr. McCord. Latinos and African-Americans comprise more than 80 percent of the population in Harlem, Washington Heights, and Inwood.

“We will seek to cultivate healthy lifestyle behaviors, including physical fitness, good nutrition and regular doctor visits,” says Anita Lee, the program director for the HSHF Coalition. HSHF will also provide case management for select high-risk children.#

## THE FRENCH CULINARY INSTITUTE

By NAZNEEN MALIK

If you are thinking of a career in the food industry, why not apply to the French Culinary Institute (FCI)? Located in New York City, the FCI is one of the most prestigious culinary institutions in the world and offers some of the most diversified degree programs in the industry.

In addition to culinary business courses and specialty programs for amateurs seeking to refine their culinary skills, the FCI offers three-degree programs for students interested in high-level culinary careers. The six-week Art of International Bread Baking Program prepares students for bread baking in fine restaurants and upscale bakeries. Both the Culinary Arts Program and the Classic Pastry Arts Program can be completed in six months during the day or nine months by night. Class sizes are small and students begin cooking from day one under the supervision of Chef-instructors.

Students in the Culinary Arts Program are taught the basics of French cooking, and gradually refine their skills as the program progresses through four distinct levels. Students learn everything from knife skills to budgeting to ordering ingredients, and of course, cooking. They are also required to spend 20 weeks working in

L'Encole's (the FCI's restaurant) kitchen and prepare every dish on the menu. As a final test of culinary ability and creativity, students are given direct responsibility for planning L'Encole's daily menu as their final exam. In the Classic Pastry Arts Program, students are taught the art of fine pastries and learn everything from handling equipment to making fine chocolates.

Unlike instructors in other culinary schools, the chef-instructors at the FCI repeatedly demonstrate methods during lectures and often work one-on-one with students to help them properly use techniques and understand underlying principles.

Anyone with a high school diploma can apply to the FCI. Prior experience is not required since the institute starts from the basics and students learn all of the 250 competencies that form the foundation of Western cuisine. Although students complete the programs in a relatively short period of time, the training is very comprehensive. Graduates of the FCI receive a world-recognized diploma and hold positions as varied as chefs, food journalists, event planners, restaurant owners, and food stylists.#

For more information about the French Culinary Institute or any of its programs, visit [www.frenchculinary.com](http://www.frenchculinary.com)

## IS CULINARY SCHOOL RIGHT FOR YOU?

By NAZNEEN MALIK

For food enthusiasts, the Culinary Institute of America (CIA) may be the perfect place to launch a career in the food services industry. Situated on the East Bank of the Hudson River in Hyde Park, NY, the world's premiere culinary college is home to about 2,300 students and is exclusively dedicated to culinary, baking and pastry education.

"The main way we differ from a traditional college," says Rachel Birchwood, Director of Admissions, is that "all of our students are studying just about the same areas which makes for a wonderful campus community of students interested and passionate about the same thing."

The CIA offers two, 38 month, Bachelor's degree programs: One, in Culinary Arts Management, and the other, in Baking and Pastry Arts Management. It also offers two, 21 month, Associate's degree programs in Culinary Arts and Baking and Pastry Arts. Tuition per year is \$18,620. The average age of admitted students is 23 and 68 percent of students attending the CIA are male. Small class sizes provide the ideal atmosphere for learning. Through in-class demonstrations and detailed explanations of food science principles behind food preparation techniques, students gain a thorough understanding of the food preparation process.

Students in the Bachelor's degree programs are required to take courses in writing, communication, language, world history and culture, and business. Those interested in writing careers can opt to take classes geared towards food writing and can also become involved with the campus publication, *Amusé*, published a few times a year.

All degree program students are qualified to do just about the same things immediately upon graduation, however, Bachelor's degree programs emphasize management development and those students aspire to be executive chefs, chef own-

ers, or to work in corporate food service. "The job market is good," says an enthusiastic Birchwood, "the food service and hospitality industry is only getting larger, and graduates have about three job offers upon graduation [like] working as a chef de parte at the Ritz Carlton." As far as the most popular career path, Birchwood states "a lot of our students express interest in owning their own establishments." Students tend to work under other chefs as preparation for future ambitions.

The admissions policy at the CIA is rather unique. Sixteen entry dates a year are broken down into four seasons: early fall, late fall, winter, and spring. The college accepts a new class of students every three weeks. In order to gain admission to the programs, students are required to have six months of experience working in a professional kitchen and with fresh ingredients; however, experience is not necessary to apply. Students simply need it prior to beginning school. Academics, community involvement, and leadership experience are considered as well. "We are really looking at the whole package of the student," says Birchwood.

Prospective students can participate in the college's Shadow Program, which provides them with a chef jacket and toque for a day, and allows them to sit in on classes. Ms. Birchwood urges students to visit schools, to look at different programs, and to get a little bit of work experience to see if they like the professional kitchen. "My overall advice," she continues, "would be that if they feel passionate about food and passionate about the industry to really explore it because a successful graduate from the CIA [is one who] brings that passion and enthusiasm to his education and their career."#

For more info on degree programs offered by The Culinary Institute of America, please visit [www.ciachef.edu](http://www.ciachef.edu) or call 1-800-285-4267.

## THE NEW SCHOOL AND NEW YORK UNIVERSITY FOSTER THE CULINARY ARTS

By LIZA YOUNG

The New School provides a culinary arts program that is comprehensive; in addition to cooking and baking courses, there are classes in wine appreciation and in career training. Additionally, the school offers, to select students, the learning opportunity of serving as kitchen assistants in

baking and cooking classes. Culinary courses at the New School are conveniently offered seven days a week, during morning, afternoon as well as evening hours.

For those whose passion lies in a joint interest

*continued on page 14*

## MONROE COLLEGE FEEDS THE HUNGRY TO DELICIOUS REVIEWS!

Students in Monroe College's culinary program served gourmet meals to more than three-hundred people at the Part of the Solution (POTS) community kitchen in the Bronx. It's the second year in a row that the Monroe culinary program has pitched in with meals for the hungry.

"It's all about giving something back," said sophomore culinary student Jillian Gandia, as she served another plate of food. "It's even more gratifying to know that this food is prepared expertly!"

The menu, devised by Monroe culinary staff and students, featured Tuscan white bean and escarole soup, breast of chicken with mushroom au jus, honey-glazed carrots and rosemary-roasted red potatoes, homemade focaccia bread with herbs, basil, garlic and parmesan, and a dessert of apple shortcake with maple-whipped cream and heart-shaped shortbread cookies.

"Sure it took a lot of work. We prepared the food for two days prior to serving it," said Chef



Craig Rutman, the Director of the Monroe College Culinary Program. "But the rewards for our students in learning to serve a variety of clientele are unmatched. We also feel great about doing something charitable during the holiday season."

Comments heard from the POTS clients included "delicious" "spectacular" and

"scrumptious". One satisfied customer was heard to exclaim, "This food couldn't be better!"#

The Monroe College Culinary Arts program is part of the college's Department of Hospitality, Tourism and the Culinary Arts. The facility for the program, Chefworks @ Monroe College, is located in MacMenamin's Grill in New Rochelle. For more information about any of Monroe's programs, contact the Monroe Admissions Department in New Rochelle at 914-632-5400 or in the Bronx at 718-933-6700 or visit [www.monroecollege.edu](http://www.monroecollege.edu).

## HOSPITALITY MANAGEMENT EXCELLENCE AT CORNELL UNIVERSITY

By NAZNEEN MALIK

The Cornell School of Hotel Administration has one of the most comprehensive hospitality management programs in the world. Founded in 1922 as the first of its kind, the Hotel School has had a tremendous impact on the development of the hospitality industry. Through providing its students with world-class education, state-of-the-art facilities, and full-time, involved faculty members, the Ivy League school continues to be a prominent leader in its field.

The Hotel School "is currently exploring different ways to synergize with the Culinary Institute of America (CIA)," says Brad Walp, Director of Enrollment Management. A relationship is already forming. "Several CIA students are currently doing internships in the Statler Hotel, which is an on-campus Hotel," he continues, "some of our students take one, two, three week courses that are offered during summer and winter breaks at the CIA." As both schools are renowned in their respective fields, the educational opportunities that will be afforded to students from a solid relationship between the two will be phenomenal.

The Hotel School currently offers a four-year, Bachelor of Science program in which students study various areas of hospitality management such as Financial Management, Law, Information Technology, Communication, Human Resources Management, and Marketing and Tourism. Students major in Hospitality Administration and can choose to concentrate in one of four areas. They can also participate in the Management Intern Program which gives students the opportunity to work for a company, thereby allowing students to gain invaluable experience and knowledge. Class sizes are small and liberal arts courses are integrated into the curriculum, giving students a balanced education that is conducive to learning. Tuition for the program is \$30,000 per year.

The Hotel School also offers a twelve-month,

full-time, Master of Management in Hospitality (M.M.H.) program to develop leaders in the hospitality industry. Students are required to complete three online courses before they even arrive at the school. The M.M.H is a terminal professional degree program and the average age of admitted students is 28. Many of the students are career changers or are already part of the hospitality industry with at least 3.5 years of experience. Total tuition for the degree program is \$48,000.

More than 100 companies come to the Hotel School to offer summer employment and post-graduate jobs. Most graduates often have a job upon graduating and often accept positions in the Food and Beverage and Real Estate industries, Banking and Finance, and Technology companies.

Admission to the undergraduate program at the Hotel School is highly selective and is based on a student's academic profile, a required interview, and a demonstrated passion for the hospitality industry. "Last year 82 percent of admitted students had some form of hospitality work experience," says Walp.

For students who are unsure if hospitality management is right for them, the Hotel School participates in Cornell University's Summer Honors Program for High School Sophomores. During the three-week program, students take a course in Managerial Communication from a business perspective. By learning how to write effective business correspondence and making business presentations, students get the opportunity to decide if a career in hospitality administration is something they would like to pursue. Walp advises those students who want to work in a business environment, enjoy personal contact, and are excited by selling to seriously consider a career in hospitality management.#

For more information on the degree programs offered by the Cornell School of Hotel Administration, please visit [www.hotelschool.cornell.edu](http://www.hotelschool.cornell.edu) or call 1-607-255-6376.



## “ALEXANDER HAMILTON: THE MAN WHO MADE MODERN AMERICA” AT NY HISTORICAL SOCIETY

By DOROTHY DAVIS

*Education Update* Publisher Pola Rosen and I toured the blockbuster Alexander Hamilton exhibit at the New-York Historical Society one recent morning with James G. Basker, who was wearing his hat as its Project Director. Under his other hats Dr. Basker is President of the Gilder Lehrman Institute of American History and the Ann Whitney Olin Professor of English at Barnard College, Columbia University. As he stood beside the five foot six inch sculpture of Alexander Hamilton in the Historical Society's main hall, Basker explained that “the average height of men in Revolutionary times was 5’7”. George Washington at over 6’ towered above most others.”

Hamilton, recreated by New Mexican sculptor Kim Crowley, stands before us in the last instant in which he will draw a pain-free breath, raising his dueling pistol high, aiming at ...eternity. He wears tinted glasses. Basker said, “This is the only statue you’ll see of him in glasses. He was facing the rising sun.”

He is bronzed as though glowing in its light that long ago morning, July 11, 1804, which Basker pointed out meant that 2004 was the Bicentennial year not only of Hamilton's death, but also of the founding of the N-YHS, in November 1804. Hamilton's friends, including his physician Dr. David Hosack, who attended him at the duel, were its founders. “Hamilton would have been one of the founders too,” Basker assured us.

Across the hall at the required number of paces stands a bronze Aaron Burr, also 5’6” tall and also sculpted by Kim Crowley. He was vice president of the United States under Jefferson, but felt he would have been president if Hamilton had not written letters against him to Federalist members of the House of Representatives, who had to break an Electoral College tie. “Jefferson is in every view less dangerous than Burr,” Hamilton wrote. “Burr loves nothing but himself...and will be content with nothing short of permanent power in his own hands.”

Burr's pistol is aimed directly at Hamilton. The bullet that he is about to fire will not only kill Hamilton but will ruin Burr's reputation for all time. “Hamilton went into that duel knowing that whatever happened Burr was finished,” said Basker. “If he killed Burr, Burr would be done as a divisive political force in America and if Burr killed him he was also done politically.”

“What if they both missed?” asked Pola. “Good question,” said Basker who opined that Burr was probably anyway in political eclipse.

The actual pistols fired in the duel, manufactured in about 1797 and modernized in the

1830s or 40s, were displayed on the wall behind the duelers, on loan from JPMorgan Chase & Co.

