

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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BACK-TO-SCHOOL 2005



**THE SATURDAY
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GUEST EDITORIAL

*The Decade of Science at CUNY*By CUNY CHANCELLOR
MATTHEW GOLDSTEIN

David Bauer

In his 2005 book, *The World Is Flat*, Thomas Friedman called “the steady erosion of America’s scientific and engineering base” a “quiet crisis.” Indeed, since 1990, U.S. bachelor’s degrees in engineering have

dropped by eight percent and degrees in math by 20 percent—and yet our students are confronting a world that, more than ever, requires them to be scientifically literate.

At The City University of New York, our current Master Plan recognizes the importance of science, technology, and engineering to the country’s future. In fact, we have embarked on the decade of science at CUNY.

The University’s top-notch science faculty already enjoy an excellent reputation. This was made clear most recently when David Bauer, the first-prize winner of the 2005 Intel Science Talent Search announced his decision to attend the CUNY Honors Program at The City College. Bauer beat 1,600 entrants to win the prize and had his pick of colleges across the country. He chose CUNY, drawn by the

mentorship of CCNY Professor Valeria Balogh-Nair, in whose bio-organic chemistry lab Bauer had worked while in high school.

To encourage and nurture students like David Bauer, the University is making a robust investment in the sciences—hiring more full-time faculty, supporting research initiatives, and enhancing its infrastructure.

Since 1998, CUNY has added almost 800 new full-time faculty to its ranks in part by targeting selected areas, including photonics and biosciences, for cluster hiring. The New York State Center for Advanced Technology in Photonics Applications at CUNY, established in 1993, was recently re-designated by the New York State Office of Science, Technology and Academic Research (NYSTAR) for 10 years, allowing for further development of photonics knowledge. Concurrently, our initiative in molecular biosciences continues to attract federal, state, and University funding for research in macromolecular assemblies, neurosciences, and cell signaling and regulation.

CUNY researchers have been increasingly successful in securing external funding to support their research. This was evident in the results of the most recent National Science Foundation major research instrumentation grant program, in which five different groups of faculty from across the University won over \$1.5 million to purchase high-end research equipment, including a confocal microscope and mass spectrometers.

To allow our faculty to aggressively pursue their cutting-edge research, we are also focusing on upgrading our infrastructure. Thanks to an unprecedented \$2 billion capital investment we obtained for New York City and State, we will be able to build new facilities or modernize existing science buildings at several CUNY colleges. Central to this effort is our ongoing plan for the Advanced Science Research Center, a university-wide facility that will facilitate the development of an integrated research network throughout the University.

As the University prepares to educate the best science minds in the city, we must also ensure that students are prepared for a challenging college education. Our young people must develop their science and math skills at every stage in their education. CUNY has extensive partnerships with New York City’s public schools to help students complete the coursework required to pursue a science curriculum in college. Only through a unified effort by our K-16 institutions and increased federal and state investment in science education will we be able to meet our country’s pressing need for scientists and scientific innovation. At CUNY, we are committed to addressing this most important challenge, in this decade and beyond. #

LETTERS

Dr. Alexandra Levine: Caring, Humanistic Physician

To the Editor:

It was my great fortune to have been a patient of Dr. Levine. There is no more caring and supportive individual and she was totally responsible for giving me the courage and strength to tackle my condition. I have not seen Dr. Levine in many years but have always missed her care and friendship and never found an equal to this day. It is with great pleasure that I see her extraordinary skills being recognized and appreciated.

Joanie Frost,
Easton, CT*A Glimpse into the Imprisonment of Jean Harris*

To the Editor:

Regrettably, this article hits closer to home than I care to admit. My baby sister has been sentenced to serve 12 years in jail and has been transferred to the Bedford Correctional Facility in NY. Like Jean Harris, she came from a middle-class environment with good family values. A second of insanity is all it took to change the course of her life and all those associated with her. I shudder at the thought of what her life is like behind those walls. I only pray that my sister is able to sustain her sanity and emerge with the grace and dignity that Jean Harris has possessed and displayed.

Diane Tambascio,
Harrison, NY*An Interview with Preston Robert Tisch*

To the Editor:

I have corresponded with Bob Tisch since we first met at Paradise Island Hotels & Villas in the 60s. He asked me how to improve the Hotel and I gave him a long list and it was implemented the next day! I complained that unescorted women at the Americana Hotel [old name] nightclub were put behind a brass rail [as if they were all hookers.] He changed the policy the next day.

My friend Silas Seadler moved into a new Tisch Building at 58 West 58th Street, and he gave his old friend 6 months free rent! I have always admired Bob Tisch for his generosity, forward vision and his sympathy for women’s lib in the 60s. I love the article and I am putting it in my scrapbook. Thanks!

Amanda Stevenson (a.k.a Sandy Stevens)
New York, NY*Rikers High: A Filmmaker’s View of Prison Education*

To the Editor:

This film sounds very educational and I’d like to find out when it will be aired or if it will be released nationwide on screen or on video/DVD?

