

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume X, No. 7 • New York City • MARCH 2005
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

WOMEN SHAPING HISTORY



**DR. MAYA
ANGELOU**

photo by Dwight Carter

PSRT STD.
U.S. POSTAGE PAID
Permit No. 500
VOORHEES, NJ



GUEST EDITORIAL

ENCOURAGEMENT, NOT GENDER, KEY TO SUCCESS IN SCIENCE

By JANET L. HOLMGREN
& LINDA BASCH

Harvard President Lawrence Summers' suggestion that women are innately less qualified than men to succeed in math and science careers has raised an outcry not only among women, but also among the nature versus nurture set. Surely, shifting from the debate about women's abilities to a constructive discourse about educating women to be leaders in their chosen fields—especially in areas like the sciences and engineering—is long overdue.

Summers' remarks have fanned the flames about women's capabilities—whether they have the right stuff to succeed—not only in gray matter, but also in ambition, stamina and priorities. For centuries, this debate has challenged women's capacity for success. Are women born with the intelligence to succeed? That question has already been answered: Yes. So let's move on.

With an economy increasingly based on technology, and our future defined by science, we must maximize the talents of all. Women and girls bring unique perspectives, experiences and strengths to bear on the challenges our society faces.

We have made progress. In the 1970s, girls comprised approximately 25 percent of the Science Talent Search national finalists, and in 1999, they constituted 45 percent. In 1999, 2000 and 2001, girls took top honors in the Intel Science Talent Search.

But we still have far to go. Unlike men, women in science and math face a series of barriers in their careers. Women drop out of the sciences at almost every significant transition: after high school, after their freshman year in college, between undergraduate and graduate school and between graduate school and work. Too many women in the pipeline leave before they have the chance to prove their worth.

Women who continue on the path face the ubiquitous glass ceiling, as a 2001 report from the National Council for Research on Women, *Balancing the Equation*, demonstrates. In academia, discrimination and traditional academic practices inhibit women's progress to the top. While the number of women science professors continues to rise, relatively few reach leadership positions. Despite the fact that women have been earning more than one-quarter of the Ph.D.s in science for the last 30 years, fewer than 10 percent of today's full professors in the sciences are women, according to the National Academy of Sciences. In addition, the wage gap persists; figures from the National Science Foundation show that in 2001, women working in computer and mathematical science fields earned \$72,500, compared to \$85,000 for men.

In the sciences, a seven-year study published in the *American Economic Review* found that women in the United States are twice as likely as men to leave occupations related to science and engineering to pursue careers in other fields. The study is consistent with the experiences of prominent women scientists who met at Mills College in 1994 to discuss the advancement of women

in science. Their report challenged all sectors of society—industry, business, educational institutions, legislatures and government agencies—to develop strategies and practices that help, rather than hinder, girls and women from pursuing their scientific interests.

If women are dropping out of the sciences twice as fast as men, it is no wonder that politicians and industry leaders proclaim the need to hire math and science professionals from outside the United States. Before we can honestly talk about the need to outsource, we have to examine how we are keeping half the nation's talent from entering and advancing in these disciplines.

We need systemic change and a long-term commitment to advancing women in the sciences, beginning in kindergarten and continuing throughout women's careers. For instance, in elementary school, programs that provide cooperative, hands-on learning are ideal for developing and maintaining girls' interests in the sciences. Girls also benefit from cross-disciplinary programs in which courses such as computer science are related to girls' interests in subjects including health, the environment and the arts. We must invest in scientific and technological literacy, provide resources for teachers to develop their science careers, and encourage parents to promote their daughters' interests in science.

The National Science Foundation recommends that universities appoint women professors to influential committees, where they will be visible as role models, and provide mentoring to women graduate students, instructors, researchers and assistant professors early in their careers. These recommendations parallel what needs to be done in math and science industries: promote capable women to senior decision-making positions, provide role models and offer more opportunities for learning from mentors.

College and university presidents have a wonderful opportunity to use their offices as bully pulpits to encourage women in science. So it is disappointing when the leader of a renowned academic institution expresses views that discourage half his students from confronting the existing obstacles to access and advancement. It's time to move from controversy to change. Actions supporting the success of women and girls in math and science, rather than poorly supported theories that discourage them, will enrich women's lives, as well as the nation. #

Janet L. Holmgren is president of Mills College and chair of the board of the National Council for Research on Women. Linda Basch is president of the National Council for Research on Women.

ERRATA

Mentoring USA's parent organization is HELP USA, not the Mentoring Partnership of New York. Mentoring USA provides site-based, supervised, one-to-one mentoring programs whereas the Mentoring Partnership of New York is an umbrella organization that provides mostly technical assistance to different mentoring agencies (but doesn't actually run their own programs). The principal of PS 59 spells her name Adele Schroeter, not Schroeder.

LETTERS

RESPONSES TO Teachers of the Month

To the Editor:

Education Update, an award winning newspaper for teachers, parents and students, has a wide circulation. This positive and informative newspaper is truly a must for educators. We are indeed honored to have the work of our dedicated professionals in the news. We extend our appreciation to Dr. Pola Rosen for her efforts to place a spotlight on the excellent work of all educators who are making great strides in the classroom and beyond—one day at a time.

*Phyllis C. Murray,
UFT Chapter Leader 75X*

RESPONSES TO Fun Ways to Teach Math

To the Editor:

Great article! (Educating Math Teachers, *Education Update Online* April 2003). I have a Bachelors degree in general agriculture and a Masters degree in a specialized area of agriculture. I always loved math. I would love to understand it more to the degree that I could teach it the way you have described in your article. My educational training may not qualify as a "rich liberal arts background" so where should I go from here in terms of further "training"?

*Renee (Allong) Cushmeer
New York, NY*

IN THIS ISSUE

Editorial & Letters	2
Spotlight on Schools	3-12
TEACHERS OF THE MONTH	6-7
Books	13
CAMPS	14-15
WOMEN SHAPING HISTORY	16-19
Medical Update	20
Colleges & Grad Schools	21-24
Special Education	25-27
NEW JERSEY NEWS	28
Movies & Theater	28
Children's Corner	29
MetroBEAT	30
Music, Art & Dance	31, 32
Technology & Education	33
Resource & Reference Guide	34

Manhattan Chamber of Commerce

Board Member of the Year
2001

Dr. Pola Rosen



Excellence in Education Journalism,
1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen

EDUCATION UPDATE

Mailing Address:

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

PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

ADVISORY COUNCIL:

Charlotte K. Frank, Ph.D., Senior VP,
McGraw-Hill; Augusta S. Kappner,
Ph.D., President, Bank St. College; Alfred
S. Posamentier, Ph.D., Dean, CCNY;
Adam Sugerman, Publisher; Laurie Tisch
Sussman, Chair, Center for Arts Education

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman,
Rob Wertheimer

ASSISTANT EDITORS:

Gillian Granoff

GUEST COLUMNISTS:

Linda Basch, Mayor Michael R. Bloomberg,
Katherine Cohen, Matilda Raffa Cuomo,
Sonja DeGroot Kim, Ph.D., Lucy N.
Friedman, Melinda George, Jill Levy, Dr.
Carol Hankin, Janet L. Holmgren, Ph.D.,
Cheryl Riggins Newby, Deborah Ruf, Ph.D.,
Randi T. Sachs, Assemblyman Steven
Sanders

STAFF WRITERS:

Jacob Appel, J.D., Joan Baum, Ph.D.,
Dorothy Davis, Mitchell Levine, Sybil
Maimin, Nazneen Malik, Merri Rosenberg,
Liza Young

INTERNS:

Michelle DeSarbo

BOOK REVIEWERS:

Harris Healy III, Lillian Shapiro,
Selene Vasquez

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

EDITOR-AT-LARGE:

Steve Bailey

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

POLITICAL COMMENTARY:

Stuart Dunn

ART DIRECTOR:

Neil Schuldiner

GRAPHIC DESIGN:

Jeremy Diamond

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Joanna Leefer, Mitchell Levine,
Nancy Kontos

ACCOUNTING MANAGER:

Nadia Veliz

Education Update is published monthly by
Education Update, Inc. All material is copy-
righted and may not be printed without
express consent of the publisher.

POSTMASTER:

Send address changes to:
Education Update
P.O. Box 1588
NY, NY 10159
Subscription: Annual \$10.
Copyright © 2005 Education Update

**EDUCATION UPDATE
IS AN
INDEPENDENT
NEWSPAPER**

Education Update



Manhattan
Chamber of Commerce

**Winner
of the
Best
Business
Award**

To Education Update

FROM

Silver Hill Hospital

*Mental Health
Media Award
2000*





WOMEN SHAPING HISTORY, 2005

Women Still Under-Represented In Elective Politics

By PRESIDENT JUDITH R. SHAPIRO

The question of women's achievement today is often clouded by a condition that I call "information denial"—the belief that advancement for women is no longer an issue in our society, even though the facts tell a different story.

I am cautiously optimistic about a recent survey that shows 81 percent of voters would be willing to vote for a woman for president (62 percent said the country is ready for a female commander-in-chief), and by the strong turnout of young women at the polls last November.

At Barnard, a new student group, Smart Women Lead, is at the forefront of efforts to encourage young women to consider careers in elective politics. These students will have their work cut out for them.

The United States currently ranks 58th in a country-by-country survey of women elected to national legislatures, tied with Andorra and behind countries like South Africa and Sierra Leone.

It has been 20 years since Geraldine Ferraro became the first woman on a national presidential ticket. Since then only two women have run for the nomination of either party (Elizabeth Dole in 2000 and Carol Moseley Braun in the last election). Both faced an uphill struggle to raise funds and attracted relatively little support.

Congress continues to be overwhelmingly male. Only eight women serve as governors of our 50 states—a record to date but clearly a long way from political parity.



President Judith R. Shapiro

There is reason for skepticism when we hear voters, and even our political leaders, say that a woman will surely be president in their lifetime.

Unless we expand the cadre of women at every level of government—legislators, mayors and governors—we can't expect a woman to have a real shot at the top office.

The goal is not just one or two women at the top of government but many more in all of the positions that command resources and require strategic decisions. This is the glass ceiling we must break. #

Judith Shapiro is President of Barnard College

WOMEN RISING

By MATILDA RAFFA CUOMO

What an amazing lifetime it has been for those of us born in the age of radio, Buck Rogers and the Great Depression, and have lived to enjoy pocket cell phones that make calls, record them, and that take pictures, develop them, and even take dictation—along with space travel and bikini bathing suits. The technological progress has been nearly incredible and has made life easier in so many different ways there is not the space to record them. Probably in our lifetime, robots that respond to our voice command and relieve us of most of the household chores we now do for ourselves will be commonplace. What unimaginable technical advances these would have seemed a lifetime ago.

On the other hand, one has to be struck by the terrible realization that our social developments as human beings lagged far behind our technological evolution. We still kill one another in savage warfare over causes we barely understand. Our great minds were capable of producing an atom bomb and multiplying its destructive capacity by many degrees, but they have not been sufficient to deal with the task of agreeing on peaceful resolution of our differences.

One of the reasons may be that from primitive times, until very recently, women have been excluded from the job of designing and enforcing the rules, rituals, and arrangements we live by. Women figures were featured as disruptive forces like Pandora and Aphrodite, or as sexual virgins like Athena and Artemis. Classical Greek civilization severely curtailed women's political participation. Athens relegated them to the household. Jewish monotheism was founded upon worship of a male creator and lawgiver, as was Christianity, which banned the notion of female priests while stressing Eve's role in seducing Adam.

After 2000 years, the position of women around

the globe has begun to change at an accelerating rate. The more they are allowed to demonstrate their valuable intelligence, nurturing instincts and powerful capacity for practicality married to civility, the more room is made for their participation. This is true particularly in the industrialized and more culturally progressive parts of the world like the United States.

But there is still a very long way to go!

Women are still not paid as well as men for the same kind of services. Men have blocked their attempt to pass an amendment to the Constitution of the United States that would guarantee them equal treatment. They continue to be systematically excluded from the best-paying and most prestigious jobs although there are an increasing number of notable exceptions. Indeed at the moment it is conceivable, although not probable, that the next race for President of the United States will involve women candidates from both major parties—Hillary

Clinton and Condoleezza Rice.

What is less noticed and deserves both recognition and praise is the large number of women who, without ceremony or celebrity, are performing valuable community roles as legislators, educators, civil servants, teachers, school counselors and treasured volunteers. Many volunteers advocate for a better quality of life for children and families by serving on boards of foundations and not-for-profit organizations. These valiant women deserve our gratitude and should be remembered as our community heroes. Altogether they are infusing our lives with more and more of the special qualities that are so valuable to this world.

God created more women than men. When She did that, She did all the rest of us a great favor. #

Former NYS First Lady Matilda Cuomo is Founder and Chairperson of Mentoring USA.



Matilda Raffa Cuomo

Liberty Partnerships Program: Empowering Young Women

By PRESIDENT AUGUSTA SOUZA KAPPNER

I recently spent some time with a young Latina woman who is a graduate of Mount Holyoke College. She is currently pursuing a doctoral degree in neuroscience at the University of Chicago. While the great promise that that this young woman holds as a future contributor to scientific research is certainly remarkable, what is perhaps even more impressive is her history: before her acceptance to Mount Holyoke, she was considered a student "at risk"—at risk of dropping out of the public school system, and at risk of not fulfilling her vast potential.

Through the Liberty Partnerships Program (LPP) at Bank Street College, this young woman turned "risk" into achievement. LPP provides teenagers with mentoring, role models, tutoring, academic skills, enrichment, a safe environment in which to congregate, and most of all, encouragement to believe in themselves and pursue their goals. The support this young woman found at LPP contributed immensely to the success and accomplishment that characterizes her life today.

But while she is now excelling, countless other young women like her are still not able to realize their potential or pursue their dreams. These students do not innately lack ability, a view too often held by many both privately and publicly, but rather lack the support of accessible role models who can push them to aim high.

Those who are in positions of leadership in



President Augusta Souza Kappner

schools and colleges across the nation must share in the responsibility of supporting women's professional goals, whether through programs such as LPP or through other strategies that may offer support and encouragement in other ways. At a time when more than half of college students in America are women, we owe it to ourselves to help these young women realize their dreams.

As we salute the achievements of women during Women's History Month, we must believe in and support today's teenage girls, who will be tomorrow's outstanding women. #

Augusta Souza Kappner is president of Bank Street College.

Protecting Children in Cyberspace

By MARTHA MCCARTHY, Ph.D.

In the past decade, Congress has enacted several measures designed to protect children from access to harmful materials over the Internet and to punish those either sending such transmissions or allowing children access to the materials. Legal conflicts regarding these laws have pitted First Amendment rights to express views and receive information against governmental obligations to protect the interests of children. This tension has generated volatile legislative debates and numerous court cases, including several Supreme Court decisions. As discussed previously in this column, only the Children's Internet Protection Act (CIPA) has been upheld by the Supreme Court to date. CIPA requires public libraries and schools receiving federal technology aid to use filters to protect children from harmful materials. The Court held that Congress could attach reasonable

conditions to the use of federal funds. The most recent Supreme Court decision in this domain was rendered in 2004 and casts serious doubt on the constitutionality of the Child Online Protection Act (COPA), adopted in 1998. This law was designed to protect minors from access to harmful Internet transmissions by imposing criminal and civil penalties on those who knowingly make available such materials in interstate or foreign commerce. In a prior COPA decision, the Supreme Court in 2002 allowed contemporary community standards to be used to assess whether materials are harmful to minors under the law. After the lower courts again enjoined implementation of COPA, the Supreme Court in 2004 continued the injunction because of the likelihood that the law violates the First Amendment.

Specifically, the Supreme Court in *Ashcroft v. ACLU* reasoned that COPA might not be narrowly tailored to serve a compelling government interest in that criminal penalties on distributors might not entail the least restrictive means to prevent minors from viewing harmful materials on the Internet. Filtering devices may be more effective in this regard since they can be disabled for adults and can be applied to email as well as Internet sites. Also, the Court reasoned that COPA's content-based restriction would likely

be considered overbroad because it places significant burdens on web publishers' dissemination of protected speech and on adults' access to such speech. The Court distinguished COPA's penalties on distributors from the conditions attached to federal funds under CIPA.

However, the Supreme Court remanded the case for the lower court to reconsider whether there are in fact less restrictive ways to achieve the government's objective of protecting children. If not, the Court left a slight possibility that COPA could be upheld.

The conflict between treating children like adults in protecting their First Amendment right to have access to materials and treating adults like children in restricting everyone's access to materials deemed harmful to minors is far from resolved. Strong arguments can be mounted on both sides, and governmental efforts to control children's access to the Internet seem destined to generate additional legislative restrictions, litigation, and moral dilemmas. #

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

Governmental efforts to control children's access to the Internet seem destined to generate additional legislative restrictions, litigation, and moral dilemmas

— Martha McCarthy, Ph.D.



DARROW SCHOOL: HANDS-ON EDUCATION FOR MORE THAN 70 YEARS

Darrow School, an independent, co-ed, boarding and day school in New Lebanon, NY, offers a comprehensive college-preparatory curriculum with a range of courses in writing and literature, history, languages, mathematics, sciences, and the arts. Strong critical thinking and writing skills are emphasized in all subject areas. Students learn within an atmosphere that supports the pursuit of intellectual curiosity, individual creativity, and the joy of learning. The School has been recognized as a pioneer in the field of "hands-on learning," and Darrow teachers use real-world topics and a dynamic approach to capture the imagination and make the subject matter come alive.

The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village, and Darrow continues to embrace the Shaker legacy of sustainability and stewardship. An important feature of the academic program is its focus on environmental, social, and economic resources, and students discover the value of finding balance within one's self, the community, and global society. In early 2005, Darrow received the prestigious "Leading Edge Honoree" designation for its wide-ranging Sustainability Program by the National Association of Independent Schools, one of just three schools in the country to be recognized in the area of Curriculum Innovation.

Darrow's small classes, averaging nine students, afford everyone the chance to participate. Head of School Nancy Wolf says, "Because Darrow is a small boarding school, with a 4-to-1 student-teacher ratio, there is an opportunity for strong connections between students and teachers. Teachers get to know students well, and expectations are high. They push students to do their best in classes, athletics, and co-curricular activities."

Assistant Head of School and Director of Studies Clark Thomson says, "At Darrow, the primary goal is to help students become independent learners. Instead of being overwhelmed by large classes and long lectures, Darrow students find themselves totally immersed in courses in which they are active players."

The substantive nature and climate of Darrow School offer students a setting where their abilities can prosper, and the School's distinctive educational philosophy is suited to all learning styles. At Darrow, students reach their full potential as motivated, thriving, college-bound learners with a greater understanding of themselves and the world. #

To learn more about Darrow School, contact J. Kirk Russell III, Director of Admission, at 518-794-6006 or visit <http://www.darrowschool.org>

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

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

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

Students & Teachers SAVE UP TO 80%



**Adobe®
Photoshop CS**
Save! 57%
Now! \$289.95
Get the Best for Less!



**Macromedia®
Studio MX 2004**
Save! 79%
Now! \$189.95
4 Programs - 1 Price



**Microsoft®
Office Pro 2003**
Save! 67%
Now! \$189.95
4 Programs - 1 Price



**FileMaker®
FileMaker Pro 7**
Save! 50%
Now! \$149.95
#1 Selling Database



We carry thousands of industry-leading software and hardware products at huge discounts for students, teachers and schools ONLY. Call or visit us today and start saving!

ACADEMIC SUPERSTORE

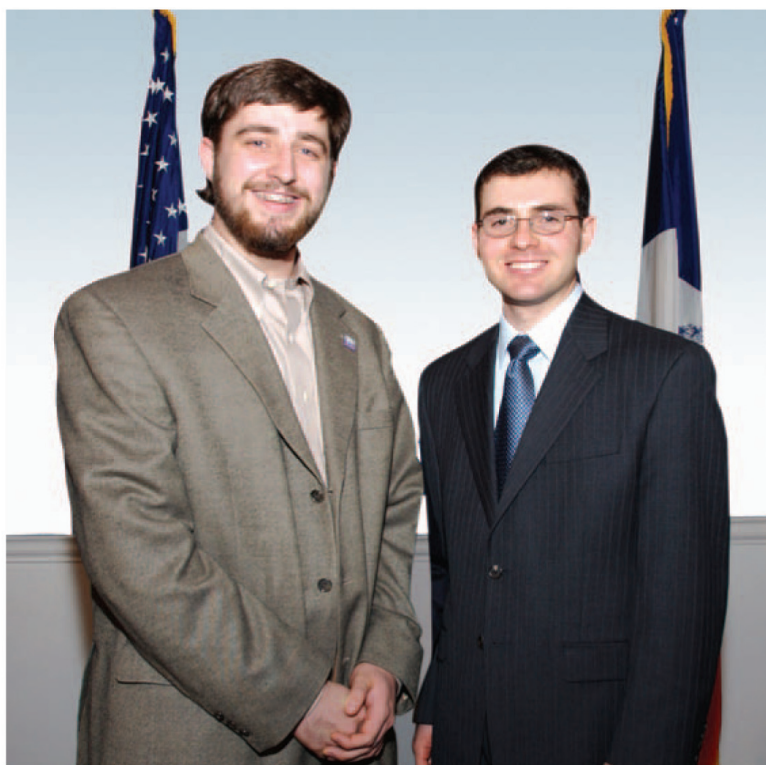
"WORKING HARD FOR EDUCATION"

"Ask about our low price guarantee!"

1-800-314-7021

www.AcademicSuperstore.com

Investing in Futures: 2005 Rhodes Scholars



Lev Sviridov Eugene Shenderov
The City College '05 Brooklyn College '05
Chemistry Majors, Immigrants from
The Former Soviet Union

“We are grateful to CUNY for giving us access to outstanding faculty and a first-rate education. If you are looking for a great investment and believe that young people deserve educational opportunity, invest in CUNY now!”

INVEST IN NY  The City University of New York
For more information call 1-800-CUNY-YES or visit www.cuny.edu



Building Quality in After-School Programs: The After-School Corporation (TASC)

By LUCY N. FRIEDMAN

The After-School Corporation (TASC) began in 1998 with 25 programs in New York City and has grown to support more than 250 programs across the state serving 55,000 children. TASC programs are operated by 130 community-based organizations such as Boys and Girls Clubs, neighborhood settlement houses and the YMCA. Started with a challenge grant from the Open Society Institute (OSI), which pledged \$125 million over seven years, TASC has leveraged more than \$375 million in public and private funds to date to support after-school.



Our programs are open every day that school is in session from 3–6 p.m. and offer a mix of sports, arts, community service and academic activities. In TASC programs kids are invited to plant gardens; practice yoga; experiment with science projects; receive one-on-one tutoring; paint murals and hone their math and literacy skills. The magic of these programs is that the benefits go far beyond the after-school hours by strengthening and reinforcing regular school day learning.

Shaunetta Gibson, a sophomore at the TASC program operated by the Lincoln Square Business Improvement District at Martin Luther King, Jr. High School last year, said “the most important part of after-school is being able to have a place to go where you know there is someone who can help you with school work or just talk about life. Before I started the program, I didn’t have anything to do after school. Now I’m in poetry, book, and art clubs. The program also gives me opportunities I might not otherwise have, like my internship at the Studio Museum of Harlem where

I created a photography portfolio.” Shaunetta feels that her experience in after-school is helping her think more clearly about her plans following high school and potential career choices. While stories like Shaunetta’s help us better understand the impact of quality after-school, TASC has also worked with an independent evaluator, Policy Studies Associates, Inc. (PSA) to quantify the impact. Their reports show that students enrolled in TASC programs are making significant gains in math achievement and show an increase in regular school day attendance.

PSA also found that 97 percent of principals in schools with a TASC program report a strong relationship between the regular school and after-school program. Parents also expressed satisfaction with TASC services saying they felt reassured knowing that their children were safe and cared for after school. This allowed them to miss work less often. Parents also appreciated that homework is complete before coming home and said their children enjoy program activities.

TASC thanks the countless principals, superintendents, teachers and other school staff for their ongoing support for our after-school programs and applaud the work you do each day. Our success the past seven years has been largely due to your support. We look forward to continuing our work together with the shared mission of universal after-school for all children by 2010.#

Lucy Friedman is President of TASC. More detailed information about TASC and PSA’s evaluation of TASC programs can be found on the TASC website at www.tascorp.org.

IS YOUR CHILD **DYSLEXIC**
OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.
WE STRIVE TO HELP CHILDREN
NOT ONLY HAVE THE SKILLS NEEDED
TO LEARN, BUT WANT TO LEARN.

The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
- ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502
RUTH ARBERMAN, DIRECTOR OF THE STERLING SCHOOL
299 PACIFIC STREET, BROOKLYN, NEW YORK 11201

A new private school Opening September 2005

Serving children from kindergarten through eighth grade

CLAREMONT PREPARATORY SCHOOL is the first independent ongoing school to open in Manhattan in 50 years and the first nonsectarian, K-8 school below Canal Street. We are located at 41 Broad Street, just south of Wall Street and convenient to public transportation. We have developed a facility of over 100,000 square feet, including state-of-the-art classrooms, art studios, language, science and computer labs. Students enjoy a brand new library, cafeteria, outdoor play spaces, a regulation gym and a swimming pool.

Call 212-232-0266 to learn about our curriculum and schedule a school tour.

Call
212-232-0266
for a tour!

TOUR DATES AND TIMES
Mar 8th 9:30am
Mar 9th 8:45am
Mar 14th 7:00pm

SPRING OPEN HOUSE
May 12th 9:30 - 11:00am



Claremont Preparatory School





Outstanding Teachers of the Month — March 2005

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. Deadline for Submissions: **March 21, 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

Mark Finkle

Principal: Elba Lopez

Superintendent's Name: Irma Zardoya
PS 33

School District/Region: District 10/Region 1

Student Progress: Mr. Finkle has been our music teacher in our school for more than 20 years. Sharing Music with children is his greatest delight. He believes that real joy comes not from riches or from praise of people, but from doing something worthwhile. Mr. Finkle's philosophy is that music belongs to everyone for his or her entire life. He shares the beginning of that journey with all his children. He has established a lifelong partnership with the artist of Music Outreach. During the year every child has the opportunity for many informal and at least one formal performance opportunity. He believes that it is the culmination of all the hard work and discipline needed to perform music well that brings a sense of individual worth and community awareness to our students. Every year our students perform with the West End Philharmonic Orchestra and they are invited to sing at many TV programs and other functions. Mr. Finkle dedicates many hours of his free time to bring children to audition for Broadway Shows. Some of our students have been selected to work in various Broadway plays and TV programs. Most of the students participating in Mr. Finkle's chorus meet their benchmarks in reading and in Math.

Innovative Teaching Strategies: Mr. Finkle's lessons for his students are enriched, sequential and skill building. He plans lessons to teach pattern recognition and mental representation. These skills have been helping our fourth grade students to do well on their math test. In our school, we program weekly assemblies. Our students learn songs and plays to present to parents and other classes. Mr. Finkle records the program on a MIDI Sequencer. Then he plays it back for rehearsals and performances. He also makes tapes and videotape recordings for his students to practice. When he uses a piano accompaniment, he adds other sounds when he records it for a program. He also adds other instruments like percussion or sound effects to spice up the accompaniment. If he is using a composition that is well known, he downloads the MIDI file of this song from the Internet and uses it for his concert. Mr. Finkle integrates Music Education and Technology. He focuses on the technology available for Music-Education; including music-related applications, the latest products for music lessons, software and Web sites that help him prepare for concerts and competitions, track band instruments, and more.

Motivating Students: Our students do well on their math tests. In 2003 88 percent of our fourth grade students scored 3s and 4s on the State math Test. In 2004, 86 percent of our students scored 3s and 4s on the state math test. If you visit, our

school you will see how engaged and responsible our students are with their schoolwork. Throughout many years, our school has been out-performing similar schools in reading, math, social studies and science tests. Our students perform at weekly assemblies. They have great skills and discipline working with others in teamwork and group work. Our students' notebooks, portfolios and other daily work show their progress and discipline. Our science projects get public recognition year after year. Other schools and principals come to learn from us and to bring some of our techniques and ideas to their schools.

Parent/Community Involvement: In our school we have great parental involvement. We have large number of parents at our Weekly Assemblies, concerts at Lehman College, Our holiday's show, Black History Assembly, Mid Winter Assembly, Spring Show, Mother's Day Show, Award Ceremony Assemblies, Trips to various concerts and other functions. Many parents volunteer to work with Mr. Finkle to accompany the children when they go to group performances and to prepare for weekly assemblies.

Linda Dominguez

Principal: Lisa Esposito

Superintendent's Name: Joyce Fonollosa
PS 8R

School District/Region: District 31/Region 7

Student Progress: At least a half-dozen of Mrs. Dominguez's students were decertified from full-time special education to regular education in the past five years. In the "mainstream" these pupils have achieved academic success, as evidenced by classroom performance and formal assessment. The students who are currently in Mrs. Dominguez' special needs class demonstrate the ability to go beyond what is required by NYC standards. Whenever you visit their classroom, hands are flying and pupil responses reflect a higher-order of thinking. Students are always "thinking out of the box" and they are never afraid to take risks. Looking at student work (portfolios, monthly writing samples) proves that her students are progressing towards their individual goals. Whenever a student shows competency in a subject area, Mrs. Dominguez mainstreams him/her for that particular subject. The student's experience within the general education setting helps him progress ever further towards meeting academic and social goals.

Innovative Teaching Strategies: Each day the students in Mrs. Dominguez' class work cooperatively to complete assigned tasks. Their teacher thinks out loud and models specific skills and strategies that she wants her children to learn. In small groups, paraprofessionals help facilitate the learning process. Watch out! When you see Mrs. Dominguez donning a cap, DO NOT DISTURB her. That means she's conferencing 1:1 or with a small group. Little strategies like these help set clear expectations for her students and help innovate teaching and learning.

Motivating Students: Last year Mrs. Dominguez' class participated in a thematic unit

on Native Americans, which lead into a class tradition of students greeting each other in different languages. Each month a different culture is highlighted, thus motivating the students to learn more about multiculturalism. As an Orton-Gillingham specialist, Mrs. Dominguez encourages her students to use all of their senses to solve problems and think critically. Her multi-sensory approach to teaching the core curriculum has provided her students with hands-on experience. In Mrs. Dominguez' class, all learning styles are met.

Parent/Community Involvement: In September 2004 Chancellor Joel Klein visited Public School 8 for a day. Mrs. Dominguez and her class were hand-selected by the superintendent to help host this historic event. The Chancellor was thrilled with the academic rigor he witnessed in this classroom. For over 20 years Mrs. Dominguez has awed the entire educational community with her ability to "reach" every child. She certainly is a master teacher, an ideal candidate for Education Update's Teacher of the Month!!