The rest of the fascinating exhibition, which includes an original play, is filled with such things as videos; artifacts, including the tiny leg irons of a 5-year old slave; original documents and letters, such as Benjamin Franklin's copy of the Constitution, and correspondence written by Hamilton as a teenager; and portraits. “The 35 portraits,” said Basker, “make this the leading portrait gallery of the American founders anywhere in America right now. There are more than \$100 million worth of paintings in here. Eighty percent of them are owned by the New-York Historical Society.”

Among the portraits: Alexander Hamilton and his wife Elizabeth Schuyler Hamilton, “who came from one of the richest landowning families in America,” said Basker. Her sister Angelica Schuyler Church, “who was rumored to be romantically involved with Hamilton”. George Washington and his wife Martha, and James Madison and his wife Dolley. “Although Madison and Hamilton were enemies, their wives later spearheaded the movement for the Washington Monument and for the building of great monuments in Washington, D.C. John Marshall, the most famous Chief Justice in the history of the Supreme Court who said his own legal mind compared to Hamilton's was like a candle next to the sun.” John Jay, “famous in many ways, who with Hamilton co-founded the Manumission Society, the Abolition Society, in 1785. Hamilton and Jay were very ardent opponents of slavery.” Albert Gallatin, “a Swiss immigrant who became Secretary of the Treasury under Jefferson [Hamilton had been Washington's Secretary of the Treasury] was asked by Jefferson to find the nefarious schemes and illegal things he was sure were going on within Hamilton's work. Gallatin said, ‘I can find nothing wrong. Hamilton's systems are all perfect.’ It must have really annoyed Jefferson politically but ironically Jefferson's Presidency benefited from Hamilton's strong treasury because the most important thing he did was the Louisiana Purchase, and he could never have done that without a strong presidency and a treasury that could fund the purchase.”

“This exhibit deals with American history, not a new direction for the New-York Historical Society,” according to Basker. “This institution was founded as the historical society in New



Dr. James G. Basker, 2004 stands beside Alexander Hamilton, 1804

York. Its founding mission statement says it was to collect and preserve the history of the United States and New York, meaning the state. It doesn't mention the city. About twenty years ago they started to do more New York centered things, but that was actually a deviation from its mission. The Museum of the City of New York was founded to focus on New York City.”

We happened to run into Susan Getting, Assistant Principal of Townsend Harris High School who was enthusiastic about the show, “It's one of the best exhibits I've ever seen and kids are crazy about Alexander Hamilton. They come away thinking he was terrific. It's nice to have an exhibit that enables students to embrace history,” she said.

The Hamilton exhibit runs through February 28 and will tour the country for three years (with facsimiles of the documents). This show is a must see for teachers and students. Background multimedia and multipurpose kits are available.#

For a virtual exhibition and supporting resource, go to [www.AlexanderHamiltonExhibitio](http://www.AlexanderHamiltonExhibitio)

n.org. For more about school visits, publications, and all N-YHS programs, contact 212/873-3400 ext. 293, e-mail [schoolprograms@nyhistory.org](mailto:schoolprograms@nyhistory.org), or visit the N-YHS online at [www.nyhistory.org](http://www.nyhistory.org). For the Gilder Lehrman Institute of American History go to [www.gilderlehrman.org](http://www.gilderlehrman.org).



Alexander Hamilton's family home in Harlem

## CELEBRATE NEW CULTURES AND CUSTOMS IN THE NEW YEAR AT THE CHILDREN'S MUSEUM OF MANHATTAN!

Experience Dora's Latino World This January By Visiting The Children's Museum of Manhattan, Where Fun And Educational Programs And Performances Focus On International Culture and Customs!

January Programs:

\* Dora's New Year in the Rainforest, Sunday, January 2nd 11am, 12, 2, 3 & 4pm. Trek with Dora on an imaginary New Year expedition through the rainforest. Kids can make rainforest animal masks based on the patterns and colors of chameleons, spider monkeys, toucans and frogs.

\* Mexicano Mural: Que Colores! Saturday, January 8th 2, 3 & 4pm; Sunday, January 9th 11am, 12 & 2pm.

Visitors can be inspired by Mexican artist Diego Rivera's murals and then create a large-scale mural about their own community.

\* Los Pleneros de la 21 (Performance), Saturday, January 8th 2 & 3pm. Traditional Puerto Rican bomba and plena music and dance come alive!

\* Dance the Merengue, Sunday, January 9th 3 & 4pm. Swivel your hips, move your feet and dance the Merengue with Violetta Garlagarza, dance and founder of Keep Rising to the Top.

\* The Magic Tent, Saturday, January 22nd 3 & 4pm. Hide inside the Magic Tent and listen to a wild story that will take you on a mysterious adventure

through Alaska. Then come with us on an exciting Treasure Hunt to find the clues and solve the mystery!

\* Sonido Isleno (Performance), Saturday, January 29th 2 & 3pm. Sonido Isleno (“island sound”) blends the traditional Puerto Rican, Dominican and Cuban music with jazz and contemporary rhythm and blues. Citigroup is proud to sponsor The 2004-2005 Neighborhood Concert Series, a program of the Weill Music Institute at Carnegie Hall.#

The Children's Museum of Manhattan is located at: The Tisch Building 212 West 83rd St. New York.





## Makulu Travels Around the World & To Your Class

Recently, Reach the World's (RTW) 43-foot schoolship, "Makulu", set sail from the 79th Street Boat Basin bound for her third interactive, around-the-world Voyage. The RTW community turned out for the celebration, braving cold temperatures to bid farewell to Makulu's crew of five educators. The expedition will return to New York City in May 2007 after sailing more than 30,000 miles around the world.

Reach the World, located in New York City, is an organization using technology and travel to bring the world into underprivileged classrooms. Its mission is to link students and teachers in underprivileged schools with real-world, real-time journeys, via an interactive website ([www.reachtheworld.org](http://www.reachtheworld.org)). RTW's long-term goal is to revolutionize the delivery of the curriculum, enabling all classrooms, in all communities, to connect to interactive resources that bring the world vividly to life within the curriculum.

In New York City, Reach the World provides support to public schools from the City's most under-resourced regions. These services include teacher training, field trips and hardware support. By providing such extensive support, RTW aims to make it possible for resource-poor schools to fully participate in the Voyage of Makulu via the Internet.

In October and November, more than 800 RTW students visited Makulu as part of the organization's



Students tour the Makulu

field trips program, sponsored by ConEdison and the New York City Parks Department's marinas. Heather Halstead, RTW's Director, told Education Update, "Students' most common question was, 'Will I get eaten by a shark?' They braved their fears," Halstead concluded, "and despite cold temperatures, we all had a great time."

As they circle the globe over the next two and one-half years, the Voyage of Makulu crewmembers will describe their encounters with faraway people, countries, winds, and waters. The RTW web site is a growing library of primary-source resources on topics suggested by teachers and used by students.#

## OVER-DECORATED CLASSROOMS DO NOT FURNISH THE MIND

By SANDRA PRIEST ROSE

To step into any elementary school classroom in New York City, or all over America, is to step into a room of excessive visual clutter. If the adult visitor doesn't know which way to look, how can the children? Blackboards are covered with pictures, graphs, and maps. Teachers are forbidden to use the blackboards for teaching as that would not conform to child-centered theories of education.

Decorative mobiles are hanging from the ceiling or strung on lines criss-crossing the room. All the walls are covered with papers, pictures, and art-work. Rugs have patterns. Confusion is rampant to the eye. Word walls are covered with dozens of words that can only become a confused, meaningless blur.

All of this defies what we know about the teaching of reading, writing and spelling. Children need to face the blackboard so that as they write sounds and words on their papers, while their teacher writes on the board. Their eyes are being carefully trained in the left-to-right direction, which is essential to reading English and avoiding letter and word reversals. Seeing, saying and writing sounds simultaneously and then seeing, saying and writing these sounds in words, helps the children to read easily and fluently in the

proper direction. When they see their teacher writing carefully on the blackboard, they can check their dictated work.

In truth, blackboards can be marvelous tools for teaching. Students enjoy going to the blackboards as they offer an opportunity for children to stand and stretch as well as allow the teachers to see the work of as much as half the class at a time.

The students need uncluttered ceilings, windows and walls so that they won't be distracted from the essential work at hand of learning to read, write and spell.

Of course, it's pleasant to have good work displayed and beautiful art work by the children or the world's great artists, but let us take heed at how the museums display their art. Each painting or sculpture has space around it in which to enjoy it. Libraries have uncluttered tables on which to be able to read newspapers and books.

The excessive decoration does not help learning, does not train eyes in the proper direction needed for reading, writing and spelling, and does not permit children to think the clear thoughts necessary for a well-furnished mind.#

Sandra Priest Rose is a reading consultant and a founding trustee of Reading Reform Foundation of New York. For more information, please visit [www.readingreformny.org](http://www.readingreformny.org).

This summer, the National Geographic Society Education Foundation awarded Reach the World a special grant to study the impact of its programs on geography education for children. In October, RTW was also awarded the 2004 GENIP Award for Excellence in Geography Education, a national honor in geography education. Reach the World's long-term goal is to become a national organiza-

tion that links travelers and their journeys with students in underprivileged classrooms.

If you are an educator interested in participating in the Voyage of Makulu, and you work in an under-resourced school, you can contact Reach the World through their website, [www.reachtheworld.org](http://www.reachtheworld.org). The RTW website is a free resource open to all users.#

## LABELS: THE GOOD, THE BAD AND THE UGLY

By RUTH ARBERMAN

I am always amazed as an educator and parent when someone calls me and in the course of the conversation says, "I had my child tested but I haven't told them or the school anything because I don't want them to be labeled." I'm simply flabbergasted. If you went to a doctor, took a bunch of tests and then never found out the results you would assume the worst. So do our children. They label themselves and the label they use is "stupid."

Labels are productive when they result in needed services and better understanding of one's child/student or oneself. Labels are bad when as educators and parents, we take a short cut and allow the label to become an excuse. Recently a parent told me her child had cheated on a test and got caught. A friend advised trying a sob story so the teenager told the teacher that they were learning disabled and that was why they had cheated. WRONG—the cheating resulted from taking the easy way out and unfortunately having a learning disability often means one has

to work harder, not put out less effort. Learning disabled children are not lazy, but a lack of success, self-knowledge and acceptance can lead to work avoidance.

Labels become ugly when they are used to bully or to put someone down. By not helping your child accept who they are and take responsibility for their learning you make them vulnerable. You also allow your child (student) to believe they are dumb which is very hurtful and will ultimately exacerbate the academic problems and cause emotional ones. Help yourself and your child to accept who they are by getting solid information, gaining an understanding yourself so that you can communicate with your child and their teachers, seek help and then you both can move forward.#

The Sterling School is a special education grade school located at 299 Pacific Street in Brooklyn. Ruth Arberman is the Director. For more information about the school go to [www.sterlingschool.com](http://www.sterlingschool.com) or call 718.625.3502.

## SCIENCE OPPORTUNITIES FOR HS STUDENTS

Summer Research Training Program runs for eight weeks and enables participants to learn in a series of Academy-run workshops, lectures, and discussion groups in addition to working in a laboratory as a member of a research team. Dr. Li Sun, Director of the Bone Research Laboratory at Mount Sinai Medical Center, was a mentor to Mr. Zaidi a senior at Hackley School in Tarrytown, New York.

Inspired by the Academy's education programs for high school students, several professional undergraduate and graduate student societies, including members of the University Scholars Program at the CUNY Honors College, led by

Tanzina Ahmed, and the Chandler Society for Undergraduate Chemistry at Columbia University, led by Philip Sandick, have signed on to support the Academy in its educational outreach efforts.

These student volunteers will receive a complimentary one-year membership to the Academy in exchange for 20 hours of volunteer service. These groups are currently tackling judge recruitment for the New York City Science and Engineering Fair (NYCSEF)—a daunting and challenging task taking into account the 20 percent increase of applications to the Academy's organized competitions such as NYCSEF and JSHS.#

## HIGH SCHOOL NON-GRADS EXPERIENCE MORE HARDSHIPS

Nine out of 10 report that their family finances have not improved over the past year and 36 percent said that they have worsened. Among the working poor, nearly 40 percent of families with a full-time jobholder suffered three or more serious hardships, such as falling behind in rent payments or postponing needed medical care. But education made a significant difference: New

Yorkers who had dropped out of high school were twice as likely to face three or more serious hardships as those who completed high school. Higher education reduced the likelihood of hardships still further; two percent of college graduates and 12 percent of those with some college suffered multiple hardships compared to 45 percent of high school dropouts.#

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## Logos Bookstore's Recommendations



By H. Harris Healy, III, President,  
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The New Year is a time of new beginnings or a time of pursuing the familiar in new ways. The following books present well-known fairytales in such a fashion. Two are from a fairytale collection called *Fairy Tale Jigsaw* and feature: 'Snow White', 'Rumpelstiltskin' and 'Rapunzel in one volume and 'Sleeping Beauty', 'Puss in Boots' and 'Red Riding Hood'. Each tale has two pages of text and colorful illustrations and two jigsaw puzzles based on the tales. There are visual quizzes on character identification at the back of both books. By having such an interactive, tactile experience, especially when playing with the jigsaw puzzles, the children will not soon forget these characters and these tales.