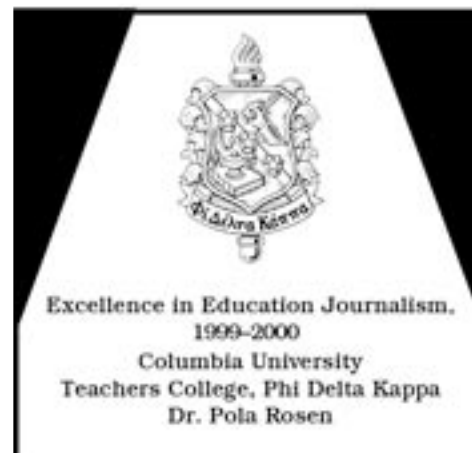
Samantha Barton, Los Angeles, CA

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CORPORATE CONTRIBUTIONS TO EDUCATION

GEORGE “VANILLA” WEISS: SAY YES TO EDUCATION

By JOAN BAUM, Ph.D.

“My kids.” The phrase recurs often as the founding member of SayYes To Education starts talking about what his nationally known program has been doing for inner-city youngsters over the years, and it seems possible the first couple of times that he means his own family—his two daughters, after all, have recently joined the Say Yes Board. But wait—George Weiss, of George Weiss Associates, a money market firm, does indeed mean “his” kids, whom he regards as “family” in the broadest and most consistent sense of humanitarian commitment. He glows “talking the talk and walking the walk,” and it becomes clear that what for others might be pro-forma philanthropy is, for him, deep involvement “to make a difference in the lives of others.” The mission began years ago when, a sophomore at the University of Pennsylvania, he made a promise at a fraternity Christmas party for inner city youngsters that if they would stay in school, he would become their mentor and, if he made it in business, their benefactor. What’s remarkable, of course, is that a young man, barely out of adolescence himself—and putting himself through college—would make such a vow. Well, the youngsters graduated from high school and George Weiss became a successful entrepreneur and kept his promise.

Say Yes to Education, coming up soon on 20 years, encourages inner-city kids—starting ideally in grade K—to stay in school by pledging to provide them with a free college education, tutoring, summer school, financial aid for their siblings and continuing education for their parents. This “holistic” approach distinguishes Say Yes from other assistance programs by widening the context and concentrating on elements critical to success: an encourag-