Thomas Porton

Principal: Janet Reda

Superintendent's Name: Laura Rodriguez
Monroe Academy for Visual Arts & Design
School District/Region: Region 2

Student Progress: Students in Mr. Porton's Leadership Class demonstrate their progress in a



remarkable variety of ways. From projects through which students feed and clothe the homeless, to his AIDS VAN program that provides street corner HIV/AIDS lessons to teens throughout the community, to his annual productions of musical and dramatic programs and assemblies to honor diversity (Black History Month, Women's History Month, etc), to his "Teen to Teen" Health Conferences held each spring at Montefiore Medical Center to educate and motivate NYC teens to take the lead in health issues, Mr. Porton's students are constantly developing their self-esteem, caring, and independence that is unique among teens nowadays.

Innovative Teaching Strategies: Throughout his thirty-five years at Monroe, Mr. Porton has been at the forefront of using media in his classroom. He uses film, drama, music, art, and computer graphics in a wide variety of classroom strategies to make learning exciting for his students. In the past, Mr. Porton has conducted workshops on the use of film to inspire and educate students in the classroom for other teachers throughout New York State. His use of drama has also been recognized through his HIV/AIDS program, Bronx Youth Creating Compassion, through which he uses role-plays to teach students about safer behaviors. That recognition has included his induction as the only New York City teacher in the National Teachers Hall of Fame, as well as the Disney Teachers Award, the National Caring Award, and, most recently, the New York City Liberty Medal, presented by Mayor Bloomberg at Gracie Mansion.

Motivating Students: Proof of Mr. Porton's success in the classroom is no more complicated than the fact that 50-60 students show up for his Leadership class every morning at 7:45 a.m. in the morning. When other students are on their way to school, Mr. Porton's students are planning school and community improvement projects that will cause them to grow as both students and caring human beings. He also creates great student interest by allowing his students to participate in a wide variety of special programs, such as the Theatre Development Fund "Stage Doors" Program, exposing his students to Broadway shows, and the National Book Foundation Family Literacy Program, which brings a noted poet to Monroe for a residency each year.

Parent/Community Involvement: As mentioned above, Mr. Porton has actively involved his students in community outreach projects for his entire thirty-five-year career. Virtually every project Mr. Porton creates actively recruits parent and community involvement. He has motivated parent/community involvement in his major musical/dramatic productions, ranging from parental creation of costumes to performances by community groups. This past Thanksgiving, as in many years past, he mobilized hundreds of students and parents to cook and serve dinner for more than 300 homeless men, women, and children. Among his most important and successful recent projects was an "AIDS Orphans Awareness Day" that brought together hundreds of community residents for a day of entertainment and education. A secondary result of that event was the dedication of an 80-foot HIV/AIDS mural for the community, created by Tats Cru, a group of professional graffiti artists who started their careers as Monroe students in the 1980s.

Iris Nazario

Principal: Jeanette Sosa
P.S. 151K

School District/Region: District 32/ Region 4

Student Progress: Ms. Iris Nazario is currently a kindergarten teacher who has taught at P.S. 151K for the past fourteen years. During her distinguished career, she has had a wide variety of interesting assignments. Before coming to kindergarten, she taught first and third grades, preceded by assignments as a computer teacher and science cluster. The little ones in Ms. Nazario's class show amazing progress for children so young. Using portfolio assessment, informal observations and the benchmarks of Voyager and ECLAS, she is able to assess their progress and document all achievements. When asked how she does it, Ms. Nazario replies, "I just watch their work." Her room is print rich with student work, and so it is easy to see that there is quite a lot going on.

Innovative Teaching Strategies: Ms. Nazario uses a wide variety of innovative strategies in her everyday teaching. She strongly feels that visual stimulation is a most important component of her teaching style. Ms. Nazario states that her approach is to start teaching where the children begin. Where do they need to start? Where is each child in September? This is what she quickly assesses to launch a solidly packed year of instruction. Iris is a nurturing person, and this is very much in evidence in her interaction with each student. She is lavish with praise, where warranted, and the students love her for it. She gives a great deal of emotional support to her students. Her philosophy is to praise the child and try to ignore negative behaviors wherever possible.

Motivating Students: Ms. Nazario's students are highly motivated. They are eager to tell about whatever they are doing in class at the moment. They are in kindergarten and they are working very hard. Ms. Nazario brings her skills as a first grade teacher into the kindergarten classroom. Student achievement can be seen in their constant progress. Just contrast their work from September to the present day. The evidence of improvement is right there. They demonstrate excellent letter and sound recognition. Ms. Nazario shares the credit for the children's progress with the parental support that she sees growing each year. She states that she thoroughly enjoys the constant interaction and dialog with the parents, as they write to her to inform her of each child's problem, insect bite, burn, or to express a concern or ask a question.

Parent/Community Involvement: The subject of parent involvement is one that is very dear to Ms. Nazario. She states that she welcomes any parent who volunteers to accompany the class on a trip, no matter how many offer to go. She feels that a parent and child sharing a learning experience is just priceless. She beams with pride as she tells of the collaborated projects that par-



ents and children have completed and sent in for display. Parents are always welcome in her room, for any reason, at any time of day. P.S. 151K parents certainly appreciate this openness. It is a pleasure for Ms. Nazario to see that homework assignments are signed and that parents usually stop by to pick up the homework for an absentee child. Parents even request a work packet should an emergency warrant an out of town trip. It is a real pleasure to nominate Ms. Iris Nazario for this prestigious award—Education Update's Teacher of the Month.

Evangeline Mercado

Principal: Mrs. Eva Garcia

Superintendent's Name: Laura Rodriguez
P.S. 75X

School District/Region: District 8/Region 2

Innovative Teaching Strategies: Ms. Mercado is indeed a positive force within our school community. Her actions, which mirror her dedication and commitment to the students of P.S. 75X, throughout her years of service, are worthy of note and praise. Her tireless and selfless work is by far worthy of emulation by her peers. Ms. Mercado firmly believes in providing equitable and quality learning experiences for all students. She states this can only happen in an environment that encourages and supports the best practices in instruction. Teachers, students, parents, and administrators must become a community of learners. Ms. Mercado personifies the best in our profession. Her achievements serve as an inspiration to members of our UFT Chapter at P.S. 75X. Her ability to work with all students in an inclusive and positive environment is commendable. As a Reading Specialist, Mercado has constantly demonstrated her ability to guide talented and gifted students as well as strengthen the skills and abilities of reluctant readers in the Reading Lab.

Motivating Students: Ms. Mercado often says

that the children and staff of P.S. 75X have a special place in her heart. Her fond memories of her student days at P.S. 75X have enabled her to create fond memories for all of her students. And each year her students return from high school and college to provide her with their academic updates. Her students continue to make progress one step at a time. I might also note: Ms. Mercado's ability to foster excellence in education is also personified in her academically gifted children: Eric, Felicia and Amanda. Erica, Felicia, and Amanda are educators today. As a teacher of teachers and member of the P.S. 75X Professional Development Committee, Mercado provides teachers with opportunities for intellectual growth and development. This is initiated through a series of literacy workshops, demonstration lessons, and audiovisual presentations. In addition to the aforementioned, she has designed a weekly study group that enables educators to meet before class and explore current research and writings in the field of education. Her goal is to empower teachers with the instructional practices that can enhance student achievement and prepare the student for life-long-learning.

Parent/Community Involvement: "Parents must be also be empowered to grow intellectually," states Mercado. As the P.S. 75X Parent Liaison, Mercado conducted literacy workshops as well as conflict resolution workshops. She also began talks with the Department of Continuing Education at the Board of Education in an effort to institute the first series of adult English as a Second Language (ESL) classes for our parents. "Surely, Education is the key. A parent is a child's first teacher. Parents must be given the skills needed to prepare their children at home prior to entry into a school setting," Mercado further states. "Parents must also provide the educational support to the child as he/she progresses in school. Students continue to come to school at different stages of preparedness. We must strive to make

their education as equitable as possible. The education of a child is a collaborative process. Parents, teachers and children are all involved in that process." As chairperson of the Team Leadership Committee at P.S. 75X, Mercado helped to write the P.S. 75X Comprehensive Education Plan. This plan now serves as a guide for the staff. School Goals and Objectives are outlined and an action plan describes curriculum activities. Today, this Comprehensive Education Plan (combined with a guidance plan and student handbook) helps to clarify the high expectations desired for students and staff.

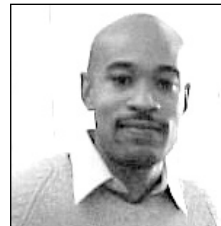
Richard Parker

Principal: Carmen Gonzalez

Superintendent's Name: Dr. Marcia Lyles
PS 46, Edward C. Blum School

School District/Region: District 13/Region 8

Student Progress: Mr. Richard Parker has moti-



ated hundreds of students at our school in the instrumental music program. Students who are in music class have made tremendous gains in math and reading due to his personal commitment and teaching strategies. Mr. Parker helps students to understand the relationship between reading music notes and reading a book, understanding counting beats and learning fractions in math. His continued motivation assists students in improved attendance and class work. Students have measurable increase in DRA reading assessments and informal math assessments used at the school.

Innovative Teaching Strategies: Mr. Parker uses the Yamaha Computerized Keyboard program to keep track of student progress in music. He demands attention and commitment to the

music program which then translates to commitment and dedication to student achievement. Mr. Parker insists that students read about great musicians, the challenges they faced and their successes. He spends a great deal of time providing one-on-one and small group instruction to students after school and during intervention periods and on Saturdays. He provides a great deal of visuals with students during instruction to help them learn basic instrumental techniques. Mr. Parker begins instrumental music instruction with Pre K students to help build strong foundations in music.

Motivating Students: Mr. Parker has motivated both students and parents in maintaining academic achievement as their primary goal. Students who do not perform required academic work are not permitted to practice or attend jazz band or music class sessions after school. Mr. Parker checks with classroom teacher to monitor student academic growth in reading and math. Mr. Parker meets regularly with parents to encourage tutorial services, music tutoring and instrument purchase for the talented students he encounters every day. Of utmost significance has been the tremendous parent and student participation in the Cafe 46 events at the school. This year's performance was sold out at over 400 people in attendance!

Parent/Community Involvement: Mr. Parker and the teachers from the art department are responsible for the Project Arts performances for the school year. Each year, the event raises funds for the school music and art department and exposes the new and young musicians and artists to the community. The event of February 16th, 2005 was sold out to over 400 people in attendance. Cafe 46 has produced incredible parent and community participation for the school. Mr. Parker has been the major driving force for the activities.

FROM THE HEADMASTER'S DESK

NEW SAT NOT THE ONLY REASON TO FOCUS ON WRITING IN SCHOOL

By DR. RALPH SLOAN

As high school students across the country prepare to take a new version of the SAT that includes a handwritten essay, I am reminded of a quotation by the poet W. H. Auden: "How do I know what I think until I've seen what I've written?" That quotation has guided me throughout my career as an educator.

The renewed focus on developing writing skills is to be applauded. But have schools across the country risen to the challenge? The National Commission on Writing in America's Families, Schools and Colleges published a report in 2003 indicating that writing has been neglected in our schools for more than 20 years and cited:

Nearly 66 percent of high school seniors do not write a three-page English paper as often as once a month.

75 percent of seniors never receive a writing assignment in history or social studies.

Senior research projects are rarely assigned because teachers do not have time to correct them.

The report challenged us to put writing at the center of the educational agenda. The College Board responded with a new version of the SAT that includes a graded writing sample. Students will have only 25 minutes to compose an essay that will be read by at least two scorers. According to an article in the Washington Post, the 3,000 additional scorers hired by the College Board must read an average of 220 essays in eight to ten hours. That averages out to approximately three to four minutes per essay, barely enough time to read and make a fair assessment of the work. Students, parents and educators are nervous. No one knows what the essays will be like and how much weight colleges will give the new test.

With admissions to top colleges becoming more competitive, the stakes have never been higher to

teach students to write well. At Dwight-Englewood School, where I am headmaster, writing is taught across the curriculum, not just in English, but in history, science and foreign language. Students are taught to think and write critically. The writing rubric is consistent in all classes and focuses on organization and development. Frequent in-class, timed essays give teachers an opportunity to evaluate students' knowledge of the subject matter and give students the experience of writing in a pressured situation. In addition, students regularly write well-documented research papers for most classes. Teachers have a smaller class load allowing them time to give regular and thoughtful feedback on writing assignments.

One of the best measures of the program's success is that students returning after their first semester at college all tell us that they are much better prepared to handle the required amount of writing than their roommates and classmates.

Revenues at leading test prep companies, including the Princeton Review and Kaplan, are increasing. Some school systems offer SAT prep as part of the curriculum. As an educator for more than 35 years, I believe the concept must go beyond "teaching to the test," and focus on preparing students to express themselves by thinking critically and writing thoughtfully in different situations and formats. Students who attend schools that devote sufficient resources to the writing curriculum from the early grades have a better chance of success not only on the new SAT, but at college and in their careers. Educators should focus on teaching writing skills within and across the curriculum to assure that students become experienced and confident communicators. #

Dr. Ralph Sloan, Headmaster of Dwight-Englewood School in Englewood, New Jersey holds B.A., M. A. and Doctor of Education degrees from Harvard University.

BUSINESS OF EDUCATION

DELTAK ACQUIRES WEBSTER COLLEGE IN CENTRAL FLORIDA

Deltak Edu, Inc. recently announced that it has acquired Webster College in central Florida. The transaction expands the company's reach into the Southeast United States. Webster College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and offers associate degree programs in business, allied health and information technology and also recently introduced a baccalaureate degree in business. The school has campuses in Ocala

and Pasco County, Florida. With enrollments in excess of 600 students, this acquisition increases Deltak's total student population to over 3,200 students. "We welcome the Webster administration, faculty and students to Deltak," commented J. Michael Locke, CEO of Deltak. "Webster has built an outstanding reputation for servicing its students and the community and we are excited to be a part of their future." #

Pearson Acquires Dominic Press

Pearson Education, the world's largest education company, announced the acquisition of Dominic Press, Inc., Carlsbad, Calif., a leading independently owned supplemental publishing company serving the K-8 education market. Terms of the acquisition were not disclosed. Dominic Press currently publishes about 2,300 titles in a variety of niches, including K-8 lev-

eled readers; research-based reading and writing assessment and oral language assessment; Spanish language materials for K-6 reading and assessment; teacher resources and professional development materials, and; library materials for school and public libraries. Dominic Press will become part of the Pearson Learning Group, based in Parsippany, N.J. #

OUTSTANDING
TEACHERS
OF THE MONTH

READ ABOUT PAST
OUTSTANDING TEACHERS
OF THE MONTH ONLINE AT
WWW.EDUCATIONUPDATE.COM



A Guided Journey to Achievement

MARVELWOOD

If you are looking to improve your academic performance, Marvelwood is the place for you. From around the country and around the world our students discover their strengths and weaknesses developing close relationships with their teachers and peers.

- Grades 9-12
- Summer Sessions Grades 7-12
Focusing on reading, writing ESL

- Beautifully maintained campus:
biking, canoeing, hiking, fishing

For more information please call The Marvelwood School, 476 Skiff Mountain Road, P.O. Box 3001 Kent, CT 06757

www.themarvelwoodschool.com

(800) 440-9107 / (860) 927-0047 – Ext. 24

Email: marvelwood@snet.net

It takes more than an apple to reach today's teachers...

It takes

New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United Teachers
- Read by 500,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call (800) 448-4237

800 Troy-Schenectady Road, Latham, NY 12110



New York Studies Weekly

My own weekly newspaper! Wow!

New York Studies Weekly is a curriculum supplement enjoyed by tens of thousands of students in New York since 1997. It is currently available for the 3rd, 4th and 5th grades. Each grade level supports the New York State Social Studies Resource Guide recommendations for that grade.

A single student subscription consists of 28 weekly issues filled with history, current events, and fun history-based activities. For as little as \$3.65 per student for the year, New York Studies Weekly fits easily into your classroom budget. To receive your free sample or to place an order please call:

Studies Weekly, Inc. at
1-800-300-1651
Visit our website at
www.studiesweekly.com
The curriculum for the 4th grade now includes a free bonus issue exploring important historical documents.

Studies Weekly also available for MA, CT, NJ!

FREE Sample! If you haven't received your free sample, call today!

(800) 733-6786

www.nesonline.com

You cannot solve the problem with the same kind of thinking that created the problem.

— Albert Einstein

Physicist (1879-1955)

Institutes may sell out!

NES Assessment for Learning Institutes offer specific and practical strategies to help educators at all levels create a culture for learning through the use of high-quality assessments. These institutes offer opportunities for collective inquiry into best practice, reflection, renewal, networking, and planning for implementation.

NES Assessment for Learning
August 11-13 Fairfax, VA

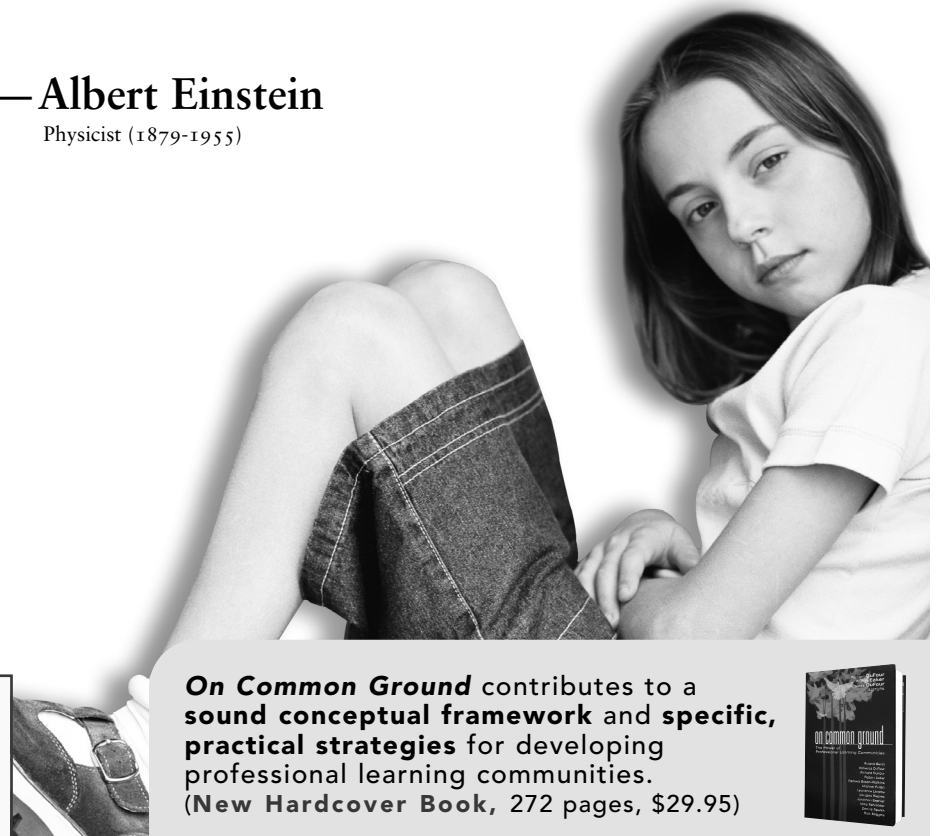
Professional Learning Communities at Work Institutes

are designed to help educators implement the most promising strategies for improving their schools in substantive ways. Every aspect of the program offers specific, practical strategies to help educators apply the powerful concepts of the Professional Learning Community (PLC) model in their own school settings. The Institutes offer collective inquiry into best practice, reflection, renewal, networking, and planning for implementation.

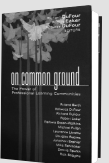
Professional Learning Communities at Work
August 29-31 Granby, CT

Featuring
Richard DuFour,
Robert Eaker, and
Rebecca DuFour

Professional Development available on these topics.



On Common Ground contributes to a sound conceptual framework and specific, practical strategies for developing professional learning communities. (New Hardcover Book, 272 pages, \$29.95)



5 INSTITUTES
06 SUMMIT

Register Today! (800) 733-6786

Register before purchasing travel tickets.

www.nesonline.com



Cultivating solutions. Empowering educators.



NEW HIGH SCHOOL FOR INTERNATIONAL STUDIES OPENING AT COLLEGE OF STATEN ISLAND

The College of Staten Island (CSI), a senior college of The City University of New York (CUNY), with its partners, Region 7 of the New York City Department of Education and the Asia Society, recently announced the application and admission process for the inaugural ninth-grade class of its High School for International Studies.

The new high school, scheduled to open September 2005, will be the focus of information sessions to be held in Brooklyn and Staten Island. The school will also be featured in new school fairs to be held in Manhattan

and Brooklyn. Applications are expected to far exceed the school's first ninth-grade class capacity of 108, with the freshman class ultimately chosen by lottery.

The school was originally conceived in 2003 by CSI's President Marlene Springer, as she was seeking new ways to extend the resources of the college to the larger Staten Island community. The school will be initially located on the first floor of CSI's '5N' building in the Willowbrook neighborhood of Staten Island.

Dr. Springer, immediate past chair of the executive committee of the College Consortium

for International Students and a member of the Professional Development committee of the American Association of State Colleges and Universities, said she chose international studies and foreign language education as a focus of the school because CSI's faculty is strong in those areas, and CSI is a "flagship" site for international exchange programs with CUNY.

"CSI is a strong and active leader in international education. We are home to the CUNY China Program and offer international study abroad programs in 35 countries around the world," she said.

"The high school's hallmark will be the extensive professional development of its teachers though the college's Discovery Institute, a city-wide model of professional development dedicated to an interdisciplinary, 'discovery' based teaching methodology that empowers teachers," continued Dr. Springer.

"The new small high school at CSI is a premiere example of the city-wide and national trend that finds educators increasingly looking to small high schools as an alternative to the more traditional large high school," said Dr.

David Podell, Provost and Vice President for Academic Affairs at CSI.

The CSI High School for International Studies will offer a curriculum that encourages inquiry-based instruction and integrates international content across all subject areas. It will receive support from national and community sponsors, provide opportunities for student and teacher international travel and exchanges, and feature four years of intensive world language study. The school will be part of a nationwide network of 10 small schools supported by the Asia Society through a grant from the Bill and Melinda Gates Foundation. "These new, small international studies schools will become beacons of excellence by establishing creative, rigorous ways to prepare the City's youth as informed global citizens," said Michael Levine, Executive Director of Education at the Asia Society.

To find out more about the new CSI High School for International Studies, prospective students should attend area events, visit the school's Web site at www.csihighschool.org or call (212) 327-9311 for more information.

Technology Education Coming to a Halt

By MELINDA GEORGE

Imagine this scenario: today's students, for whom multimedia technologies have always been an integral part of learning, are suddenly denied modern education tools. In addition, training for teachers to use these tools comes to a complete halt. Are these students going to be prepared to succeed in the 21st century?

This scenario is not so far fetched when you consider President Bush's proposed 2006 education agenda. In terms of technology, he proposed the complete elimination of Enhancing Education Through Technology (EETT), a \$500 million state education technology block grant. EETT is the only source of federal funding targeted for education technology and it is not just limited to hardware and infrastructure. It provides funding that supports all tenets of education by providing technology that allows for innovative and motivating student instruction, advanced assessment and accountability, online professional development, virtual education and enhanced data driven decision making.

This is a call to action. It's the job of educators, administrators and parents to let Congress know through letters and emails that this is not acceptable for America's students—they deserve to be equipped to compete and succeed in the 21st century.

In New York City alone, the elimination of this critical program would mean the elimination of \$45 million in funding for technology targeted toward closing the achievement gap for some of America's neediest students. This

funding has allowed many of New York City's high schools to no longer be limited by time and space and instead to create a 24/7 learning environment. For one New York region, elimination of the state education tech block grant would mean the loss of the Cyber English, Cyber Social Studies and soon to be Cyber Math and Science classes that are running in all twenty public high schools and two local nonpublic high schools.

In early March, the State Educational Technology Directors Association (SETDA) will release its 2005 *National Trends Report*, a study of the education technology block grant funding and uses. State technology directors are reporting three critical uses of technology that advance NCLB goals including the informed use of digital tools, the alignment of software, web courses, virtual learning, and other technology-based learning solutions to increase academic achievement; and the use of real-time data and the informed use of data to drive sound instructional decisions. Nearly a quarter of the states report that the federal education technology block grant funds are the only source of funds that go to Local Education Agencies for technology.

Your individual voice will make a difference. The time is now. Tell Congress to reject the President's proposed elimination of the state education technology block grant.#

Melinda George is the Executive Director of the State Educational Technology Directors Association (SETDA)

Darrow School has what you're looking for in an independent school.

- Co-ed boarding and day school for grades 9-12
- Engaging, hands-on, college-preparatory curriculum
- Average class size: 9 students
- Attentive, involved faculty
- Strong college placement
- 2005 National Association of Independent Schools "Leading Edge Honoree" for Curriculum Innovation

Darrow School is located 3 hours north of New York City in the Berkshires on the NY-MA line. Visit us on-line at www.darrow-school.org.



Darrow School
110 Darrow Road, New Lebanon, NY 12125
518-794-6000



Open House

April 30
518-794-6006

THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

SUMMER SEMINARS FOR TEACHERS AND NATIONAL PARK SERVICE RANGERS

announces nineteen one-week seminars in summer 2005 for high school and middle school teachers.

A complete list of topics, dates, locations, and application forms is available online at <http://www.gilderlehrman.org/teachers>

Seminars are tuition-free. Participants receive a \$500 stipend, books, and room and board.

Seminars on major topics in American history include:

The Great Depression, World War II, and the American West at Stanford University, led by David Kennedy and Richard White

North American Slavery in Comparative Perspective, at the University of Maryland, led by Ira Berlin

Freedom (for 4th - 8th grade teachers), at New York University, led by Carol Berkin and Catherine Clinton

The Age of Lincoln, at Oxford University, U.K., led by Richard Carwardine

The Civil Rights Movement, at Cambridge University, UK, led by Anthony Badger

Applications must be postmarked by March 18, 2005.

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history.



Women & Philanthropy at Marymount

By SYBIL MAIMIN

Marymount School, a K-12 college-preparatory, independent, Catholic day school for girls on the Upper East Side, takes seriously its mission statement to "educate the heart and the mind." Students regularly hold bake sales and other fund-raisers to benefit selected causes. The knitting club makes hats and scarves for people in shelters. The girls

support research for breast cancer and the fight to end violence against women, and they spontaneously and quickly organized a very successful drive for money for tsunami victims. It was, therefore, fitting that to celebrate Founders Day (the school's 79th birthday), parents and alumnae were invited to a talk on "Philanthropy: Changing Lives, Changing the World." Three engaging speakers, members of the New York Women's Foundation, shared their stories and passion about their journeys into the world of giving.

A fascinating and instructive distinction was made between charity and philanthropy by Abigail Disney, founder of the Daphne Foundation, a progressive social change organization that makes grants to small community-based groups. She explained that philanthropy is targeted, strategic giving with well-thought out goals while charity is often more spontaneous and emotion-based. "Charity can be the enemy of philanthropy," she cautioned, "by siphoning off funds from the bigger picture." There are many charities and they receive large sums because of "a natural inclination to respond to victims, especially if donors identify with them." Disney spoke of a "hierarchy of innocence" that influences giving. An adult infected with AIDS will receive less sympathy than an infant with the same disease. After coming to New York from Los Angeles as a student,

Disney was "jarred by how visible and prevalent poverty was...a radical disconnect from her life," and started doing volunteer work. As she became more involved she switched from charity to philanthropy, determined to "place gifts where they are most effective." "You do not have to have a trust fund to be privileged," she advised. "If you have safe drinking water and some people in the world don't, then you are privileged. Privilege is a kind of poison if unexamined, and philanthropy is a cure."

To Anne Delaney, an artist who supports theater, dance, and art communities, philanthropy is about values. "We tend to speak in hushed tones about money," she said. "Bring it out of the closet and see how empowering it can be... not just about what it can buy,

but about the values it can advance." As a wealthy young woman, she realized the world was unfair and she was determined to "help make it a better place." There are many philanthropic groups to choose from. She prefers social change organizations because they "speak to her heart. Find ones that speak to your heart," she advised. "The opportunity for direct participation to make things happen is a great way to reclaim our democracy."

Madeline L'Amour Holder was born in Haiti and came to the United States nineteen years ago to escape political upheaval in her country. Growing up, she was taught to help others and has done volunteer work since her youth. Helping does not always involve money, she explained. Affecting change in people's lives can take many forms. When she returned to Haiti in 1998 to bring humanitarian aid following Hurricane George, locals told her they felt human to know someone cared. Offering a listening ear is a form of giving. She has been involved with Haitian women's



(L-R) Abigail Disney, Madeline L'Amour Holder & Anne Delaney

TURNING URBAN SCHOOLS AROUND

By CHERYL RIGGINS NEWBY

Some of America's urban schools have become chronic underachievers. These schools, despite the best efforts of countless teachers and often-heroic administrators, have acquired long histories of ineffectiveness. To turn around such schools, according to the U.S. Department of Education, the principal must gain control of the learning environment and culture of the school and completely reform the school's way of doing business, top to bottom, through a coherent, systematic, and effective vision

After years of accumulated bad educational habits have become counterproductive, for many schools it's time to call in the turnaround principal, an educator who is willing to ask the difficult questions and build new habits of effectiveness to replace yesterday's no longer effective habits.

When they go into a school to reverse years of habit, experts like Anthony Palano, the veteran principal of Martin Luther King, Jr. Multicultural Institute, a PK-8 school of nearly 950 students in Buffalo's inner city, leads his school with a passion and commitment toward excellence. After 17 years at the helm, little escapes his notice and no one escapes his focus on achievement.

Palano started turning his school around by focusing on the state of the school when he first took over the principalship: "Seventeen years ago, I was sent to a school that was out of control. We had only 14 percent of students passing the tests. Well, I personalized that because I wouldn't allow myself to be in a school that was failing so many children. We had 20 eighth graders who were over 15 years old! Something needed to change. I didn't need central office to get me going."

Counteracting the negative impact of low expectations was the first order of business in Palano's plan. "We look at data, grade by grade, teacher by teacher. We sit down with each teacher and plan both long- and short-term goals. We build our instructional program based on our kids' strengths and weaknesses." The bottom line, he says, "is that there is no substitute for a teacher's skills. He or she must understand our goals and be able to look at data to identify the skills that need teaching."#

Cheryl Riggins Newby is the National Association of Elementary School Principals Associate Executive Director for the Leadership Academy and Urban Alliances. For more information about NAESP's Urban Initiatives, call 800-386-2377 or visit www.naesp.org.

health and worked to end family and date violence. "Join a philanthropic organization and help them carry out their mission," she advised. "Everyone to whom I ever gave contributed more to my happiness than what I could have given to them."