**Fairy Tale Jigsaw: Snow White and The Seven Dwarfs, Rumpelstiltskin, Rapunzel**

(\$9.95, Innovage, Inc.)

**Fairy Tale Jigsaw: Sleeping Beauty, Puss in Boots, Red Riding Hood**

(\$9.95, Innovage, Inc.)

regular age of child attendees is baby to 5 years old. There is a possibility that a Children's Story Time for older children may come into being at 4:30 P.M. on Mondays. Other regular activities are KYTV Reading Group meeting the first Wednesday of every

month, and the Sacred Text Group which meets the second Monday of every month. And if this newspaper hits the newsstands before Saturday, January 8, 2005, you will be in time to attend Ebon Laughing Crow Adelona's discussion of her book: *Save Yourself: A Practical Guide for Understanding Energy, Emotions and Health*, at 1 P.M. followed by a book signing. Welcome to the New Year!

### Upcoming Events At Logos

Wednesday, January 5, 2005 at 7 P.M., KYTV Reading Group will discuss *The Ginger Man* by J.P. Donleavy

Saturday January 8, 2005, at 1 P.M., Ebon Laughing Crow Adelona will discuss her book *Save Yourself: A Practical Guide for Understanding Energy, Emotions, and Health*. Book signing will follow.

Monday, January 10, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis of the Richard Curtis Literary Agency will discuss themes from the books of Leviticus and Numbers.

Wednesday, February 2, 2005 at 7 P.M., KYTV will discuss *Everything That Is Illuminated* by Jonathan Safran Foer.

Transit: Lexington Avenue Subway #4, #5, #6 to 86th St., M86 Bus (86th St.)

M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Ave.)

*Puss in Boots* retold and illustrated by Steve Light is a wonderful new way to look at this familiar tale. In creating the artwork for this book, Light studied the French Rococo artists, especially Jean-Honore Fragonard, as well as French decorative wallpapers. He made hand-stamped patterned paper in varying colors and shades. He collaged the main illustrations on these patterned papers, using pencil to clarify outlines and to add detail. The result is a whirlwind tour through the tale with a high fashion Puss in Boots. The explosion of colors and forms will delight children. The only thing better is the author reading and acting out his own book, which he did recently at a Logos Children's Story Time (he works near Logos).

**Puss in Boots**

retold and illustrated by Steve Light

(\$14.95, Harry N. Abrams Publishing)

Speaking of Children's Story Time, it happens every Monday at 3 P.M. and is led by Dvorah. The

## Ninety-Six And Too Busy To Die

By MERRI ROSENBERG

Here's something that might very well inspire those students who are currently enrolled in alternative high schools or similar programs.

Mortimer Levitt, the founder of the now-defunct Custom Shops Shirtmakers, is perhaps one of the most successful businessmen to actually flunk out of high school. In this entertaining and diverting—if sometimes confusing and name-dropping narrative—Levitt reveals the secrets of his success: an attitude that wouldn't accept failure, a can-do spirit that propelled him to experiment and be comfortable going against the prevailing wisdom, and a determination to embrace as many of life's experiences as possible.

While he relished the challenges of establishing his own business, and enjoyed the benefits of making money, Levitt wasn't about to have money determine how he led his life. Sure, he had fun opening an art gallery, meeting artists and being part of a "glamorous" world, but he wanted to be sure that he also had ample opportunity

**Ninety-Six And Too Busy To Die**

by Mortimer Levitt

(Published by Aspator Books, 2003) 199 pp.

to travel, ski, play tennis and sail his beloved boat. He actually retired from the daily responsibilities of managing his business less than four years after he opened his first shop, at the age of 34. In later years, he cared deeply about philanthropy and the arts, and launched the Levitt Pavilion for the Performing Arts more than 30 years ago in Connecticut. Other centers opened in California and Pennsylvania.

More recently, Levitt has turned his energies and attention to education, developing courses for Mercy College, Bard College and a consortium of high schools in Lawrence, Long Island.

While most people obviously don't have his financial resources, or his distinctive set of skills and talents, Levitt's embrace of life could well inspire legions of baby boomers who need to redefine how they'll spend their ever-longer post-work lives. #

## Excellence in Education: The Making Of Great Schools by Cyril Taylor & Conor Ryan

By MERRI ROSENBERG

Consider just a few of these issues: safe schools, how to better integrate technology into the curriculum, extending the school day and the school year, how much homework is too much, figuring out successful strategies to develop community-based schools, finding foreign language and science teachers, managing gender disparities in achievement and coping with testing.

Sound familiar? These concerns have been the stuff of staff development meetings and educational administrator conferences here for years, as teachers, principals and superintendents struggle to adjust to an ever more demanding, and swiftly changing, educational environment.

What's different in this comprehensive and scholarly book, obviously destined for academic and policy-making circles, is that the educational system in question is that of the United Kingdom, which has in recent years been as convulsed by upheavals as our own system.

So the authors tackle many of the same questions and problems that have been the focus of similar research projects here, reaching many of the same conclusions. Particularly interesting was the calendar developed by one school, which offers a sequence of eight-week academic terms followed by two-week vacations, with

**Excellence in Education: The Making of Great Schools**

by Cyril Taylor & Conor Ryan

(David Fulton, Publishers, London, UK 2005) 311 pp.

only a four-week summer break, as a means to make instructional time more efficient.

Other British schools have experimented with having the school day start at 8 AM (commonplace here, but not there, where 9 AM has been the usual

start time), offering homework clubs and after-school study support as part of an effort to deliver more effective academics to an increasingly diverse and often needy student population.

While the British have looked to America for models on how to deliver gifted and talented education—notably through the Johns Hopkins University National Academy for Gifted and Talented Youth—and managing magnets and charter schools, British educators have turned their focus to France and Germany for inspiration on recasting their vocational education system.

This book would be a fascinating read for anyone interested in international education, and comparative education issues; through this exploration of the British system and its challenges, it is perhaps easier to identify precisely what educators in America need to do. #

## The Magic Charm Books

Every little girl dreams of being a star one day—be it on the ice or onstage. In Elizabeth Koda-Callan's *The Magic Charm Book*™ (4.2 million copies in print) these dreams are achieved while young readers learn the valuable lesson—to just do their best. Redesigned with a more contemporary, striped cover and in an adorable, smaller trim size *The Magic Locket*, *Silver Slippers*, *Shiny Skates* and *Tiny Angel* will inspire a whole new generation of little girls.

In *The Magic Locket*, the first and best selling (1.5 million copies in print) of the series, a little girl who can't seem to do anything right receives an heirloom locket from her aunt. Through it she learns that the magic to succeeding lies within her. *The Silver Slippers* is about a subject all girls are obsessed by—ballet. The little girl seems to be always out of step during class until her mother's gift (tiny silver slippers on a silver chain) gives her the confidence to keep going. How does a little girl learn to shine? Through *The Tiny Angel* an inspiring Christmas story, that teaches her it takes hard work and inspiration. In *The Shiny Skates* the little girl wants to glide across the ice but each time she tries she slips and falls. Through her magic charm necklace she

learns it takes a perseverance and self-confidence to succeed. With the help of an enchanted object and encouragement from their loved ones these four little girls find the strength to make their dreams come true.

Each of *The Magic Charm Books*™ comes with a charm necklace similar to the one in the story. With a series so charming, every reader needs a special place to keep her collection of books and charms. That place is *The Magic Charm Jewelry Box and Book Set* a delightful pink-and-purple jewelry box featuring six compartments as well as a secret space to collect and store all the charms. The jewelry box is packaged with a copy of *The Magic Locket* book to help get every young girl's collection started.

Elizabeth Koda-Callan is a gifted illustrator and storyteller who writes about the hard parts of growing up in a way that touches little girls everywhere. Parents will also love the message of self-confidence and determination each book will instill in their children. #

*Elizabeth Koda-Callan is an author, illustrator, and best selling children's book author. She is the creator of the Magic Charm Books and The Squiggly Wigglys. She lives in New York City.*

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## Mayor Bloomberg's New Year's Message

By MAYOR MICHAEL R. BLOOMBERG

If you couldn't be with me and almost one million of my closest friends in Times Square on New Year's Eve, I hope you were watching. It was spectacular. Giant crowds of cheering revelers... Secretary of State Colin Powell, a great New Yorker and a real American hero, who helped me lower the ball... and 30 tons of party hats, noisemakers, confetti, and paper streamers—all of which were collected and disposed of by our fantastic Sanitation Department, New York's Strongest, before the break of day.

As 2005 begins, we have good reason to feel optimistic. Crime is down to lows not seen not seen since the 1960's... fire fatalities are the lowest they've been since before the Depression... and traffic deaths are at levels not seen since the turn of the last century. In our school system, we are continuing a sweeping reform, and are on the way to ensuring that all of New York City's 1.1 million public school students get the education they need and deserve. We're also in the midst of the largest affordable housing initiative in the past 20 years. And our five-borough economic development strategy is continuing to produce jobs and opportunity in every community. As a result, unemployment in New York is the lowest it has been in nearly four years, and nearly 40,000 more New Yorkers have private sector jobs than did 12 months ago.

"We've got a lot to celebrate—but in the process, we should also all remember our friends and neighbors in uniform and in harm's way, fighting for our freedoms overseas. Nor should we forget

our responsibility to pray for, and help, the tens of thousands in South and Southeast Asia who lost their lives during last week's terrible earthquake. Right now, the best thing we can do to help the survivors is donate to the relief effort. There are a lot of aid groups involved in the effort. If you send your donations to the Mayor's Office, we'll make sure they go to the most effective organizations such as the Red Cross and Doctors Without Borders. Please make checks payable The Mayor's Fund to Advance New York City and mail them to the Mayor's Office at City Hall. I've given money to the effort and I strongly encourage anyone else who can do so to do the same.

The year 2005 gives us new opportunities to create a better world. Here in New York, we can look forward to a number of initiatives that will make our city stronger and more exciting: Hopefully, we'll find out this year that we've been picked to host the 2012 Summer Olympic Games. A New York Games would not only mean welcoming the world's greatest sporting event; it also would produce \$12 billion in economic activity, 130,000 new jobs, and a lasting legacy of recreation facilities, parks, and housing that New Yorkers want and need.

I know it's a little early to be bragging about keeping our New Year's Resolutions, but I think New Yorkers can be forgiven for talking about one sure thing. In 2005, we'll continue to go on living our lives to the fullest and building the best future we can for our children—and making the greatest city in the world even greater.

Have a happy, healthy and safe new year. #



## High Academic Standards? YES! High-Stakes Testing? NO!

By ASSEMBLYMAN STEVEN SANDERS

As an avid sports fan, I find comparisons and similarities between competition in sports and competition in other aspects of human endeavors, including education.

Several years ago, as I was watching an important championship game involving arguably the greatest basketball player of this generation, Michael Jordan, I remember that at a crucial moment, when the game hung in the balance, Jordan went to the free throw line to shoot two foul shots. With an arena of 20,000 fans holding their breath and tens of millions of television viewers watching with great anticipation, Jordan proceeded to miss both shots—and his team lost. How could this otherwise super-talented player, who led the league in scoring and would normally make 90 percent of his free throws, miss at such a critical moment? Moreover, if a person only watched that one game (and had just arrived on the planet, albeit with full appreciation of the sport), that person would believe that Michael Jordan was a mediocre player, at best.

Judging an athlete or a student based on one test or event, particularly when that event is set up to be highly pressurized, or "do or die," oftentimes results in an erroneous conclusion based upon a very subjective and unreliable outcome.

The Regents are to be congratulated for introducing real standards into the assessment of high school students for graduation. And requiring students to take Regents exams as part of that assessment is reasonable.