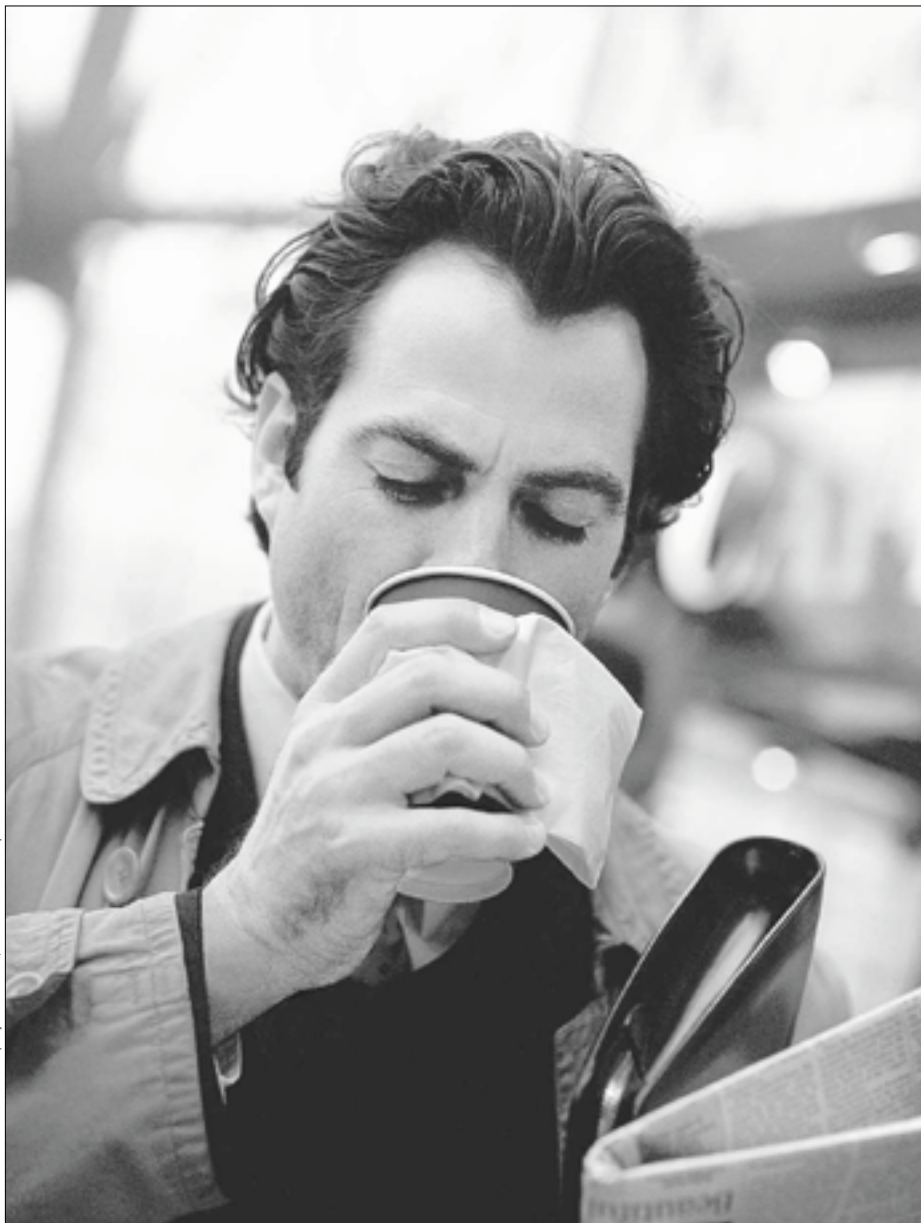
George Weiss

ing family, health services (Harlem Hospital), legal assistance (Bingham McCutchen) and a supportive environment that doesn’t make Say Yes students feel uncomfortable as happens among have-nots. Early on, George “Vanilla” Weiss (the kids gave him the moniker, which

he adores) shrewdly understood that the most promising youngsters from “the hood” are unlikely to make it if they have to face constant jealousy, illness, or shame. He knew that to succeed, their parents would have to say yes—but how to get around fears and igno-

rance? The answer was vintage Weiss: simple but ingenious: extend opportunities to the parents as well—a chance to get a G.E.D. or go to a community college or trade school. As for siblings—they, too, would get some form of tutoring and scholarship assistance. “Say Yes brings families together,” but Weiss is ever watchful, going on retreats with parents and teachers and inviting them to critique the program. Some youngsters just can’t make it, he acknowledges, but he points out that data (“real, not cooked”) overwhelmingly support his confidence. The kids and their families sense that “Say Yes is truly about caring and community.”

Say Yes, which began at Penn and expanded to Hartford and Cambridge, is now in New York, where George Weiss is working with Dr. Arthur Levine, the president of Teachers College, Columbia, in trying to “recreate the [education] highway” in five Harlem schools, each with a strong principal and a location that doesn’t put the kids far away from resources. He loves the challenge. Starting up in other cities meant one meeting, he laughs, but to get going in New York, he had to have 46 meetings. He can’t resist saying it, though he won’t sing or rap, which he knows how to do: “if you can make it in New York, you can make it anywhere.” He appreciates the irony that the toughest city will probably prove the most generous. He cites the incredible offers he’s already had from business people and professionals who are donating equipment, space, services, toys, food, and clothing. He hopes the spirit will be contagious. A visitor’s eyes inevitably fall on the sleek red Japanese sword lying on a table. George Weiss, a big man with a big heart, was an Olympic gold champion in martial arts, a discipline he took up after an injury. Not a bad metaphor for his enterprise. #



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Profile: Susan Kent, Director & Chief, NY Public Library

By JOAN BAUM, Ph.D



Susan Kent

It sounds apocryphal, but the new Director and Chief Executive of The Branch Libraries for the New York Public Library (NYPL) swears it's true, and she beams in the retelling: there she was last year in LA, where, as City Librarian for the Los Angeles Public Library, she had just completed a massive facilities infrastruc-

ture upgrade and was attending an opening of one of the reconstructed branch libraries. A boy, about nine, came in with his mother and was urged to look around. Some time later he returned and without prompting blurted out: "This is the best place in the whole world!" And that, says Susan Kent, is what her work has always been about—in LA, and now as CEO of the three-borough NYPL branch library system, covering 85 libraries in Manhattan, the Bronx and Staten Island (Queens and Brooklyn have, historically, always had a separate system).

L.A. was wonderful, Susan Kent sighs, a place of fond memories and great success in superintending a central library and 71 branch libraries more widely dispersed than the branches in New York, but she is delighted to be back in the city where she grew up (a Bronx native) and where she found her first job after college (as a librarian trainee at the Grand Concourse branch). She was intrigued when NYPL President Paul LeClerc asked her to consider coming to the NYPL, and, though

barely 11 months on the job, she is "challenged" and energized by the opportunity to "reanimate" the branch library mission, much of which will involve working closely with the Department of Education (DOE) and reaching out to benefactors to support new goals, many focused on children and teens.

The time could not be more critical for such initiatives, especially with the present shortage and the anticipated retirement of long-time librarians and the changing nature of information science and technology. Susan Kent will be explaining to the political and administrative powers that be the new information scene and the need for staff (re)training and professional development. "We need experienced librarians," they are as valuable as teachers in the classroom and they should be paid accordingly. Among imminent considerations: how should library buildings be reconfigured to accommodate cyberspace? Indeed, the fastest growing use in the branch libraries, data show, is the Internet, and that's just fine with Susan Kent. Books are only one resource in getting information.