Historically, women have not been involved in philanthropy. When wealthy men died, their widows gave to causes associated with their husbands. It was only in the second half of the twentieth century that women began to act independently. Traditional feelings of financial insecurity, even among the rich, are slowly giving way to confi-

dence in giving, especially as more females have successful careers and recognize the important role they can play. The talk on philanthropy was part of a week-long program on financial literacy at Marymount that included seminars, workshops, and lectures designed to empower students, parents, alumnae, and staff with the information and tools needed to make wise financial decisions. Headmistress Concepcion Alvar explained, "We hope to teach students about social justice, about being agents of change, about using a life of privilege as a way to effect change."#

Opening Cultural Windows in the Year of Languages

52nd Annual Northeast Conference
March 31 – April 3, 2005
New York Marriott Marquis on Broadway



Northeast Conference at Dickinson College
P.O. Box 1773 • Carlisle, PA 17013-2896 • 717-245-1977
nectfl@dickinson.edu • www.nectfl.org



NYU CHILD
STUDY CENTER

577 First Avenue,
New York, NY 10016
(212) 263-6622

1981 Marcus Avenue, Ste C102
Lake Success, NY 11042
(516) 358-1820

Clinical Services provided by expert psychiatrists, psychologists, neurologists and education specialists. Programs include:

- o Child and Family Associates
- o Young Adult Inpatient Program
- o NYU Summer Program for Kids with ADHD
- o Family Studies Program
- o Institute for Learning and Academic Achievement
- o Tourette's Disorder Service
- o Anxiety and Mood Disorders Service
- o Attention-Deficit / Hyperactivity Disorder Service

Educational Outreach Programs and publications teach parents and educators about normal child development and how to recognize and intervene when a child needs help. In addition to our award-winning web site, AboutOurKids.org, the Child Study Center offers:

- o A monthly *Parent Letter* (available online)
- o School-based intervention programs
- o Parenting Workshops
- o Professional development seminars for educators

www.AboutOurKids.org



Grant Opportunities For Educators

The purpose of the **Early Childhood Educator Professional Development (ECEPD)** program is to enhance the school readiness of young children, particularly disadvantaged young children, & to prevent them from encountering difficulties once they enter school, by improving the knowledge & skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

Deadline for Transmittal of Applications: April 22, 2005.

Eligible Applicants: A partnership consisting of at least one entity from each of the following categories, as indicated: (i) One or more institutions of higher education, or other public or private entities (including faith-based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities. (ii) One or more public agencies (including local educational agencies, state educational agencies, state human services agencies).

Estimated Available Funds: \$14,695,000.

Estimated Range of Awards: \$2,500,000-\$5,000,000.

Estimated Average Size of Awards: \$3,750,000.

Estimated Number of Awards: 3-6 awards.

Office of Special Education & Rehabilitative Services, Recreational Programs. Purpose of Program: The purpose of the Recreational Programs is to provide individuals with disabilities with recreational activities & related experiences to aid in their employment, mobility, socialization, independence, & community integration. Recreation Programs initiate local recreation projects that will continue after Federal assistance ends.

Deadline for Transmittal of Applications: March 29, 2005.

Eligible Applicants: States, public agencies, & nonprofit private organizations.

Estimated Available Funds: \$1,027,111.

Estimated Range of Awards: \$130,000-\$140,000.

Estimated Average Size of Awards: \$130,000.

Estimated Number of Awards: 8.

Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students

Purpose of Program: The Grant Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students provides awards to develop or enhance, implement, & evaluate campus- and/or community-based strategies to prevent high-risk drinking or violent behavior among college students.

Applications Available: February 8, 2005.

Deadline for Transmittal of Applications: March 25, 2005.

Eligible Applicants: Institutions of higher education (IHEs), consortia thereof, public & private nonprofit organizations, including faith-based organizations, & individuals.

Estimated Available Funds: \$2,500,000.

Estimated Number of Awards: 20.

Estimated Range of Awards: \$100,000-

\$150,000.

Estimated Average Size of Awards: \$125,000.

Grants to Reduce Alcohol Abuse. Purpose of Program: This program provides grants to LEAs to develop & implement innovative & effective programs to reduce alcohol abuse in secondary schools.

Deadline for Transmittal of Applications: March 28, 2005.

Eligible Applicants: Local educational agencies (LEAs).

Estimated Available Funds: \$22,600,000.

Estimated Range of Awards: \$300,000-

\$500,000.

Estimated Average Size of Awards: \$400,000.

Estimated Number of Awards: 57.#

For more information, visit <http://www.ed.gov/fund/landing.jhtml>.

NOBEL ESSAY CONTEST STUDENT WINNERS WILL GO TO STOCKHOLM

Following a city-wide competition, three New York juniors are to be awarded a trip to Stockholm, Sweden, to attend the celebrations surrounding the awarding of this year's Nobel Prizes—and New York is the only city in the world that will be afforded this honor.

The New York Academy of Sciences, in collaboration with the Consulate General of Sweden in New York, www.nobelprize.org (the official web site of the Nobel Foundation) and the New York City Department of Education, has announced the creation of a new science essay contest honoring the Nobel Awards and celebrating the scientific achievements recognized by these awards. "The Laureates of Tomorrow—Nobel Essay Contest" is open to all juniors attending public, private, or parochial New York City high schools. Participants may submit an essay in one of three categories: Physics, Chemistry, or Physiology/Medicine. The essay question, designed by Academy staff and approved by a committee composed of NYC Board of Education representatives, encourages students to examine the impact of major scientific achievements by Nobel Prize winners on science and society. Three finalists will be selected for the final round of the competition, which will be held in May at the New York Academy of Sciences. Essays will be judged by a panel of Nobel Laureates and other scientific luminaries. In June, three winners will be announced. The grand prize is an all-expense paid trip to Sweden.

The new competition is representative of the Academy's new alliance with the Nobel Foundation's web team to further public awareness of the Nobel Prizes, Nobel Laureates, and the science behind the discoveries, especially among students and teachers in New York. In addition, the Academy's SciEduNet web site (www.sciedunet.org), which offers students and teachers information about over 750 science programs in NY, will include information on more than 750 Nobel Prize winners and their contributions to science. The Alliance will also encourage the city's science teachers and students to access the Foundation's award-winning multimedia, hands-on, interactive games and problem-solving exercises that use specific Nobel Prize-awarded work as a springboard for gaining a deeper understanding about the science behind the prizes "This initiative is an ideal collaboration that

unites two prestigious scientific institutions with New York City's students, teachers and leaders of the Department of Education. The contest will achieve multiple goals: providing the public with a greater understanding of the Nobel prizes; fostering an appreciation of how scientific achievements have impacted our everyday lives; and bringing fun, excitement and excellence in science to our schools," said Ellis Rubinstein, President of the New York Academy of Sciences.

Dr. Julia Rankin, Director of Science of the NYC Department of Education, agreed that the contest reflects the fact that "New York is home to many outstanding scientists and scientific organizations. This partnership with Nobelprize.org and the NY Academy of Sciences offers a truly amazing opportunity for our students and is an honor for the New York City Department of Education. This is yet another example of the great resources and opportunities our city has to offer to aspiring scientists." The Consul General of Sweden in New York, Ambassador Kjell Anneling, added, "If the contest leads to an increased knowledge about Sweden among New York high school students, then we will have succeeded in building bridges not only between generations, but also between countries." The Consulate is the official sponsor of the competition's grand prizes.

The idea of an essay contest was inspired by the Nobel monument located in Theodore Roosevelt Park, adjacent to the American Museum of Natural History. The monument, which honors Alfred Nobel and all American Nobel Laureates, was presented to the people of the city of New York in 2003. The monument project was initiated and overseen by the Consulate General of Sweden in New York and the New York City Department of Parks and Recreation. The Consulate hopes that the essay contest will inspire students to achieve the level of accomplishment the Nobel Awards represent and someday have their names listed on the monument. #

For more information, please contact Elizabeth Rodd, Program Manager, Education at 212.838.0230 ext 503 or email essaycontest@nyas.org.

The New York Academy of Sciences is an independent, not-for-profit organization committed to advancing science, technology, and society worldwide since 1817.

HELP! CHEMISTRY TESTS, REGENTS

OVER 65,000 BOOKS SOLD

HIGH MARKS: REGENTS CHEMISTRY
MADE EASY BY SHARON WELCHER
(College Teacher, Chairperson, and Teacher
of High School Review Courses)

This book is your private tutor-
Easy Review Book for NEW Regents
(second edition) with hundreds of
questions and solutions, Get HIGH
MARKS \$10.95

Available at leading book stores
or call 718-271-7466

www.HighMarksInSchool.com

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971

www.schoolsandyou.com

The Center for the Improvement of Child Caring

A national resource for parent education and parent involvement programs and materials

- > Culturally-Specific Parenting Programs
Effective Black Parenting Program
Los Niños Bien Educados Program

- > Parenting Instructor Training Workshops

- > National Partnership Campaign to Find and Help Young Children with Special Needs

- > Books, Videos and CDs for Parents & Educators



1(800) 325-2522 | www.ciccparenting.org

The Center for the Improvement of Child Caring • Established 1974 • Kerby T. Alvy, Ph.D. Founder & Director



LYCÉE FRANÇAIS DE NEW YORK

More than 50 years experience in
French-American education

- * Graduates attend competitive American, Canadian and French colleges and universities
- * New York High School Diploma and preparation for the Baccalauréat L, ES, S (OIB Option)
- * Nursery-12th Grade
- * French Immersion and Intensive English program
- * Forty-four nationalities represented

INFORMATION AND ADMISSIONS:

505 East 75th Street
New York, N.Y. 10021
admissions@lfny.org

www.lfny.org

Tel. 212-439-3827

Please call the Admissions Office for Fall 2004
Early Childhood open house information



Interview with Gail Noppe-Brandon: Creator of a New Methodology

By JOAN BAUM, Ph.D.

It isn't often that a writer with dynamic ideas about how to transform the teaching of communication skills can point to her own public school child as an example, but Gail Noppe-Brandon, whose slim, eloquent book, *Find Your Voice: A Methodology for Enhancing Literacy Through Re-Writing and Re-Acting* (reviewed in this issue) certainly knows first hand how a shy seven-year-old can come to life, creatively and intellectually, under the tutelage of a patient teacher and an imaginative idea. She also knows the importance of sustaining the right teacher and the right environment where a model can take root and grow. Ms. Noppe-Brandon's methodology, an innovative integration of re-acting and re-writing skills, has already attracted attention. Schools such as the New York Museum School in Chelsea, which has served as a demonstration site, and successful teacher training sessions at various venues in the city, including Bank Street and several middle schools and high schools, have prompted the author-educator to seek out an academic home – ideally college-based where a summer teaching institute might be established. But Ms. Noppe-Brandon also knows from personal and professional experience that good ideas, effectively realized, can become casualties of bureaucracy. A new principal comes in and wants his or her own people, resources, ideas, so out goes a recently trained cadre of young *Find Your Voice* acolytes. A permanent academic center might counter this problem, as might a video.

Indeed, Ms. Noppe-Brandon is at work on a documentary in the tradition of the 2003 French

film "To Be And To Have," whose director Nicolas Philibert wanted to show the "magic of education." Of course, a one-room village schoolhouse in rural Saint-Etienne Sur Usson, with a class of 13 children, ages 3-10, is hardly crowded urban New York City, but the point of the inspirational film, which Ms. Noppe-Brandon much admires, is that the energy, enthusiasm, and loving determination of the teacher Georges Lopez show him reaching everyone, the real meaning, one might say, of Leave No Child Behind. And no teacher, either. To that end, Ms. Noppe-Brandon, who now trains approximately 100 public school teachers a year, knows how time-consuming such labor-intensive work can be, but she believes that her pedagogical model can go a long way to showing teachers how to engage students in a sensitive and rigorous way to confront their fears. Contrary to general impressions, many teachers themselves have problems when they have to meet with or address their peers, even though they opted for a life of teaching. With Ms. Noppe-Brandon's techniques they can overcome their anxieties and, more important, understand empathically how difficult such hurdles are for their students.

One of the strongest selling points of Ms. Noppe-Brandon's methodology is its flexibility. It can be applied in a semester, a month in summer or even on a weekend. For a number of reasons, however, she would like to see *Find Your Voice* become a regular after-school program. The 3-5 or 3-6 time slot is critical, she notes, especially since after 9 / 11 parents have shown

EXAMINING THE CIVIL RIGHTS CRUSADE WITH PROFESSOR GLORIA BROWN-MARSHALL

By LIZA YOUNG

The fight for civil rights is an ongoing struggle, with tremendous strides having been made in the 60's, but a battle that continues to the present day. There are civil rights issues that remain to be fought for based on discrimination that is subtler than in times past, but of course still with powerful repercussions.

A recent meeting at the Women's City Club (WCC) addressed the issue of Civil Rights in the community, with guest speaker Dr. Carolyn Goodman, mother of Andrew Goodman who was murdered in 1964 as a result of his dedication to the Civil Rights movement. Even with the brutal murder of her son, she does not seek the death penalty for his killer, as this would be violation of the principles of civil rights and the ideals of her son.

Guest speaker Professor Gloria Browne-Marshall of John Jay College of Criminal Justice, also contributed her views on civil rights. In addition to having expert knowledge in the field of constitutional law and international human rights, she is founder and executive director of The Law and Policy group, Inc., an organization

that advocates for the rights of vulnerable groups such as children, women and minorities.

At the recent WCC meeting, Professor Marshall presented a history of civil rights, with a focus on voting, expressing views on how to address the under-representation of minorities in the community.

Professor Marshall cited the issue of tampering with voting machines, which was discovered in minority neighborhoods in Brooklyn. In Florida, foul play during the voting process was discovered, when an artificial list of people suspected of felonies was generated. In addition to the prevention of such interferences with the voting process, Professor Marshall is also a proponent of voting rights for individuals with past criminal records. The area of education also impacts the voting process and must be examined so as to ensure increased representation of minorities. Professor Marshall expressed that the current definition of an "adequate public school education," meaning being able to read at an eighth grade level, is insufficient. The trend of pushing minorities into vocational education programs and away from honors programs must end as well.#

reluctance to have their children travel to after school activities, especially in winter when it gets dark early. Moreover, many children take on part-time jobs or attend tutoring workshops to prepare for state-mandated tests. Who needs writing and acting in plays! They do, she says, and if only licensed teachers could be provided in that time slot and parents, especially newly arrived immigrants, could be persuaded that the dramatic activities described in the book have immediate

and long-lasting cognitive value. The method is for anyone and everyone. Too many children are being left behind and too many young teachers are not staying in education because they are frustrated trying to express their creativity. But as Ms. Noppe-Brandon, a Yeats scholar, might quote to them, from "To A Child Dancing in the Wind": "Dance there upon the shore;/What need have you to care/For wind or water's roar?#"#

Do your math books address the needs of your English learners?

Do your math books help your English learners meet the standards?

Are your students overwhelmed when reading language intensive math materials?

If your mathematics materials aren't reaching your English Language Learners, you should consider supplementing your program:

Palmiche Press is a company that specializes in products and services for English Language Learners.

*Your students can't afford to fall behind!
Help your class and your school excel
and meet the standards.*

Please visit us at www.PalmichePress.com
or e-mail info@PalmichePress.com.

Coming Soon: ESL Math Coach™!



JOIN NAESP and GET WHAT YOU NEED TO SUCCEED!

The National Association of Elementary School Principals (NAESP) understands the special needs of Urban Administrators...

URBAN ADMINISTRATORS...

**GET CONNECTED to NAESP
with this SPECIAL OFFER JUST FOR YOU!**

**TWO YEARS OF MEMBERSHIP for the
PRICE OF ONE (\$195)!**

Why join NAESP?

- Principals Help Line
- Legal Benefits Program (\$1,000,000 of coverage!)
- Professional Development opportunities
- *Principal magazine* and 7 other publications for administrators
- A Voice in Washington, D.C
- Network with 30,000 colleagues...
- Resources, resources, resources!

And Just for Urban Administrators...

- Urban Principals Respond Series
- Urban Principals Tool Kit
- Urban Forums online and at Convention

JOIN TODAY!

Register online at
www.naesp.org (CHOOSE
CODE UP05B from drop
down list)

**Or call 800-386-2377
and cite this ad.**

Questions? Email us at
urban@naesp.org

OUR PRINCIPAL MISSION IS YOU!
NAESP
Member Services



'March' Straight Into A Great Selection of Varied Readings!

Reviewed By SELENE S. VASQUEZ

PICTURE BOOK: AGES 5 THRU 8

Pearl's New Skates by Holly Keller. (Harper Collins, 32 pp., \$15.99). Pearl slips and falls head over heel every time she attempts to skate. After a great deal of persistence, she overcomes her initial disappointment and rejoices in her eventual success. Pastel watercolor illustrations are as exuberant as achieving this crucial childhood milestone.

FOLK TALE: AGES 6 THRU 12

Elephant Prince: The Story of Ganesh by Amy Novesky. Illustrated by Belgin Wedman. (Mandala, 32 pp., \$16.95). Based on the sacred text Brahma Vaivarta Purana, this more obscure Hindu version relates how the god Ganesh came to have the head of an elephant. Shimmering watercolor, gouache and gold-leaf illustrations capture the singular drama of this tale.

POETRY: AGES 6 THRU 10

Oh, No! Where Are My Pants? and Other Disasters: by Lee Bennett Hopkins. Illustrated by Wolf Erlbruch. (Harper Collins, 32 pp., \$15.99). Fourteen short poems ranging from sad to comical childhood embarrassments and chagrins from this prolific poet and editor. Quiet and lightly colored drawings depict the important little moments in the life of a child.

BIOGRAPHY: AGES 8 THRU 10

Mother Teresa by Demi. (Margaret McElderry Books, 32 pp., \$19.95). An eloquent biography of this diminutive but determined nun's inspiring accomplishments on behalf of the "poorest of the poor." Her religious devotion and innate goodness are recounted in readable prose and rich paint-and-ink illustrations. # *Selene S. Vasquez is a media specialist at Orange Brook Elementary in Hollywood, Florida. She is formerly a children's librarian for the New York Public Library.*

Helping New Teachers Survive

Reviewed By MERRI ROSENBERG

Everyone knows what the problem is: within the next decade, the United States public schools will have to hire about 2.2 million new teachers. Faced with massive retirements as experienced teachers begin to age out of the system, directives to reduce class size even as student enrollment increases, and requirements from the No Child Left Behind legislation to have the most "highly qualified" teachers in the classroom, the personnel situation is daunting.

Even more daunting is this reality: that 30 percent of new teachers leave their jobs within the first three years, and 50 percent within the first five years. Or think about this—even as the student population becomes more diverse, reflecting changing immigration patterns in this country, there are fewer teachers of color entering the profession's ranks.

So how do schools recruit, and retain, teachers who are going to stay in the field?

This significant book, which is based on a longitudinal study of 50 new teachers in Massachusetts, is an attempt to provide answers to those questions. Clearly written, beautifully organized, and backed up with specific anecdotes and details that could be easily applied in most school districts, this should be widely circulated among school administrators and school board members. It is descriptive and prescriptive, and of critical importance to avoid what seems to be a relentless brain drain of new teachers, who are often defeated by indifferent school administrators, lagging pay, lack of appropriate and useful feedback, and a supportive environment that would allow them to actually do their jobs.

The authors recognize that the newest teaching recruits, whether trained in conventional educational programs or certified through fast-track alternatives, seek a different experience than those who are on the verge of retirement. Instead of wanting an autonomous classroom, these new teachers crave a collegial environment, where they can share ideas about how best to reach their students. They want principals who stop by their classrooms and give them suggestions; what they don't want is to feel adrift in a confusing, indifferent workplace.

As the authors write, "Learning to teach is difficult, complex work; learning to teach students from markedly different backgrounds is even more complex."

Pity the rookie who is essentially told, "Here are your keys, here's your room, good luck."

The authors describe in detail the experiences of 10 new teachers, some who are recent college graduates, and others who are career changers with experience in other fields. Some of these teachers work in urban schools, some in charter schools, and still others in suburban settings. Despite these apparent differences, the authors

Finder And Keepers: Helping New Teachers Survive And Thrive In Our Schools

by Susan Moore Johnson and The Project on The Next Generation of Teachers.

(John Wiley & Sons, Inc., San Francisco, California) 2004: 314 pp.

identify some of the common complaints. One problem is that the new teachers who are assigned to large urban schools (precisely the ones that suffer from high turnover) are usually the least likely to get the support they need. Figuring out classroom management and discipline issues isn't easy, especially at the beginning; in a school where clear rules aren't defined, and leadership is largely absent, it is no small wonder that new teachers are so easily discouraged.

Without guidance from a principal, or veteran teachers, new recruits often feel as if they're being set up to fail. It doesn't help that, in most schools, the most experienced teachers are assigned to the best courses (Advanced Placement, honors sections), with new teachers usually given the most challenging and demanding classes that require the most preparation and often offer the least academically motivated students. Or new teachers are building nomads, without even a desk of their own to call home, compelled to wander the school from period to period.

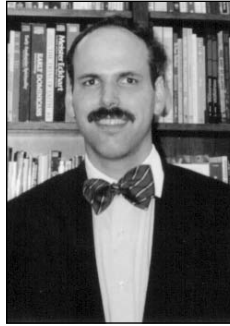
Beginning teachers also want curricular guidance; without being forced into a lock-step program, they are often frustrated at being expected to reinvent both content and methodology, especially when there is also an expectation that whatever they teach is aligned with state standards. And the new generation of teachers doesn't necessarily want to remain in the classroom—opportunities to work in staff development, literacy coaching, curriculum development and other roles within the educational system would help retain these hires.

What are some of the proposed remedies? The authors suggest real mentoring relationships that actually help new teachers; more school-based hiring, with authentic orientations and staff development programs to acclimate new teachers to a school's culture—even something as basic as making sure teachers have adequate supplies and equipment (like a telephone in the classroom). In one school they cite, in Evanston, Illinois, a new teacher's mentor shepherds her from hiring to tenure. Wouldn't it be nice if all new teachers could benefit from such nurturing!

As the spring/summer hiring season begins to get underway, administrators should keep a copy of this book front and center on their bookshelves, as a potent reminder of how they should be recruiting and retaining their professional staff.#

Finders and Keepers: Helping New Teachers Survive and Thrive in Our New Schools by Susan Moore Johnson and The Project on The Next Generation of Teachers. John Wiley & Sons, Inc., San Francisco, California (2004): 314 pp.

Logos Bookstore's Recommendations



By H. Harris Healy, III, President,
Logos Bookstore

1575 York Avenue (Between 83rd and
84th Sts.), New York, NY 10028

(212) 517-7292, Fax (212) 517-7197

WWW.NYCLOGOS.CITYSEARCH.COM

Welcome to the month of March 2005 the month of St. Patrick's Day and Easter this year. Come Celebrate St. Patrick's Day on Friday March 11, 6:30-8:30 P.M. at Logos Bookstore when Michael Ward accordionist/raconteur will hold forth with wonderful music and blarney. Refreshments will be served.

Meanwhile shop the store for your St. Patrick's Day and Easter cards and gifts and books related to these celebrations. Logos has a wonderful collection of Celtic books from different editions of The Book Of Kells to books on Merlin, the Holy Grail, Celtic. Princesses and Celtic Christian Spirituality, the latter covered by such authors as John Newell, and David Adam among others. Also available are cds of Celtic music. There are biographies of St. Patrick, as well, for adult and child. Irish and Irish American authors such as James Joyce, Samuel Beckett, Roddy Doyle, J.P. Donleavy and Frank and Malachi McCourt among others are well represented. And there is a selection of Irish travel and history books.

For Lent and Easter there are many books about Jesus, his life, his death on the cross and his resurrection. There are also Easter books for children both religious (Jesus among other subjects) and secular (bunny rabbits, other animals and springtime to name a few topics). Logos also carries icons and colorful Ukrainian wooden Easter Eggs. It is not too early to shop for Passover, celebrated this year in April, either. Logos carries cards, Haggadahs and other related

books. For general gift giving Logos now offers fine lined and unlined journals ranging from fine leaf and parchment covered books to notebooks with covers featuring rabbits, cats, and owls among other designs.

Happy St. Patrick's Day! Happy Easter! Happy Passover!

Upcoming Events At Logos

Friday, March 11, 2005, 6:30-8:30 P.M., St. Patrick's Day Party with Michael Ward, accordionist/raconteur. Refreshments will be served.

Monday, March 14, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis of The Richard Curtis Literary Agency will discuss the Book of Deuteronomy.

Wednesday, April 6, 2005 at 7 P.M. KYTV Reading Group will discuss The Kite Runner by Khaled Hosseini.

The Artist's Way discussion group led by Lori Adkins meets every Tuesday at 7 P.M.

Every Monday at 3 P.M. there is Children's Story Time with Dvorah.

Transit: #4, #5, #6 Subway to 86 St., M86 Bus (86 St.), M79 Bus (79 St.), M31 Bus (York Ave.), M15 Bus (1 & 2 Ave.)

Next Month: A Review of Vartan Gregorian's
Islam: A Mosaic, Not a Monolith

"Best Bookstore for Kids!"

—New York Magazine

Come see why!

To receive our monthly email newsletter featuring reviews of new and notable books:

EMAIL US AT

books@bankstreet.edu

(We respect the privacy of our customers and do not share private information.)

www.bankstreetbooks.com

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

knowledgeable staff • gift certificates • wrapping • phone orders • shipping worldwide



TIP SHEET IDEAS FROM THE AMERICAN CAMP ASSOCIATION

1. NO CAMP FIRES—JUST A LOT OF HOT IDEAS. Camp is much more than “Kumbayah” these days. Curious as to what 1,500 camp professionals, directors, and youth development experts from around the country will talk about during the ACA’s National Conference in Orlando, February 22-25? Everything from what the first ACA national research project discovered on how camp affects children’s self esteem...to risk management...new approaches to bullying prevention...addressing homesickness...brain-based learning...and outdoor ethics. “Putting Muscle in the Mission” celebrates all the exciting changes and trends happening in the world of camp. The conference at Disney’s Coronado Springs Resort features 157 exhibitors, more than 128 education sessions, and 200 first-time attendees. For

press credentials, a full agenda of offerings, or more information on the research and other new trends in camping, contact Kim Bruno at ACA: kbruno@ACAcamps.org; 765-349-3309 or visit the ACA National Conference webpage at: <http://acacamps.org/conference/>

2. THE TALE OF THE NUMBERS: How healthy is the business of camp? The 2005 ACA national survey results on camp enrollment trends nationwide are in. More than 370 camps took part in the inventory on the State of the Camp Industry. Based on 2005 summer enrollments, here’s a sample:

- Looking for a summer job? Camps are a good bet. Two thirds of camps surveyed anticipate hiring the same number of staff as last year. And, they want to hire more males: 40.9 percent are

looking for male staff.

- Want to be part of the crowd? More teens are going to summer camp, More than half the camps (53 percent) report the greatest growth is among teen campers.

- Are camp enrollments up? Yes, more than 1 in 4 camps report increased enrollment. As compared to last year at this time, 28.4 percent of camps report enrollment is “about the same as last year.” 26.8 percent say it will be higher; 19.7 percent say enrollment is lower.

For more 2005 enrollment trends and survey results, go to <http://acacamps.org/research/camprecruitment.htm>. Or call Kim Bruno: 765-349-3309.

3. PICKING A CAMP. IT’S ABOUT TIME— and finding the time for a camp conversation with kids can be the first step in choosing from many options. How do parents select the right summer camp? Camp professionals believe there is a perfect fit for every child. So it’s well worth the time to investigate. What are the advantages of a camp closer or far from home? A day camp or resident camp? A short session means 1-3 weeks; a longer session (4-plus weeks). A girls-only, boys-only camp allows more opportunities to “be yourself” and break gender stereotypes—a co-ed camp prepares campers for everyday living. Is your focus traditional, specialty or special needs? Check out CAMP Magazine and ACA’s family-dedicated Web site: www.CampParents.org for more facts and trends.

Camp nowadays is more than tall pines, S’mores and breezy cabins. More than 2,400 ACA-accredited camps—including those in your ADI or coverage area—offer a summer of growth in academ-

ics, faith-based, special needs, and sports from aquatic to windsurfing. There are also camps for children with ADHD, allergies, asthma, cancer, physical disabilities, AIDS, learning differences and weight problems, among many others. ACA offers a checklist, the Ultimate Camp Planner and Find a Camp resource with a comprehensive database of over 2,400 ACA-accredited camps. Visit www.CampParents.org, or contact Kim Bruno at 765-349-3309 or kbruno@ACAcamps.org.

4. DON’T PANIC OVER THE COST OF CAMP. Finding out how to afford camp is easy—and there’s plenty of help. The bottom-line about camp costs is that there’s a camp for just about every budget. Fees range from \$75 to more than \$650 per week for American Camp Association-accredited resident and day camps. For example, did you know:

- Camps offer special discounts—for everything from early registration, full-season or multiple enrollments from one family.

- Many camps offer “camper-ships”—partial, total scholarships and financial assistance. Parents shouldn’t assume their income doesn’t qualify.

- Lower income taxpayers may be able to deduct the cost of summer day camp on their federal tax returns.#

For a complete list of the ACA’s list of Parents’ “Must Ask” questions—including refund policy, amenities, transportation, extra costs and payment plans—check out CAMP Magazine and its parent’s site at www.CampParents.org, or contact Kim Bruno at kbruno@ACAcamps.org.

For more info, visit www.acacamps.org

CAMP DAYJAMS

Live your Rock Star dreams this summer at DayJams! DayJams is a rock music day camp for kids ages 9-15. Campers learn guitar, bass, drums, keyboards or vocals from professional musicians and teachers in a friendly and creative environment. Campers join a band, write their own song, and attend art classes where they design a band logo, T-shirt, CD cover and poster. Students can also participate in sports and games organized by the counseling staff. Our experienced teachers keep things fun and interesting by coordinating a variety of clinics created especially for our camp. Topics may include recording techniques and performance, or cover different musical styles such as blues, metal, and funk. Students also enjoy “unplugged” sessions and jam sessions with faculty. During some clinics, professional rock bands may drop in and perform!

DayJams provides incentives for campers who enroll in multiple weeks.

Three or More Weeks—Rock Star Reality

All campers who come to DayJams for three or more weeks are automatically enrolled in our Rock Star Reality program. This program will explore what it takes to be a rock star, from self-promotion and creating a press kit, to selecting a manager and auditioning tips. Each camper will also receive a textbook from National Guitar Workshop Publications chosen especially for him/her, and will receive a certificate upon completion of the program.

On the Friday of each week, all campers perform live in concert in front of family and friends. The concert is even recorded on a CD, and every camper receives one at the end of the summer. It’s a great way to spend summer vacation! For more information, call DayJams at (800) 295-5956.

Attention.

It is all any kid with Attention-Deficit/Hyperactivity Disorder wants.

At the NYU Summer Program for Kids, they’ll get plenty of it. If you have a child, 7-11 years old with this disorder, this is the only day camp of its kind in New York. It’s staffed by clinical psychologists and licensed teachers, assisted by psychology graduate students (one staff member to every one to two children). They’ll give your child sustained, nurturing attention, while teaching an understanding of rules, academic discipline and teamwork. So she, or he, will start school next year better adjusted and socially more skilled. And all this in an atmosphere of fun, with swimming and sports every day. For parents, there’s specialized training to aid you in helping your child. The program runs for eight weeks from June 27th, at Riverdale Country School.



Call 212-263-0760 to register.
It may make your child’s summer. And yours.
www.AboutOurKids.org

California Extreme Sports Camp AND Squaw Valley Soccer Camp



“STOP DREAMING AND START DOING!”