Next month, however, the Regents have an opportunity to finally make their assessment

regimen both rigorous and fair. They have been meeting during the last few months and have been re-evaluating the role that standardized testing plays in the assessment of students. They now have an opportunity to, well, throw out the bath water—but not the baby too!

High stakes exams, which by definition are the only criteria in evaluating a student's worth, are no better for evaluating a student's overall mastery of subjects than would be using Michael Jordan's critically missed free throws as a "reason" to bench him.

We can have, in this state, the best of both worlds. We can retain objective data provided in standardized tests—that can be used to compare academic performance around the state—as well as scores that contribute to a student's evaluation without being the sole measuring tool. This is not so complicated; our esteemed members of the Board of Regents can surely sort this out sensibly and fairly. By so doing, New York State would have both a high quality, meaningful assessment of high school students' progress, plus a flexible, more accurate and inherently more reliable picture of each student's knowledge, accomplishments and ability.

Multiple academic assessments are used in the finest universities. Reason dictates that they should also be used in New York State's public schools. #

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



## From 'Infantilization' to 'Professionalization'

By CSA PRESIDENT JILL LEVY

Ensnared in a conference room not too long ago with members of the Teaching Commission and their invited guests, I was immediately aware of the prospective power of the participants, not only as individuals, but also of the group as a whole. The group had the potential, as stated in its mission, "to raise student performance by transforming the way in which America's public school teachers are recruited, rewarded, and retained."

Teaching At Risk: A Call to Action, published by the commission makes four major recommendations:

- Redesign how teachers are paid and rewarded for excellence through competitive base pay, performance, and compensation for serving in high need areas.
- Revamp teacher education programs to make teacher quality a top priority by raising standards and encouraging teaching as a career across all fields of study.
- Overhaul licensing and certification requirements to include a common national standard for subject area tests with commensurate state testing of prospective teachers.
- Give principals authority to lead and be the ultimate decision makers at schools, provide teachers the professional support they need and involve them in instructional decision-making.

As I listened to Lou Gerstner, former CEO of IBM and Chairman of the Teaching Commission and Vartan Gregorian, President of the Carnegie Corporation, present their opening remarks, I was

struck by several things.

First, the sincere and compelling argument that if we do not address the issue of recruitment and retention of exemplary teachers in this new global economy, we are doomed to become an educational and economic third world nation.

Second, they expressed compelling passion for the commission's recommendation to significantly improve both teacher compensation and accountability. Third, I was struck by the continuous use of the word "profession" in reference to teaching.

Finally, during their statements and responses from several participants including State Assembly Education Chairman Steve Sanders, State Education Department Commissioner Rick Mills, and NYC Chancellor Joel Klein, I increasingly became aware that matters other than compensation and accountability need addressing. The culture of our "industry," its abysmal record of micro-management, and its penchant for infantilizing its employees top the list.

According to NYS law, neither teaching nor educational administration are among the 45 listed professions.

Just a cursory investigation leads me to believe it's because legislators and superintendents refuse to surrender control.

Then, there are the common and inaccurate beliefs that those who cannot perform—teach, that anyone who attended school can run a school and people who successfully lead corporations know how to successfully manage an education system.

continued on page 27



## How to Make a Difference in the New Year

By MATILDA RAFFA CUOMO

January 2005 is National Mentoring Month. According to the Mentoring Partnership of New York, a coalition of non-profit organizations has developed a major national initiative, in collaboration with the leading broadcast and cable networks to create January National Mentoring Month an annual, concentrated intense national and local media activity combined with extensive community outreach.

The objective is to make the public more aware of the many benefits of mentoring and to invite support. Mentoring USA (MUSA) welcomes the effort as a valuable opportunity to describe our particular model of one to one mentoring that has proven so successful in improving the lives of children at risk and of the volunteers who participate in the mentoring relationship.

The need—and therefore the opportunity is great. Throughout the five boroughs of our city where MUSA operates programs there are long waiting lists of young people who will benefit greatly from a mentoring experience, perhaps as many as 225,000 of them. What we need most now are volunteers willing to serve as mentors. Corporate organizations can be particularly useful by allowing us to recruit from their employees. Serving as a volunteer mentor is not a complicated undertaking. Men and women eager to be of service to a child in need by serving as a useful, loving dedicated adult presence in his or her life need only to commit to spending at least one hour per week for a one year commitment

with the child. MUSA provides training, relatively simple instructions and activities in a manual for the mentor and guidance by our professional program managers available at any time.

The principal reward to the mentor is the satisfaction that you have made a real—perhaps even a vital contribution to the life of your mentee. Our files are filled with letters from mentors expressing their pleasure at having undertaken the effort and from former mentees who credit a mentor as a turning point in their life, leading them to an upward path. In fact, I have been able to produce a book "The Person Who Changed My Life" in which seventy-seven prominent celebrities tell us about their mentors and pay tribute to them. Because of the popularity of the book, a second edition was published with added contributions by Tim Russet, Diane Sawyer, Martin Sheen, Senator John McCain, Secretary Colin Powell and Hillary Rodham Clinton who wrote the forward to the book. The National Mentoring Month 2005 campaign will feature these celebrities and many others in video clips and written essays. We thank all of these celebrities for their caring, time and thoughtfulness.

The National Mentoring Month 2005 campaign website, [www.WhoMentoredYou.org](http://www.WhoMentoredYou.org), provides a variety of ways to be involved in different events; "Thank Your Mentor Day" will be celebrated on Tuesday, January 25. The Mentoring Partnership of New York also has many events scheduled on their website [www.mentoring.org/newyork](http://www.mentoring.org/newyork).

continued on page 27



## PRESIDENT LOIS B. DEFLEUR, SUNY BINGHAMTON SPEAKS ON INTERNATIONAL ED

By LOIS B. DEFLEUR

For many years, the United States has been a beacon for international education. In 2003, nearly 600,000 students from around the globe attended colleges and universities in the U.S. However, this traffic has largely been one-way, as that year, only 174,000 American students traveled abroad for study—a number that equals less than one half of one percent of American college students. Clearly, the U.S. must do more to ensure that students gain global knowledge and cultural understanding through classroom experiences, international internships, and opportunities to study abroad.

Moreover, there are indications that the U.S. may be losing its prominence in international education. Last year, international enrollment at colleges and universities in the U.S. declined by more than two percent. Among reasons cited are



changes in visa regulations and rising college tuition costs. Australia, New Zealand and Canada are also competing hard for international students, while nations that have traditionally sent large numbers of students to the U.S.—such as China, Taiwan, and India—are investing heavily in their own higher education systems in order to keep their most talented students at home.

At Binghamton University, we offer a number of programs to attract and retain international students, to provide opportunities for U.S. students to study abroad, and to enhance international academic experiences. The most ambitious is a dual degree program with four Turkish universities, where students spend two years at Binghamton and two years at a university in Turkey, receiving degrees from both institutions. We have increased the number of overseas programs so that students

can study on any continent. Students can earn an International Studies Certificate by taking courses that emphasize both foreign languages and cross-cultural comparisons and completing an international-oriented internship (either at home or abroad).

The campus commitment to internationalism is clearly understood, as we try to integrate an international outlook in every aspect of the University. Students who can't travel internationally may utilize foreign languages in their science or history classes through our Languages Across the Curriculum program, and all students must fulfill a "Global Interdependencies" requirement. Students also organize international cultural festivals, attend music, dance, and theater presentations from around the globe, and participate in more than 30 internationally based

student groups.

Certainly there is more that Binghamton and other campuses do foster international perspectives with help from local, state and federal sources. First we need to moderate the barriers for international students as well as provide incentives for American students and scholars to pursue international activities. We must improve the visa application and oversight processes to facilitate the education of legitimate students. State and federal governments also should provide incentives for the study of foreign languages and cultures by providing subsidized student loans and grants for language students.

I believe that developing these and other programs would strengthen international education and prepare our students for a future in which economies and cultures depend on global ties. #

## INTERVIEW WITH BARNARD PROFESSOR CARYL PHILLIPS

By NAZNEEN MALIK

Recently, sixteen Barnard students returned from a ten-day trip to Ghana as part of a senior seminar course entitled Literature of the Middle Passage, the brainchild of award-winning author and Barnard English Professor, Caryl Phillips.

This new course is an innovative approach to illuminating the fragmented dialogue between Africa, the Americas, and Europe and its resulting effect on race relations by transforming an intellectual classroom experience into a lasting emotional and cultural experience.

Phillips, who is the Henry R. Luce Professor of Migration and Social Order and the Director of the Barnard Forum on Migration, developed the course as a response to a growing need to address the issues of race,



migration, and multiculturalism that are inherently prevalent in an increasingly global society. "I began to devise a course which involves students reading literature," explains Phillips, "but then a key component would be to take them to the place that was reflected in the literature and hopefully meet some of the people they had been studying." To Phillips, a book is a bridge between societies, between histories because it is written in a global language. It is the product of lived, day-to-day experience.

Unlike traditional study abroad programs that typically lack curricular continuity, Phillips wanted a course that would be fundamentally based in the classroom but had the added bonus of travel. After a two-year period of devising the course, formulating student selection criteria, and raising adequate funding, his idea became a reality.

Prior to the trip, students studied works from prolific authors such as Ama Ata Aidoo, Joseph Conrad, W.E.B. Du Bois, James Baldwin, and Chinua Achebe. They analyzed songs from

musicians Curtis Mayfield, Bob Marley, Stevie Wonder, and Marvin Gaye from a package of lyrics Phillips put together himself. Students also had access to books written by Ghanaian authors that are typically difficult to acquire since a majority of them are not published outside of the country. "Sometimes they aren't even printed and

I asked the writers themselves for the books," says Phillips. Through the magic of the Internet, young Ghanaian writers were paired with Barnard students and participated in email exchanges of their work. The website created for the course served as a place for students to share their feelings and reactions.

Initially, candid conversations regarding race were not as easy to tease out as Phillips had presumed. It seemed the remedy to the perceived

reluctance of students to openly discuss issues concerning race and class was the trip to Ghana itself. "I thought literature would do it," says Phillips, "but I need to find some strategies to make the conversations that do happen in Ghana, happen in the classroom and not wait until we get to Ghana to really open up."

Nevertheless, Phillips regards the course as a success. Although he would love to see the course replicated in other colleges and universities he does point out that it would be expensive. "But I saw something that teachers don't normally get to see," he says, "I saw them [students] change. They are now familiar with the light, the heat, the people, the culture, the food, the different races there; they now see the human face of Africa that you never see when you turn on the television." It is for this reason that Phillips is slightly more hopeful about the future because an experience such as this is one that has a lasting impact on the lens through which we view the world. #



## A MICROBIAL TREASURE AT LAGUARDIA COMMUNITY COLLEGE

By ANGELA PARRINO, Ph.D.

When did you last peer through the ocular lens of a microscope? If you find yourself thinking back to when you were a child,

remember the magic of the slide. At first, the microorganisms you strain to see are a blur against a bright field. Your hand clumsily grabs the coarse adjustment knob; in time, you perfect fine-tuning. And then it happens—the color of the slide screams out at you—bright purple or fuchsia, coccus or rod shapes arranged in clusters or chains. Whether you were first wowed by *Staphylococcus aureus* or *Clostridium perfringens*, your world ironically became bigger and brighter because of these microscopic creatures.

You don't need a microscope to see the treasure at LaGuardia Community College where she's housed in the Biology Department of the brightly lit East Building working magic in classrooms and laboratories. Dr. Gail Baker is her name, the proverbial diamond among glass, with each facet of her instructional practice brilliantly perfected from years of professional experience.

I stumbled upon this associate professor who holds a doctorate from Columbia University quite unexpectedly and without recommendation, as I needed a microbiology course for a program of study I will soon enter. Dr. Gail Baker is a consummate professional who possesses an extraordinary intellect; she never fails to answer students' questions. Organized and punctual, she makes students look forward to coming to class at the ungodly hour of 8AM because she effectively conveys her material, in one-hour delicious servings of bacteria, viruses, and protozoa whose names roll off her tongue so effortlessly.

Dr. Baker is a model instructor, an inspiration for students and faculty alike. In addition to having been Dr. Baker's student, I have also been an educator for many years. I know what goes into a flawless teaching performance and how easy it is to fall off the mark despite our best intentions. Professor Baker varies assessment allowing students more opportunity to shine. In addition to the standard multiple-choice tests of science classes, she assesses students' skills with group and individual projects in which students apply course concepts. This makes her job more difficult yet she generously sprinkles thoughtful feedback on students' work. She reviews project outlines and requires preliminary drafts so as to improve students' ultimate performance. The instructor piggybacks new information onto prior knowledge at the beginning of each class making meaningful connections that foster long-term retention of content. Her questions stimulate critical thinking and appropriately tease students into asking their own questions, thus heightening students' intrinsic motivation to learn.