Susan Kent knows her field and loves her work. Libraries are a "great American value," she says, a broad smile accompanying her declaration. Although she holds a Master's degree from Columbia University's Library School (now closed), her first career move was in medieval studies. Why? She laughs, remarkably frank, who knows? But she does recall that ever since she became a reference librarian in the Bronx and was asked "just about everything," she became passionate about libraries and the multiple social and intellectual roles they play in communities. Libraries can educate parents, caregivers, health and social workers about what

continued to page 9

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THE DEAN'S MATH COLUMN

PERFECTION IN MATHEMATICS

By ALFRED S.

POSAMENTIER, Ph.D.



What is perfect in mathematics, a subject where most think everything is already perfect? Over the years various authors have been found to name perfect squares, perfect numbers, perfect rectangles, and perfect triangles. You might ask your students to try to add to the list of "perfection." What other mathematical things may be worthy of the adjective "perfect?"

Begin with the perfect squares. They are well known: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, . . . They are numbers whose square roots are natural numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, . . .

A perfect number is one having the property that the sum of its factors (excluding the number itself) equals the number. The first four perfect numbers are:

6 [1+2+3],
28 [1+2+4+7+14],
496 [1+2+4+8+16+31+62+124+248], and
8128 [have your students find the sum of the factors].

They were already known to the ancient Greeks (*Introduction Arithmeticae* by Nichomachus, ca. 100 C.E.). Interestingly, the Greeks felt that there was exactly one perfect number for each digit-group of numbers. The first four perfect numbers seemed to fit this pattern, namely, among the single-digit numbers the only perfect number is 6, among the two-digit numbers there was only 28, then 496 was the only three-digit perfect number, and 8,128 was the only four-digit perfect number. Try asking your students to predict the number of digits in the next larger perfect number. No doubt they will say it must be a five-digit number. Furthermore, if you ask your students to make other conjectures about perfect numbers, they may conclude that perfect numbers must end in a

6 or an 8 alternately.

As a matter of fact, there is no five-digit perfect number at all. This should teach them to be cautious about making predictions with relatively little evidence. The next larger perfect number has 8 digits: 33,550,336. Then we must take a large leap to the next perfect number: 8,589,869,056. Here we also see that our conjecture (although reasonable) of getting alternate final digits of 6 and 8 is false.* This is a good lesson about drawing inductive conclusions prematurely.

Perfect rectangles are those whose areas are numerically equal to their perimeters. There are only two perfect rectangles, namely, one having sides of length 3 and 6, and the other with sides of lengths 4 and 4.

There are also perfect triangles**. These are defined as triangles whose areas are numerically equal to their perimeters. Students should be able to identify the right triangles that fit that pattern by simply setting the area and perimeter formulas equal to each other. Among the right triangles, there are only the following two triangles, one with sides of lengths 6, 8, 10 and the other with sides of lengths 5, 12, 13.#

* The formula for a perfect number is:
If $2^k - 1$ is a prime number ($k > 1$), then $2^{k-1}(2^k - 1)$ is an even perfect number.

** See M.V. Bonsangue, Gannon, G. E., Buchman, E., Gross, N. "In Search of Perfect Triangles," *The Mathematics Teacher*, Vol. 92, No.1, Jan. 1999, pp 56 - 61. #

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math. Read *Math Wonders: To Inspire Teachers and Students*. Alexandria, VA: ASCD, 2003. π : *A Biography of the World's Most Mysterious Number (Prometheus Books)*, 2004.



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PROFILES IN EDUCATION

CHRIS WHITTLE, CEO, EDISON SCHOOLS

By JOAN BAUM, Ph.D.

At 58 Chris Whittle, communications entrepreneur, remains totally committed to the project that has claimed his heart and head for the last 16 years—The Edison Schools, a for-profit company he runs as CEO with Benno Schmidt, Chairman of the Board, and that now boasts some remarkable numbers: more Edison schools, less time spent closing the gap between failing and passing students, and data that show that motives of profit and improving public education need not be incompatible. Indeed, says Whittle, parents he meets don't care if he makes a profit or not if he can help educate their children. Though he concedes problems and has made numerous adjustments, ever since lift off in 1992, he is as enthusiastic as ever in pursuit of Edison goals. He loves airplane metaphors (he calculates that for 35 years he spent at least 3 hours every day in the air), especially when he compares the way airlines and education run their business. Imagine being told at a ticket counter that only 70 percent of flights will make it and that if you're poor you'll fly on the cheapest, most poorly run and maintained planes.

Relaxed, disarmingly frank about controversy and criticism Edison has generated, and acknowledging his own need for more pilot training ("boy was I naïve"), the youthful looking, energetic Whittle is ever ready to publicize his flight plans. To that end, he has written *Crash Course: Imagining a Better Future for Public Education* (Riverhead Books)* which, though drawing on hard lessons managing Edison, is essentially about his vision of a new education paradigm and how it can be realized. The book reflects his own crash course in analyzing efforts at education reform—what has worked, what hasn't and why in the nation's 15,000 school districts ("Books are a "terrific way to organize your thinking"), but primarily it presents a crash course for the