**JET SKIING PARASAILING RIVER RAFTING BIKING/SCOOTER
KAYAKING GLIDER FLIGHTS HOT AIR BALLOONING HORSEBACK
RIDING OFF-ROAD HUMMER RIDES CIRCUS FLYING TRAPEZE
WHITEWATER RAFTING INDOOR ROCK CLIMBING PAINTBALL**



1 (800) PRO-CAMP

or see us on the web at

WWW.800PROCAMP.COM

If you are calling from the NYC area/northeast area
please feel free to contact us at our New York City number 212-517-6909



Children and Camp: Comprehensive Study Finds Many Benefits

Children who go to camp gain positive identity, social skills, and positive values and spirituality—as well as increased physical and thinking skills. Those are just some of the findings of the largest research study of camper outcomes ever conducted in the United States. The results are being released this week at The American Camp Association's (ACA) National Conference in Orlando, Florida. Nearly 2,000 camp professionals, directors, and youth development experts, representing 700 camps and organizations from around the country, are learning the results of the Youth Development Outcomes of the Camp Experience research project. The study was conducted by The American Camp Association in collaboration with Philliber Research Associates and was supported in part by a generous grant from Lilly Endowment Inc. 5,000 families participated. 80 ACA-accredited camps took part in this groundbreaking study. Parents, camp staff, and children ages 8 to 14 completed customized survey; and study participants were surveyed before, after, and 6 months following their camp stay. All three sources: parents, staff, and children themselves reported increases in the four central domains of development the study was designed to measure: positive identity, social skills, positive values and spirituality, and physical and thinking skills. Equally as powerful is that children and their parents say the gains made during summer camp were maintained after the children returned home. "As camp directors,

we have always known that 'camp gives kids a world of good,'" states Marla Coleman, ACA National President. "Now, with our landmark outcomes research, we can finally corroborate all our anecdotal evidence and state unequivocally that the camp experience clearly is a vital component of the educational process."

- 96 percent of campers reported camp helped them make new friends.
- 92 percent of campers stated that camp helped them feel better about themselves.
- 74 percent of campers said that they did things that they were afraid to do at first.
- 76 percent of camper parents confirmed their child gained more self-confidence.

"This research heralds a new epoch in camp, where youth development professionals are guided by evidence and experience — the science tells us what our hearts have always known. Camp is a powerful, positive growth experience," shares Dr. Chris Thurber, licensed child psychologist. #

For general information about ACA, visit us at: www.ACAcamps.org.

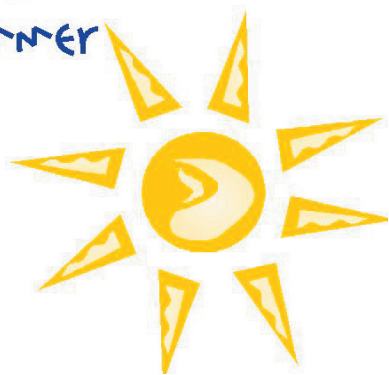
Founded in 1910, the American Camp Association is a national community of camp professionals and is dedicated to enriching the lives of children and adults through the camp experience. ACA is the only organization that accredits all types of camps based upon 300 national standards for health and safety. For more information, visit www.ACAcamps.org.



Marymount Summer

June 20 -July 22, 2005

Marymount
Summer



CAMPS FOR BOYS AND GIRLS

Day Camp - Ages 4-7

Performing Arts Camp - Ages 7-12

Science and Technology Camp - Ages 8-12

Moviemaking Camp - Ages 13-15

Advanced Technology Camp - Ages 13-15

Marymount School

1026 Fifth Avenue, New York, NY 10028

Tel. 212-744-4486 Fax 212-744-0163

www.marymount.k12.ny.us

summercamp@marymount.k12.ny.us

Dwight - Englewood Summer School

315 East Palisade Ave.
Englewood, NJ 07631

A Summer of Learning & Discovery

Weekly Computer, Drama, & Engineering Enrichment, Academic & Skill Courses, Driver's Education, Tennis & Sports Clinics for Pre-K — 12

OPEN HOUSE

Sunday, March 13th, 1 PM to 3PM
Lower School, Corner of E. Palisade Avenue & Lincoln Street

For Brochure & Information Call 201-569-9500 ext. 4342
or Visit our website: www.d-e.org

Rock Music DAYJAMS

GUITAR · BASS · DRUMS · KEYBOARDS · VOCALS



As seen on CNN

Sponsored by:



Rock Music Day Camp

Ages 9-15

1 to 3 weeks available

9:00 A.M. - 5:00 P.M.

(plus extended drop-off and pick-up hours)

July 11-15, July 18-22

& July 25-29

The Nightingale-Bamford School
20 E. 92nd St., Manhattan, NY

Join a Band & Record a CD!

FOR ABSOLUTE BEGINNERS
AND EXPERIENCED MUSIC STUDENTS

www.dayjams.com For a free brochure call 1-800-295-5956

RUTH MESSINGER, EXECUTIVE DIRECTOR OF THE AMERICAN JEWISH WORLD SERVICE

Factors in Career Choice: I chose the job of running an international development agency when I was looking for something different to do after I left local government. It gave me an opportunity to transfer all of my skills and at the same time to learn a whole new field in international development. It's a combination of fundraising, public speaking, staff management and looking for the right ways to make social change. One of the benefits of this job is that we work at a very grassroots level on small projects. Even though they are not creating revolutions, the projects are making a difference in their communities so you get to see a lot of progress.

Obstacles: One of the things that's fun about politics is that it's full of challenges every day, trying to convince people both legislative and government colleagues of new ideas and finding new ways to make change. I find that really exciting to do. That's a major challenge and was true most of my life. At the American Jewish World Service, I have had to meet the challenge of running a small successful organization. To have a staff and a budget that continues to grow I confront managerial issues continuously such as figuring out how to grow and expand an organization and figuring out how to take an operational staff and help them to become managers and public leaders in their field; how to find new ways to talk to various factions about the importance of global work and getting people to develop a greater international sensibility. It's always a challenge to convince people that they can make a difference. A lot of the information about the state of the world is overwhelming but I don't think people can retreat to the convenience of being overwhelmed.



Mentors: My mentors include my mother, who was a professional who did important leadership work in public relations at the Jewish Theological Seminary for many years. She was also involved as a lay activist and was on a variety of boards and took all of her work very seriously. My other role models include women in politics and a former

boss, Fred Watson, the director of a community school where Messinger was an assistant. He taught me that if everyone thinks you are doing a wonderful job, then you are probably not implementing change. Steve Sutherland, a social activist, taught me that life is too short not to enjoy. He would always poke fun at himself and help other people see the humor in what he was doing.

Turning point: There is no specific turning point in my life. I try very hard and I continue to try very hard to keep growing.

Advice: I try to give people lots of responsibility and keep encouraging them to take some chances. I would tell young people these days, despite what their parents may tell them, there is much too much emphasis on choosing a single career path. Kids should feel that they have the luxury of looking into a variety of jobs and picking and choosing among them and that's one way to grow. They should find bosses that give them a chance to grow and shouldn't stay in work situations or with bosses that are keeping them from growing. It's better to keep moving. Everybody should take economics and learn something about the structure of government, and people who choose to work in not-for-profits should learn something about fundraising.#

MANHATTAN BOROUGH PRESIDENT VIRGINIA FIELDS' DEDICATION TO EDUCATION

By LIZA YOUNG

With an anticipating crowd awaiting her, including prominent members of City Council and of the community, Manhattan Borough President Virginia Fields recently delivered the State of the Borough Address, revealing accomplishments, areas that need attention, and her visions for the future.

The major theme woven through her public address is the idea of inclusion: that every resident of NY have access to quality health care, education, and housing.

With respect to education, President Fields from early in her career has worked towards improving the educational system, and continues to examine the area and set forth higher standards. She expressed her vision of an educational system where the emphasis is not bogged down by bureaucracy with heavy testing of students to the point of not seeing the "needs and aspirations of each child." She rather envisions a system of "putting children first." For President Fields, this means: extending after-school programs; increasing pre-school programs and improving existing ones; attaining qualified teachers while retaining current excellent ones; fostering arts and vocational education; and seeing that schools reflect the needs of the workplace through the partnering of businesses and educational leaders in designing



high school programs so as to bridge the road from school to work.

Resonating the poetry of Langston Hughes, she stated, "Let's not defer the dream of quality education in Public Schools." All evidence points towards President Fields fostering this dream. At the end of her address, a woman from the audience approached her, and with tears in her eyes, thanked her for her contributions to education, particularly in the field of vocational education, where she now sees a brighter future for her son.#

Carol Berkin, Professor: Stories of Women in History



By DOROTHY DAVIS

Posters of Mick Jagger and Sigmund Freud frame the entrance to Professor Carol Berkin's office. Fluttering on her door are two newspaper clippings: she and her students go to silly movies, her son carries his

Trevor Day School basketball team to victory in overtime.

Berkin, the prize-winning Baruch College and CUNY Graduate Center professor, sits at her tidy desk. With an alert, amused gaze and stylish suit, she appears more 40-something than 60-something. Her son, the basketball hero, is now a college student. He towers over his 5' 1/2" mother. She shows off a photo of herself with him and her daughter. Both look like giants next to her.

But she's an intellectual giant. Her academic resume lists eight pages of achievements. She's often on TV—PBS, the History Channel, C-SPAN, A&E, CNN, FOX. CNN asked her to be a regular, but she said no. "I'm not an expert in current events. If you want to know anything about the 18th Century I'll be glad to talk about it."

Knopf just published her eighth book, *Revolutionary Mothers: Women in the Struggle for America's Independence*. Molly Pitcher doesn't appear (she's a myth). Neither does

Betsy Ross sew the flag (she was a successful upholsterer). Berkin tells about laundresses, slaves, wives of winning generals and of hunted Loyalists—the horrendous problems they faced and how they overcame them. It's gritty, true, riveting.

Berkin overcame problems as a woman academic in the 1960s with optimism, intelligence, and hard work. Her mentors include Richard Morris, her Ph.D. adviser at Columbia University. "He couldn't imagine women's history, but he treated his women graduate students equally with his male graduate students. Annette Baxter, Virginia Harrington, Norman Cantor and Sidney Burrell—all wonderful history teachers at Barnard College. Barnard instilled in you the idea that being female was not a handicap. There is sexism but you can go around it. Barnard was the decisive factor in my life."

Her advice for young women history majors? "Give serious thought to whether this is something you love, because you're not going to get rich or famous doing it. Putting together the puzzle of the past has to satisfy your intellectual curiosity. To be a good historian you have to be a person who has empathy and is able to suspend your own judgments and view the world through someone else's eyes."

Are things different now for young women historians? "The world is wide open now for studying women's pasts. You can write about anything if you can bring intelligence to bear."

Why did she pioneer women's history? "One of the reasons was because I had a daughter. I didn't want her to look into the past and not be able to see her face."#

Women's City Club's 90th Year

By DOROTHY DAVIS

The feisty Women's City Club of New York is 90 years young. Suffragists started it in 1915. In 1920 they got the vote. In the 1920s Eleanor Roosevelt joined and began a public service career that changed the world.

The nonpartisan, nonprofit, volunteer group fights for the poor, homeless, ill, elderly, immigrant, for better schools, women's rights, voting and legislative reform. In recognition of all this civic virtue New York politicians flocked recently to the CUNY Graduate Center in Manhattan for the conference kicking off WCC's anniversary year. The topic was "Revitalizing Citizen [translation: Women's] Participation for the 21st Century." Gifford Miller, the youthful looking Speaker of the City Council, arrived

Blanche E. Lawton, President of WCC, read from the mayor's proclamation a quote from Eleanor Roosevelt, "The future belongs to those who believe in the beauty of their dreams."

Councilmember Gale Brewer, whose district includes WCC's headquarters, was supposed to present the Council proclamation along with Gifford Miller. She apologized for arriving too late to do that. She'd been at the budget briefing with the Mayor, she said, while Speaker Miller had been able to see the budget the night before. But she managed to one-up him by throwing out a new bone for the eager women to gnaw on. She was concerned about the Mayor's \$1 billion proposed "savings" from the education budget, and predicted "some dialogue" about that between then and June. Liz Krueger, the battling State Senator, didn't bring a proclamation either, but the crowd greeted her with resounding applause anyway. She was glad to see so many young women in the audience, "When you drive up [to Albany] you feel like you've gone back about 30 years in history particularly from a woman's perspective. It is critical that young women get more and more involved in civic participation and in government!" #



(L-R) Ethel Paine, Stuart Buice, Eleanor Piel, Blanche E. Lawton, President, WCCNY

For more about WCC go to www.wccny.org

A Female Horse Racer Blazes New Trails for Women

By GILLIAN GRANOFF

When considering the strides that women have made pioneering in male dominated industries, being a female horse driver probably isn't the first career that comes to mind. For Jacqueline Ingrassia, the first female driver to win the Triple Crown Race at the Breeders Cup, that's exactly what it means. Her victory put her in a small but elite group of female drivers to earn the recognition. In a profession where being a woman is at



best rare, and not always an asset, Ingrassia, now 58, became an unwitting trailblazer. "Early on in my career women were just not accepted on the racetrack the way men were. It has been a delicate balance of standing up for one's rights while maintaining dignity and class along the way."

For Ms. Ingrassia being a trailblazer was never a goal. In fact she characterizes her career choice as simply "geographic." Growing up in England she lived next to harness horses, a rare breed for England. It was her love for the horses that inspired her unconventional career choice. She is careful to not characterize her success as a woman in the industry as something extraordinary or unusual and does not overstate the significance of her status as a female horse driver in a male dominated industry. She is aware of the sensitive nature of her choice. By not publicly calling attention to the controversial nature of her position, she paves the way for other women to be accepted in the field. "I always tried to do what I wanted to. I am not out to prove a point."

Despite her modesty Ingrassia's success is undeniable. In addition to being inducted into the Jersey Shore Sports Hall of Fame, she became the second woman in harness racing history to reach the 1,000 win mark after driving South Wing Pepper, a 4-year old trotter and underdog, to victory at the Free Hold Raceway. In addition to her success as a driver, Ms. Ingrassia is also a member and officer of the Standard Breeders and Owners Association

of New Jersey and serves as a Board member of the Us-Trotting Association Board of directors.

Although she does not see herself as an example her success in the industry undoubtedly serves as a role model to other women for the potential for women to achieve in any industry. Her ability to navigate the male dominated waters of the racing industry, and her indomitable spirit of competition come, she says, from her mother, Joyce. She was a salesperson and a manager of a department store. She credits her mom with giving her a strong work ethic and the ability to compete in a male dominated business? "She was never really big on advice, but supported everything I aspired to do." Her mother's inspiration and unconditional support gave Ingrassia a confidence and sense of independence that she has tried to pass down to others. She hopes that others will follow the lessons her mother instilled in her, to be independent, make your own decisions and to follow your dreams.#

NYC COMMISSIONER MARTHA HIRST ADVOCATES PURSUING PASSIONS OVER PRESTIGE



Factors in Career

Choice: I think it chose me to tell you the truth! I came to New York in 1973, and I thought it was just going to be for my junior year in college. I was supposed to be an exchange-type student at NYU. And that was a turning point for me. I began to take courses

in urban studies. I lived here and loved it, and ended up having a double major in urban studies and history. I then went on to get a master's degree in urban planning and got the opportunity to go to work in the housing agency, Housing Preservation and Development (HPD). That interested me enormously because of some of the course work I had done in neighborhood planning and former Commissioner Nathan Leventhal, was about the most brilliant guy I'd ever met. I thought, 'I don't care what job I do, I've got to work with this guy for a while.' That's how it started, and I'm still here.

Obstacles: The biggest challenge I've had is coming here to the Department of Citywide Administrative Services (DCAS). That's because it's an octopus type of agency. We have four or five large aspects to the agency—real estate transactions, civil service administration, procurement—and we need to have each of them working well with all the other agencies and with each other. So I think that's been my biggest challenge and yet it's been the most rewarding too in that sense. When you see results like having people do better and grow more efficient in their work and work better as a team and accomplish some of our strategic

objectives, it's incredibly satisfying. Also, having a full time career and raising kids has been a big and very rewarding challenge. Certainly, being an available parent and being instructive and educating my children as a parent does. Luckily, they're great kids so it has been easier than it otherwise would be.

Proudest Accomplishments: I think my proudest accomplishment was spearheading the effort for a landmark civil rights legislation, which was the gay rights bill enacted in 1986. Mayor Koch did a great job and we were directly and closely on it. I also spent time at the Department of Sanitation doing long-term waste planning and led an effort there to close the Fresh Kills Landfill. We had a five-year timetable, and we closed it in four years. There are also all sorts of things at DCAS. When the mayor came into office he turned the courthouse right behind City Hall into the headquarters for the Department of Education. Not only that, but he wanted a school on the ground floor so that the educators and bureaucrats and on the upper floors would be mindful of their mission every day seeing children come to school. I helped to design the school portion with some architects and designers. It was really important that it be dynamic, bright, beautiful and engaging. It gives me great pleasure to go over there and see kids every day.

Turning point: I think it was coming to New York. I lived in Greenwich Village and went to NYU. I remember the first night I was here I got up in the middle of the night and looked out the window. I was on the 13th floor. And I saw a woman—I'll never forget this—riding her bicycle down the street with her dog in the basket. It was about 3 o'clock in the morning! And I thought, 'this is a full time 24-7 kind of place that has loads to offer.' New York is a great place to be a young person and to be a student of both urban issues and

continued to page 35

DEBUNKING THE STEREOTYPE OF THE FEMALE BOXER: A VISIT TO GLEASON'S GYM

By GILLIAN GRANOFF

WOMEN LEARN VALUABLE LESSONS IN AND OUT OF THE RING

As I arrive at Gleason's gym in Brooklyn to interview breakout female boxing star Alicia Ashley, I anticipate meeting a mythic superhero. Ashley began her career following in her choreographer father's dance steps as a member of Alvin Ailey. After taking up boxing, she quickly moved up the ranks from amateur status to professional after securing a Golden Gloves Championship title and a 16-2 record. One day, while recovering from a knee injury, Ashley's brother Devon, a professional kickboxer and black belt in Tai Kwan Do, suggested she accompany him to a kickboxing class. It was clear to him that she was a natural. Devon deduced that her skilled footwork, agility and balance from years as a dancer could prove advantageous in the realm of kickboxing. But Ashley quickly realized that she needed to improve her upper body skills. "I took boxing to become a better kickboxer," explains Ashley.

She took to the sport so quickly that she was immediately placed on the pro map at her first bout; and on January 29th, 1999 she made her professional boxing debut. She surprised even herself with a six-round split decision victory over the highly favored English World Champion kickboxer Lisa Howarth. Her unlikely domination of this more experienced boxer, eventually became the highlight of her career.

Gleason's Gym, which has recently garnered public attention thanks to the Academy Award winning *Million Dollar Baby*, retains an aura of authenticity with its sweat-stains, pungent smell, and layers of dust and grit.

As I timidly approach the ring, I find Ashley engrossed in a heavy sparring match with the first in a long line of amateur female boxers. "Alicia's getting ready for a big fight. She needs to get through six more rounds just to get ready," comments Angel Rivera, another trainer at Gleason's. Ashley must lighten down from her already small 125 pound frame down to 118 lbs in order to qualify for the right weight category," he explains.

As she dances around the ring, she is light on her feet and moves with the grace and subtle strength of a ballet dancer in a pas de deux. "A paper once compared Ashley with a gazelle, penning her 'Muhammed Ali in a skirt whose movements, at times become a symphony of coordination and harmony.'"

Her graceful movements and petite stature notwithstanding, this girl is no nonsense. What she lacks in size, she more than compensates for in agility, technique and skill. To her peers, this 5'5" powerhouse is known as "South Paw" and her strategy is to defeat her opponents with cunning, not brawn.

I glance back over to the ring and see that Ashley is already on to her next contender, a petite framed 106 pound fighter with blond hair. A bystander confides to me, "She's here every morning by 6 am. That's dedication and discipline." When she's not training for her upcoming fight, she divides her time between working as a social worker, placing mentally ill adults in treatment centers, and taking night classes in sociology towards her Ph.D. "She's really strong," Rivera comments. As I glance around the room, I begin to notice the incredible range of age, body types, and experience levels of the women. The gym is filled with many women, each with her own story. In a neighboring ring, a cheerful looking woman with blond hair in her mid-forties catches my attention. She introduces herself as Karen Gollup, a 46-year-old elementary education teacher at PS 114 in the Bronx. Karen's interest in the sport was inspired by a visit to the gym with her boyfriend, "He's been doing it for years and one day I decided to come along and check it out. I got hit by the bug." Her sparring partner, Sara, is an



attorney. Karen loves boxing for the challenge, a way to relieve stress. "It's the opposite of her personality. I'm reserved, I'm not aggressive and this is a good way for me to do something I've never done before." She credits boxing with helping her to focus in the classroom.

Ashley compares the skills needed to win a boxing match with those required in a game of chess. To defeat your opponents you must adapt your strategy to each new situation. "When I fight someone, I fight just that person. I don't look at their tapes to see how they fight. I fight every person differently. It's like life," Ashley says. "You have to adapt your skills to each situation and approach each situation differently." This versatility and spontaneity is what has enabled Ashley to overtake opponents with twice her power and experience. Her talents have also brought her opportunities outside the industry, including a gig as a stunt double and roles in three feature films including *Girl Fight* and the soon to be released Sundance Film Festival hit, *Strangers with Candy*. Although Ashley admits that initially the draw of the spotlight attracted her to boxing, what ultimately transformed her into a real boxer and a success was her desire.

As we continue to talk, Ashley notices Karen and Sara sparring in the ring behind and shouts protectively, "Put your hands up!" As the round winds down, Ashley wipes the sweat off Karen's brow. All women are equals here. Despite the mix of gender, race, ages, and skill levels of the boxers, there is an unmistakable sense of equal opportunity at Gleason's. No one is judged on her looks or ability as a boxer and there is no social hierarchy. Professional boxers spar alongside movie actresses and schoolteachers, kids with parents, models, with ex convicts on parole.

"This is a Gladiator gym where nobody cares what you're doing or what you're wearing. The majority of the women don't come in with makeup on. It's not about being cute; you sweat, you shower and you go." The camaraderie and respect these women have for each other seems a contradiction to a sport that is by definition is based on violence. It is obvious that the skills and discipline Ashley and other women acquire in the ring: learning to defend themselves and overcome their fear, have given them a sense of confidence and pride well beyond the boxing ring.#

RENÉE FLEMING: LYRIC SOPRANO EXPANDS TO JAZZ



By JOAN BAUM, Ph.D.

"*The Inner Voice*" is the name Renée Fleming gave to her recently published autobiography *The Making of a Singer*, but of course it is the outer voice, that gorgeous lyric soprano, that opera lovers and classical music critics have called one of the beautiful sounds ever heard. This May, Fleming fans will have still another reason to marvel at her inner prompts and outer effects - they may even be "scandalized" she laughs - when they hear the queen of Mozart and Handel bopping out jazz on a Decca CD. In fact, as she was performing Handel's *Rodelinda* to sensational reviews at the Met this past fall, she was also starting to record the jazz album with guitarist Bill Frisell and pianist and composer Fred Hersch. Though basically jazz, it will also contain some classical and a bit of pop - a surprising mix that will include Mahler, Villa-Lobos, Stephen Foster, Joni Mitchell, and Lionel Hampton, whose "Midnight Sun," she recalls, came from a "crazy idea" she had one night listening to Alban Berg's "Wozzeck." The opera's blood red moon passage put her in mind of Hampton's fabulous and difficult riff and she asked Hersch if he could "marry this music to 'Midnight Sun.'" Jazz even more than opera has had a hard time in this country, she points out, and what a shame that is, considering that jazz is America's unique art form. Ironically, the CD is scheduled for release right around the time when Ms. Fleming will be performing commissioned "art songs" (poems set to classical music) at Zankel Hall. The pieces, composed by jazz pianist Brad Mehldau, will all be contemporary classical. Opera traditionalists are not to worry, however, for the CD sultry songstress will morph back again that same month into Desdemona when she performs in "Otello" at the Royal Opera in London.

For those who know only Renée Fleming, diva, it may come as a surprise to learn that jazz has always been her love. She used to perform with a trio in her early college days at Potsdam State University (she was a music ed major), but the forthcoming CD, whose working title is "Haunted Heart," will be a first for her in this genre. She's going for "an intimate sound," a whispering, "quiet mellow quality," and she's getting there by singing an octave lower. Her crossover expertise is indicative of something unusual about this gifted artist. Renée Fleming is an impassioned student of music, with the emphasis on "student." With a reputation for gracious accessibility and easy affability - both

of which prove true—she works extremely hard to link talent and discipline. She uses the word "pedantic" to describe her need to educate herself about an opera she's preparing for, including listening to as many different interpretations by those who have gone before—an unusual and risky undertaking—but she believes that only by studying others she will avoid copying them, a danger in singing opera.

As for other perils of a professional life in singing, she has candidly written about them in *The Inner Voice*—a no-frills account of trials and challenges, private and professional. She wrote the book, she has said, because such caveats and guidance were not available when she was a Juilliard student. Few singers realize, for example, how much a career in singing is business as much as, maybe more than, pleasure, and how much professionalism may owe not only to formal study but to trusting intuition and in being mature enough to deal with pressures. To her advantage, she believes, was the fact that she got a relatively late start (she was 29 or 30) and had wonderful mentors—conductors, especially Solti, other singers, great teachers such as Beverly Johnson and of course her parents, both of whom taught voice. In an interview given to *OperaNet* last month, she was quoted as having said that when she was young, she was never really interested in opera, but "it was something I had to do, like cleaning my room." She had to take piano, voice, violin, and dance lessons. Love set in later.

Because March is Women's History Month, *Education Update* of course asked about the word "female" that appears in some of her many accolades. Though she was given an honorary doctorate from The Juilliard School a couple of years ago, it was Renée Fleming "American Beauty" that splashed across the cover in *Opera News* that same year. She laughs, she has two daughters, she hopes she is a role model for them, as they pursue their dreams, but she points out that opera is "the least sexist profession in the world." What is the genre without a soprano? Or a tenor? Though women composers have been slow to enter the classical field, she takes heart that in conducting the stereotype has already turned around. She is also optimistic about music education for youngsters, noting that exposure is crucial and that two decades of decline in the public schools now is being redressed. Her daughter's fourth-grade class recently came to a production of *Rodelinda* and was "thrilled." That's a tough four hours for many adults but the kids adored it and there's where love of music begins. #

Women's History Month is a time to reflect on the achievements of women in the past. It is also a time to recognize the achievements of contemporary women who have made outstanding contributions in various fields. *Education Update* interviewed a number of multi-faceted, fascinating, dynamic, intellectual women who have improved the lives of people all over the world. Here are their responses to the following questions:

How did you choose your current career?

What are some of the challenges you've faced and how have you resolved them?

What are some of the accomplishments you're proudest of?

What would you describe as a turning point in your life?

Who have been the most influential mentors in your life?

What advice would you give to young people today?

DR. ALEXANDRA LEVINE: CARING, HUMANISTIC PHYSICIAN

By JOAN BAUM, Ph.D.

Without intending it, Dr. Alexandra Levine, Chair of the Division of Hematology at the Keck School of Medicine at the University of Southern California (USC), must surely find herself at the center of two extremely important issues: the role of women in science, and research into AIDS. As just about everyone knows, Dr. Lawrence Summers, president of Harvard University, set off a firestorm last month when he suggested that women may not be as naturally gifted or as willingly disposed as men to pursue careers in the sciences. Two weeks later the papers were full of news about a new and especially virulent HIV virus discovered in a patient in New York City. Both subjects go to the heart of interests long held by Dr. Levine, a Distinguished Professor of Medicine at USC and a specialist in lymphoma, especially as it is found among HIV patients, particularly women, who now represent 30% of the infected population of the country (worldwide, it's 50 percent).

Dr. Levine, a soft spoken woman, fluent and deliberate in her choice of words and gentle in tone, is nothing but passionate in her unstinting advocacy on behalf of increasing the number of women in medicine and on preventing the spread of AIDS. A Phi Beta Kappa graduate from the University of California at Berkeley, she notes that when she went to medical school at USC, only 10 percent of her class were women; today, the percent is 52 percent. In 1967 women tended to specialize in expected areas—pediatrics, psychiatry; now, they concentrate on surgery as well, and why not. Long seen as health care providers, women just started moving up. "If they could be nurses, why not doctors?"

So, Lawrence Summers is half right and half wrong, Dr. Levine suggests. Women do have aptitude equal to men's, but they often find themselves living double lives, domestic and professional. She herself started medical school just one day after she got married—to a fully supportive (physician) husband, she adds. It could never have been otherwise.

Graciousness, it's been said, is often the mark of the truly accomplished, and Dr. Alexandra Levine manifests this maxim. With innumerable honors and awards for her work, including being appointed to President Clinton's HIV/AIDS Advisory Council and serving as Chair of the Research Committee for the Presidential Council, not to mention being HIV/AIDS Consultant to the Health Department of Chile, Russia, India, and China, Dr. Levine, an extremely popular mentor to women medical students, keeps taking on mentees and volunteering to talk to school children about careers in medicine. Where did this urge to be a doctor come from? She laughs quietly, she really doesn't know. No one in her family was involved in medicine, but at an early age "a little voice" pushed her, and when she was 16 and a candy striper at LA County Hospital,



she knew this was it, the "turning point." A member of the pre-med club at Hollywood High School, she began visiting patients and one deeply affected her: an elderly African American who was so grateful for her time and good ear that the memory stayed with her forever. "I cried for hours," she says, and she vowed then that she would practice medicine humanely, putting the "human aspect" at the center.

Teaching and talking, she realized, were not then, or now, the way to get ahead, but for this much published and highly regarded scientific investigator, caring for the body has always meant caring for the whole patient. She is proud that USC has encouraged that view. In fact, she says, USC has been a pioneer in instituting human interaction courses in the medical school curriculum and doing so in the first, critical year. Introduction to Clinical Medicine and its second-year follow up on the human aspects of physical diagnosis, especially on how doctors should handle patient fears, are now 30 years old. Effective education is critical, especially "secondary prevention concepts" addressed to those testing positive for HIV urging the infected to discontinue continued sexual activity, not just because it is morally reprehensible but because, practically, it invites further infection from another viral strain.