While researchers in the hard sciences are traditionally rewarded in institutions of higher learning for their work, we should not fail to honor the invaluable contributions of educators like Gail Baker who equip students with not only the knowledge to become nurses, doctors, and physician assistants, but who reawaken students' childhood wonder; when looking into a microscope for the first time they realized how enormous the world is and dreamed of their role in it.

When did you last peer through the ocular lens of a microscope? LaGuardia's jewel humbly awaits you. #

Angela Parrino, Ph.D. is Associate Professor, MA in TESOL Program—School of Education, CUNY—Hunter College.

## BANK STREET COLLEGE'S INFANCY INSTITUTE RECEIVES \$5,000 FROM RONALD McDONALD HOUSE

The Ronald McDonald House Charities has given a grant to Bank Street College's Infancy Institute in the amount of \$5,000. The grant will provide scholarships for childcare workers who could not otherwise afford to attend.

The Infancy Institute is offered on a yearly basis in late June, and is designed to meet the needs of professionals who work in varied settings with infants, toddlers, and families. The three-day conference provides a high-quality, individualized experience with numerous choices among stimulating workshops and presentations. Each year, Institute participants develop skills in observing and analyzing children's behavior, working with parents, and working with children with special needs. They also increase their knowledge of the principles of child development and of creating and maintaining a safe, healthy, and stimulating environment for young children. This is accomplished through a series of intensive, small group workshops on a wide variety of topics, as well as a site visit to an exemplary infant/toddler center. Every year there is a keynote address, past speakers have included Dr. Ruby Takanishi, Dr. Kathryn Hirsh-Pasek, and Michael Trout.

This is the eighth year that the Ronald McDonald House Charities have supported scholarships to the Institute. These scholarships are important, for many of those who cannot afford this sort of training are precisely those who most need what the training offers. McDonald's generous contributions have touched the lives of hundreds of children and care givers.

For nearly a century, Bank Street has been a powerful force for innovation and best practices in teaching and learning for children. Its original ideas have shaped a distinctive approach to children's education that can be found in successful classrooms, schools, museums and other learning environments in communities across the country.

Bank Street's creative approach to teaching and learning takes expression in countless examples. Bank Street has launched successful initiatives to improve urban public schools, helped create Head Start, set new standards for children's literature, and developed programs to make parents and their communities more effective partners in the education of children.

The Bank Street Approach educates children who are curious, love learning, are highly motivated, respectful and tolerant of human differences, engaged with the world around them, and prepared to lead lives of consequence.

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society. #



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## WHAT TO 'SAY' IN THE COLLEGE ESSAY

By KATHERINE COHEN, Ph.D.

The college essay is the most important component of the college application in terms of making the applicant come alive in the mind of the admissions reader. Consider the essay as a handshake or most personal introduction to the college admissions committee. Therefore, the first step in selecting a college essay topic is to know yourself by identifying the highlights of characteristics and personal experiences in which to draw from.

Most college admissions committees want to know something about the applicant that they cannot otherwise learn from the rest of the application. A good essay can make the applicant come to life. Therefore, a specific and concise essay concentrating on a single outstanding attribute, experience, or activity (without listing what is on the activity resume) will allow the opportunity to elaborate on something important in specific details. It is important to read through the application to determine the number of essays required and their word lengths; following directions is key. Some colleges ask very specific questions, while others will allow the applicants to choose from a number of topics or select one of their own choosing.

One of the first steps in determining the personal essay topic is to create a list of one's character traits and then to come up with an experience which reveals these traits without using those words. The applicant may want to ask himself or herself some personal questions to come up with some topics. Typical questions could be: When was I most fulfilled? Who is my hero or heroine and why? What was my

biggest failure and how did I respond to it? What have I struggled with in life and how did I overcome it? Where do I see myself in the future? To come up with a list of possible essay topics that express one's personality and character in the form of a story, ask five closest people to describe what they know about you—what stories best describe who you are and what you stand for. Take notes as the story is told and select the topic that best presents the real you.

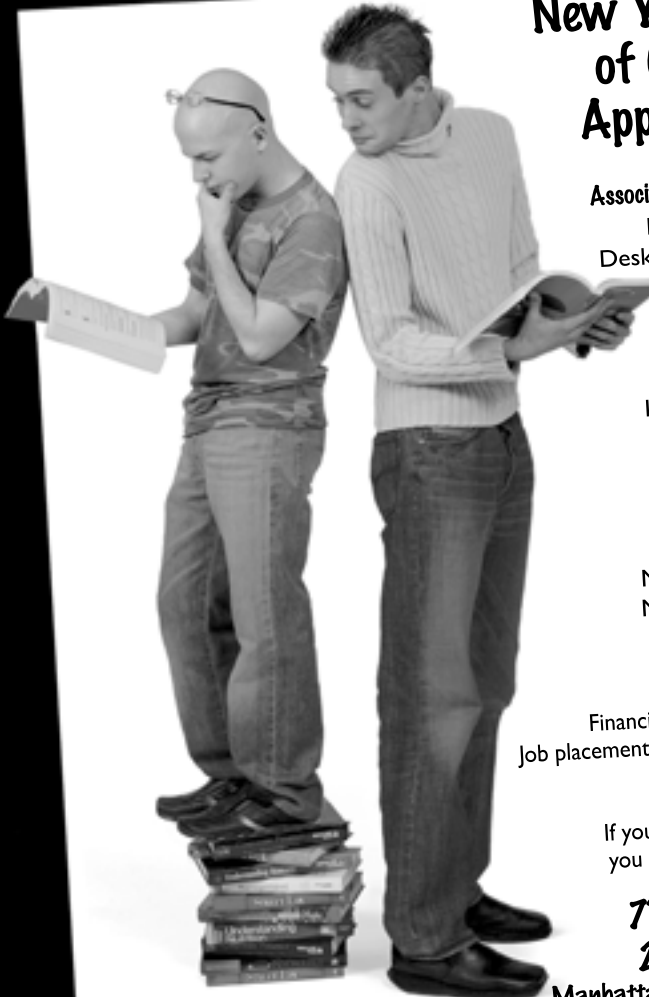
When writing the essay, the goal should be to tell a story—one that only you can tell in your own voice—that will lead the reader to determine your personal characteristics and qualities without being presented with a list of superlatives on how wonderful and great you are. As a general strategy, it is always a good idea to have a catchy first sentence to grab the reader's attention and encourage the reader to read on. Become familiar with successful essays; thousands have been published. Finally, use these essays as an inspiration and learning tool for identifying particularly good examples of what college admissions officers are looking for in a college application essay. Never copy an existing essay or write what you believe the admissions director wants to hear. The more authentic the essay, the more compelling.#

*Katherine Cohen, Ph.D. is IvyWise President and College Admissions Counselor. IvyWise is an educational counseling service headquartered in New York City. More information is available by calling toll-free to (877) IVY-WISE, or by logging on to the company's Web site at [www.ivywise.com](http://www.ivywise.com).*

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**COLLEGE PRESIDENT'S SERIES**

**PRESIDENT REGINA S. PERUGGI,  
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By **JOAN BAUM, Ph.D.**

For Regina S. Peruggi, Kingsborough Community College's new president, and the first woman to hold the position in the college's 40-year history, the opportunity to come back to CUNY—where she forged her administrative expertise after an earlier career in social work and serving on numerous nonprofit agencies and community institution—is truly “a homecoming.” Prior to coming to Kingsborough (KCC), Dr. Peruggi was the president of the Central Park Conservancy and before that, for 11 years, the president of Marymount Manhattan College. Knowing that it may sound hokey to some, the new president speaks with unscripted enthusiasm about the mission of CUNY and the opportunity to serve at one of the system's most successful (she also says “unique”) two-year colleges. She doesn't wait for a question about definition—she's got data at her fingertips but also an investment of heart. She beams, talking about what she has inherited and what she hopes to enhance. KCC is not only “the most beautiful” of all the CUNY campuses, a 70-acre waterfront complex of, for the most part, interconnected low-scale buildings, right off Manhattan Beach in Brooklyn, but with over 20,000 credit and 15,000 continuing education students (with national outstanding GED and ESL programs), many older adults, many working women, one of the most desirable, to judge from an unprecedented number of applications for admissions. Enrollment is at an all-time high.

Word has obviously gotten out: KCC, which used to be called “the best kept secret in New York City higher education,” now has an enviable reputation for preparing students for professions that lead to real jobs, especially in technology-related fields in business, nautical training programs, travel and tourism, and health-related areas (nursing, science, physical education). Often students choose KCC even when they can get into one of CUNY's senior colleges, and the school attracts students who come from other boroughs and nearby states, though the overwhelming majority of those enrolled come from Brooklyn. At the college's Fall 2004 Convocation President Peruggi, who has a strong record forging and maintaining ties between town and gown, announced to a packed and cheering house at the Leon M. Goldstein Performing Arts Center that she will continue to strengthen links between the college and the borough and especially extend a hand to its “first generation and new immigrants.” And what could be better than the just-established free Winter Concerts—a series dedicated to Sounds of the Big Bands and open to the entire Brooklyn community? (A classical concert is scheduled for March.)

In spite of its large numbers, the college looks, feels, and acts like a suburban campus, an impression confirmed for the president in many informal conversations she has held with students, faculty and staff since her arrival last August. Indeed, on the day *Education Update* came calling Kingsborough was closing down its annual Clothesline Exhibition against domestic violence but the place was packed with the curious and dedicated. Though an urban, working-class institution, KCC boasts over 80 student clubs and activities, and the president suggests that KCC may have the most long-time and faithful faculty and staff in the CUNY system. Turnover is extremely low, the feeling of belonging high, and the national news promising. President Bush has said on numerous occasions that he considers community colleges vital in the nation's drive to improve education in the country.

Of course it is too early for President Peruggi to articulate particular plans but she has already made her presence felt in unusual ways—holding lunches and dinners for faculty and student leaders and taking visitors on tours—in a golf cart. On one recent trip, she just happened to meet two students, one an 18 year old, the other a senior, both from different countries and cultures, but both serving on the school newspaper. “That's Kingsborough, that's CUNY.”#

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## BARNARD PROFESSOR EXAMINES WOMEN'S IMPACT ON SEX & POLITICS

By SARAH ANN MOCKBEE

In celebration of her book's publication, Rosalind Rosenberg, a history professor at

Barnard College, recently gave a lecture at Columbia University as the final public installment of "Columbia 250"—a yearlong series

of events that has honored the University's founding in 1754. In her book, *Changing the Subject: How Women of Columbia Shaped the Way We Think about Sex and Politics*, Rosenberg asserts that Columbia University's vehement opposition to admitting women to its undergraduate college in the late 1800's is the very reason Columbia University can now claim to have helped produce some of our greatest female thinkers, innovators and humanitarians of the past century.

Had Columbia University allowed women to be admitted to its undergraduate school at that time, Barnard College, the women's college affiliated with Columbia, would not have been founded in 1889, and consequently thousands of young women would have been denied the stellar education they have received. Rosenberg is quick to note that Barnard would not have been successful if they had not demanded their own board of trustees, their own president and, most importantly, their own faculty. Armed with some of the most progressive intellectuals of the time, Barnard began turning out confident, strong, independent women who then began helping other underrepresented groups matriculate into the University.

Those in opposition to co-education at Columbia College feared that if women were allowed admission, then other minorities—like Catholics, Jews and African-Americans—

might attempt to make way into the University as well. Columbia did begin to accept candidates regardless of religion, ethnicity or race after the Civil Rights Movement. However, it was not until 1982 that women were admitted into Columbia's undergraduate college, marking the last Ivy League university to go co-ed.

Rosenberg interviewed over 60 people for her book and took advantage of Columbia's vast archives in order to get the facts straight. Her research was not always found in likely places. She fondly recalls finding prize pieces of information in the back of a forgotten filing cabinet or discarded at the bottom of a closet. Her most treasured find was the 1883 Memorial Petition, nicknamed the "Monster Petition," which is the original document that called for the admission of women to the University. Ulysses S. Grant and Theodore Roosevelt signed it, among others.