Chris Whittle

reader about what should and can be done. As oxymoronic as it may sound, Whittle comes across as a "practical visionary"—an eternally optimistic businessman—who, like an engineer, keeps his eye on facts and figures. Why is it that schools within a few blocks of one another will show one school failing, another doing well? "We know how to run a great school, but we don't know how to run a great system of schools." Where is it written that a day's education must all take place in a classroom? (Edison schools are in session 10 months of the year, an hour longer than most schools, and supplemented by summer school tutoring.) How can students be creatively

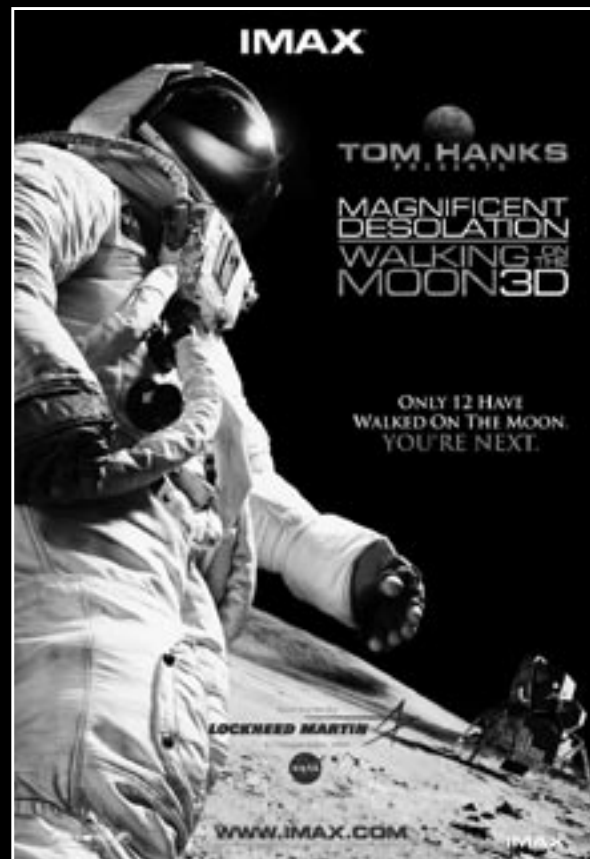
involved in their own learning and assessment? How can teachers be paid "double and triple" what they get now without raising taxes? Whittle doesn't claim to have answers (though he does put forth some imaginative and attractive management ideas). Rather, he argues strongly that answers can be found through nationally funded research and development. "The Feds spend \$27 billion a year on health issues, 100 times as much as on schools."

Though Edison has only one charter in New York City, it runs 20 of Philadelphia's most challenging schools in Philadelphia (out of 250), and in just the last three years has dramatically increased student performance on state-mandated exams. But Whittle knows that going from 6 to 21 percent hardly constitutes "success" if, despite such gains, students are still not "proficient." And so, despite continuing opposition in some quarters, he perseveres. Pilots never take off without going through their checklist, he points out, and he

wants his schools to be involved in such "relentless bird dogging." That means constant diagnosis, assistance, assessment of the over 70,000 children in the Edison schools. He demands close accounting from his key personnel, starting with principals, the most important part of his management design, and from teachers and students. Every month Edison kids go to a computer lab and see and chart their own progress. Teachers and principals must analyze these trend lines and follow through with specific recommendations. Whittle himself engages in monthly "benchmark academic review," asking principals: "how are your students doing, have you delivered your budget, are your customers [education partners] happy?" He also uses Harris services in polling parents and students about how Edison views and implementation have affected them. For sure, Chris Whittle is never on automatic pilot.#

*A Review will appear in the October issue of *Education Update*.

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Question: We have an 11-year-old boy who has been taking Ritalin for the past 3 years. This summer for the first time we decided to take him off the medication while he was in camp. Although there were some difficult moments, for the most part he did well without the use of his medication. Do you think it would be safe to allow him to begin school un-medicated?

Answer: Congratulations! It must be very rewarding to see that your child is succeeding without medication. Before deciding whether to resume medications, it is important to consider the support systems that are in place. It appears that, regardless of whether your child has had medications alone or medications in conjunction with other treatment or services, he may have matured to a point where he could begin to explore alternative interventions. For example, psycho-educational therapy, tutoring, and/or social skills training may be helpful in reinforcing the gains your child has demonstrated this summer. These interventions can also work to increase his progress. Remember that returning to medications is always an option if it seems to be appropriate later.

Question: I have a high school daughter who receives Special Education services for ADHD and has an IEP. In the past the school has refused our request for second set of books. Our daughter tends to forget her books either in school or at home frequently and thus has difficulty completing her homework. Do we have any legal recourse to force her school to comply with our request?

Answer: Yes, IF the IEP (Individual Educational Plan) stipulates this as an accommodation. In that case, the school is obligated to fulfill the terms of the IEP. However, if it is not so stipulated then the school is not compelled to provide a double set of books. The law does state that your child is entitled to a "free and appropriate education". It is possible to make the argument to the school that providing a second set of books falls under the definition of an "appropriate education". If the school accepts this argument, then the IEP can be changed to reflect this accommodation at the next annual review. #

Questions to be answered in this column should be emailed to: info@GroupForADHD.org.