The good doctor is too modest in giving over the banner of humanitarian concern to USC. She herself has been a pioneer, pushing at a time others did not, persevering in the face of intense criticism, for clinics, inpatient wards, and general understanding for patients with HIV/AIDS, for needle-exchange programs, and for educating youngsters, starting no later than junior high school. Through it all she has never diminished her medical ministering and scientific research, much of it on the development and testing of a therapeutic AIDS vaccine done with Dr. Jonas Salk, whom she refers to as her most influential mentor, a "father figure," and a friend, someone who came along at a low moment in her own life (she lost both parents to cancer). He'd sometimes call her at 3 or 4 in the morning with ideas, rousing her from sleep, but getting her to scribble post-its all around her room for their subsequent inquiries. As for today's youngsters, she has this advice: believe in yourself deeply; allow yourself to take advantage of opportunities that may open on other roads; "go for it." #

DR. MAYA ANGELOU

Dr. Maya Angelou is the Reynolds Professor at Wake Forest University in Winston-Salem, NC where she teaches a master class in World Poetry and Dramatic Performance. Teaching is extremely

important to her and teaching literature an affair of the soul. "To educate is to liberate," and great teachers "remind people of what they already know instinctively," though they have wonderful allies in great literature. Bad teaching is learning by rote and, even if unintentionally, conveying

an attitude of condescension. She is sorry to say so, but she does—there are teachers today who humiliate, insult, or remain indifferent or insensitive to their struggling young charges, many of whom have no stable home. They punish instead of reward, even demanding that poor

behavior and performance be met by extra reading assignments. What a distortion of literature, what a block to inculcating self-esteem! "Youngsters may do wrong but they know in their heart what is right."
—Joan Baum, Ph.D.

INTERVIEW WITH OLYMPIC MEDALIST NADIA COMANECI

Career Choice: As an Olympic champion gymnast, I have always stayed involved in my sport. Currently, along with my husband, US Olympic gymnast Bart Conner, we operate a gymnastics school in Norman, Oklahoma. We are not coaching on a daily basis because we often travel with our charity and commercial interests. We often deliver speeches to corporate groups and do promotional appearances for companies like Adidas, for which I have an endorsement contract.

We also contribute to our manager, Paul Ziert's magazine called *International Gymnast*. You can access more info about our magazine by visiting our IG website, www.internationalgymnast.com. There is also an unofficial website about my life at nadiacomaneci.com that has a great deal of details about my life.

Challenges Faced: Of course, I grew up in Communist Romania, but I am happy to say that now our country is democratic, and prospering, since the revolution in 1989. I worked hard in gymnastics since the time I was six years old until I retired at 23 years of age. One of the most difficult times in my life was when I escaped from Romania in November of 1989. Over the period of a few days, I crossed the border into Hungary, and then into Austria with six other people look-



ing for a free life. I ended up in the US for a month or so, before moving to Montreal with some Romanian friends. I eventually moved to Norman, Oklahoma to be with my boyfriend at the time, Olympic gymnast Bart Conner.

Accomplishments: Of course, most people remember that I received the first perfect 10 in Olympic gymnastics competition. I am also proud that I continue to support my country through many charitable causes. My marriage to my husband,

Bart Conner in 1996 is my proudest personal moment.

Turning Point: I have had a few turning points, the first day I entered a gymnastics school at age 6. Then, winning nine Olympic medals surely changed my life by opening many doors.

Mentors: My parents were very loving, but disciplinarians. My dad was always protective of me, and I still feel that he protects me today even though we live thousands of miles apart.

Advice: I like to tell young people to work hard for your goals and live in the moment. You should also appreciate the goodness around you, and surround yourself with positive people. I believe that you should gravitate to people who are doing productive and positive things with their lives. #

SEEING A BETTER WORLD THROUGH THE CAMERA LENS: LISA GOSSELS

By GILLIAN GRANOFF

Her long brown hair cascades over her shoulder as she offers me some tea. Her maternal instincts have become a large part of her identity as a filmmaker. Despite her maturity she has preserved an untainted idealism, rarely found in someone who has paid her dues in the corporate world. Lisa Gossels, a 44-year-old documentary filmmaker who after years of experience has struck the desired balance between an artist and a savvy businesswoman. Her years in corporate advertising gave her what she calls the invaluable marketing skills necessary to sell any product, a tool that has served her well as a documentarian, but it is obvious that her heart was never in the corporate world.

Growing up as the child of a poet and a businessman, Lisa Gossels describes herself as someone who "was good at many things but never a star at one." After graduating Brown University in the 80s with a degree in Literature and Society and Comparative History, she chose a Jack Kerouac existence as a backpacker throughout Europe. During her adventures in France, she sampled a variety of jobs, but her experience in freelance in the sexy world of European advertising planted seeds for a career in corporate advertising. She returned to New York and made her way up the advertising corporate ladder to account manager. The turning point in her career came during a session with a career counselor. "It was the best \$200 I ever spent!" she comments. Adele Scheele, a former journalist helped Lisa

recognize her true identity as a filmmaker.

As Lisa's passion for filmmaking grew she channeled it into a project that touched her heart. The story she uncovered led her to make her first documentary film, *The Children of Chabannes*. In it Lisa explores the touching story of the lives of unsung heroes of Chabannes, a town that saved over 400 people during World War II. Among the survivors were her father and uncle. Their incredible heroism and humanity inspired Lisa to pay tribute to them. Though the film was featured on HBO and earned Gossels her first Emmy, Lisa's passion for filmmaking is clearly not driven by a desire for accolades; her goal, she says, is to bring life to the stories of everyday individuals doing extraordinary things.

"My films are about the power we have as individuals to change the world. I don't believe in making films with political agendas. The *Children of Chabannes* is not just about the Holocaust; it is a celebratory film about people who chose to save lives because it was the right thing to do. She describes herself as someone who takes the time to talk to everyone, the taxi driver, the waiter at a restaurant. "I find inspiration in the lives of everyday people." This is a gift, she says, that comes from her mother, an accomplished poet who made an "everyday trip to the supermarket into a story." Her other mentors include her second grade teacher, Ms. Malorie Perrine, who inspired her to write poetry and nurtured her creative side. One of the most rewarding aspects of filmmaking for Lisa is the way in which it engages her many

MARY LU CHRISTIE: JOURNEY TO AFGHANISTAN

By NAZNEEN MALIK

Mary Lu Christie is a busy woman with a purpose. After working 25 years as a successful lawyer in California, she decided to return to her first job as an educator, albeit in a distinctly different setting—Afghanistan. Since 2001, Christie has been an active presence in Afghanistan and continues to play an instrumental role in developing educational programs for Afghan women and children.

Growing up in the small town of Bath, New York, Christie always had lofty ambitions and was not prepared to resign herself to the traditional career paths of the women in her community. Christie credits her mother for making it possible for her to realize her dreams and in 1967, Christie graduated from Barnard College with a degree in Classical Greek. She then got her Master's from Bank Street College in Early Childhood Education and taught in New York City public schools for five years. Slightly disillusioned by the educational standards of the public school system, and in search of better pay, she enrolled in the Hastings College of Law in California. Christie worked as a public defender in California before finding her niche in firms specializing in employment and labor law. "I grew up in a poor family with a single mother," says Christie, so making money was important, "but I always wanted to return to being an educator." Teaching in Afghanistan, however, had never entered her mind. It was not until she read an article published in the *National Geographic Magazine* prior to 9/11 about Ahmed Shah Massoud, a famous Mujahadeen and leader of the Northern Alliance, that her interest in Afghanistan began to grow. Impressed by Massoud's story, Christie began to cultivate an interest in Afghanistan's history and peoples.

Christie learned about Women for Afghan Women (WAW), an organization that supports small local Afghan organizations, at a presentation at Barnard College in December of 2001. By then, she had grown tired of her work and felt a burgeoning desire to do something more reward-

ing. Having no monetary or familial constraints, Christie made a sudden decision to quit her job and join WAW. Within four days, Christie had sold her house and moved to New York City. Her decision to leave behind a successful career and an expensive house, however, was not half-baked. She realized that she had not taught in 25 years and would need some credibility in order to resurrect her former career. At 57, she went back to Bank Street to complete additional coursework with the counsel of her former advisor, Lea Gel. A few months prior to leaving for Afghanistan, she studied Dari, the language used by Afghan businesses and universities. Christie worked with the Global Exchange Group, Afghan Institute for Children, which has developed preschools in Kabul, the Afghan Friends Network, and Catholic Relief Services (CRS). In conjunction with CRS and local organizations, Christie has helped develop early childhood education programs in villages north of Kabul. She currently works as a consultant for CRS and conducts teacher-training workshops. "Men don't teach women," says Christie, "so if women don't learn, nothing will happen." Her proudest achievement, she states, was conducting half-day daycare programs. These workshops focused on allowing preschool age children to draw pictures as a form of reading rather than making them write down their alphabets. "The people are so appreciative," says Christie, and "so thirsty for education. Everyone came to the last workshop." Nevertheless, there are substantial educational hurdles. Funding for these programs is still an issue. There has not been an educational system in twenty years, says Christie, and educational efforts need to be better coordinated. When Christie returns to Afghanistan in March, she will visit schools in the Gazni province and help develop primary school curriculums. She has come full circle and remains fiercely dedicated to rebuilding the Afghan early childhood and primary educational systems. #

To make a donation, please visit womenforafghanwomen.org



Lisa Gossels (middle) & two of the subjects of her documentary

talents. She credits every person on her film from the cinematographer to the director.

Her latest film *Imagining Peace* is a celebration of those who stay true to their conscience and fight for peace amidst the political pressures of a violence of the real world. In it, she gives voice to seven Palestinian teenage girls living in Israel and the West Bank. The documentary, still in production, follows the girls as they participate in *Building Bridges for Peace*, a woman's leadership program designed to promote constructive dialogue. The film traces their growth from their first introduction to the program, during a 12-day intensive retreat set at the Trebor Garth Estate in Bridgeton, New Jersey. The film follows the girls from their experience at the retreat, during the height of

the Intifada, back to their lives at home. Lisa was inspired to make the film by meeting with its founder Melodye Feldman at a Jewish Educators conference in August 2001.

For Lisa Gossels, bringing life to the stories of others is work of the heart. Her goal is to educate. "If I weren't a filmmaker, I'd be a teacher," she says. As she travels around the country to attend screenings of her film she always speaks to student groups. She hopes her films help to illuminate the lives and stories of people who have chosen to follow their conscience and make a difference in the world. "I make films to empower people and see that each voice matters. I learned from Melodye and the girls in *Imagining Peace* that I will never lose hope in us as human beings." #



FINDING A CRITICAL “CHECKPOINT” SUGGESTS NEW THERAPIES FOR LUPUS

Edited By HERMAN ROSEN, M.D.

Scientists at The Rockefeller University have determined that despite the fact that the autoimmune disease lupus results from a combination of genetics that likely varies from person to person, a common “gatekeeper” gene has been identified that is critical to the prevention of this devastating disease.

What’s more, they have determined that reversing the defect of that gatekeeper gene can restore health in animal models of lupus by preventing the unfortunate accumulation of auto-antibodies (molecular “arrows” that trigger immune system assault on the body’s own tissues) that lead to the vexing symptoms—fatigue, fever, joint pain, anemia, and in some cases, kidney failure, seizures and neurological damage, blood clotting and respiratory inflammation—associated with the disease.

Jeffrey Ravetch, M.D., Ph.D., head of the Laboratory of Molecular Genetics and Immunology at Rockefeller, said although symptoms of lupus are self-sustaining, “We have shown that it may be enough to simply correct a critical ‘gatekeeper’ function and thereby reverse the disease.” Ravetch, a leader in basic immunology known for his elucidation of an important family of antibody binding molecules called the Fc receptors, and his colleagues, have learned that a specific Fc receptor functions to prevent the accumulation of the autoantibodies that are responsible for the disease progression in lupus. They also have discovered that the Fc receptor is defective in lupus-prone strains of mice. Restoring its strength is sufficient to avert disease in those susceptible animals.

“Once we determined that this receptor inhibits the culprit immune system cells from becoming activated and limits the production of auto-

antibodies, we wondered whether restoring it as the body’s last bastion of defense would be enough to prevent autoimmunity,” said Ravetch. The researchers found that in mice genetically predisposed to lupus-like autoimmunity and with a reduced Fc receptor capacity, they could artificially coax the Fc receptors back into working order. Their modest increases in Fc receptor activity—the equivalent of effective gene therapy in humans—were enough to push the mice back to health.

“The difference between immune and auto-immune for each individual is quite small,” he added. “We were able to reestablish the Fc receptor’s activity by increasing its expression by only about 40 percent, and in only about half the B cells.”

Betty Diamond, M.D., a physician-researcher at Columbia University’s College of Physicians and Surgeons, is collaborating with Ravetch to take the first steps in determining whether the same progression to lupus, including Fc receptor failure, occurs in humans. “Jeff has laid the groundwork well for understanding this pathway to disease,” says Diamond. “We have hopes of confirming this pathway in humans with lupus.”

What may be even more interesting in the Rockefeller team’s findings is that the experiment restored the health of mice with lupus-like symptoms by increasing Fc receptor inhibition of autoantibody formation. Autoantibodies that were produced before the therapy persisted in the body, but with no further evidence of disease. These findings suggest that if the human disease is synonymous with the mouse model, a gene therapy approach to restoring Fc receptor activity in lupus patients could cure the disease’s aggravating and disabling symptoms. #

MICROORGANISM LINKED TO KIDNEY STONES AND OTHER DISEASES

NASA researchers announced a potential cause of rapid kidney stone formation in astronauts on space travels. National Aeronautics and Space Administration (NASA) scientists have identified nanobacteria (NB), a novel self-replicating mineralizing agent, as a potential culprit in kidney stone formation among astronauts. With the potential for future exploratory space missions to the moon and Mars, longer missions, and exposure to the elements of outer space, health is a major concern for astronauts. To further comprehend the implications of NB, trials were conducted at NASA to examine NB in a bioreactor chamber, which simulates conditions of space travel. In this microgravity environment, NB was found to multiply five times faster compared to normal gravity on Earth, supporting earlier discoveries that microbes have radically different behavior in weightless environments. NB is also shown to possibly be an infectious risk for crew members living in close quarters.

“The concept that nanobacteria are living organisms is still controversial because research on their nucleic acid has not been completed yet,” states lead researcher Neva Ciftcioglu, Ph.D. However, the group’s research provides additional clues to understanding NB and its link to pathologic calcification-related diseases. “Hopefully, eradication or treatment of these diseases will be possible in the near future. We need more research and support to solve this puzzle, but we feel that we are close,” adds Ciftcioglu. NB was discovered in the 1990s and has been found in the calcium phosphate centers of kidney stones. This novel agent has also been detected in other conditions, including Alzheimer’s disease, heart disease, prostatitis, and some cancers. Testing for the presence of NB in humans may reduce the risk for kidney stone formation in astronauts and could also be of benefit to the nearly one million Americans who are treated for kidney stones each year. #

Weill Cornell Medical Advances: Bone Density Screening May Reduce Hip Fracture Risk

Edited By HERMAN ROSEN, M.D.

More than one million Americans undergo bone density scans each year, looking for evidence of osteoporosis that would increase their risk for fracture. But, there’s been no clear evidence that osteoporosis screening helps to reduce fracture risk.

“Although some groups recommend screening, no study had proven that screening prevents fractures. Our study provides new evidence for the effectiveness of osteoporosis screening,” said lead researcher Dr. Lisa Kern, Assistant Professor of Public Health and Medicine at Weill Medical College of Cornell University in New York City.

Dr. Kern and her colleagues found that screening for osteoporosis with bone density scans was associated with 36% fewer hip fractures over six years compared with usual medical care. Despite the fact that bone density screening has become routine for many post-menopausal women, debate continues among experts as to the utility of this procedure in preventing fracture. While both the National Osteoporosis Foundation and the U.S. Preventive Services Task Force recommend screening for all women 65 years of age and older, a consensus development panel at the National Institutes of Health did not endorse screening, citing a lack of evidence to support its use.

Dr. Kern’s study included 3107 women and men over the age of 65 who were participants in the Cardiovascular Health Study. Participants already diagnosed with osteoporosis or a previous hip fracture and those taking bisphosphonates

(Actonel, Fosamax) were excluded. Prescription of any osteoporosis treatment was left up to the participants and their doctors. The researchers followed participants for up to 6 years and collected information about hip fractures by using hospital records.

Hip fractures occurred in 33 screened people (about 5 fractures per 1000 person-years) and 69 usual-care people (about 8 fractures per 1000 person-years). “This difference was statistically significant, but there were some other differences between the groups besides screening that could partially explain the difference in hip fractures,” Dr. Kern said. “Surprisingly, differences in the prescription of vitamin D, calcium, estrogen, and bisphosphonates did not seem to account for all of the difference in hip fractures.”

The study did not collect information on behavior changes such as increased physical activity or use of fall-prevention strategies, which might help account for the benefit in those who were screened. Although the study was not a randomized trial, it used the best available methods to evaluate the effectiveness of screening. It would be difficult to randomize people to screening because bone density scans are widely used now,” Dr. Kern explained. “The results of our study may be of interest to clinicians and to groups that are drafting guidelines on osteoporosis screening.” #

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

COLUMBIA U RECEIVES NYS REGENTS APPROVAL FOR FIRST-EVER CLINICAL DOCTORATE IN NURSING

The New York State Regents recently approved and registered Columbia University’s Doctor of Nursing Practice (DrNP) degree, the first-ever clinical doctorate in nursing program in the country preparing nurses for highly sophisticated practice. Columbia University Trustees approved the new degree in June 2004.

Built on evidence derived from over 10 years of increasing independence and scientific inquiry, including a randomized trial published in *The Journal of the American Medical Association*, Columbia University School of Nursing faculty developed the DrNP degree to educate nurses for the highest level of clinical expertise, including sophisticated diagnostic and treatment competencies.

The degree builds upon advanced practice at the master’s degree level and prepares graduates for fully accountable professional roles in several nursing specialties. The program is comprised of 30 credits of science underpinning practice, a year of full-time residency, and the completion of a scholarly portfolio of complex case studies, scholarly papers and published articles.

“We are extremely pleased to be the first academic institution in the country to offer

a clinical doctorate in nursing that prepares nurses for practice at such a high level,” stated Mary O’Neil Munding, DrPH, Dean and Centennial Professor in Health Policy at Columbia University School of Nursing. “The implications of the Doctor of Nursing Practice degree cannot be overstated. Currently, primary care is a medical specialty in decline. Due to the unique training provided during the DrNP program, graduates will be able to fill the gap that has been left in the primary care specialty. In addition to complex diagnostic and treatment skills, DrNPs will add a unique focus on health promotion, disease prevention, and health education, ultimately bringing added value to the patients they serve.”

Dr. Munding continued, “The establishment of the DrNP will have a direct impact on the nursing shortage this country is currently experiencing. The rigor and depth of training required of individuals undertaking the DrNP will lend increased status to the nursing profession. In turn, the profession will become a more attractive career choice for those entering higher education.” #

Go to www.EducationUpdate.com
for more Medical Update articles



COLLEGE PRESIDENT'S SERIES:

PRESIDENT JEREMY TRAVIS, JOHN JAY COLLEGE OF CRIMINAL JUSTICE

By **JOAN BAUM, Ph.D.**

Jeremy Travis, in office barely six months as John Jay College of Criminal Justice's fourth president, talks with the consummate ease and reflective intelligence of a long-time member of the CUNY administration. Perhaps that's because the issues that matter to him have been his passion all his professional life—strengthening research and education policy in the criminal justice system. His credentials are awe inspiring but no less so than his vision for John Jay. A cum laude J.D. from New York University School of Law, with an M.P.A. from NYU's Wagner Graduate School of Public Service (not to mention a B.A. from Yale), President Travis could boast—though that's not the way with this extremely articulate, focused scholar-intellectual—a long list of prestigious and influential positions. These include being Senior Fellow at the Justice Policy Center at Washington D. C.'s Urban Institute, director of the National Institute of Justice under Clinton, Deputy Commissioner for Legal Matters for the New York City Police Department, Chief Counsel to the U.S. House Judiciary Subcommittee on Criminal Justice, when it was chaired by Charles Schumer, and special counsel and advisor to various law enforcement agencies in the city and state. He clerked for Supreme Court Justice Ruth Bader Ginsberg, worked for the Legal Aid Society and spent six years at the highly regarded Vera Institute of Justice, managing demon-

stration programs on bail reform, judicial decision making and victim-witness assistance. He cites Benjamin Ward, former NYC Police Commissioner, as an especially important mentor, the one who turned him from considerations of private practice back to city government and urban issues in criminal justice. The resume discussion could go on but President Travis prefers to talk about initiatives for John Jay. He's delighted, he says, to cap his career at a college he sees potentially as "the premier research institution on criminal justice in the world."

He notes the timeliness of moving the John Jay mission ahead: crime at its lowest in decades, incarceration rates at their highest, consideration of new terrorism policies following 9/11, and continuing community problems that wind up as criminal justice problems, such as addiction. Central in all his efforts, he says, and reflecting Chancellor Goldstein's emphasis on CUNY as a renewed intellectual force in higher education, will be an aggressive pursuit of government and private funding to assist in the strengthening of the science side of forensics at John Jay. A new and enlarged Office for Professional Studies will integrate the college's continuing education, training and certificate programs with graduate offerings, combining policy and practice that will more readily signify John Jay as a "scholar-practitioner institution." His determination to have research at John Jay play an even greater role than

it does now will soon be realized in two new centers he has just established: one on crime patrol strategies, the other on race, crime and justice. "We have the unique opportunity to do this right."

Though the new concentrations will involve expanding the Ph.D., all levels at the college will benefit from a sharper focus on science. Remember Janet Reno? She had a degree in chemistry, he points out. And yes, the president concedes with a knowing smile, that students are attracted to John Jay often because of what they see on T.V. especially the role of DNA. He is delighted, however, to know that at John Jay students will have even more opportunity to pursue forensic science and forensic psychology and learn, for example, how to separate solid science from "junk" science, which unfortunately insinuates itself as so-called evidence in too many legal proceedings. If students say they want to be lawyers, they will also find a much more rigorous and real-world curriculum. President Travis has an impressive way of turning questions about curricula into broader considerations about policy. Will John Jay continue to address problems of reentry for newly released prisoners? Absolutely. The need to attend more effectively to education, particularly of the young people in prison, is a main interest and one that is at the center of his soon-to-be-released new book, *But They All Come Back*. Talk about policy and practice, here's a cool, dynamic college president who does it all.#



President Jeremy Travis

NY SCAS
A DIVISION OF TOURO COLLEGE

New York School of Career and Applied Studies
WWW.TOURO.EDU

Associate & Bachelor Degrees
Business Management
Desktop & Web Publishing
Computer Science
Human Services
Education
Health Sciences
Liberal Arts & Sciences

ESL Classes

Certificate Programs
Computer Networking
Digital Media Arts
Medical Coding & Billing
Microcomputer Support Technician

Day and evening classes
Financial aid for qualified students
Job placement assistance for all graduates
Online courses available
Transfer students welcome
If you don't have a HSD or GED, you may still be eligible to enroll

718.265.6534 x.1003
212.463.0400 x.500
Manhattan Brooklyn Queens Bronx

COME GROW WITH US!

CNR's reputation is incredible — now I know why. The quality of the education and the support of the community are unparalleled.”

Kari Black
Master's in Education
Class of 2004

The College of New Rochelle Graduate School

Join a dynamic learning community designed to provide you with professional knowledge, personal advisement and practical skills.

Master's programs available in:

- Education
- Art & Communication Studies
- Human Services

Join us for Open Houses on
March 15, April 10, and June 7.

Email gs@cnr.edu, log on to www.cnr.edu, or call 914-654-5334 for more information.
Call today and create the future you deserve.

CNR Wisdom for life.™

© 2005 CNR.

The College of New Rochelle. Wisdom for life.™



**No matter
where you're
from or how far you
want to go, there's
still a place where
you can achieve the
American Dream.**

It's called Baruch.

For almost 100 years, students have come to us from diverse origins, not just to excel, but to achieve their dreams. They have always been, and still are, the embodiment of ambition, determination, and perseverance. With those high ideals they've met the challenges of our demanding, first-class faculty and helped Baruch become the well-regarded college it is today. It's never easy. But our students have always had the drive and dedication to get where they want to go. They are the living proof of what we believe: the American Dream still works.

Baruch COLLEGE
The City University of New York



1-866-7-BARUCH www.baruch.cuny.edu

ZICKLIN SCHOOL OF BUSINESS • WEISSMAN SCHOOL OF ARTS AND SCIENCES
SCHOOL OF PUBLIC AFFAIRS • CONTINUING AND PROFESSIONAL STUDIES

THE AMERICAN DREAM STILL WORKS.

SARAH LAWRENCE

The Art of Teaching Master's Program



- Small seminar classes connecting theory with teaching practice, leading to a Master of Science in Education
- Student teaching and fieldwork in tri-state area public and alternative schools
- Students prepared for certification in Early Childhood, Childhood or dual certification
- Students of diverse backgrounds and experiences are encouraged to apply

*Part-time/full-time study
and financial aid available*

For information contact:

Sarah Lawrence College Office of Graduate Studies
1 Mead Way, Bronxville, NY 10708
(914) 395-2371 x236, grad@slc.edu or visit us at
www.sarahlawrence.edu/eu



Earn a Graduate Degree in Educational Administration on Your Own Time

St. John's University's Graduate Division of The School of Education offers two comprehensive online degrees designed for certified educators who are ready to take the next step in their professional development.

St. John's Distance Learning degrees offer:

- Flexibility – Manage course work around your family and professional commitments
- Convenience – Study when it's best for you
- Active and engaging online discussions with classmates and professors
- The same outstanding faculty members who teach campus classes
- Designated technical support
- Courses in gifted and talented education which enable teachers to secure the New York State Department of Education extension

Ranked among the top 10% of graduate schools of education in the nation by *U.S. News and World Report*, our online graduate degrees are accredited by Middle States and by the New York State Department of Education.

Scholarships are available for eligible students. Visit our web site for details.

Ready to learn more?

(718) 990-2304 ronaynek@stjohns.edu www.stjohns.edu/distancelearning



Early Childhood Matters at Pace University

By SONJA DE GROOT KIM, Ph.D.

Early childhood matters to parents as well as to teachers and administrators. Parents are very careful, and rightfully so, when selecting a program for their infants, toddlers and preschoolers. Just as parents take their children to physicians who specialize in pediatrics, they expect their center's teachers and director to have specializations in early childhood education and/or administration. Parents want teachers who are sensitive, skilled, and innovative professionals, who respond to children's social and emotional needs and provide them with stimulating environments and intellectually challenging curricula. They want the program directors to be educational leaders who inspire their staff, provide ongoing professional development, and have specialized knowledge in managing a program. One important measure of quality that parents should know about is accreditation by the National Association for the Education of Young Children (NAEYC). NAEYC has accredited many programs across the U.S. An accredited center has undergone a rigorous examination to ensure that its program meets NAEYC's best practice standards. Another important measure of quality is NYS certification. The NYS Department of Education has recently recognized Birth-Grade 2 as a specialty field with its own knowledge-base and is now certifying early childhood teachers in this new level. Pace University's Masters Programs in Early Childhood Education and Early Childhood Administration are at the forefront of this rapidly expanding specialty field. Pace programs were

COLLEGE OF NEW ROCHELLE RECEIVES \$26,000 GRANT

The College of New Rochelle recently announced the receipt of a \$26,000 grant from The H.W. Wilson Foundation, the philanthropic arm of the H.W. Wilson Company, a leading publisher of reference books and CDROM databases for the library market. Grant funds will be used to acquire and install Docutek ERes, a turn-key system for Electronic Reserves. The grant furthers CNR's strategic institutional plan to enhance the technological resources and services for students in the four schools that comprise The College of New Rochelle. CNR is targeting August 2005 for the new system to be fully operational to the College community. Used by more than 400 libraries worldwide, Docutek ERes' benefits include: A complete Web-based platform that allows entry of and access to information anytime, anywhere; A DocuFAX module that enables documents to be faxed directly to electronic reserves, eliminating the need for scanning and PDF conversion; A robust course Web

developed using NAEYC standards and they prepare early childhood professionals for the new NY state credentials in teaching and administration and for credentials from the NY State affiliate of NAEYC. Its faculty is highly qualified and has achieved national recognition in scholarship and practice. #

Sonja de Groot Kim, Ph.D. is Coordinator for Early Childhood Education Programs, Pace University School of Education. For information, contact Dr. Sonja de Groot Kim at: skim@pace.edu, call 917-779-4994, or visit www.pace.edu/education.

site management system which offers faculty tools to create and manage Web sites for their courses; and; A statistical package that will enable library staff to generate reports on system usage. As the College's student population becomes increasingly diverse across its six campuses, it has encouraged The College of New Rochelle to utilize technology in many ways to facilitate the lifelong learning process for students of all ages. CNR's new electronic reserves system will eliminate or minimize many obstacles for its traditional age and non-traditional students, many of

who juggle career, family and academic demands. Once documents are placed on reserve, Docutek ERes will allow students to readily access documents at any time from any location where they have computer access (home, residence halls, or even another library); 2) multiple students to use the documents simultaneously; and 3) bypass on-site time limits for print reserves. Library staff will benefit by using the system's copyright management component, which will keep statistics for copyright compliance and produce a set of reports

continued on page 30

Bonnie's classroom has 2 gyms, 15,000 library books and 850 young minds waiting to be opened.



Bonnie Johnson-Aten is pursuing a degree in education and a license in leadership and administration at UI&U. She brings expertise in anti-bias and diversity education to her job as a high school dean of students and to her studies. Her dedication to inclusive education benefits every student with whom she interacts.

At Union Institute & University, learners and their faculty design individualized undergraduate and graduate distance-learning programs that combine flexibility, social relevance and academic integrity.

Offering:

B.A. • B.S. • M.A.
M.Ed. • M.F.A. • Ph.D

802.828.8500



888.828.8575

UNION INSTITUTE & UNIVERSITY

Vermont College

www.tui.edu

PACE UNIVERSITY SCHOOL OF EDUCATION

Graduate Programs

The Pace University School of Education prepares graduates of its programs to be reflective practitioners who promote justice, create caring classrooms and school communities, and enable all students to be successful learners.

Are you looking for a program to help you become an effective and innovative early childhood teacher and leader? Look no farther. Pace University is the ideal place for you.

We offer the following programs in **Early Childhood Education**:

- MS ED in Early Childhood Education (birth through grade 2)
- Advanced Certificate in Early Childhood Education—for advanced students who wish to add an Early Childhood Certificate without completing a second master's degree
- Children's Program Administrator Credential (CPAC)
- Children's Program Administrator Credential and School Administrator and Supervisor Certificate (SAS) leading to an MS ED in Educational Leadership and Supervision

Additional Graduate programs offered are: MS Ed in Special Education, Literacy, and Educational Technology.

For more information please call (212) 346-1512 or (917) 779-4994 or visit us on the Web at www.pace.edu/education

PACE
UNIVERSITY

studyabroad.com



SEARCH
VIA COUNTRY, SUBJECT
LANGUAGE or PROGRAM TYPE

EXPLORE
12,000+ PROGRAM CHOICES

DISCOVER
WHERE MILLIONS HAVE
LOCATED THEIR IDEAL PROGRAM

Studyabroad.com
is the #1 online resource
for study abroad information.

<http://www.studyabroad.com>
A service of Educational Directories Unlimited, Inc.

UNIVERSITY OF WEST FLORIDA

OPEN HOUSE

Saturday, April 16
at 9 am in the
UWF Conference Center
Pensacola, Florida
(Last open house event until next fall.)


High school juniors and seniors, parents and family, are cordially invited to attend this half-day program. You'll like our combination of academic excellence and friendly atmosphere.