Rosalind ended her talk with a supposition of what those initially opposed to the admission of women might think of Columbia University today—with the success that Barnard College and Columbia College have enjoyed over the past years, they might decide their fears were very much unfounded. Rosenberg's book chronicles over one hundred years of struggle for equality, and she ended the lecture with an astute observation. "Changing the subject," she stated, "sometimes takes a very long time." #

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For further information, please contact Prof. Beverly Smith at 212-650-5975, or Eric Newman 212-650-6756, or [mated@ccny.cuny.edu](mailto:mated@ccny.cuny.edu) #

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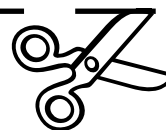
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## Day Camp for Children with Special Needs Becomes the Special Olympics

By TOM KERTES

Throughout the 1960s Eunice Kennedy Shriver—President Kennedy’s sister and the wife of Sargent Shriver, the creator of the Peace Corps—maintained a day camp for children with special needs on her farm in Maryland. The activities that took place at that camp were the original impetus for the Special Olympics, an event that leaves no one who watches it unmoved.

“The idea was to enable children with mental (and some physical) challenges to compete in organized sports just like the rest of us do,” said Neil J. Johnson, president and chief executive officer of Special Olympics New York. “The challenge would obviously be so beneficial and enriching to their lives. Yet don’t think for a single minute that bringing to life this obviously wonderful plan was simple or easy.”

Johnson added, “You have to see the films of the first Games, which were held at Soldier Field in Chicago... They built an outdoor pool for the swimming events and, at every five feet or so, there was a lifeguard panicking big-time, practically ready to jump. In 1969, people actually thought that persons with mental retardation had no buoyancy, that they couldn’t possibly swim a lick. The common fear was that they’d just sink and drown.”

Of course America, and other countries, have come a long way since—and, in many ways, they have the Special Olympics to thank for that. Today, the Games are a global movement, encompassing 170 countries.

“In many developing countries, there was no recognition of mental retardation at all before the Special Olympics came in,” Johnson said. “They would just say ‘we don’t have any people like that.’ And even here in the U.S. it took some time to realize that these games are not only wonderfully important for the competitors – in the way of acquiring self-esteem, the joys and pride of achievement, socialization, etc.—but to their families as well.”

“You know how Moms and Dads take tremendous pride in their kids’ participating in Little League or excelling in other sports?” Johnson asked. “Well, it’s no different for the families of children with mental retardation. Not one bit.”

He added, “It is a very healing, very important thing. It strengthens families.”

Over 33,000 volunteers help make possible the Special Olympics, which now has both Winter and Summer Games, held at regular Olympic intervals. The objective of the Games, which provide year-round training for competitors, is not victory but participation.

Although medals are awarded, the competitions operate on a “divisioning” basis. “Everyone can compete, regardless of ability,” said Johnson. “And the ‘divisioning’ concept assures every participant that they’ll compete against others at the same level.”

The Summer Games offer competitions in 22 sports making them a program almost identical to the regular Olympics. “Some of our athletes have really proven their stuff,” said Johnson. #

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## NJ Makes Flu Vaccine Available

Acting Governor Richard J. Codey announced that Acting Health and Senior Services Commissioner Fred M. Jacobs M.D., J.D. has issued an administrative order allowing health care providers to administer influenza vaccine to anyone under age 65 who requests it, as long as demand from their high-risk/high-priority patients has been met first.

The action was based on the recent Department of Health and Senior Services statewide survey of health care providers, which showed that New Jersey will have a significant amount of unused vaccine. Providers who have unused vaccine can begin vaccinating non-high-risk/high-priority individuals immediately.

The influenza season occurs between October and early April, with the peak occurrence typically in January and February. New Jersey reported its first flu case last month, and its flu activity level was recently raised from "sporadic" to "local."

Last month, the federal Centers for Disease Control and Prevention Advisory Committee on Immunization Practices (ACIP) expanded the recommended list of flu vaccine priority groups as of January 3, if local availability allowed it.

Based on survey results to date, providers need another 9,200 doses for their high-risk/high-priority patients. The department is now placing those vaccine orders with the CDC, and vaccine should be shipped shortly.

A total of 478 providers responded by the January 3 survey deadline. There were 188 providers seeking to purchase an additional 9,200 doses for high-risk/high-priority patients. There were 47 providers who said they had

nearly 9,000 doses of unused vaccine and 243 providers that did not want to purchase vaccine and did not have any extra.

Surveys were sent to thousands of providers statewide. The department is giving those who have not yet replied until January 12 to submit their requests for additional vaccine for high-risk/high-priority patients. By January 13, New Jersey must place its final vaccine order with the CDC.

"We have ample allotted vaccine to meet additional demand up to January 13, at which point any unpurchased vaccine allotted to the state will be reallocated by the CDC to other states with unmet demand," said Dr. Eddy Bresnitz, state epidemiologist and senior assistant commissioner.

There are measures New Jersey residents should take to protect themselves from the flu and other respiratory viruses: avoid people who are ill, stay home when sick, and practice Universal Respiratory Precautions including covering the nose and mouth when coughing or sneezing, using tissues to contain respiratory secretions and promptly disposing of them, and washing hands thoroughly and often.

It is also recommended that seniors and people with chronic health problems receive pneumococcal vaccine as directed by their health care provider. For those who do get the flu, this vaccine protects against a type of pneumonia that can be contracted as a complication of influenza.

Survey forms may be downloaded from the department's web site at [www.nj.gov/health/flu](http://www.nj.gov/health/flu), but cannot be filed online. #

## Codey Establishes Task Force to Improve Student Math Skills

Acting Governor Richard J. Codey recently signed an executive order establishing a Mathematics Task Force charged with addressing the need to improve student performance in math. The task force, under the direction of Department of Education Commissioner William L. Librera, will research and discuss a variety of math-related topics, ranging from teacher preparation and recruitment to teaching techniques and student performance. "Understanding math is vital to our children's future success," said Codey. "Math skills are critical when it comes to securing a job or getting into college. A strong foundation in math built now will help our children throughout their lives."

Approximately 30 percent of students in grades 4th and 11th grades failed the math portion of the statewide High School Proficiency Assessment this year. The number of 8th-graders failing totaled about 38 percent. These numbers, coupled with the results of the Department of Education's Summer Institute for the Special Review Assessment, make the Mathematics Task Force all the more important. The Summer Institute offered soon-to-be seniors who failed one or both parts of the High School Proficiency test five weeks of intensive tutoring, followed by a re-test in August. Of the 215 summer institute students who re-took the math portion of the test, only about 36 percent passed.

Librera said he expects the Mathematics Task Force to fulfill a charge similar to the one carried out by the Early Literacy Task Force, which in 2002 developed a clear statement of the problem of low student performance in reading and writing, gathered and summarized research and best practices designed to address the problem, and offered recommendations for specific actions at the state level. Those recommendations were

later used in a variety of reforms designed to improve teacher certification and professional development, curriculum alignment and effective instructional techniques in teaching reading and writing to young children.

"Today, we begin a historic undertaking," Librera said. "This task force has accepted the charge of completing a comprehensive review of critical issues regarding the teaching and learning of mathematics in New Jersey. I look forward to a time in the spring when I can report on the task force's findings and recommendations." The task force's recommendations are due to the Acting Governor by May 1, 2005.

Upon Codey's signing of the executive order, Librera named Dr. Joyce Baynes, Superintendent of Schools in Dunellen, and Dr. Bruce Normandia, chairman of the Department of Curriculum and Instruction at Monmouth University, as co-chairs of the task force. Baynes, earned her doctorate in mathematics from Columbia University Teachers College. She earned her master's degree in mathematics from Harvard University's Graduate School of Education and her bachelor's degree, also in mathematics, from Swarthmore College. She is a career educator who has held teaching and administrative positions in Englewood and Teaneck before coming to Dunellen. Normandia earned his doctorate in mathematics from Rutgers University Graduate School of Education. He holds a master's degree in mathematics from Montclair State College and a bachelor's degree, also in mathematics from Seton Hall University. He has served public school districts and higher education institutions in a variety of teaching and administrative positions. He was superintendent of schools in Brick Township for six years prior to joining Monmouth University.#

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## Schools Construction Corp Reports Progress

New Jersey is making tremendous progress in transforming its public schools, but will require additional support to meet its obligation to the state's children, John F. Spencer, CEO of the New Jersey Schools Construction Corporation (SCC), told legislators today.

Spencer delivered a presentation to Education committees regarding the SCC's progress since its creation in October 2002. In addition to discussing project highlights, efforts to build business and community opportunities and future challenges facing the SCC, he told legislators that additional funding will be necessary to support the schools construction program.

"The progress we are making for our children and our future is because the State of New Jersey had the foresight and courage to invest in the lives of our children, the students of New Jersey," Spencer said. "We have worked hard at the SCC to build modern learning environments in the safest and most expeditious way possible. In just two years, we've built numerous schools, performed hundreds of health and safety repairs, and helped revitalize communities throughout this State."

Spencer highlighted some of the agency's progress to date:

- 2500 School Projects Impacted. The SCC has committed to support 2500 school construction projects at 1700 schools throughout the state for renovations, additions, health and safety work and new construction.

- Opening 50 New Schools. By the end of 2004, the SCC expects 50 new schools to open.

- More than 350 Health and Safety Projects Completed. By the beginning of the 2004 school year, the SCC had performed \$660 million worth of health and safety repairs.

- 940 Early Childhood Classrooms. The SCC is creating enough classroom space to serve more than 14,000 early childhood students.

- Six School-Based "Demonstration Projects". The SCC is supporting six demonstration projects in Union City, Trenton, Vineland, New Brunswick, Camden and East Orange worth more than \$500 million. Designed as catalysts for community revitalization, these projects incorporate community design features and local redevelopment efforts into the construction of a new school facility.#

## Free Resources for Teachers & Students

### Language arts

"The Lewis Carroll Scrapbook Collection" contains 130 newspaper clippings, photos, & materials from a scrapbook kept by Charles Lutwidge Dodgson. Better known as Lewis Carroll, author of Alice's "Adventures in Wonderland" (1865) & "Through the Looking-Glass" (1871), Dodgson was a lecturer in mathematics at the University of Oxford. (LOC) <http://international.loc.gov/intldl/carrollhtml/>

### Mathematics

"Mathematics Across the Curriculum" features an "electronic bookshelf" of materials for teaching math in art, history, literature, & music, as well as

science, engineering, & other disciplines traditionally associated with math. Topics include misleading averages, bar codes, crime statistics, DNA, data analysis, expert systems, gasoline, information theory, medical testing, music & computers, nutrition, polls, population growth, probability, remote sensing, AIDS, & vaccines. (NSF) <http://www.math.dartmouth.edu/~matc/eBookshelf/index.html>

"Project Links" provides 7 web-based modules for teaching advanced math methods, probability & statistics, differential equations, discrete mathematics, linear systems, & calculus. (NSF)

<http://links.math.rpi.edu/#>



FROM THE SUPERINTENDENT'S SEAT:

# IS THAT WHAT YOU ARE WEARING?



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

Is that what you're wearing? How many of us recognize that line from our own parenting repertoire?

What's your style, clothing-wise? Do you let your children choose their own personal style or do you believe in having closer control over the closet.

For the most part, we believe that parents should indulge children in dressing to their own sense of style. That is not to say that we believe parents should feel any obligation to buy clothing or accessories outside of the family's budget because they are the must-have designer. But, within reason, children can have some autonomy over their

wardrobe selections. The older the child, the more personal discretion he or she should have.

Before handing your children a credit card or a blank check and letting him loose in the mall, preface any shopping excursion by setting the limitations and parameters of clothing that you feel are right for your children. In addition to price, you may also have to set standards for modesty and appropriate school attire. Rather than fighting over individual choices, make the rule that your child will not be allowed to wear overly revealing or overly sloppy clothing. And most schools will request that students not display any offensive language on their clothing. That said, your child will feel most comfortable and confident during the school day if he is able to dress in the style that they choose. For some children it may mean wearing the exact same clothes as their best friend (or their three or four best friends). For others it may mean making a statement that they choose not to follow the same style as the majority of their peers. They may find their own signature look.