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COMMUNICATING FEELINGS EFFECTIVELY

By DR. BRIAN BROWN

All of us from time to time have difficulties effectively communicating our feelings. When emotions run high we may become overwhelmed by a given situation and walk away thinking to ourselves, "I should have done this or said that to this person". Students with learning disabilities and/or ADHD in particular may become frustrated or overwhelmed by a given interaction, in part due to misperceptions or incomplete information as a result of their learning issues. Developing strategies to better structure the communication of feelings becomes important to all of us, especially students with learning disabilities and/or ADHD.

Teaching ourselves what our physiological cues are that indicate when we are becoming frustrated or angry is the first step in communication of feelings. Early recognition of feelings allows the individual to take control and implement their identified strategies. Each of us is different when it comes to physiological cues. Physiological cues are physical symptoms that one can become aware of that their body is telling them that something is not right. Think back to the last interaction you had where feelings of anger or frustration were high. What did you feel in your body? For some it is an upset stomach, or a sensation of tingling in a certain part of their body. For others it may be feeling warm, or flushness in their face, or even a headache coming on. Recognizing these signs early allows one to take control in the moment.

When you recognize these physiological cues the next step is to do something about it. What is going on in the environment around you that is bringing up these cues. Are you unsure or uncomfortable in a given situation, is someone saying or doing something that is causing you to become frustrated? One of the first strategies used may be to seek clarification by asking a question, or paraphrase what your understanding is to verify for yourself and with the other person the meaning and intent of what is being said or done. Teaching ourselves to make sure we are accurate in our perceptions is important part of managing our feelings.

Effectively communicating with another person that you are upset, angry, or frustrated can lead to resolution of a given situation. All of us can remember a time when we became overwhelmed with our feelings of anger and said or did something we later regretted. Often this poor attempt at managing our feelings doesn't lead to resolution and in fact can result in an escalation of a situation. Falling back on a model of communication of feelings can help structure this process. A simple one is the, "I Feel.....Because.....I want/need" communication model. This strategy provides a structure within which one fills in the blanks. While the model is simple it has some complex ramifications.

The first part of the communication model involves the identification of the feeling, "I feel". This is a present tense state of being. I feel angry, sad, disappointed, frustrated, annoyed, happy, or excited. The next part of the model, "Because", is the identification of the reasons for the feeling. This is a past tense situation of what was said or behaviors done. The example, "Because you are being stupid", does not work. This statement may be descriptive of the situation, but will escalate the current situation. Sticking strictly to the behaviors is important. So, an example of this might be, "I feel angry, because I have asked you three times to stop teasing your sister". This is specific to the behavior and is followed by identifying what you "want or need" to have happen to resolve the situation. Putting this all together, "I feel angry, because I have asked you three times to stop teasing your sister, I need for you to leave the room and give her space" might be an example of using the communication model.

Notice this model can be used by anyone and ought to be. Modeling the use of this communication model helps our children learn to use it as well. The model helps ground a person and sequence events across time. When your child is in the midst of an upsetting situation prompt them on using the model by saying, "You feel...Because...What do you want or need to have happen?" You will be surprised at how helpful this tool is in allowing a child to more effectively communicate what is going on in a way that their feelings can be heard and a situation not escalated. We are each responsible for the effective management of our feelings, we are in control of feelings rather than our feelings are in control of us.

*Dr. Brian Brown is Assistant Director, Brehm Preparatory School, Carbondale, IL
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THE JOYS BUT MOSTLY THE PAINS OF NEW MOTHERHOOD

By CARRIE MASIA-WARNER, Ph.D.

Having a new baby can be one of the most joyous experiences in a woman's life. It is a time to fall in love in a way understood only by others who have experienced it. This transition, however, creates life changes that often lead new mothers to feel they are on an emotional roller coaster.

New motherhood can be a time of apprehension, guilt, fear, self-doubt, and anxiety. New mothers may question their ability to be a "good" mother. Am I holding the baby too much? Will I spoil my baby? Am I doing enough to stimulate my baby? Many first-time moms experience disappointment or guilt because of ambivalence about becoming a mother or not feeling enamored with their new full-time job of caring for a demanding infant.

A new mother's life suddenly revolves around the feeding and sleeping habits of her newborn. Some mothers feel pressure to breast feed their babies, and may feel that breastfeeding limits their freedom, or do not find it enjoyable. Sleep can also be one of the most challenging issues in the first months. Parents may feel angry at their baby for not sleeping well (and not allowing them to sleep), which can cause guilt.

Having a baby can leave women feeling anxious about bodily changes and concerned about regaining their "pre-pregnancy" body. Often this leads to frustration, irritability, and depression, feelings which can squash sexual desire and contribute to difficulty in the marriage. Sex is just one of the stresses a couple may experience following the birth of a baby. Some couples say that they fight constantly and partners report they often feel neglected, angry or resentful dur-

ing a time that they "should" be happy.