It's worth the trip. Reservations are appreciated, but not required.
800.263.1074
admissions@uwf.edu
uwf.edu/whatsnext

University of
West Florida
For what's next.






never stop learning

Seminars & Workshops, Spring 2005

Professional Development & Continuing Education
For more than a century, Teachers College has stood at the forefront of education. CEO&I at TC continues to participate in this tradition by offering students and professionals unique opportunities to study with leading scholars and experts in the fields of education and leadership. Call for more information about opportunities to learn from instructors such as:

<p>Victoria Marsick Prof. of Adult & Organizational Learning, TC</p> <p>Stephen Brookfield Distinguished Prof. at the University of St. Thomas in Minneapolis, MN</p> <p>Jay Heubert Assoc. Prof. of Education, TC and School Law Institute co-chair</p>	<p>Lucy Calkins Prof. of English Education, TC</p> <p>James Borland Assoc. Prof. of Education</p> <p>Heidi Hayes Jacobs President, Curriculum Designers, Inc.</p>
---	--



CEO&I

THE CENTER FOR EDUCATIONAL OUTREACH & INNOVATION
Call for a free course catalog! *Registration is in progress.*
☎: 800.209.1245 www.tc.columbia.edu/ceoi

TEACHERS COLLEGE COLUMBIA UNIVERSITY

How to Turn a Waitlist into an Acceptance

By KATHERINE COHEN, Ph.D.

Being placed on a wait list or being deferred by a first-choice college is not the end of the road for students. Although the situation is difficult, there are a number of strategies to increase the chances of being admitted.

First and foremost, it is imperative for students to inform the admissions office in writing that their school is still the number one choice and that they would definitely attend if accepted. Colleges want assurances that if they draw from the wait listed pool of applicants that these potential students are serious about attending and committed to their schools. Next, contact all persons that were met with during the interview process and inform them of the strong commitment to that school and desire to attend. Submit an update of any and all relevant information pertaining to new grades, projects, test scores, awards, etc. Finally, review the original application with a fine-tooth comb to make sure that it was the best representation of who you are as a student and what you can contribute to the college as a potential student. Often, students discover hastily written or underdeveloped sections that may have led an application reader to assume a lack of interest. If necessary, do a solid re-work of the application and re-submit with a brand-new version. Be sure that the essays are not generic, but truly reveal something about the student as an individual.

In counseling students, I have on more than one occasion reviewed the application submitted by students who were rejected by all of their top choice schools. Usually, the rejection was based on not providing the schools with a complete understanding of the applicant's talents. For example, I counseled a client in April of his senior year after he was rejected by all of his top schools and waitlisted at one with SAT I scores of above 1500 and straight As in all AP Courses. Upon reviewing the application, I understood immediately why he was rejected. Basically, he chose the common application instead of the school's actual application; the essays were generic and not revealing anything about his true self; and he had not done the research into the schools in question. This student was obviously gifted, pursuing

continued on page 30

REPORT ON MINORITIES AFTER SCHOOL

A new national survey of young adults age 18 to 25 from the nonprofit, nonpartisan opinion research organization Public Agenda finds that the vast majority of today's young adults, be they African American, Hispanic or Latino, Asian American or Caucasian, strongly believe in the value of higher education. Most of the young adults surveyed in *Life After High School: Young People Talk about Their Hopes and Prospects* report that their parents inspired the goal of going to college and most had a teacher in high school who took a strong personal interest in them and encouraged them to go on to college.

But the study raises serious questions about the shortage of high school counselors and the economic pressures and trade-offs many young adults face, especially those from minority backgrounds. It also portrays the uncertain, hit-or-miss career path experienced by many young people who enter the work force without a 2-year or 4-year college or technical degree.

Money plays a big role in decisions about where or whether to go to college. Nearly half of young people who don't continue their education after high school cite lack of money, the wish to earn money or having other responsibilities as reasons why they don't go. *Life After High School* also shows that while money is not a factor in college selection for most young white Americans (60 percent), it is for most young African Americans and Hispanics. Six in ten of both groups say that they would have attended a different college if money was not an issue. About half (51 percent) of young Asian Americans say this as well.

The survey raises troubling concerns about the prospects for young workers without college degrees. Compared to those who have a two or four-year degree, these less-educated workers fell into their jobs more by chance than by choice and far fewer think of their job as a career. Young people with no degree are substantially less likely than those who have a degree to say their parents urged them to go to college.

According to Public Agenda President Ruth A. Wooden, "*Life After High School* shows that most young people have absorbed the 'go to college, get more education' message. We've been successful

continued on page 30

COLLEGE & UNIVERSITY DIRECTORY



SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.


1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: slcadmit@mail.sl.edu

THE BANK STREET APPROACH



Learn how to be a great teacher.

Bank Street Graduate School | Bank Street
610 West 112th St, NY, NY 10025
www.bankstreet.edu | 212.875.4698



Please mail to:
College Directory - Education Update
17 Lexington Ave., Box A1207
New York, NY 10010

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____

NY SCAS
A DIVISION OF TOURO COLLEGE

Associate & Bachelor Degrees

- ◆ Business Management
- ◆ Human Services
- ◆ Computer Science
- ◆ ESL Classes
- ◆ Health Science
- ◆ Education
- ◆ Liberal Arts & Sciences

Day & evening classes Transfer students welcome
Financial aid for qualified students

Manhattan: Midtown 212-463-0400 ext.500
Uptown 212-722-1575 ext.101

Brooklyn, Queens: 718-2-SCHOOL ext.1003

Explore your talents.



University of
West Florida

(800) 263-1074 • online: uwf.edu

<p>I Am Interested In Applying</p> <p><input type="checkbox"/> Freshman <input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> Day <input type="checkbox"/> Evening</p>	<p>As My Status</p> <p><input type="checkbox"/> H.S. Student <input type="checkbox"/> College Student</p> <p><input type="checkbox"/> Teacher</p>
---	---

Please circle catalogs you wish to receive:

1	2	3	4	5
---	---	---	---	---

PLEASE INCLUDE YOUR PHONE NUMBER March 2005



PRESIDENT RAAB ESTABLISHES CENTER FOR GIFTED STUDIES AT HUNTER COLLEGE

By DOROTHY DAVIS

"Children need to know that it's okay to be smart," said Hunter President Jennifer J. Raab recently. "Special classes, schools and curricula are also required to meet the special needs of the gifted child, who is often bored and uninspired in a regularly paced classroom." She spoke at the official launching of the Hunter College Center for Gifted Studies and Education at which she introduced its Director, Dr. Dona Matthews.

The Center, established by Raab in 2003, is part of the new graduate program in gifted education at Hunter. Teacher training, curriculum development and research are its focus, and it has already helped write the new state test that new G&T teachers must take.

Director Matthews, who taught at The University of Toronto and authored *Being Smart about Gifted Children* said the Center's activities include teaching educators the skills needed to be state certified, developing a think tank with other city colleges, a parent support network, working with city schools to create programs, listing resources on the web, informing the public, and studying how best to discover and support the G&T, who may be gifted in one area but not in others.

President Raab cited the need for gifted programs in all boroughs for all racial and ethnic groups as a motivation to create the Center. "Last week," she said, "we had the heartbreaking task of sending rejection letters to some

2,800 sixth graders telling them that they will not have the opportunity to attend Hunter High School. Each one of those kids had scores in the top percentile of their 5th grade Math and Reading Tests." There are only 228 places at the School, a top public school for the gifted.

President Raab's concern was echoed by New York City Council members, including Eva Moskowitz, Education Committee Chair, who called the Center "incredibly needed." A mother said her daughter spent more time helping other children than learning from teachers and couldn't get more advanced books to read even though she was reading beyond her grade level.

"These are the people who will be the leaders of tomorrow," said Carmen Farina, Deputy Chancellor for Teaching and Learning, in her keynote speech. "We need to make them the best leaders they can be." The Department of Education, she said, is working on a standard admissions test for children entering kindergarten and first grade to try and determine if they are gifted.

Judy Horne, Director of Strategic Outreach at the DOE, told EU afterwards that the new test should be ready in September 2007. It will only be given to children whose parents ask for it. She pointed out that not all parents want their children to attend G&T classes. "I am a public school parent of a G&T child," she said. "I would never put my child personally in the G&T program. I do not like that model."#

How Smart Is My Child?

By DEBORAH L. RUF, Ph.D.

Many parents wonder how their children compare to other children. They may have very good reasons to suspect their children are gifted (for example, their five-year-old is adding pupils and eyelashes to their drawings of people or their three-year-old can read an "Exit" sign), but they're not sure how to prove or disprove it. Proof about giftedness can be critical, because it helps parents to provide more opportunities for their kids' increased growth, enjoyment, and success in areas of interest.

There are certain childhood behaviors—milestones—that can tell us when children are ahead of or behind others their age. Most of the charts on childhood development show the typical range of behaviors for each age group. If your child is ahead of those tables, that doesn't necessarily mean he or she is on the fast track or slated to become the next Doogie Howser, M.D. Levels of Giftedness range from those who are simply bright to those who are intellectually astonishing.

Here's an overview of the various levels of giftedness and milestones that are common—but not necessary—to each Level. Here, also, are the numbers at each Level of Giftedness that you are likely to find in an average elementary classroom of 28 children. It is the overall "feel" of where the child fits that tells you the Level.

1. Level One

•These children show interest in many things before they are even two years old—like colors, saying the numbers in order, and playing simple puzzles.

•Most of them are good talkers by age three, and by four, many print letters and numbers, recognize simple signs, their name, and know most of alphabet.

•By the time they are six years old, many read beginner books and type at the computer, and most read chapter books by age seven.

•It is not unusual to find six to eight Level One children in an average classroom, children who are nearly always a few steps ahead of what the teacher is teaching the whole class.

2. Level Two

•These bright children love looking at books and being read to, even turning pages without ripping them, by 15 months. Some shout out the name of familiar stores as you drive past.

•Many of these children know lots of letters by 18 months and colors by 20 months, and between ages three and four, they count small groups of objects, print some letters and numbers, and they very likely drive their parents crazy with all their questions.

•They'll sit for what seems like hours as you read advanced level books, especially fiction and fantasy, to them, but they require a bit less of your time by age six, because most of them read for

continued on page 29

Go to www.educationupdate.com for more articles on special education

BUSINESS OPPORTUNITY

Remediation Plus Business Opportunity for Teachers.

"Become a reading expert"

A four-day course covering testing and analysis, phonemic awareness training and Orton-Gillingham Methodology will lead you to an emotionally gratifying and financially rewarding career. A full 85-lesson plan scientific curriculum attached to five hours of teacher training support will make you a literacy expert. Apply to purchase a Remediation Plus System License. Enhance your income and pay for your license working with as few as two students.

Teachers passionate about special education students, literacy and reading research would enjoy this career speech pathology, educational psychology practices, tutoring centres and private tutors.

*Excellent English articulation essential

Phone 416-785-4666

e-mail resumes to: licensing@remediationplus.com

www.remедiationplus.com

Results guaranteed!

R+
Remediation
Plus

Send your resumes to
licensing@remediationplus.com
www.remедiationplus.com

Our students take a different path to the top.

The Nation's Leading College for Students with Learning Disabilities and AD/HD

Serving talented and bright students with learning differences and AD/HD, Landmark College's accredited associate degree and summer programs offer a proven course for academic success.

Landmark has one of America's lowest student-faculty ratios, enabling us to create innovative learning strategies and employ the latest technology.

Our approach works. Nine of every ten Landmark College graduates go on to pursue their baccalaureate degrees at such institutions as American, Brown, Occidental and the University of Denver.

DEGREE OPTIONS:

- A.A. in General Studies
- A.A. in Business Studies



LANDMARK COLLEGE

Putney, Vermont

www.landmark.edu

Phone: 802-387-6718

Winter 2005 Open House: **Saturday, March 12**

Saturday, April 9

Saturday, April 30

Open House Hours: 9am - 2pm



Remediation Plus Trains Teachers in Research Based Methods to Help Kids, Teenagers and Adults LEARN TO READ AND SPELL

Remediation Plus, a premier literacy intervention company in Toronto, Canada, is now licensing its system for use in schools and clinics worldwide. Through Remediation Plus' research-based, scientifically proven system, teachers and practitioners can now be certified to teach literacy to students of all ages with 100 percent effectiveness.

Jo-Anne Gross, the founder of Remediation

Plus, knows first hand that parents and schools often have to travel through a minefield of expensive interventions, most of which never help the students. Unfortunately, she and her son suffered for 7 years the pain of his floundering academically before finally finding a program that worked—and the results were powerful and life altering. Since that remarkable turnaround, Ms. Gross has become a student and practitioner of the research upon which that program was based, and is passionate about making a difference for similar students and their parents. She founded and operated a reading clinic for 5 years, specifically to conduct the clinical trial necessary for the development of the Remediation Plus system. With the clinic as the initial context for trials and refinement, over 120 students overcame mild to severe literacy problems (dyslexia), and the Remediation Plus System was developed.

The Remediation Plus system is based on the research and analysis conducted by Dr. Reid Lyon, Chief of the National Institute of Child Health and Development (NICHD) who has said that 75-80 percent of students with a learning disability have their basic deficit in language. His team's synthesis of the data related to reading and learning disabilities has shown that when appropriately applied, research-based interventions that address these fundamental deficits can result in remarkable improvements. Remediation Plus also integrates the methodologies of Dr. Samuel Orton and Anna Gillingham; as well as Dr. Jack Katz's work in central auditory processing.

The profile of student the system targets is one with a specific language disability, weak phonological awareness, central auditory processing problems or those with more normal reading and spelling lags. Remediation Plus also includes targeted assessment, accompanied by analysis, to ensure the teacher has a deep understanding of why the student is struggling.

The Remediation Plus System is now available for purchase and training by school districts and private practitioners in order to help all students at risk.

Remediation Plus is the stellar intervention for this profile of student.

Research has shown that most students with language problems have a "phonological deficit". If the deficit is in visual processing, the 100% does not apply. Even students with comorbid symptoms (for example, ADHD) do well.

Remediation Plus is training teachers in the Remediation Plus System this July in New York City. For further information contact 416-785-4666. Email resumes to: licensing@remdiationplus.com. www.remediationplus.com

New Center For Sign Language Interpretation at Rochester Institute of Technology

Experts from around the United States will work together through the Center to better understand how interpreting affects learning and to determine what factors related to interpreting influence comprehension, learning and access.

"People learn different ways, have different background knowledge, and thrive in different settings," said Dr. Marc Marschark, director of The Center and The National Technical Institute for the Deaf (NTID) research professor. "Through better understanding of these differences, we can modify instruction to match the strengths and needs of diverse learners and/or bring learners with special needs to a point where they can optimally benefit from mainstream education."

In collaboration with faculty at NTID and other colleges of the Rochester Institute of Technology (RIT), The Center will study teaching and learning via interpreting and alternative methods in a variety of content areas and settings. At present, Center projects are focusing on learning in science, technology, engineering, and mathematics in postsecondary settings via two grants from the National Science Foundation, totaling more than \$1.5 million.

A Shannon Award from the National Institutes of Health is being used to explore the dynamics of signed and spoken communication among deaf students in classroom discussions.

"We will build on what we already know from previous research projects at RIT and elsewhere. Collaboration among researchers, instructors, students and interpreters is critical to this initiative," Marschark added. "As we gain a clearer picture, many other groups can benefit from our findings, such as K-12 settings, students who have special learning needs, and those with English as a second language."

"We're looking forward to serving as a key

source for those seeking information and partnership in bridging research and practice," said Dr. T. Alan Hurwitz, vice president for RIT and CEO/Dean of NTID.

NTID established the world's first American Sign Language-English interpreter education program in 1969. Today, NTID also has the leading interpreting services program at both the associate and bachelor's level, and employs more than 100 interpreters who support the 1,100 deaf and hard-of-hearing students on the RIT/NTID campus in and out of the classroom. More information can be found at www.ntid.rit.edu/InterpretingResearch.

The first and largest technological college in the world for deaf and hard-of-hearing students, NTID, one of eight colleges of RIT, offers educational programs and access and support services to the 1,100 deaf and hard-of-hearing students from around the world who study, live, and socialize with 14,400 hearing students on RIT's Rochester, N.Y., campus. #

www.rit.edu/NTID

The Star of Freedom

By ABRAHAM AUERBACH

A tiny island lies in the middle of the vast ocean,
Amidst crashing waves of hatred and animosity.
Like a mighty rock, the island stands.

In the burning desert lies a green oasis
Where the eternal wanderer rests his tired feet,
The burning sands driven by mean winds
Try to cover the green oasis in vain.

A solitary star is twinkling in the heavens above,
Almost concealed by the dense clouds in vain,
The star will never be extinguished.

Teaching for Intellectual and Emotional Learning

Mastering skills essential in today's education ...

Professional Development

- Gifted and special education
- Teaching self-management skills
- Teaching social-emotional skills

Student Tutoring

- Gifted
- Learning disabilities
- ADHD

Parent Workshops

- Your child's unique learning needs
- What to look for in a school
- Advocating for your child



Christy Folsom, Ed.D., Director

Doctorate in Education, Teachers College, Columbia University
20 years experience in special, gifted, and general education

(212) 865-0366 info@TIELinstitute.com

JO BELLOMO, LCSW Psychotherapist

Offering psychotherapeutic services for
PARENTS OF SPECIAL NEEDS CHILDREN:

to better understand your special needs child
to create solutions for more harmony in the home
to work through the multitude of feelings

20 years experience as Chief of Clinical Services at a New York City Special Education School for learning disabilities, Pervasive Developmental Disorder, Asperger's and language disorder children.

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

Call for **FREE** consultation

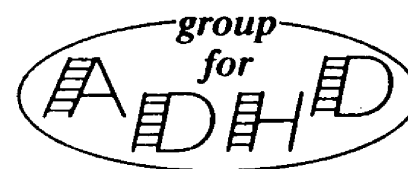
BY APPOINTMENT:

237 West 13 Street
New York, NY 10012

212.255.7847

Lenore Ruben, LMSW

Orly Calderon, Psy.D.
NYS Lic. Psychologist



**Assessment Diagnostic
Healing and Development**

Solution Focused Approach

Psychological & Psychoeducational Evaluations
Adults, Adolescents & Children
Individual, Group & Family Psychotherapy
● Parenting Skills ● Play Therapy ● Hypnotherapy
Educational Coaching

212-586-2135

250 West 57th Street, Suite 723, NY, NY 10107

דוברים עברית



Dr. Koplewicz Speaks on Adolescent Moods & Depression

By SYBIL MAIMIN

"The average American doesn't accept depression in high school students. They assume teens are lazy or have some other flaw," explains Dr. Harold S. Koplewicz, director and founder of the NYU Child Study Center. Speaking at The Churchill School's lecture series, "Helping Parents Help Adolescents," the professor of pediatrics and psychiatry offered hope and understanding as well as practical information and advice to those whose children suffer from moodiness and depression. Describing the often difficult period of adolescence, which begins at about ages 10 or 11, he assured anxious adults, "Try to keep a sense of humor and remember that it is just a ten-year period." Upbeat and engaging, Dr. Koplewicz made his audience comfortable with the subject as he drew frequent examples from his own family and his medical practice.

Adolescence begins at puberty when youngsters face five basic challenges. 1. They must get used to physical changes in their bodies. Most adjust to these changes. 2. They must separate from caretakers and develop an "ability to start thinking thoughts parents may not like." Limits may be pushed as different ideas, political thoughts, music, styles of dress, and habits are exhibited. Discussions must take place with parents deciding what will be tolerated (The wise doctor observed, "most of us vote the way our parents vote even though we differed with them in adolescence."). 3. Social networks are developed with accompanying secrets, cliques, teams, and enduring friendships. 4. Educational goals are contemplated and, by age 22, career goals expected. 5. During this stage, youngsters become comfortable with their sexual orientation.

The brain changes significantly during adolescence going from myriad forays on diverse "country roads," as Dr. Koplewicz puts it, to settling down and stabilizing on a more efficient "super-highway." During this period, "kids are at risk for moodiness. When moodiness gets out of control,

depression may result." Depression can be hard to recognize in teens. When adults get depressed, they lose two sets of appetites—the "chase" (or drive) and the "feast" (ability to enjoy). Their demeanor may make others sad or upset. On the contrary, depressed teens act okay to the outside world, although they bring their low mood home. They do not know they are depressed; they just feel cranky and irritable. They might try to make themselves feel better by taking drugs or alcohol. "Depression is a self-limiting illness," explained Dr. Koplewicz. "It will go away, but that may take a long time. In the meantime, bad things can happen." A youngster may miss school (a particularly important time to be in school), lose out on opportunities, take drugs or alcohol, or become suicidal. A depressed adolescent "doesn't get a chance at a full life."

Depression is a common problem. Two million teens and thirty-seven million adults have it. Help is available. Dr. Koplewicz explained that psychotherapy and family therapy do not cure teen depression, and young patients become demoralized if talk does not produce results. He recommends a combination of cognitive behavior therapy (CBT) and anti-depressant drugs. He recognizes that teens are often unwilling to acknowledge illness and are averse to taking medicine. They need to be motivated with lots of parental support and the promise of being made to feel better. Schools also have a responsibility. They should accommodate the needs of a child with a mental health problem. Whether a particular school is right for the child should be determined and a change made where necessary.

Dr. Koplewicz has written a book, *More Than Moody: Recognizing and Treating Adolescent Depression*, in which he describes the arc of depression, trigger points and crisis points, and how to recognize and treat it. Writing for the layperson, he brings the subject home with practical suggestions and anecdotes from his own practice. #

Jeremy Goes to Camp Good Grief

Jeremy Goes to Camp Grief

by Rebecca DiSunno, Sarah Zimmerman, and Priscilla Ruffin; Illustrated by Karin Ralph

(An East End Hospice Bereavement Program Publication) 42 pp.

What the tragedy of The World Center brought to wide attention, what the tsunami disaster reemphasized, and what every household knows when a loved one dies, even from so-called natural or inevitable causes, is the unique effect of death on children. Their fear and confusion are compounded not only by inexperience in processing such loss but also by not knowing how to respond to surviving, grieving family members—what to say or not, what to do or not. As parents, teachers, caregivers, friends, psychologists well know, dealing with children's anxieties after the death of a parent in particular is one of the most difficult subjects to handle. Not intended to take the place of well-established programs, policies or procedures, a recently published booklet, *Jeremy Goes to Camp Good Grief*, by East End (L.I.) professionals, makes an admirable contribution to the field. Written for both children and their families, and sensitively illustrated with beautiful watercolors, it describes a no-fee, community-funded summer camp, established in 1997 by East End Hospice in Westhampton Beach, NY, located on Shelter Island where grieving children go for five days of day camp-cum-therapy, community, and fun. Yes, fun.

Jeremy has lost his mother (no reason is provided) and lies slack in bed with his cat, listless, confused, angry. He doesn't want to go to any camp. His father, overwhelmed in the kitchen, is coping as best he can. That morning he is taking Jeremy to Camp Good Grief. The narrative shows him each day participating in various activities and becoming aware that he is not alone and that it's

all right to talk about how he feels. Though Day 1 involves a lot of sweets and treats, illustrations for subsequent days show a carton of soy milk and a child who is left handed. Jeremy bonds with another

boy his age and the friendship proves invaluable. By the end of the 5th day, he has asked his father if he can come back next year. The authors—all experienced bereavement workers—all surely know that happy endings like this are not necessarily long range or universal. But the booklet at least is a starting place, even if the children do not attend the camp. The projects, the bonding, the inclusion of life-affirming pleasurable activities, are all designed to provide "new insight and a deeper appreciation of a grieving child's thoughts and feelings." Though some may question the role of "heaven" in the narrative (the children build a clay staircase), the important point is not *what* but *that*. The children talk, express themselves in other ways, and most of all see they are not alone or the odd person out, which can easily be the case in school or on their block. Named by children, who also selected its tree of life logo, Camp Good Grief brings together children of all ages whose sad story is the same. #

For information call Theresa Murphy or Christine Leahy at (631) 288-7080.

EDUCATION UPDATE is an award-winning nine-year-old newspaper that reaches 200,000 readers including teachers, principals, superintendents, members of the Board of Regents, college presidents, deans of education, medical school deans, foundation heads, parents and students in elementary, intermediate and high schools as well as colleges. The newspaper is mailed directly to over 1200 public and 200 private schools in NYC, 175 schools in New Jersey and 210 NYC high school guidance counselors. It is distributed to families in 2000 apartment buildings in NYC. It also reaches the public in our own streetcorner boxes.

The
International
DYSLEXIA
Association

Promoting literacy through research, education, and advocacy.
New York Branch

32nd 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.
- Visit our exhibit hall and learn about teaching resources, assistive technologies, schools with programs for students with learning disabilities, and other related items.
- Share information with co-workers, colleagues, professionals and others.

Visit our website for more information at 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.



SCHOOL OF
MEDICINE
NEW YORK UNIVERSITY



**New York University
Child Study Center**

IMAGING STUDY

Functional Magnetic Resonance Imaging Study of Adolescents with and without Anxiety Disorders

Recruiting adolescents, ages 13-17, for a study of decision-making and brain function.

The purpose of this study is to understand why some adolescents with anxiety disorders have difficulty making decisions. Using functional magnetic resonance imaging (fMRI), we will be able to look at what happens in the brain while the adolescent plays a decision-making game. fMRI scans do not involve radiation or needles.

Participation is voluntary and compensation is provided.

If you are interested in participating in this study, or having your child participate, please contact Sara Hefton at the NYU Child Study Center at (212) 263-0661.

NYU Child Study Center
577 First Avenue
New York, NY 10016
(212) 263-6622
www.AboutOurKids.org

NEW JERSEY NEWS

STUDENT LOAN FORGIVENESS
THE RIGHT MEDICINE

Acting Governor Richard J. Codey recently introduced legislation that establishes a plan to forgive up to \$20,000 in student loans for new college graduates who enter the social service industry. The Acting Governor announced the initiative in his State of the State address recently.

"If we can't retain quality people, then we can't provide quality care," said Codey. "This plan helps us attract and retain the best and the brightest and will ensure that our most vulnerable citizens receive the first-rate help they deserve."

"Recruiting and retaining qualified staff, especially at the entry level is a serious problem in the mental health field," said Davison, also the executive director of the Mental Association of Essex County and Chief Executive Officer of Prospect House. "High staff turnover rates affect our ability to provide decent care to our consumers. Governor Codey's loan forgiveness proposal is a giant step in the right direction. It's the right medicine for mental health."

Under the plan, the state would forgive up to \$5,000 in student loans a year for four years for college graduates who work at a state, county or state-contracted nonprofit mental health or development disability facility in New Jersey. To be eligible, students must have successfully completed the first year of full-time employment as a staff member at a qualifying provider.

"Governor Codey's loan forgiveness program is a wonderful idea," said Harp, president of the Social Work Student Organization at Rutgers. "It will encourage students to enter, and more importantly stay in the social service field. Many

graduating seniors have thousands of dollars of student loans. The Governor's proposal will decrease our financial burden and allow us to do the work we were educated to do."

Currently, there are an estimated 1,000 vacancies in the state's mental health industry that need to be filled immediately. Overall, the industry accounts for more than 11,000 jobs statewide.

In New Jersey, the average starting salary for social service and mental health professionals is \$25,000.

In addition, according to the U.S. Bureau of Labor Statistics, 71 percent of all social service professionals are women. Their average salary is \$30,108—\$4,000 less than their male counterparts.

Thirty-eight percent of recent college graduates working in community-based provider agencies leave their job after one year largely because they have difficulty paying their college loans.

A long-time mental health advocate, Codey in November signed an executive order establishing the Task Force on Mental Health, which will recommend ways to better help the mentally ill lead normal lives.

Codey also proposed in his State of the State speech the creation of a \$200 million housing trust fund to provide affordable housing for the mentally ill and announced plans for an education campaign on postpartum depression. In addition, Codey said he would work with the Legislature to make New Jersey the first state in the nation to offer free mental health screenings for uninsured new mothers. #

THEATER & MOVIES

Likeable Little Women on Broadway

By JAN AARON

Louisa May Alcott's novel is easy to love from generation to generation, even if the new Broadway show meanders a bit in places. Sisters Jo, Meg, Beth and Amy offer plenty to sing and dance about as they come of age in an all women household in Alcott's autobiographical story of growing up

and Christmas brings the family together and thereafter the musical stays on track.

Director Susan H. Schulman establishes each character. Jo is the tomboy with the creative urge. Meg (Jenny Powers) is the proper romantic. Beth (Megan McGinnis), is the sweet and fragile child who, even before her illness, dotes on Jo's adventures, and Amy (Amy



before, during and after the Civil War. Also resonating across generations are the strong family ties and feminist themes, topics for classroom discussion. Appropriately, teacher study guides (<http://www.littlewomenonbroadway.com/guide/index.html>) and teacher tickets (www.schooltix.com) offer ways to make this show an exciting a classroom project.

The spunky aspiring writer Jo March—who remains closely tied to her family while also refusing the restraints placed on women of her day—seems hand-tailored to headline a musical. Here, Sutton Foster belts out her songs effectively. In the first act, her closing song "Astonishing" is especially rousing and memorable.

Allan Knees' book starts when Jo has left home and is living in New York, where she is trying to sell swashbuckling stories. Choreography by Michael Lichtefeld enacts her imaginary scenarios. Jo's daydream about home

McAlexander) is a spoiled brat, who goes off to Europe with Aunt March (Janet Carroll), and ends up with Jo's cast off beau, Laurie (Danny Gurwin). Marmee (pop star Maureen McGovern) is effective as the girls' beloved mother. Composer Jason Howland and lyricist Minda Dickstein give her one of the best songs, "Here Alone," a ballad to her husband at war.

Packed with emotion, the second act's sad, introspective duet between the Jo and the ailing Beth tugs at the heartstrings. After Beth's death, Marmee's "Days of Plenty" is a strong song of grief and resilience.

The production design by Derek McLane is fine and the costumes by Catherine Zuber enhance both Jo's elaborate fantasies and the family's modest circumstances. # (*Little Women is currently at the Virginia Theater, 245 W. 52nd St. 2 hours, 40 mins.; \$60-\$100*).

Film Tunes Into Irish Music: The
Boys and Girl From County Clare

By JAN AARON

St. Patrick's day salutes Ireland's rich heritage, which includes the traditional toe-tapping Ceili music highlighted in *The Boys and Girl from County Clare*. In Nicholas Adams' screenplay, a Ceili music competition fuels up the old resentments and smoldering rivalry between two long-feuding brothers who've gone their separate ways.

Director John Irvin starts his film with grainy black and white footage of three boys toe-tapping along while learning Ceili music, which is supposed to set the stage for an age-old sibling rivalry. The story shifts to the late 1960s when the Beatles are taking the world and groups of Ceili musicians are invading a small, picturesque Irish town, hosting an important music competition. Among the rivals are Jimmy (Colm Meaney) and John Joe (Bernard Hill), two of the three youngsters, now grown men, reliving their old resentments.