Before you make a judgment on what your children select, and utter those words, "Is that what you're wearing?" take a self-inventory check and determine if your children are indeed in step with their peers. Though your preference might be to see your children in beautifully matching outfits made from quality goods, they may view those clothes as tacky, ugly, uncool, or just not their style. We suggest asking the following questions about a clothing choice before attempting to veto it: Is the clothing appropriate for the season and the temperature? Is there anything unsafe about the clothing? Are heels too high for walking? Will the clothing inhibit the child from fully participating in school in any way? If the clothes pass these tests, try to look away when it comes to color, style, fabric, and design—if they truly represent your kids' taste in clothing to wear to school. Save fashion vetoes for more formal events, like family weddings and other special occasions. Let them choose what's right for school. They need to feel comfortable and good about themselves in what they are wearing in order for them to succeed in the school social setting. #

# Levy

continued from page 20

Through experience and research, we know we must compensate teachers and administrators commensurate with other professions to attract high performers. Provide them with the tools to manage students, instruction, and resources. Offer a career ladder to teachers that include classroom instruction with opportunities to impart their skills to others. Provide educators with continued opportunities to grow professionally at their own rate. Offer administrators opportunities to broaden their careers and take on new and exciting challenges. Compensate those who take risks and most importantly, hold them accountable for their decisions—not the decisions of others. Each one of these steps helps provide a better work environment and thus will encourage retention of teachers and supervisors.

However, if the school system continues to micro-manage its schools, and create hostile environments, no amount of pay nor job opportunities will stabilize the system. Without the right to

lead, make decisions, acquire adequate and stable resources, have the necessary personnel to share decision-making and implement those decisions, a Principal cannot realistically be held accountable. Change our culture of "infantilization" into one of "professionalization" and we have a chance to build a stable system of professionals. Higher standards are sure to follow.

For me, it is clear that we must begin the discussion on professionalization. That includes having input into creating professional standards, licensing, certification, quality review, suspensions and removals of license to practice, and the ability to design and implement mandatory programs for our own professional development. The commission has certainly started a dialogue with far-reaching possibilities. We must all agree to down the path towards a state-wide transformation for our chosen "profession." #

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

# Cuomo

continued from page 20

MUSA is fortunate to have many compassionate heroes—our volunteers, mentors, school and site coordinators and community friends. We thank the following book publishers who donated books for our mentees at our annual Holiday Party: Random House, Houghton Mifflin, Time Warner Book Group and Bloomsbury Children's Books.

Our special thanks to Michael Gould, President and CEO of Bloomingdale's, and all the employees who are mentors for the children at PS 59, MUSA's largest program. Again, for the 4th consecutive year, MUSA is proud to have Bloomingdale's devote their Third Avenue corner window to MUSA, displaying a creative mentoring theme. Michael Gould will unveil the outstanding window on Tuesday morning, January 25 and then

host a breakfast for the mentors and mentees from PS 59.

This year, we are thrilled to have the participation of the members of the National Basketball Association and the Women's National Basketball Association and have them join MUSA for National Mentoring Month 2005.

Everyone can make a difference in the life of a child. Be a mentor!

To become a mentor in the Mentoring USA programs throughout New York City, please access [www.MentoringUSA.org](http://www.MentoringUSA.org) call our Recruitment Manager Leslie Kelley at 212.400.8286 or e-mail [MUSA@MentoringUSA.org](mailto:MUSA@MentoringUSA.org) #

Matilda Cuomo is the Founder and Chairperson of Mentoring USA and Janet Polli is the Director of MUSA.

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## THE NEW YORK PUBLIC LIBRARY'S ANNUAL GUIDE TO THE 100 BEST BOOKS FOR CHILDREN NOW AVAILABLE

The New York Public Library's annual list of the best books for kids is now available. Children's Books 2004: One Hundred Titles for Reading and Sharing, selected by a committee of experienced children's librarians, is a carefully chosen collection that represents the best books in humor, adventure, history, and just plain old fun.

Journeys and quests and the search for family and a place to call home are recurring themes found in many of the titles in this year's list. "Stories for Younger Children" includes Gregory Rogers' *The Boy, the Bear, the Baron, the Bard*, a tale of a wild chase through time where a boy ends up in the streets of Shakespeare's London looking for his soccer ball. In *Baby Brains: The Smartest Baby in the Whole World*, Simon James tells the story of B.B. who, after a day in the hospital and a trip into space, still needs his mother's hug.

The "Fairy Tales & Legends" section features the selection *The People Could Fly*, by Virginia Hamilton in a new picture book format illustrated by Leo and Diane Dillon. Read tales of clandestine beings in *The Hidden Folk: Stories of Fairies, Dwarves, Selkies, and Other Secret Beings*, by Lisa Lunge-Larsen.

Among the selections in "Poetry & Song" is Robert Sabuda's *America the Beautiful*, a journey through America that celebrates its national landmarks and scenery with magnificent pop-up art.

In *Seadogs: An Epic Poem Operetta*, composed by Lisa Wheeler, daring dogs battle dastardly pirates in grand performance.

Choosing a book for children ages 8—12 will be an adventure in itself. Among the themes explored are stories of courageous youth who strike out in search of fathers and mothers in such diverse tales as *Becoming Naomi Le'on*, *Bird, Here Today*, *So B. It*, *Sonny's House of Spies*, and *The Star of Kazan*.

Non-fiction titles include several stories on the childhoods of well-known personages, including Dr. Seuss, in *The Boy on Fairfield Street*; John James Audubon, in *The Boy Who Drew Birds*; and Albert Einstein, in *Odd Boy Out*. Or, take a journey through the animal kingdom with several titles in this category. Explore the world of mammals, fish and birds born without pigment, in *Albino Animals*. In *Looking for Seabirds: Journal from an Alaskan Voyage*, a scientist shares her observations and paintings of tufted puffins and other northern birds. View stunning color photographs of a rarely seen and beautiful bear in *Search for the Golden Moon Bear: Science and Adventure in the Asian Tropics*.

Free copies are available by request at all branch libraries and may be viewed online at <http://kids.nypl.org/> by clicking the link "Reading & Books." #

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## The Salzburg Festival Part 2 Korngold's *Die Tote Stadt*: Let's Hear This Forgotten Masterpiece More Often!

By IRVING SPITZ

One of the memorable highlights at the recent Salzburg summer Festival was a performance of *Die Tote Stadt* (The Dead City), an opera composed by Eric Wolfgang Korngold. Pronounced a musical genius at a very early age by no less than Gustav Mahler, Korngold composed this opera when he was only 22 years old. It was widely performed in Europe, particularly in Germany under the baton of leading conductors (Otto Klemperer and George Szell) with prominent vocalists (Maria Jeritz, Lotte Lehmann and Richard Tauber) but with the coming to power of the Nazis, this opera was banned. Meanwhile Korngold had left Europe and was working in Hollywood where he won several Oscars for composing film scores for Warner Brothers. Possibly because of this foray into Hollywood, his reputation as a serious classical composer suffered and after his death, his work fell into complete oblivion. Recently there has been a movement to resurrect his music and the current Salzburg festival staged not only Korngold's *Die Tote Stadt* but also gave performances of several of his other works.



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*Die Tote Stadt* is a Freudian tale set in the Belgian city of Bruges, not the real Bruges, but a city in the imagination of Paul who is the opera's chief protagonist. The gloomy atmosphere of Bruges reminds Paul of death and his beloved wife Marie. The libretto relates how he tries to escape from his obsession of his dead wife. Paul lives alone except for his devoted housekeeper Brigitta. One room in his house is a temple shrine to his beloved deceased wife. Here he preserves her mementos including photographs, a lute and her portrait together with a braid of her golden hair. One day he meets a young dancer, Marietta, who bears a striking resemblance to his late wife and he invites her to his house. Paul's friend Frank warns him that he is playing a dangerous game but Paul will not listen. Indeed the worldly and fun loving Marietta is the opposite of Marie. Marietta then leaves Paul's house to meet with her theatrical group. Paul falls asleep and then his hallucinations and nightmares begin. These continue until almost the end of the opera. The dead Marie

steps out of her picture to be replaced by Marietta. In Act 2, Paul wanders about near a canal close to Marietta's house seeking her. She soon approaches with her friends and is berated by Paul but nevertheless she returns with him to his house. In Act 3, a violent argument ensues and Paul in his hallucination strangles Marietta with the braid of Marie's hair. He then awakens from his dream and his housekeeper comes in to announce that Marietta has returned. But now Paul has finally freed himself from his past. Finding Paul totally disinterested in her, Marietta leaves.

This new production was directed by Willy Decker with sets by Wolfgang Gussmann. The staging in the Kleines Festspielhaus was magical and intriguing. The dream sequences in particular were most arresting. They began with the back wall of Paul's room disappearing as he fell asleep in an armchair with the room becoming distorted. Decker brilliantly succeeded in blending reality and the dream world.

This opera requires a huge orchestra with much percussion as well as a large choir. It contains two hit numbers, Marietta's lute song and a waltz in Act 2 sung by Frank. The music is late Romantic and reminiscent of Richard Strauss and Puccini. It is not surprising that Korngold was dubbed the "Viennese Puccini." The Vienna Philharmonic under Donald Runnicles gave a riveting performance and succeeded brilliantly in bringing out the melodic harmonies.

Tenor Torsten Kerl took the role of Paul and succeeded in bringing drama, vocal power and pathos to the arduous role. Soprano Angela Denoke, as Marietta and Marie displayed not only vocal prowess but also a flair for acting and dancing, a trait not many singers possess. The only non-German in the cast, Danish baritone, Bo Slovhus, was most compelling in the role of Frank. Mezzo Daniela Denschlag, sang the role of Paul's housekeeper Brigitta with great sensitivity. This performance led credence to the belief that *Die Tote Stadt* is one of the great-unperformed operas of the 20th Century. It certainly deserves a wide audience and we should hear it more often. #

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## THE ARK OF HOPE AT MARYMOUNT SCHOOL



As an artwork that expresses concern for the environment and world peace, the Ark of Hope has traveled around the world, recently visiting the African village of a female Nobel Prize winner. It contains over 600 books handmade by artists, schoolchildren and others. Symbols of faith from traditional religions and indigenous societies surround the top panel, which honors the children and young animals of the world. Inside the Ark's lid is the Earth Charter handwritten on papyrus paper. The Earth Charter document is an international people's treaty for building a just, sustainable and peaceful global society in the 21st century.

Concepcion R. Alvar, Headmistress of Marymount School, said: "Marymount students are excited to contribute to this remarkable art project and to join with people around the world who share a deep concern for the future of our planet. In so many original projects and campaigns, our students have advocated for environmental reforms and argued for the need to make vital resources, like water, available in parts of the world where they are increasingly scarce." #

Marymount School, an independent K-12 Catholic girl's school in Manhattan, has been selected to house The Ark of Hope, an international art project that contains handcrafted books from around the world. Marymount students were invited to create a book for the Ark in recognition of their presentations at the U.N. Water, Youth and Sanitation conference last spring.

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## GREED AND COMPASSION SPAR IN THE MERCHANT OF VENICE



By JAN AARON

Michael Radford's *The Merchant of Venice* is excellent for contemporary film audiences, explaining the play's anti-Semitism and all else. Expertly adapted, with exteriors shot in Venice (studio interiors in Luxembourg), the movie should attract Shakespeare's many fans—and help students appreciate the Bard. Teachers who assign this play in class might suggest first taking in this film before reading the text.

The strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle Shylock, who elicits our compassion, which is notable since he is the villain of the story. Solid performances by the excellent Jeremy Irons (Antonio) and Joseph Fiennes (Bassanio) and newcomers Lynn Collins (Portia), Kris Marshall (Gratiano) and Charlie Cox (Lorenzo) and all others add plenty of plot twists.

The story summarized: Bassanio needs 3000 ducats (think dollars) to woo the gorgeous Portia, who he hopes to borrow from his friend Antonio. Well-to-do, Antonio currently has all his capital tied up in overseas ventures. To help his friend, Antonio decides to borrow the money from

Shylock, the money lender, who announces unusual terms: he'll hand over the cash, but, if is not paid back in three months, he'll extract one pound of Antonio's flesh. Shylock, a Jew, makes this arrangement because Jewish people in 16th Venice were treated with unimaginable disdain. Indeed, an earlier film scene shows Antonio spitting in Shylock's face during an encounter on the Rialto Bridge. Then when Shylock's daughter Jessica (Zuleikha Robinson) runs off with non-Jew nobleman Lorenzo, taking her father's fortune, it further fuels his desire for revenge.

Add the Bard's usual moments of elaborate intrigue and the director's eye for detail and you have a thoroughly engrossing experience. The tense courtroom scene with Portia's famous plea is an exciting highlight, with Shylock's famous speech especially well done. The director's decision to have the actors use more natural speech than Shakespearean verse works well until he slips in curiously jarring contemporary words here and there.

This story puts greed on trial with compassion, and shows us the extremes of religious hatred. We can learn much from it today. #

## The Making of a First Documentary

By JOE CHARAP  
& JOSH KOPLEWICZ

The small crowd, braving the cold winds of late October East Hampton, gazed at our industry passes then up at our young scruffy faces, their eyes glazed with a mix of envy and begrudged respect. We, two former New York City prep-schoolers (Friends and Dalton), had gotten our first film, a short-documentary entitled *Pigeonmen*, into the Hamptons International Film Festival this October.