New mothers often struggle with sadness and loneliness and may experience changes in relationships with friends and family. Caring for an infant leaves limited time to talk on the telephone or minimal energy to provide support to others. Mothers may miss some aspects of life including friends at the office or the intellectual stimulation of a job. Other difficult issues for new moms include decisions regarding work, parenting, and child care. It is not surprising that such a significant transition can trigger so many emotions. One of the most helpful things a new mother can do to create a healthy adjustment for herself and her baby is to seek the support of other new mothers. Often new mothers feel that no one understands them and can find time spent with other new mothers rejuvenating. It is essential that they receive support on a regular basis in order to provide the proper love and care to their babies.

The NYU Child Study Center is offering educational support groups to help mothers with these changes. New Mothers: New Lives is open to new mothers and their babies, 0 to 9 months. The group will be held on Thursdays starting September 8, 2005. Topics will include: Can you spoil your baby?; changes to your body post-pregnancy; and work and parenting. For more information, contact Dr. Carrie Masia at (212) 263-8919 or Dr. Paige Fisher at (212) 263-3927 or visit www.aboutourkids.org #

Dr. Carrie Masia-Warner is Assistant Professor of Psychiatry at the New York University Child Study Center and a new mother.

Susan Kent

continued from page 5

and how to read to toddlers, but libraries should also be continuing and expanding their offerings in after-school reading and job programs, ESL classes for immigrants, literacy projects, children's corners, teen spaces. It's important for youngsters to feel that their spaces are special, with appropriate furniture and relevant resources, including videos and audio tapes as well as

books. Susan Kent wants all kids to say feel what that nine-year old in L.A. expressed: "Oh, wow, I want to be here!" An optimist—"if you get them into a library, they'll pick up reading material"—she is exploring new ways to attract youngsters, including providing internships for seniors in high school and implementing a homework help site for all grades, both projects under discussion with the DOE. Susan Kent certainly hopes she'll get all the support she needs to advance and enhance the city's only free and most wonderful public service.#



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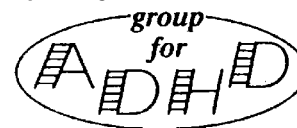
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Within the safe and friendly environs of Greenwich Village, our Preschool offers a range of educational and recreational activities that contribute to a child's physical, social, intellectual and emotional development. State certified teachers, qualified assistants, teacher's aides, and student volunteers provide a creative, multi-faceted, age-appropriate curricula for children from 2.6 to 6 years of age.

There are a variety of opportunities for hands-on experiences in the program's well-equipped facility of three classrooms, an indoor gymnasium, a tricycle track, and an outdoor rooftop playground. A full-service kitchen provides breakfast, lunch and an afternoon snack each day. Other services include: early childhood education specialists, recreational activities and trips, parent support group, and evaluation and referral for special services.

The Preschool's Goals & Objectives include:

- Create a social atmosphere, which encourages communication, safety, comfort, friendliness and joy.
- Provide for individual interests and needs.
- Provide a balance of activities for small groups, large groups and individual participation.
- Help children to move from one level of development and learning to another.
- Select and organize learning materials and classroom equipment to ensure an appropriate environment for play, manipulation and exploration.
- Encourage self-sufficiency and responsibility.
- Ensure that the development of basic language and math skills are woven into the total program.
- Facilitate curriculum development, which is creative, multifaceted and age appropriate.

The Preschool is licensed by New York City's Board of Health and funded by the Agency for Child Services (ACS). The Preschool has capacity for 50 children and an ongoing enrollment throughout the year. Parents should contact the Preschool Director to determine their eligibility for ACS funding. The Preschool also has space available for children whose parents are not eligible for a subsidy from ACS. Please call the Preschool director for further information. A medical checkup including up-to-date immunization is required of all children before admission.

The preschool operates Monday thru Friday, 8:00am - 5:45pm, and is located at: 27 Barrow Street, (between W. 4th Street and Seventh Avenue South), 5th Floor. For more information or to speak with the Director, please call: 212.242.4140, extension 269 (Fax: 212.366.4226).

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Guide our students to understand that intellect and character must walk hand in hand.

Equip our students with the skills essential to insightful thinking, articulate speaking, perceptive reading, and clear writing.

Engender in students a desire to ask questions, encourage them to persist in their search for answers, and give them the skills with which to explain their discoveries thoroughly and thoughtfully.

Value the distinction between merely acquiring information, and the ability to understand and apply that which has been acquired.

Coach students towards the capacity to perceive and understand the significance of connections among different ideas and facts.

Model for students a reverence for the life of the mind to which we call them.

Understand and uphold The Cathedral School's core values of Commitment, Compassion, and Responsibility which embody the vital interdependence of intellect and character.

Our curriculum is organized by the traditional academic disciplines that constitute an excellent elementary school education. To build the skills essential for academic success, we create high academic expectations and coach each student toward the capacity to reach them. Teachers create supportive environments in classrooms where it is safe to learn, safe to make mistakes, and safe to be oneself. Encouraged to consider the implications of what they learn, and encouraged to articulate this understanding in class discussions and in written work, students develop confidence in themselves as problem solvers and communicators. Working at each grade level to develop insightful readers, disciplined thinkers, and confident writers, we nurture in young people the habits of mind essential to a life of learning, reflection, purpose, and achievement. Through their hard work and integrity, our teachers model for students the meaning of commitment to that which one values.