Jimmy left town 20 years ago for Liverpool, five marriages and the life of a successful businessman, leaving his brother to tend the family's farm. Now in County Clare, their rivalries and resentments resurface. Unease between Jimmy

and John Joe builds on their past relationships to Maisie (Charlotte Bradley), the pianist in the latter's band. Caught in the middle are Jimmy's ace flutist Teddy (Shaun Evans) and Joe's star fiddler, Anne (Andrea Corr of the Irish pop band, The Corrs), whose budding affair creates all kinds of anxieties in her mother. Both young actors are standouts in this film. Meaney's raunchy mouthed Irishman plays well against Hill's soft edged sadness, especially as they reconcile their differences. A third brother makes a surprise visit.

While set up as the dramatic heart of the film, the music competition comes and goes with surprisingly little fanfare, leaving grudges and past traumas unresolved. The film deals with these sensitivities after the competition in a tender and gratifying way.

Star billing also should go to the remote, unspoiled locations on the Isle of Man and in Northern Ireland, which stood in for the West. Cinematography by Thomas Burstyn and period production design by Tom McCullagh make everything look appropriate and appealing. (PG-13; 90 minutes) #

ESSEX EYE
PHYSICIANS, LLC

ALEX BEVACQUA, M.D. • ROBERT WERTHEIMER, M.D.

BOARD CERTIFIED EYE PHYSICIANS & SURGEONS



Take \$50 off your purchase of eyeglasses
with this advertisement.

West Caldwell Office Park
175 Fairfield Avenue, Suite 3A,
West Caldwell, NJ 07006
Tel: 973-228-4990 Fax: 973-228-4464

213 Park Street, Montclair, NJ 07042
Tel: 973-744-7457 Fax: 973-744-1233

www.ESSEXEYEPHYSICIANS.MEDEM.com



FROM THE SUPERINTENDENT'S SEAT: EASING YOUR CHILD'S DISCOMFORT WHEN MEDICAL PROCEDURES ARE NEEDED

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



Sometimes it seems that whenever we see a doctor there are new procedures, tests, and equipment that await us. We may be able to take these in stride, trusting that the doctor is better able to protect our health, but for young children anything new at the doctor's office can evoke alarm. When circumstances call for a child to have tests at a new facility or with a specialist they have never seen, their fear of the unknown is understandably magnified. Consider the various sensations your child may have to experience: pain, bad tasting medicine, cold metal instruments, noisy machinery, being touched by strangers, and enduring long waiting periods. As adults, we don't like it either, but we do understand why we have to cooperate, and we have made the choice to be there. Children are expected to go along with what we tell them is for their own good.

The best thing you can do for your child is to be prepared and share as much knowledge about what they can expect to happen. Speak to the doctor's office ahead of time and find out exactly what tests your child is having and what is entailed in the procedure. Will the child be dressed or will he or she have to change into an examining gown? If the doctor is not a pediatric specialist, will there be gowns sized to fit your

child? If the answer is no, perhaps you can bring something simple that will make your child more comfortable.

Another important question to ask is whether your child will be asked to take any medicines—either orally or intravenously. You are the one who knows your child best and can decide whether or not to forewarn him or her about the use of needles. But it is almost always best to tell the truth. Once a child catches her parent being dishonest about medical procedures, it is very difficult to gain back that trust. The child is also likely to feel great resentment at being "tricked" by you and doctors, and may not behave cooperatively.

If a child needs to undergo something that will hurt, don't deny that his or her pain is real. Saying, "Oh, that doesn't really hurt," or worse, "Don't be a baby about it," is going to feed those feelings of resentment. Instead, give your child some tips on bearing the pain. Coach them to take deep breaths and let them out slowly. Suggest they either close their eyes or focus on something else. If possible, your child may be able to hug a favorite stuffed toy or doll to help him find comfort. Reassure your child that the pain will be quick, and then it will stop.

If at all possible, stay close to your child and see them through the procedure or test, even if it makes you uneasy. Your calm presence is what will help to get your child through an unpleasant medical procedure. Smile, show that you trust the doctors, and praise your child for being cooperative and brave. Good luck. #

How Smart?

continued from page 25

pleasure and information on their own by then.

- Level Two children can find only one or two others in their classroom who are as advanced as they are, which starts to make it hard to find good friends.

3. Level Three

- They're born wide-eyed and alert, looking around the room, reacting to noises, voices, faces.

- They know what adults are telling or asking them by six months. You say a toy, pet, or another person, and they will look for it.

- Everything Level Two children do by 15 months, these kids do by 10 to 12 months, and they can get family members to do what they want before they are actually talking.

- By two years, many like 35+ piece puzzles, memorize favorite books, and know the entire alphabet—in or out of order!

- By three years old, they talk constantly, and skip count, count backwards, and do simple adding and subtracting because they like to. They love to print letters and numbers, too.

- They ask you to start easy readers before five years, and many figure out how to multiply. Divide, and do some fractions by six years.

- Most of these children are a full two to five years beyond grade level by age six and find school too slow.

- There are one or two Level Three children in every 100 in the average school. They are rarely in the same elementary class and can feel very, very lonely.

4. Level Four

- Level Four babies love books, someone to read them, and pay attention within a few months of their birth.

- They are ahead of Level Three children by another 2 to 5 months while less than two years old.

- They have extensive, complex speaking by two years, and their vocabularies are huge!

- Most of them read easy readers by 3 1/2 to 4 1/2 years, and then read for information and

pleasure by age five, with comprehension for youth and adult level books at about 6-6 1/2 years.

- There are about one per 200 children in the average school. Without special arrangements, they can feel very different from their typical classmates.

5. Level Five

- Level Fives have talents in every possible area. Everything is sooner and more intense than other levels.

- They have favorite TV shows before 6-8 months, pick out letters and numbers by 10-14 months, and enjoy shape sorters before 11 months.

- They print letters, numbers, words, and their names between 16-24 months, and often use anything that is available to form these shapes and figures.

- They show ability with 35+ piece puzzles by less than 15 months and interest in complex mazes before they are three.

- Musical, dramatic, and artistic aptitudes usually start showing by 18 months.

- Most speak with adult-level complexity by age two.

- At two and three-years-old they ask about how things work, and science—particularly biological and life and death questions—emerge.

- They understand math concepts and basic math functions before age four.

- They can play card and board games ages 12 and up by age 3 1/2 to 4.

- They have high interest in pure facts, almanacs, and dictionaries by age 3 1/2.

- Most read any level of book by 4 1/4 to five years.

- They read six or more years beyond grade level with comprehension by six years and usually hit 12th grade level by age 7 or 8.

- We know they occur more often than once in a million and regular grade school does not work for them. Levels Three through Five score similarly on ability tests—very high.

Once you have a sense of your children's abilities, you can provide them with more activities and experiences that build on these strengths and take advantage of their talents. Parents who have more than one child may

MoMA OFFERS FREE FAMILY PROGRAMS

The reopening of The Museum of Modern Art will see the return of its education programs for families, encompassing museum tours, film screenings, conversations with artists, and workshops. Ford Family Programs at MoMA begin on January 8, 2005, and will introduce several new initiatives, including Watch This! Films for Tweens, a film screening series for 11 to 14 year-olds; a new free monthly activity guide, Modern Kids, which offers ideas and activities for children involving MoMA's collection and the new building; and a new audio guide, MMA Audio: Modern Kids, which offers four family-friendly audio programs of the Museum's collection. Many popular programs such as Conversations with Contemporary Artists: The Family Edition, Family Films, and Tours for Fours, will return.

Admission to all programs will be free of charge courtesy of a generous grant from Ford Motor Company and, for the first time, programs will take place on Sundays as well as Saturdays, giving families a greater opportunity to attend the many educational activities that the Museum has to offer.

Watch This! Films for Tweens is a new screening series aimed at children ages 11-14 year-olds and their adult companions. The inaugural series of monthly screenings includes contemporary and classic films.

Art Mix, the gallery-talk series also designed for tweens, returns. The program involves families in an engaging series of discussions on subjects as diverse as modern landscapes, modern drawings, sculpture, and design objects.

Conversations with Contemporary Artists: The Family Edition gives families with 7 to 14 year-olds the opportunity to ask artists questions

about their work. Participating artists this season include Tod Williams and Billie Tsien, Glenn Ligon, and Tom Friedman.

Family Art Workshops are open to children of varying ages on topics as wide-ranging as art and music, assemblage, portraits, clay constructions, and printmaking.

A Closer Look for Kids, for ages 5 through 10, looks closely at modern masterpieces from the Museum's collection as well as temporary exhibitions. Themes examined in this weekly series include "Places and Spaces" (a look at built and natural environments), "Materials and Techniques" (the tools artists use to create their work), and "Not-So-Everyday Objects" (how artists transform ordinary objects).

The popular weekly series Tours for Fours is geared specifically to 4-year-olds and includes interactive gallery activities and discussions in which every child gets a chance to participate. This season's topics include explorations of shapes, colors, and textures; animals and creatures in artworks; and the use of both unusual and everyday objects by artists.

Screenings in the series Family Films, a bimonthly program, are geared toward children ages 4 to 10. The short films—both live and animated—include themes such as family portraits, fairytales, and the stories of Hans Christian Andersen, in a three-film celebration coinciding with his April birthday. All screenings will be followed by discussions and suggestions for follow-up activities. #

For further information on Ford Family Programs at MoMA, the public may call 212-708-9805, 212-247-1230 (TTY), or e-mail familyprograms@moma.org.

MAKING INFORMED ENTERTAINMENT CHOICES FOR CHILDREN

When it comes to choosing appropriate movies for children, many parents and educators find the standard G®, PG® and PG-13® ratings ambiguous to navigate. Often the current and sometimes controversial ratings systems reveal almost nothing about the actual content of the movie. The need for independent ratings systems to help families make informed entertainment choices for children is also very real. According to a recent Harvard study, profanity, sex and violence in American movies has increased significantly over the last decade. Additionally, box office sales research shows that PG-13 movies garner the highest receipts, so there are strong economic incentives in the film industry to secure a PG-13 rating, regardless of the actual content of a film.

Current Attractions, an online entertainment resource at www.CurrentAttractions.com provides parents and teachers with a wealth of information about current and recent theatrical and home video releases. Powered by a scientific and objective ratings system called PSVRatings the Current Attractions website provides detailed information on the Profanity, Sex and Violence content in films and features a color-coded "traffic light" that provides consumers with an at-a-glance reference to the level of content in each of the three categories.

PSVRatings is independent from the movie studios that create films and all PSVRatings

are based upon fact rather than opinion. Under the PSVRatings system, each film and DVD undergoes a rigorous, multi-tiered audit process utilizing proprietary technology that employs more than 3,000 rules developed by a standards board of educators, child psychologists and child advocates. PSVRatings makes no judgment of suitability but rather provides comprehensive, accurate and objective information relative to the content of media.

Current Attractions provides a full range of convenient, user-friendly services that unlock the power of the PSVRatings data to enable consumers to make informed decisions about the media they consume based upon their own, individual standards of suitability. Additionally, Current Attractions offers numerous tools to enable parents and teachers to make conscientious decisions about children's media exposure including advice from the site's panel of psychology, education and media experts, pertinent articles related to children and media, film picks for various age groups based on feedback from parents in the Current Attractions community and the opportunity to join this growing community of parents and consumers interested in and concerned about the impact of media on our families today. #

Interested parents and teachers are encouraged to log on to www.CurrentAttractions.com to learn more.

notice that each child seems to have different interests and talents even when we encourage them equally. This is because we don't cause our children's abilities; we can only recognize and nurture them. To do less is truly depriving them of chances to do what they are good at and what they enjoy. To do less for our children probably chips away at their potential, too, for how can we get good at the things we don't get

to practice? There are more potential geniuses—children who are remarkably intellectually different from their same-age classmates—than most people believe, and your child may well be one of them. #

Deborah L. Ruf, Ph.D. is author of *Losing Our Minds: Gifted Children Left Behind* (Great Potential Press). For more information, visit <http://www.educationoptions.com/>.



A City of Opportunity Means a City of Affordable Housing

By MAYOR MICHAEL R. BLOOMBERG

Let me tell you about three New Yorkers I met this week—and also tell you about how our Administration is improving their quality of life by building and preserving comfortable and affordable housing in their home communities.

Lydia Roseboro is a retired hospital worker. She has lived in Harlem for more than 30 years. Even though Harlem has become one of the hottest real estate markets in the city, she recently fulfilled a lifelong dream of buying her own home right there, in the neighborhood she loves. It's in a townhouse development on formerly vacant City-owned land, and a partnership between government and private lenders helped keep the sale price of the townhouses within her means. Lydia always wanted a home with a garden; now she's got one. It also has the spare bedrooms that are just right for sleepovers by her grandchildren. She couldn't be prouder or happier.

Dorothy Jenkins lives in public housing in the South Bronx, and because of her daughter's untimely early death, her two young grandchildren live with her. Bringing them up is quite a challenge for someone who is in her early 60s—and, unfortunately, tens of thousands of other New Yorkers face that challenge, too. But the New York City Housing Authority is doing something about it. With the help of two non-profit groups, they've developed a 50-unit building that Dorothy and her family are about to move in to. It will have on-site social ser-

vices for older residents, as well as recreation rooms, a summer camp, a playground, and other facilities for their grandchildren. It's the first public housing development in the nation specifically designed to meet the needs of families like Dorothy's—and our Administration is very hopeful that it will become a model here and in cities across the nation.

We all have an interest in helping older New Yorkers enjoy the dignity and satisfaction that comes with independent living. Take David Diamondstein. He'll be 100 years old later this year, and he still does his own shopping, and runs his own errands in his home neighborhood of Inwood. David lives in a building run by a non-profit agency—and the building needs repairs. Our Administration has come up with a way to pay for them by using tax-exempt bonds to refinance the building's mortgage. Now, David and his neighbors are getting new kitchens, elevators, intercom systems, and other very welcome renovations.

We constantly hear and read stories about the astronomical price of New York City housing. That's a sure sign of our growing economy. But it's also a mixed blessing, because it puts a squeeze on tight family housing budgets. That's why our Administration is helping Lydia, Dorothy, David, and thousands and thousands of other New Yorkers who have a wide range of incomes, family sizes, and social needs find affordable housing. It's one of the ways we're making New York a City of Opportunity for all—and you can see the results all over town.#



Share Your Views With The Chairman Of The Assembly Education Committee

By ASSEMBLYMAN STEVEN SANDERS

Dear Parents,

Every month in this space you read my opinions about what is going on in public education. This month I would like to give you an opportunity to share your views with me. Would you please take a few minutes to complete the following brief survey and mail your answers to me?

1. Overall, have public schools improved or declined since Mayor Bloomberg and Chancellor Klein have been in charge?

2. Have higher standards enhanced what your child is learning?

3. What is your opinion of the use of high-stakes tests for purposes of determining whether an elementary school student should be held back or whether a high school senior can graduate?

4. How do you rate your child's teacher or teachers?

5. Overall, how do you rate your child's school's principal?

6. Has your child ever been bullied? If so, was it reported to the principal? If it was reported to the principal, are you satisfied with how the problem was handled?

7. What is your opinion of the role played by your school's School Leadership Team?

8. What is your opinion of the role played by your school's Parent Association?

9. Do you support Mayoral control of the public schools?

10. How would you rate the physical condition of your child's school including overall cleanliness and safety factors?

11. Would you favor a requirement that every child learn a second language in order to graduate?

12. Do parents have an adequate and meaningful role in school policy?

13. Do you know whom to call and how to reach key people in the school system when you have a concern about your child?

14. Would you favor or oppose more charter schools?

15. Would you favor or oppose publicly financed school tuition vouchers?

16. Do you support the Mayor and the Chancellor's massive effort to create hundreds of new small schools?

17. Do you think there should be expanded gifted and talented programs in every school district?

18. Which of the following do you think is most important:

___ small class sizes ___ art and music classes ___ state-of-the-art facilities

19. Does your child regularly read books, separate from those assigned?

20. If your child has an IEP, are you satisfied with the special services provided (such as speech therapy, physical therapy, resource rooms, etc.)?

Name: _____

Address: _____

Phone: (____) _____

Email: _____

Name of school(s) your child(ren) attends: _____

Borough _____

Send to: Assemblyman Steven Sanders, Chairman-NYS Assembly Education Committee, 201 East 16th Street (4th floor), New York, NY 10003 emailresponses to SANDERSsCHIEF@aol.com. Thank you very much.



Where's the 'Fiscal Equity' for School Leaders?

BY CSA PRESIDENT JILL LEVY

It may come as a surprise, but I actually requested to be among the last to testify before the City Council's Commission on the Campaign for Fiscal Equity. I had made a private bet with myself and unfortunately, I won. Over a period of months and throughout the six sessions worth of testimony from educators, parents and community activists, legislators and policy makers, I did not hear one word about the necessity for increasing the support and resources for school leaders.

I have heard the call for reduced class size, for more training and higher pay for teachers, for comprehensively-improved early childhood, for new buildings and the repair of antiquated ones, and for safer schools.

There are two things no one addressed:

1) The critical need for our school leaders to share their instructional, supervisory and administrative responsibilities with an appropriately assigned and licensed supervisory staff.

2) With the exception of several attempts to assign large dollar amounts to an anticipated infusion of dollars, no one laid out a time frame or set the groundwork for the strategic utilization and evaluation of the new dollars.

One of the greatest failures of the management of our school system over the course of time is that we approach education in bits and pieces rather than with a comprehensive and strategic view. Because the system, as a whole, is politically driven and those in charge are constantly changing, school leaders are juggling the old and the new simultaneously, waiting for the next plan to carry forward and never given enough time to see if the old plan had any merit.

I have never witnessed a comprehensive plan for this system that incorporates a long-range vision supported with strategic steps to reach each benchmark along the way. It is and has been a system of impatience and fragmentation and I am afraid that it will continue to be that if we do not consider how,

over time, we can incorporate the serious suggestions emerging from all the testimony presented before all the various commissions on all the various commissions.

As for where school leaders fit into the puzzle of how to spend the potential CFE dollars, the meager references to principals always seemed to be tied to that dreaded word "accountability." I must have missed any discussion about how to support principals. Clearly, any references to Assistant Principals or central administrative support must have whizzed right over my head.

In fact, I have never seen a city or state plan that supports Principals and addresses the need for professional supervision of all functions in our schools. We expect the Principal to not only provide instructional leadership, but also supervise every detail of the school's operations. And in a system that separates instructional support from administrative support, neither "head" gets the full picture of a principal's responsibilities.

Additionally, nowhere in the testimony does anyone acknowledge the value of Assistant Principals, Supervisors and Education Administrators. Nor have I ever seen a plan that mandates supervisory expertise in areas that are essential to improve student and teacher performance—guidance, early childhood, special education, bilingual education, social work and psychology.

Abundant research supports the theory that a Principal's strong instructional leadership skills are essential for a school to succeed. Yet, I wonder if the general public understands what a NYC public school Principal is required to do. If we want our Principals to truly lead schools, to provide instructional leadership, to provide a vision for staff and parents, to guide our children, then we must acknowledge that these school leaders need real help. They cannot do it alone and then be called on the carpet when, surprise, their schools fail to meet some standard.#

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

New Rochelle

continued from page 23

for tracking purposes. Once materials are online, the original readings cannot be damaged, lost, or stolen; pages will not be missing from articles, which will reduce replacement costs. This system will also offer CNR faculty a link to the College's ANGEL course management system, a web-based tool that integrates technology into the curriculum.

For more than six decades, Mother Irene Gill Library has been at the epicenter of intellectual discussion and scholarly research at CNR. It has served as an important resource to the College's students and faculty, as well as the community-at-large in the City of New Rochelle and Westchester County.

An extensive collection of over 200,000 volumes, including rare book collections of James Joyce, Thomas More, and the Ursuline Order (founders of CNR), as well as comfortable seating, spacious private study rooms, and a new refreshment lounge, also exist to serve students. The Ursuline Order founded the first Catholic college for women in New York State, The College of New Rochelle, in 1904. Today, it comprises the all-women School of Arts & Sciences, and three schools which admit women and men: the School of New Resources (for adult learners), the School of Nursing and the Graduate School. The main campus of the College is located in lower Westchester County, 16 miles north of New York City. The College maintains five other campus locations in New York City.#

Visit the College's website at www.cnr.edu.

Acceptance

continued from page 24

a dual curriculum with AP courses and study of the Talmud at a Jewish Yeshiva. He listened to Hebrew radio every night and composed music for the piano. By scheduling a meeting with the college admissions reader at his waitlist school and presenting a brand-new application, this student was accepted three days later.

So, the general rule of thumb for wait-listed students is it at first you don't succeed - try and try again. If wait listed by the top choice school, take another look at the application and make it as solid as it can be. Then resubmit after doing some serious reworking.#

Katherine Cohen, Ph.D. is the President of IvyWise and College Admissions Counselor. www.ivywise.com.

After School

continued from page 24

in inspiring a goal. Whether they're getting the nuts-and-bolts, real-life help and guidance they need to reach that goal, to actually succeed in graduating from college, is another matter."#

The study was funded by The College Board, GE Foundation, The George Gund Foundation, the W. K. Kellogg Foundation and KnowledgeWorks Foundation. www.ivywise.com.



PREVIEWING THE 2005-2006 SEASON AT CARNEGIE HALL

By JOAN BAUM, Ph.D.

Addressing a packed house at Weill Recital Hall, one of Carnegie Hall's three main stages, along with Stern Auditorium and Zankel Hall, Klaus Jacobs, Vice Chairman of the Board of Trustees and Acting Executive Director, laid out some of the extraordinary events and activities that will grace the 2005-2006 season. A banker by profession, treasurer of the board, and "a profound music lover," this was the third time, noted Ara Guzelimian, Carnegie Hall's Artistic Advisor, who presided over the press conference, that Mr. Jacobs has stepped out of planned retirement to lead Carnegie Hall, at least until July 1st, when former London Symphony Orchestra head Clive Gillinson will assume the position of Executive and Artistic Director. Affectionate reference to Mr. Jacobs' "unquestionably" firm hand at the helm of Carnegie Hall, following the untimely death of its 47-year old Executive Director last year, drew admiring laughter and applause, and it was obvious, especially in the Q & A session following the formal press conference, that Mr. Jacobs, in concert with Mr. Guzelimian, the board, and various program heads, has assembled an astonishingly rich set of offerings – 250 major events with a number of stellar firsts – world premieres, American premieres, New York premieres, 50 commissioned pieces, including Early Music, Pop, Jazz, Contemporary, World Music, Chamber Works, Workshops. Just reciting the names of some of the featured artists provides "makes him feel wonderful," Guzelimian said.

There's something for every taste and age and an enhanced focus on education – training sessions for young children, older students and adults. Asked how Carnegie's outreach



photo by Steve J. Sherman

programs differ from others, Jacobs replied Carnegie's constitute one of "the largest music education programs in the country," especially with regard to area high schools. Many of these events will take place under the auspices of The Weill Music Institute, sponsor of an unprecedented number of activities designed to reach at least 100,000 youngsters, and distance learning conferences that will center on teacher training workshops. The 600-seat Zankel Hall, only 20 feet from the subway [groans], was conceived particularly to attract a younger audience, Jacobs pointed out, and though data do not yet exist to verify informal observation (it's difficult to survey an audience that tends to arrive at the last minute), he suggests that concertgoers look over a typical Zankel Hall crowd. "It's the one place where my three-piece suit feels out of place, joked Ara Guzelimian.

Exemplifying the "interrelating relationships" that are at the heart of the Carnegie idea, teaching a new generation and exploring "cross-genre versatility," the expanded new season includes a Perspectives Series (British tenor Ian Bostridge, pianist Richard Goode, Senegalese vocalist Youssou N'Dour, and

conductor David Robertson of the Saint Louis Symphony Orchestra); six concerts by the Kronos Quartet ("Live Mix"); the SF JAZZ Collective, a three-night jazz engagement starring Bobby Hutcherson and Joshua Redman; composer John Adams' third annual multi-genre series, "In Your Ear Too"; and a four-concert Route 57 [get it, the street Carnegie Hall's located on] called "An American Roots Festival," in partnership with WFUV and Festival Productions, that will highlight American traditional music from blues and gospel to Celtic, bluegrass and country. And get ready for the 40th anniversary of new music composer and vocalist Meredith Monk, who will perform and preside.

As if all this variety and diversity were not already an embarrassment of riches, the new season will celebrate the 250th anniversary of the birth of Mozart with a special performance scheduled for the composer's birthday, January 27. At that time Sir Simon Rattle will conduct the Berliner Philharmoniker in an all-Mozart program that will feature the little heard "Serenade in B-flat Major for 13 Winds," "Symphony No. 38" (the "Prague"), and "Piano Concerto No. 27" (K 595) with Alfred Brendel. Add, please, James Levine and the MET Orchestra, Daniel Barenboim and the Berlin Staatskapelle, Riccardo Muti and the Vienna Philharmonic Orchestra, and Emanuel Ax, Richard Goode, Andrés Schiff, Misuko Uchida, Leif Ove Andsnes and so many more. Of course, some artists who have committed don't have dates yet – booking in advance, especially for the jazz folks, is "too exotic" says Ara Guzelimian, but audiences can search the latest schedule at Carnegie Hall's website: www.carnegiehall.org.

Parents & Children Create Art at The Center for Arts Education



By NAZNEEN MALIK

Recently, The Center for Arts Education in conjunction with the New York City Department of Cultural Affairs hosted the first annual Parents as Arts Partners (PAAP) exhibit at The Gallery at 180 Maiden Lane, featuring selected artwork created by parents and students.

At the opening, children and their parents stand together, looking at the artwork they and their fellow peers have created. There are paintings, drawings, photographic art, murals, and quilts draped over walls. A large, paper-mache statue of liberty stands victoriously in the center of the room.

The Parents as Arts Partners program was created in 1998 to promote arts education in New York City public schools and to encourage parents to become active supporters of arts appreciation. Currently 150 schools participate in the program. Grants are awarded to schools that show a commitment to this idea

and create programs that engage both students and their parents in hands-on, interactive arts education. Since its inception, the Center for Arts Education has awarded 619 PAAP grants totaling more than \$3,000,000 to school and their arts partners. The program is a joint project funded by the NYC Department of Cultural Affairs, the NYC Department of Education, and the National Endowment for the Arts.

"I think the program is very successful," says Richard Kessler, Executive Director of the Center for Arts Education. Research shows that Arts education is an effective means of involving parents in their child's education, says Kessler. For schools that want to develop an Arts program but are unsure where to begin, Kessler suggests that they contact the Center for Arts Education as they also provide assistance with curricular development and can put the school in touch with other arts organizations.#

CONCERTS THAT CAPTIVATE

THE LITTLE
ORCHESTRA
SOCIETY
DINO ANAGNOST, MUSIC DIRECTOR

LOLLI-POPS CONCERTS FOR AGES 3-5

THINGS THAT GO BANG

A frantic competition of pots, pans and paws explores how the Percussion Family makes beautiful music. Join Bang and Buzz for a delicious recipe of rhythms and beats.

Saturday March 12th at 10:30am & 12noon
Sunday March 13th at 1:00pm & 2:30pm

TICKETS: \$40

THE KAYE PLAYHOUSE AT HUNTER COLLEGE

(212) 971-9500

**MENTION CODE: EU &
GET 10% OFF EACH TICKET**





An Intrepid Group Plays the Mandolin

By JOAN BAUM, Ph.D.

The New York Mandolin Orchestra (NYMO), now in its 80th year, and said to be the oldest known continuously performing Mandolin Orchestra in the country, has a long and well revered reputation that is being maintained by its newest concertmaster, Dan Barrett, a cellist, who also plays mandolin and is a composer, arranger, conductor and—at his most impassioned—a political philosopher. The relationship between mandolin playing and social activism is nothing new for a group whose founder Samuel Firstman, a poor balalaika-playing immigrant from Russia, named the group the New York Freiheit [Freedom] Mandolin Orchestra, and which has, over the years, absorbed members from other immigrant and working class-related mandolin orchestras that also emerged in the 1920s.

Though he has been with NYMO for only two years when it had only a handful of performers, Barrett can now count on 15–25 showing up for rehearsals—sometimes even 50—a distribution that includes first and second mandolin, mandola, guitar, mandocello, bass, concertina, flute, recorder, clarinet, bassoon. They play chamber music, folk songs, jazz, bluegrass. Perhaps a Dan Barrett composition? The long-haired musician pauses, then proffers the fact that he is composing something in “an early Wagnerian idiom” and a piece he’s calling “The Zombie Staatsoper” for another ensemble, a group he has recently helped revive and that features a number of electrified instruments. Being the conductor for NYMO is not a full-time position but it is one the maestro undertakes with full heart.

Barrett, a graduate of the Manhattan School of Music, most particularly honors the folk and workingman history of mandolin playing, “a dialectic of formal and informal,” though he points out that the instrument has also figured in music hardly associated with people’s art—a list that includes Beethoven,

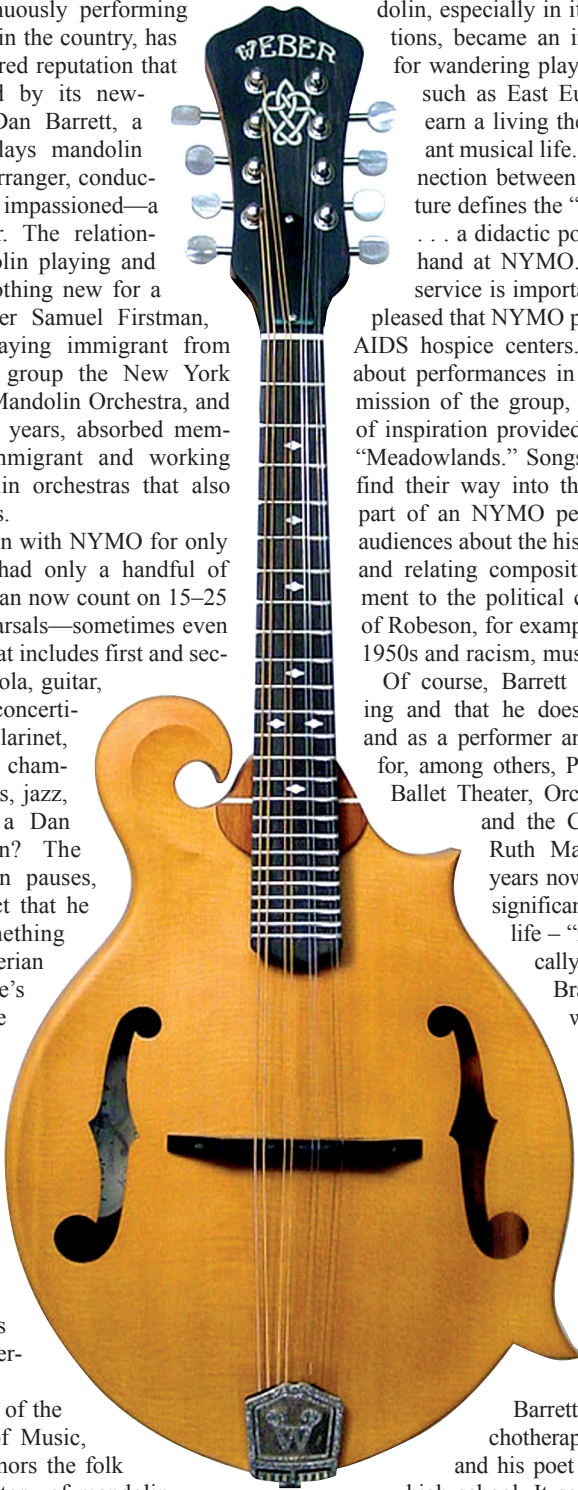
Hummel, Mozart (listen again to the “Serenade” in *Don Giovanni*), Verdi, Mahler, Percy Granger.