We decided to produce the documentary *Pigeonmen* after talking to the filmmakers about it for quite some time. We were in our junior year of college and we were hungry to start producing. After some preliminary debate with some creative friends everything seemed clear and easy for our first project: they would film the movie, and we would help finance, marketing, publicize. Here's what we came up with: filmed entirely in Finglas, the ghetto of Dublin, Ireland, *Pigeonmen* would follow ex-convict John McLaughlin as he raised and raced his beloved pigeons. The film would present John and his fellow die-hard pigeonmen as passionate participants in this vanishing pastime.

We had no idea what we were getting into. Being a first-time producer is a tough gig. It works like this. No one likes you or wants you around, but everyone asks for your advice. Then, once you offer your advice, they seem to like you even less. The directors, our friends Daniel Murray and Peter Russotti, soon regarded us with the same affection they would a pesky bee. Our goals were deceptively simple, and perhaps that's why they're so difficult to realize. We want to provide a means for young, ambitious, and original screenwriters or directors to get their ideas on the big-screen. We'll buy ideas, refine them, and develop independently or shop it to a studio. We'll offer something different, something young and entirely contemporary. All

we needed to do was complete a project, one that was quirky and unique enough to be our calling card.

Unfortunately, after the filming of *Pigeonmen*, nothing was clear. Though we collected over 45 hours of footage, the minutiae of the film became its centerpieces. We fought over the color of subtitles, the quality of the film, the length of cuts, transitions, and soundtrack issues. And it wasn't merely slamming phones and doors; it was storming out of rooms, vowing never to speak to each other again, cursing the very cement we walked. Nevertheless, somehow that passion soon translated into a product we were all satisfied with, enough to submit it to a film festival at the end of the summer.

And now here we were. We forcefully saturated The Hamptons International Film Festival with hats, t-shirts, post-cards, fliers; even if they didn't see our film, they would know about *Pigeonmen* and our production group Salty Entertainment ([www.saltyentertainment.com](http://www.saltyentertainment.com)). The guerilla marketing of hip-hop street teams we had seen growing up in New York had done wonders for our press skills. We never stopped. We spoke to everyone, shook hands, shared drinks, and talked shop. We did television interviews at the drop of a hat, from fledgling festival networks to the well-known Plum TV (who later picked up our movie). We were hustling.

That night of the first screening there were no paparazzi hounding our cars with blinding flash bulbs as we parked in the lot of an A&P. We were our entourage, the producers walking with the directors, realizing that we had made it through all the fighting for this one moment. And as we took our seats in the theater and the lights went down, we smiled because we felt like stars. #

*Joshua Koplewicz is a senior at Brown University. Joe Charap is a senior at Skidmore.*

## Lesson Plan

continued from page 7

illustrations resulting in the text innovation displayed on the school bulletin board. For follow up or homework, the children can go to the library to obtain additional Eric Carle books to enjoy and share with classmates. They can also do a book report on an Eric Carle book that has not been read in class. Through their collaboration, Mrs. Weissbart and Ms. Masucci hope that

their teamwork will be "contagious" for their students in an effort to develop a sense of camaraderie among them.

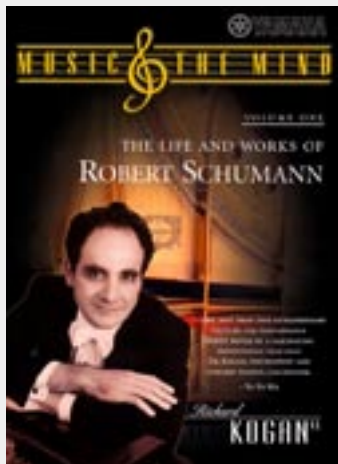
English Language Arts standards include the following: producing a response to literature, participating in an one-to-one conference with the teacher, participating in group meetings, demonstrating independently and habitually an understanding of the rules of the English language in written and oral language, and producing work in at least one genre that follows the conventions of the genre. #

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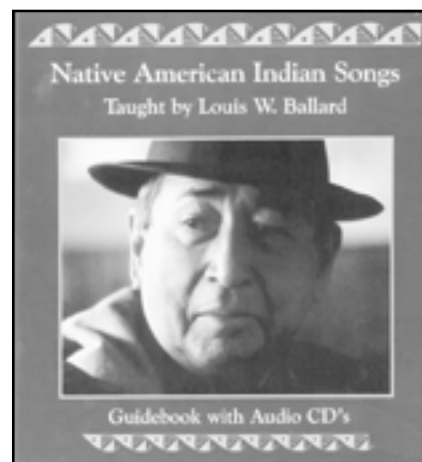
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#### FEBRUARY EVENTS AT SARAH LAWRENCE COLLEGE

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Reception: February 1, 5 - 7pm  
Heimbold Visual Arts Center  
Free

The College's Visual Arts faculty will showcase their painting, photography, drawing, sculpture, film, and new media. The exhibit will be held in the Barbra Walters Gallery. For hours or more information, please call (914) 395-2411

**CONCERT**  
William Doppmann, pianist  
Wednesday, February 16  
Reisinger Concert Hall  
8:00 p.m.  
\$10 for regular admission, \$8 for senior citizens (55+) and students from other institutions with a current ID. For more information, please call (914) 395-2411

**READING**  
Phillip Lopate  
Wednesday, February 2  
Esther Raushenbush Library  
Performing Arts Center  
Free

6:30 p.m.  
Essayist, poet, novelist, critic, editor and journalist Phillip Lopate is widely published in anthologies, periodicals and best-of series. His most recent work includes an urban meditation, Waterfront: A Journey Around Manhattan, and a biographical monograph, Rudy Burkhardt: Photographer

and Filmmaker. Lopate teaches English at Hofstra University. And in the MFA programs at Columbia, The New School and Bennington. He has received a Guggenheim Fellowship, two National Endowment for the Arts grants, and two New York Foundation for the Arts grants. For more information, please call (914) 395-2411.

**PERFORMANCE**  
Blondell Cummings  
Saturday, February 12  
Performing Arts Center  
7 p.m.  
Free

Sarah Lawrence College will present two performances based on the theme of human rights by Blondell Cummings, director/choreographer, performing artist, educator/activist, and the artistic director of Cucle Arts Foundation, a multi-disciplined arts cooperative. Cummings has toured extensively throughout the United States, Europe, Asia, Africa. Reservations are required; please call the dance office at (914) 395-2433 from 9:00 a.m. to 12 p.m.

**LECTURE**  
Taking Care of Business: Childhood Lead Poisoning and the Politics of Environmental Disease  
Wednesday, February 16  
Titworth Lecture Hall  
12:45 - 2 p.m.  
Free

David Rosner, Professor of History and Public Health at Columbia University, will look at the corporate history behind hundreds of thousands of children damaged by exposure to lead, a known neurotoxin. Today lead poisoning is the focus of attention for the medical health, legal and policy communities. Throughout the country, lawsuits addressing corporate responsibility are questioning what companies that manufactured and sold the lead-based paint knew about its dangers? Based upon documents from the lead industry itself, David Rosner has written, with Gerald Markowitz, Deceit and Denial: The Deadly Politics of Industrial Pollution. For more information, please call (914) 395-2411

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The Champion Learning Center provides high quality, professional tutoring and test preparation services for students ranging from Kindergarten through 12th grade. We provide individualized tutoring in Reading, Math, Writing, Study, Skills, SAT preparation, ISEE preparation and academic subject tutoring.

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# Get Control of the Software Programs Students Use On Your School Network

— In *Under an Hour* With



**Keeps Grand Theft Auto, Quake, Halo, JFK Reloaded and Other Games Off School Networks!**

**Control Games, MP3s, Movies, P2P File-Sharing Programs, Instant Messaging, Spyware - *Any Program!* On K-12 and Higher Education Networks**

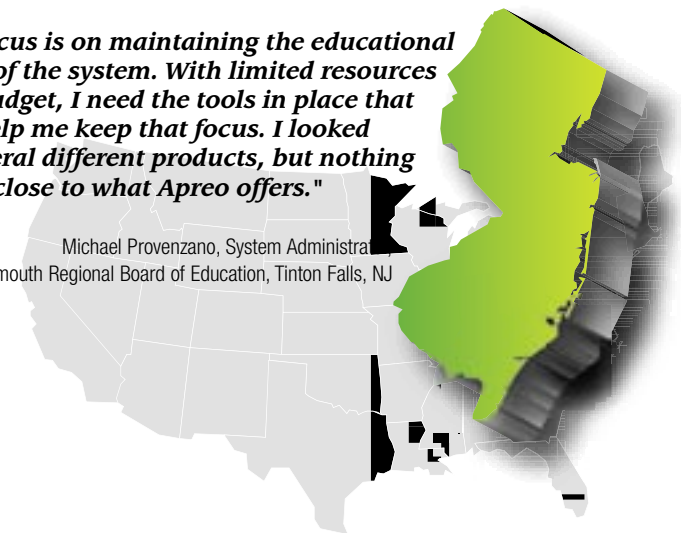
Workstation PolicyShield automatically ensures that all files and applications put on your school network are authorized, and used according to your policy. Workstation PolicyShield installs quickly so you can start controlling the games, music, movies, file-sharing programs and other software students bring to your network.

### Workstation PolicyShield from Apreo:

- **Maximizes student productivity** by reducing the distraction from unauthorized games, music, movies, file-sharing programs, Instant Messaging applications and more.
- **Preserves computer network resources** for education by stopping program use that consumes bandwidth and storage.
- **Reduces workload for IT administrators** by automatically detecting and responding to inappropriate use.
- **Enforces copyright compliance** by controlling the file-sharing programs used on the school's network and computers to download music and movies.
- **Protects student privacy** since appropriate use is enforced without exposing any confidential information or personal files.

*"My focus is on maintaining the educational value of the system. With limited resources and budget, I need the tools in place that can help me keep that focus. I looked at several different products, but nothing came close to what Apreo offers."*

Michael Provenzano, System Administrator  
Monmouth Regional Board of Education, Tinton Falls, NJ



### For IT administrators, Workstation PolicyShield:

- **Installs quickly and easily** — in under an hour with the standard set up.
- **Provides a single solution** for all programs and files including games, music, movies, P2P file-sharing, Instant Messaging applications, spyware, and more.
- **Prevents the installation of unauthorized files** and applications so they never enter the network or computer.
- **Automatically stops spyware installation**, terminates active spyware, and removes spyware files.
- **Finds disguised files and programs**, no matter how they are hidden.
- **Supports large networks** in K-12 and higher education.
- **Improves internet filters** by controlling files and applications they can't manage.

*"Game use at our facilities has dropped to ZERO. Workstation PolicyShield is certainly worth its weight in gold in saving lost productivity."*

Mike Chiampi, System Administrator, Polk County Public Schools

Email [info@apreo.com](mailto:info@apreo.com) to request the latest case study on Workstation PolicyShield's game control or download it from our website at [www.apreo.com/educationupdate.asp](http://www.apreo.com/educationupdate.asp).  
Visit [www.apreo.com](http://www.apreo.com) for a full-function free trial of Workstation PolicyShield.

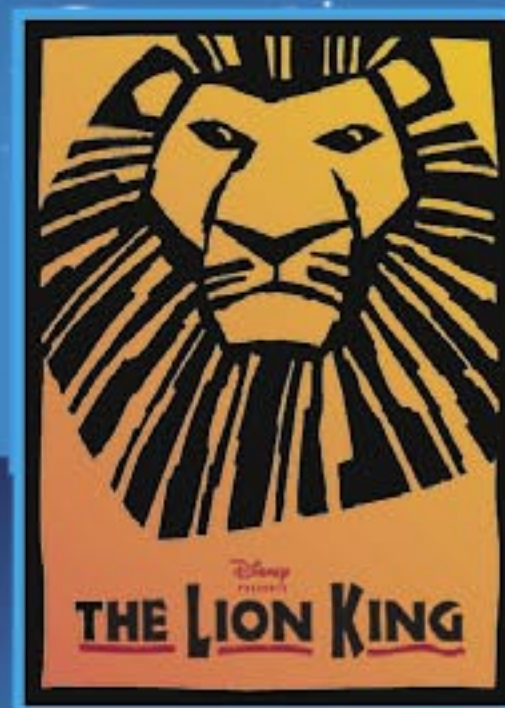


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