Convenient to carry, and very popular, the mandolin, especially in its earliest manifestations, became an instrument of choice for wandering players, many of whom, such as East European Jews, could earn a living then only by an itinerant musical life. For Barrett, the connection between instrument and culture defines the “aesthetic philosophy . . . a didactic power” that guides his hand at NYMO. The idea of public service is important to him, and he is pleased that NYMO plays in hospitals and AIDS hospice centers. He’s also thinking about performances in prisons. Key to the mission of the group, he says, is the kind of inspiration provided by Paul Robeson’s “Meadowlands.” Songs of solidarity easily find their way into the repertoire, just as part of an NYMO performance is telling audiences about the history of the mandolin and relating compositions for this instrument to the political climate—in the case of Robeson, for example, talking about the 1950s and racism, music and struggle.

Of course, Barrett has to make a living and that he does as a cello teacher and as a performer and arranger, working for, among others, PBS, NPR, American Ballet Theater, Orchestra of St. Luke’s and the City Opera. He cites Ruth Manning, quite on in years now, as one of the most significant influences in his life — “no one,” he emphatically states, “could play Brahms and Bach the way she did, no one.”

He mentions her proficiency at the piano almost as secondary to her “philosophy,” her having “the pulse of the people.” Other mentors include a teacher “educated in Moscow” who gave lessons in composition and theory, and also

Barrett’s parents, his psychotherapist father who sings and his poet mother who teaches high school. It seems only fitting that the NYMO rehearses on a work day, Tuesdays at 7:00 p.m., and does so at the High School for Health Professions and Human Services (345 E. 15th Street). #



Rebecca Teplow
תפלוה Prayers

REBECCA TELOW
Prayers

THE DEBUT CD FROM
THIS SENSATIONAL SINGER

Purchase a copy at
West Side Judica
or order a copy from:
POB 573
Teaneck, NJ 07666

\$1 MILLION FOR MUSIC EDUCATION

Mayor Michael R. Bloomberg, VH1 President and VH1 Save The Music Foundation Chairman Christina Norman, and Time Warner Cable of New York and New Jersey Senior Vice President & General Manager Barbara Kelly recently announced the donation of over \$1 million worth of new musical instruments to the New York City public school system. The donation, made by the VH1 Save The Music Foundation, furthers the Foundation’s mission to emphasize the importance of instrumental music as an integral part of a child’s education. Since its inception eight years ago, the Foundation has restored instrumental music programs in 166 city public

schools, providing nearly \$3.5 million worth of new musical instruments. Schools Chancellor Joel I. Klein, NYC Big Events President Maureen J. Reidy, recording artist Rob Thomas, and a student band made up of musicians from PS 207, PS 222 and IS 278 attended the announcement at PS 57 in Harlem.

The Mayor and VH1 also announced that thanks to the efforts of NYC Big Events, the “Save The Music: A Concert To Benefit The VH1 Save The Music Foundation” will be returning to New York City for the first time in four years. The star-studded concert, with performances by Rob Thomas, Queen Latifah, John Legend, Bon Jovi and Joss Stone, among others, will take place at the famed Beacon Theatre on April 11th. The concert will cap off the “VH1 Save The Music Week” from April 4th through April 11th, and will be broadcast on VH1 on Sunday, April 17th.

“Music education is an important part of growing up—it teaches discipline, creativity, and an appreciation for the arts,” said Mayor Bloomberg. “That’s why, for the first time, our Administration has established a comprehensive citywide arts curriculum in kindergarten through 12th grade. One of our biggest partners in music education has been VH1. Through its Save The Music Foundation, the network has donated almost \$3.5 million worth of instruments to our public schools, and today, I’m happy to announce that VH1 is making a donation of more than \$1 million worth of new musical instruments that will launch 41 new music programs in the New York City public schools during 2005.”

Each year, the benefit concert raises funds for the non-profit organization that restores instrumental music programs in America’s public schools, and raises awareness of the positive impact that music participation has on students. Studies show that students involved in music programs are better at languages and score higher on standardized math and reading tests. Since VH1 Save the Music was created in 1997,

nearly \$30 million worth of musical instruments has been donated to 1,200 public schools in 80 cities. In New York City, this year’s musical instruments were delivered to the grant recipient schools by Soundtree, Manny’s Music, Sam Ash Music and Rayburn Musical Instruments.

New York City Proclaims April 4th through 11th as “VH1 Save The Music Week”

Music education is an important part of growing up – it teaches discipline, creativity, and an appreciation for the arts.

– Mayor Michael Bloomberg

“VH1 Save The Music Week” in NYC will precede the taping of “Save The Music: A Concert To Benefit The VH1 Save The Music Foundation” and will include a special interactive “Family Day” in conjunction with the American Museum of Natural History in the Milstein Hall of Ocean Life. Below is a list of

festivities: Monday, April 4th - Friday, April 8th: VH1 Save The Music Master Classes will be held each day throughout the week at a selected public school in each of the five boroughs, showcasing the various aspects of music. Each interactive master class will allow students to learn from the music industry’s most prestigious performers. Sunday, April 10th: VH1 Save The Music presents “Family Day” in conjunction with the American Museum of Natural History in the Milstein Hall of Ocean Life (www.amnh.org). Students and their families will enjoy performances from critically-acclaimed singer and pianist Peter Cincotti, as well as the Marine Park Band, featuring students from PS 222, PS 207 and Marine Park Middle School. Cincotti will perform several tracks from his album, “On The Moon” as well as his self-titled debut CD. Peter will also accompany Marine Park Middle School during their performance, and an instrument “petting zoo” will give children a hands-on experience with a variety of musical instruments. In addition, VH1 Save The Music will partner throughout the week with prominent New York City establishments to raise funds for the Foundation. The John Varvatos’ store in Soho will donate 15 percent from each purchase made that week. NYC Big Events, Inc. is the City’s official organization dedicated to attracting high-profile events, creating new ones and working with existing major New York City events. NYC Big Events’ most recent successes include the 2003 MTV Video Music Awards, the 2004 Republican National Convention, and the upcoming 2005 Country Music Association Awards. #

BEGINNERS’

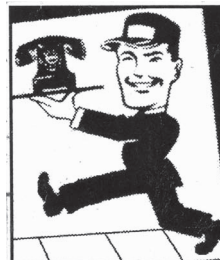
Jewelry Class

Bead Stringing
&
Wire Wrapping

\$10 per class

Classes every Saturday
Starting January 2005

East Village
For further information call:
917-837-1514



Telephone
Line
Installation

Universal
Application

We install and service commercial and residential telephone lines and equipment, guarantee lower pricing and faster installation than your local telephone company.

Call (212) 426-8990
www.universalapp.qpg.com



PRODUCT REVIEW:

ACCELERATE X-CENTRIS PCI EXPRESS MEDIA CENTER PC

By MITCHELL LEVINE

Because of the persistent attention paid to the mobile computing paradigm in education technology over the last several years, a great deal of our editorial focus has been centered on portable systems for some time. It's true that those models have many valuable benefits, but it's also clear that there's no "one size fits all solution" for schools looking to reach their tech mandates.

Laptops have their advantages, but desktop component models do as well: the latter are far more robust, upgradeable, generally stable, cheaper, power efficient, and sometimes even more feature-rich. Mobiles are also infamous for their heat generation and cooling problems. In fact, if portability and space aren't primary concerns, you're probably better off with a desktop, especially in an education environment.

That said, most schools have good reason to desire the advantages of mobile products. One of the largest of all concerns in institutional procurement is space: districts with the most need for technology access have the least room to deploy them in. Is it possible to get the bonuses of the portable form factor without the costs and liabilities?

Thanks to Axcel's latest entry in the market, the Accelerate X-Centric PCI Express, that's now within the realm of possibility. A highly compact unit, the model's style is referred to with the designator SFF, for "small form factor," approximately half the size of a typically equipped system. This is a bare-bones package, so a monitor and CD-ROM drive are extra, but the additional specs are

impressive: A P4 CPU or a Celeron ranging from 400-800 Mhz; 400 MB DDR memory; support for hyperthreading; an 8x AGP graphics system with 64MB of dedicated visual memory; and 240W SilentX power supply.

Beyond the raw numbers, however, are a number of technologies and features that promise great returns for the education user. The Integrated Cooling Engine heat pipe technology keeps heat flows at a functional level, while avoiding the exceedingly noisy standards of most fan-based cooling solutions—very important in an atmosphere where instructive communication is paramount. Also superior is the design for airflow mechanics within the product itself, something usually overlooked in traditional manufacturing processes. Heat is the greatest enemy of high technology, and for a community where maximum lifespan is a supreme interest; this feature set should be a paramount benefit.

Because of the extensive customizability options, the curious reader should get further information from the manufacturer's site, www.acceleratepc.com directly. For any institutional planner looking to derive desktop performance from a system with a minimized footprint, especially for multimedia use, when time spent configuring isn't a first priority, the Accelerate X-Centric should be a serious consideration. #

FOR MORE TECHNOLOGY REVIEWS, LOGON TO:
WWW.EDUCATIONUPDATE.COM

PRODUCT REVIEW:

CENTURION TECHNOLOGIES' MACSHIELD

By MITCHELL LEVINE

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

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

Centurion Technologies MacShield provides a reasonable, cost-effective possibility. According to industry trade research, over 80 percent of security breaches are inside jobs. Noting that, this software utility creates internal firewalls for your various system components. Floppy drives, USB

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

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

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

Calendar of Events

March 2005

Camp Fair

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

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. 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

Entertainment

TWO HOT SHOWS - Beauty & The Beast - The Lion King

CALL: 212-703-1040 or 800-439-9000
FAX: 212-703-1085
disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Events

THE STUDIO MUSEUM IN HARLEM
144 West 125 St., NYC 10027
Phone: 212-864-4500 Fax: 212-864-4800
Web: www.StudioMuseum.org

ARTLooks:
A Day in the Life of an Artist

Saturday, March 12, 12-3pm

Calling all high school students! Are you interested in art? Would you like to have a *real* conversation with contemporary artists? Do you want to get *real* feedback on your work and learn new techniques? If so, then join The Studio for this special, ARTLooks program. Meet contemporary artists and discuss ideas that inspire their work and artmaking process. ARTLooks is FOR TEENS ONLY! Pre-registration is required. Please call (212) 864-4500 ext.264 to reserve a space. Space is available on a first-come, first-served basis.

Sunday Saloon

Referencing Harlem's rich artistic legacy, *Sunday Saloon* is dedicated to highlighting local musicians, writers, poets, singers and performance artists. Inspired by the vast talent existing in Harlem, this program celebrates the spirit of Harlem's historical parlor scene.

Solomon Dorsey, Bassist

Sunday March 13, 3-5pm
Solomon Dorsey is a working musician living in Harlem. Throughout his travels, Mr. Dorsey incorporates those experiences in music that pays homage to his musical and literary heroes.

Lyle Ashton Harris Performance

Thursday March 17, 7pm
Known for his self-portraits that explore issues of performance, identity, family, gender, masculinity and race, Lyle Ashton Harris moves his artistic process into a new realm as he "invades the space of the audience" in this rare performance. This live performance will have you and your friends discussing everyday issues from a new perspective for days on end! Mark this "must see" on your calendar! Seating is limited and available on a first-come, first-served basis. Pre-registration is required (early registration is encouraged). \$7 (general public), \$5 (members, seniors, and students.)

Architectural Walking Tours

Saturdays, March 19, 10am
Explore Harlem with architectural preservationist and Harlem resident John Reddick. Participants will go on an intimate tour of Harlem, highlighting many of the concepts seen in our current exhibitions, while focusing on Harlem's distinct history. \$20 (general public), \$15 (members, seniors and students) Space is limited and available on a first-come, first-served basis.

Salon: Artists Around Town

Presented as part of Harlem is...Downtown
Tuesday, March 8 or Wednesday, March 9, 6-8 pm

Out of the studio and on to the street. Join us for an informal panel discussion featuring artists whose work has been shaped by neighborhoods and the communities that inhabit them. Artists will be drawn from three innovative residency programs which have a unique relationship to their urban settings.

Speakers: Dave McKenzie, former artist-in-residence, The Studio Museum in Harlem
Yoko Inoue, former artist-in-residence, Henry Street Settlement/Abrons Art Center
Shelly Silver, former artist-in-residence, LMCC/
Workspace: The Woolworth Building
Moderator: Erin Donnelly, LMCC curator of visual arts and residency director
This program will take place at the Melville Gallery of the South Street Seaport Museum at 213 Water Street. The program is free. Please RSVP to www.lmcc.net/rsvp or contact Programs Associate Celina Paiz at cpaiz@lmcc.net or 212 219 9401 x127. Directions: Subway: 2, 3, 4, 5, J, Z, or M to Fulton Street; A and C to Broadway-Nassau. Walk east on Fulton Street to Water St.

THE COLLEGE OF NEW ROCHELLE

What "Education Matters" on WVOX Radio Hosted by Dr. Stephen J. Sweeny, CNR President, this monthly public service program spotlights the key issues facing higher education today. Our focus for this year's five month series is on wellness, fitness, and preventive health care. The show's next guest will be **Harold Crocker**, Director, Intercollegiate Athletics, and **Dr. Dora Ierides**, Associate Professor of Physical Education, both at the College of New Rochelle. **They will speak on "Wellness & Athletics."** When: Tune in to WVOX 1460 AM Monday, March 14, 2005 11:30 am to noon "Education Matters" airs its final episode in March.

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.

GROUP FOR ADHD

Orly Calderon, Psy D. NY Lic. Psychologist / Lenore Ruben LMSW
250 West 57th Street #723
New York, NY 10107
Phone: 212-586-2135

Now Forming --- call to reserve space
Parents Discussion Group For parents of ADHD and/or Learning Disabled children
Topics: 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. 10 weekly sessions beginning Jan 13, 2005 \$40. per person per session \$60. per couple per session There is a 10% discount for prepayment of series.

Seminars

THE COLLEGE OF NEW ROCHELLE

On Tuesday, March 15 and Tuesday, May 10, each from 1:00 to 3:00 p.m., the College of New Rochelle will host two seminars at its main campus in New Rochelle on "Child Abuse Recognition and Reporting" conducted by Arlene Louis, Ed.D., RN, CS. They will be held at **CNR's Student Campus Center in the Iselin Room.** These seminars are sponsored by the College of New Rochelle and approved by the New York State Education Department. They are designed for licensed professionals, teachers, and school administrators who are required to identify and report on child abuse. The seminars will cover the physical and behavioral indicators of child abuse, maltreatment, and the statutory reporting requirements. Upon completion of a seminar, attendees will receive certification from the state of New York. The cost is \$50 per person; pre-registration is required. The seminars are contingent upon enrollment. For further information and location, contact Ms. Barbara Nitzberg at (914)-654-5548. The registration deadlines are March 8 and May 3, respectively, for the upcoming seminars.

Workshops

PARENTING INSTRUCTOR TRAINING WORKSHOPS

Center for the Improvement of Child Caring
www.cicparenting.org
1 (800) 325-2422 (Pacific Standard Time)
Effective Black Parenting Program
Feb 28 - Mar 4 Gastonia, North Carolina
Mar 14 - 18 Miami & San Francisco
Apr 4 - 8 Washington, DC
April 25 - 29 Chicago, Illinois

May 9 - 13 Louisiana

Los Ninos Bien Educados Program
Mar 21 - 25 Philadelphia, Pennsylvania
May 2 - 6 Los Angeles, California

Confident Parenting Program
May 16 - 18 Little Rock, Arkansas

Open Houses

DARROW SCHOOL

110 Darrow Road
New Lebanon, NY 12125
Phone: (518) 794-6000
Email: wechterl@darrowsschool.org
Web: www.darrowsschool.org

April 30th 2005, from 10:30am to 1:30pm

CLAREMONT PREPARATORY SCHOOL

41 Broad Street
NY, NY 10004
Phone: (212) 232-0266
Fax: (212) 232-0284
Web: www.claremontprep.org

TOUR DATES AND TIMES:

March 8th 9:30am
March 9th 8:45am
March 14th 7:00pm
SPRING OPEN HOUSE:
March 12th 9:30-11am

UNIVERSITY OF WEST FLORIDA

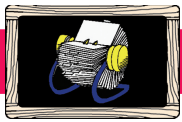
UWF Conference Center
Pensacola, Florida
Phone: 800-263-1074
Email: admissions@uwf.edu
Web: www.uwf.edu/whatsnext

Saturday, April 16, 2005, 9:00a.m.
It's worth the trip! Reservations are appreciated, but not required.

TOURO COLLEGE NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES

1870-86 Stillwell Avenue
Brooklyn, NY 11223
Phone: 718-265-6534 x1015
Fax: 718-265-0614

Every Tuesday and Thursday from 10:00 am - 7:00 pm. Sundays 11:00 am - 5:00 pm. at 27-33 West 23rd Street New York, NY 10010. 212-463-0400 x500



Resource & Reference Guide

BOOKS

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

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

Logos Books, 1575 York Ave., (@84th Street), (212) 517-7292

A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, and greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

High Marks In Chemistry; 1-877-600-7466

Over 65,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor-Easy review book for NEW regents (second edition) with hundreds of questions and solutions. Get HIGH MARKS \$10.95. Available at Leading book stores or call (718)271-7466. www.HighMarksInSchool.com

Transition Matters - from School to Independence: A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area

500 pages, \$35.00 +\$8 postage and handling ISBN 0-9678365-6-5. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th floor, New York, NY 10003 212-677-4650 (phone), 212 254-4070 (fax) or visit us online at www.resourcesnyc.org

CAREER COUNSELING

For Educators, Parents, Students, Admin, Others

Thinking of CHANGING CAREERS or JOB HUNTING? Seek clarity, support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Colorafi, MA: 646-732-3198

COLLEGES

MARCH EVENTS AT SARAH LAWRENCE COLLEGE

EXHIBIT

Faculty Art Show
February 1 -April 18
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

Music from Copland House
Wednesday, March 9
Reisinger Concert Hall
8 p.m.

Wanderings, a performance by Music from Copland House will be presented Wednesday, March 9 at 8 p.m. in Reisinger Concert Hall. The evening's program includes works by Anton Doppler, Aaron Copland, Paul Schoenfield, Miklos Rozsa, and Tamar Muskal.

For various reasons both positive and negative-war, persecution, financial hardship, professional or personal aspirations, or simple choice people throughout the ages have wandered across the continents. In the process, they have transplanted their customs, beliefs, and cultures from place to place, enhancing their new surroundings in the process. Through music that reflects the varied experiences of peoples in different lands-an American evoking life in a Russian ghetto, a Hungarian refugee recalling his roots, an Israeli in the West Bank, a high-born German portraying the gypsy countryside-this program explores some of the rich cross-fertilization that has helped to shape music and culture throughout history. Tickets are \$10 for regular admission, \$8 for senior citizens (55+) and students with ID.

PERFORMANCE

Daniel Stein's Timepiece

Monday, March 29
Suzanne Werner Wright Theatre
8 p.m.
Free

Daniel Stein, the Sarah Lawrence Theatre Program's Francis Anne Cannon Artist-In-Residence, will perform his solo play Timepiece. Stein is widely regarded as a pioneering artist who changed mime into movement performance. Timepiece deals with the passage of time in the life of a man, and how conflict and power and subsequently, joy and love emerge from time's progression. The objects on stage are translated from their everyday uses into idealistic symbols. A chair, for example, is no longer just to sit on, but rather an image support and strength. This performance is visual music with a beginning, middle and an end. For more information, please call (914) 395-2411.

CONTINUING EDUCATION

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

Sundays at JASA, Continuing Education for Adults 60 and Over at Council Senior Center. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

New Dance Group Arts Center 254 West 47th St., NYC, NY 10036, (212) 719-2733; www.ndg.org

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

PASSES TO HEALTH CLUBS & YOGA STUDIOS

Fitness Alliance (212) 808-0765/www.health-fitness.org

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming, pilates, and more. Just sign up for the New York Fitness PassBook, all for the one-time sign-up fee of just \$65, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.health-fitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry,* they're going fast.

MED & HEALTH SERVICES

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

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

Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College Valhalla, New York; (914) 594-4000; www.nymc.edu

SCHOOLS

Darrow School

Darrow School an independent, co-ed, boarding and day school in New Lebanon, New York, offers a comprehensive college-preparatory curriculum with a range of courses in writing and literature, history, languages, mathematics, sciences, and the arts. The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village. For more information call (518) 794-6000

The Harlem School of the Arts, 645 St. Nicholas Ave., NYC; (212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an after school conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much, much more!!

SCHOOL RECRUITMENT

www.SchoolProfessionals.com, info@schoolprofessionals.com, 212-916-0825

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

SPECIAL EDUCATION

The Sterling School, (718) 625-3502

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

TEST PREPARATION

Test Prep & Admissions Counseling The Princeton Review

594 Broadway, Suite 501, NYC 10012 800-2-REVIEW www.PrincetonReview.com

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 Princeton Review 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, via their website. The Company also authors more than 190 print and software titles on test preparation, college and graduate school selection and admissions, and related topics.

TUTORS

Math Tutoring

High School and Junior High. Two Sample Hours, No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or (917) 297-2389

Champion Learning Center 1211 Park ave, NYC 10128 Toll Free: 1-888-531-LEARN (5327) Local: (212) 410-5555 www.championlearning.com

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.

TUTORS

Gifted Tutor

Over 20 Years of Dramatic Success
Enabling students to experience new confidence, understanding & enjoyment

- Raising Grades (almost always A's or B's)
- Raising SATs (often over 200 points)
- Turning around problems
- Exciting enrichment work
- Diverse subjects and levels
- Organization & Study Skills
- Standard Test Preparation
- Regents
- Finals
- Specialty: MATH
- NYC Citywide Tests



Ronald Meyer
212-749-3638

Math Tutoring

High School & Junior High

2 Sample Hours, No Charge

Arithmetic → Advanced Calculus

212.228.1642

917.297.2389

NEED A TUTOR?

Our certified and trained teachers provide professional and individualized tutoring based on your child's specific strengths and weaknesses.

Call today to see how the Champion Learning Center can help *your child* do better in school.




1211 Park Ave. (Bet. E.94th & E.95th) New York, NY 10128
Call us toll free at:
1-888-531-LEARN (5327)
www.championlearning.com

Crosslands After-School Program

QUALITY TUTORING FOR CHILDREN AGES 5-13

- ★ Improve Behavior & Attitude
- ★ Gain Motivational Skills
- ★ Cultivate Responsibility

Math ~ Reading ~ Play ~ Song ~ Art ~ & Have Fun



21-07 31st Road Astoria, NY 11106
(718)-274-8824

HS Student & Tanzanian Ambassador Build Bridges in Education

By LIZA YOUNG

During a time of natural disaster occurrences and threats of terror, it's especially reassuring to know that there's hope for growth and revitalization and fostering of friendships between democratic and pluralistic societies. This was evident at a recent American Jewish Committee (AJC) meeting, where there was a gathering of AJC members and members of Miracle Corner's of the World (MCW), a non-profit community development and revitalization organization, to welcome the Tanzanian Ambassador and other representatives of Tanzania.

The AJC is committed to safeguarding the rights and well-being of Jewish people worldwide, through the promotion of societies which support freedom and human rights, and through the encouragement of understanding between peoples.

AJC thus recognizes the importance of strengthening connections between the democracies of America, Israel and Africa. It was with great warmth and friendship that the committee welcomed Ambassador Augustine Mahiga of Tanzania-recently appointed to the United Nations Security Council-as well as other Tanzanian representatives. As described by Robert Goodkind, President of the AJC, the relationship will be mutually beneficial to Jews and to citizens of Tanzania.

Ambassador Mohiga gave warm greetings and expressed the wish that this will be the beginning of a longstanding relationship with the AJC. He expressed his admiration for the Jewish people, and that on the eve of the 60th anniversary of the Holocaust, it is fitting for international communities to stand together and say "never again." The Ambassador additionally gave thanks to the AJC for its involvement, in collaboration with MCW, in the development of the St. Augustine University Library through the donation of computers and a

Jewish Library comprised of books that provide an understanding of Jewish History.

With respect to MCW, their involvement in a library project in Tanzania is yet another example of their continuing dedication to community development across continents, ranging from the United States to Africa. In Arusha, Tanzania, MCW has been involved in developments such as the Dr. Herman Wrice Community Center, which provides services to thousands of youth in the areas ranging from pre-school education to computer and entrepreneurial training. Other efforts include the partnering with NYU's College of Dentistry in organizing a community outreach program in Tanzania, treating thousands who would otherwise have no access to dental care.

At the AJC meeting, the mutual admiration between guest speakers Eddie Bergman, Co-Founder, during his teen years, of MCW, and Ambassador Mohiga was clearly evident. The Ambassador summarized some of the many accomplishments of the MCW and personally praised Eddie for his vision at such a youthful age, describing him as "inspirational," having "won the confidence of villages" in his journeys to communities throughout West Africa.

Eddie respectfully introduced Ambassador Mahiga as one of the "most brilliant scholars and minds on African affairs-A global leader but also dedicated to his people."

Overall the meeting at the AJC signified an international meeting of the minds, with important repercussions on an educational, political and social scale. As Roberta Richin, Advisory Board member of MCW and Council Administrator for SAJES Council for Prejudice Reduction stated, "It's important for peoples of the world to be one, to be part of the human family," and hopes for this were clearly evident at the meeting."

Examining the Civil Rights Crusade Through to the Present Day

By DOROTHY DAVIS

The fight for civil rights is an ongoing struggle, with tremendous strides having been made in the 60's, but a battle that continues to the present day. There are civil rights issues that remain to be fought for based on discrimination that is more subtle than in times past, but of course still with powerful repercussions.

A recent meeting at the Women's City Club (WCC) addressed the issue of Civil

Rights in the community, with guest speaker Dr. Carolyn Goodman, mother of Andrew Goodman who was murdered in 1964 as a result of his dedication to the Civil Rights movement. Even with the brutal murder of her son, she does not seek the death penalty for his killer, as this would be violation of the principles of civil rights and the ideals of her son.

Guest speaker Professor Gloria Browne-Marshall of John Jay College of Criminal Justice, also contributed her views on civil rights. In addition to having expert knowledge in the field of Constitutional law and international human rights, she is founder and executive director of The Law and Policy group, Inc., an organization which advocates for the rights of vulnerable

groups such as children, women and minorities.

At the recent WCC meeting, Professor Marshall presented a history of Civil Rights, with a focus on voting, expressing her views on how to address the under-representation of minorities in the community.

Professor Marshall cited the issue of tampering with voting machines, which was discovered in minority neighborhoods in Brooklyn. In Florida, foul play during the voting process was discovered, where there was the generation of an artificial list of people suspected of felonies.

In addition to prevention of such interferences with the voting process, Professor Marshall is also a proponent of voting rights for individuals with past criminal records.

The area of education also impacts the voting process and must be examined so as to ensure increased representation of minorities. Professor Marshall expressed that the current definition of an "adequate public school education," meaning being able to read at an eighth grade level, is insufficient. The trend of pushing minorities into vocational education programs and away from honors programs must end as well.#

NYC Commissioner Martha Hirst

continued from page 17

of life. The best of everybody is here.

Mentors: Professionally, Nathan Leventhal has been and continues to be a mentor, along with Mayor Koch. He was the first mayor I worked for and his definition of public service being a noble and honorable profession was something I took to heart. I thought he assembled a great team and really taught us a great deal about the way in which you serve the public. Also, the women in my family were a huge influence. Both my grandmothers and my mother had long careers in the nursing profession. One grandmother was a pediatric nurse and the other worked with elderly people. My mother was an oncology nurse. They had full time careers, were very dedicated to their work and were very instructive to me about the way you should lead a full and rewarding life while making significant professional commitments.

Advice: What advice would you give to young people today?

I would encourage any young person with a hint of an interest in cities or politics or government to try it. You work with a wide variety of the most interesting people and get a chance to really make a difference in neighborhoods and on a citywide basis. You can see the fruits of your labors whether you're a budget person or a police officer or an analyst or even a press secretary. We hope to be able to continue to attract great young people to our work force and also encourage the professional development I would certainly encourage people to get into government.

I've heard Mayor Bloomberg give sound advice to young people. He says that young people should follow their passion and interest and not pay attention to what their title is going to be. If you find someone who is great to work with who you think you have a lot to learn from, pursue it.#



Become an Urban Public School Principal

New Leaders for New Schools is a national organization fostering high levels of academic achievement for all children by attracting, preparing, and supporting the next generation of outstanding school leaders for our nation's urban public schools.



Apply now at www.nlins.org!

We are currently looking for candidates who have an unyielding belief in the potential of all children to achieve academically at high levels, a record of success in leading adults, knowledge of teaching and learning, and a relentless drive to lead an excellent urban school.

Final Deadline: March 15, 2005

If you have questions, please email info@nlins.org call 646-792-1070

Chicago • Memphis • New York • Oakland

Washington, DC • Baltimore

CLASSIFIED SECTION

R+ Full time / part time Sales Representatives wanted
Remediation Plus System

Remediation Plus with Head Offices in Toronto, Canada, is seeking a full/part-time sales rep in New York City for its research based remedial reading system. Must have existing contacts with school districts.

E-mail resumes to mail@remediationplus.com
phone 416-785-4666 fax 416-785-6111
www.remediationplus.com

CAMP DIRECTOR

Pocmont Resort is looking for a Summer/Holiday Camp Director for its Pocono Family Resort. Coordinate, develop, and implement Children and Teen Programs for resort guests. Qualified candidates must be available from late June thru Labor Day as well as all Major Holidays. Housing may be available. Must have experience with children and possess management skills. *Ideal position for a teacher.*

Send Resume to: Attn: Gregg
P.O. Box 1232
Bushkill, PA 18324
Or Fax: Attn: Gregg 570-588-9447

WANTED

TELEPHONE SALES PERSON

for Monthly Publication

Midtown - will train
Excellent working conditions.
Immediate hire.

Fax resume to 212.477.5893
Email to ednews1@aol.com



Broadway Magic Is Just a Phone Call Away!



Let Disney Customer Service make your Broadway Group experience magical.

Special Group Rates for 15 or more

•
Priority access to ticket inventory

•
FREE Group Leader ticket available

No single-ticket service fees

•
No deposit & flexible payment policies

•
Planning in advance for great seats
at the lowest prices



Call: 1.800.439.9000, 212.703.1040, or Visit: www.disneyonbroadway.com

Certain restrictions apply. Offers not available for all performances. Discount tickets subject to availability.
Not all seats are discounted. Blackout dates may apply. Ask your group sales representative for complete details.