HISTORY

The Cathedral School finds its roots in the afternoon Greek School program established by the Cathedral of the Holy Trinity in 1933 to serve the Greek community by helping children understand their language,

culture, and heritage. In 1949, this aspiration found expression in the creation of a day school dedicated to giving students the academic skills essential to success in New York City's finest schools. As The Cathedral School enters a new phase of growth in the 21st century, our strong roots provide an excellent foundation for our aspirations. We remain committed, in the classical Greek concept of *paideia*, to educating both mind and spirit as we guide young people toward lives of integrity and responsible citizenship.

SCHOOL PROFILE

Grades Nursery through Eighth Grade

Students: 108

Faculty: 23

Average Class Size: 10

After-School Program: 3:15 to 5:00

CONTACT INFORMATION

The Cathedral School
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Rachel M., a recent graduate of Solomon Schechter High School of New York, has been conducting breast cancer research at Columbia University since the 10th grade. Her research project, "The Effect of Oral Contraceptive Use on Breast Cancer Occurrence: A Multi-Racial Case-Control Study" earned her Regional Finalist honors in the Young Epidemiology Scholars competition.

Among her other interests, Rachel enjoys photography. She also volunteers as a cancer-study recruiter at Columbia, and performed community-work in Israel last summer. Rachel is now a freshman at the University of Pennsylvania, where she is studying public health.

Schechter encourages students such as Rachel to fulfill their own unique potentials within an intimate, caring environment that promotes intellectual inquiry, fosters academic success, and nurtures leadership skills.

What problems do you dream about solving?



A SEASON OF HOPE DENIED

By RANDI WEINGARTEN

The start of school is usually a season of hope as students, parents and educators look forward to building on the gains of the previous school year. New York City's teachers certainly had reason to be hopeful because of statements Mayor Bloomberg made at a town hall meeting just last month.

Noting the significant improvements in student test scores that teachers helped achieve despite working 2 1/2 years without a raise, the mayor said he expected to have a new contract with "substantial" pay raises in place by the start of school.

But the mayor's public outburst of optimism has not been followed by the effort needed to get to closure. The contract negotiations never materialized, despite repeated attempts by the United Federation of Teachers to get them going again. As a result, both sides are still locked in non-binding arbitration and are awaiting contract recommendations from a state panel of fact-finders.

This means there will be no contract before the start of the school year because the panel has told us it will issue its findings after Labor Day. How ironic that the mayor uses the hard work of teachers to crow about the improvement in student test scores as he runs for re-election while refusing to engage in the work necessary to close on a contract for those very same teachers.

I am profoundly disappointed. If the mayor of the City of New York tells the public to expect a teacher contract before the start of school—which is in everybody's interest—that means he should try to negotiate to closure. The failure to do so is a bad thing for the kids, the teachers and anybody who believes that education is important. Doing what's best for kids shouldn't be aligned with the political season. It should

be aligned with the school year to build on the momentum of academic success.

That success was achieved even though teachers in the city have the highest class sizes in the state. Our teachers are paid the least in the region, 14 percent to 26 percent below teachers who have similar jobs in surrounding counties and towns just two minutes across the city borders. The city—despite the police arbitration award which gave cops a retroactive salary increase of 10 percent over two years while prospectively cutting new cops' salaries—still insists that teachers receive 4.17 percent over three years with no increase in the first year.

The UFT has been trying to negotiate competitive salaries, but we've also been dealing head-on with really tough issues. For example, I have said consistently—publicly and privately—that any teacher who sexually abuses kids should be kicked out of teaching for good.

We believe the proposal the UFT made to help incompetent teachers or, if unsuccessful, to counsel them out of the profession, is better than anything the city has put forth.

But rather than act on these proposals, the city is dragging its feet. Sadly, state law allows the mayor to get away with it. That's why the UFT asked the State Legislature to change the Taylor Law governing local governments' contract negotiations with their municipal employees. The current process that allows the city to delay negotiations for years should be changed so that the impasse procedure would begin within six months after a contract expires. That bill has passed the state Legislature and is under consideration by the Governor.



Such delays demoralize teachers and drive many of them away. Not counting retirements, last year 3,500 seasoned city educators left the system. Many resigned because they didn't get paid enough and could earn much more in nearby towns or in other professions. A recent report noted that teacher attrition is costing New York State more than \$350 million!

But even in the face of two and a half years without a raise, New York City teachers continue to work hard for the kids and they have not let the contract battle affect the classroom. Thanks to teachers' hard work, the mayor and the chancellor get to celebrate the results, but they continue to treat teachers unfairly.

Those of us at the UFT were encouraged by Mayor Bloomberg's statements about having a new contract with substantial raises in place before September. We had hoped we would be able to wipe the slate clean and start the academic year with a fair contract to create a can-do atmosphere in the school system. But it won't happen unless there are face-to-face negotiations and a deadline.

The UFT is willing. Where is the administration?#

Randi Weingarten is the President of the United Federation of Teachers in New York City.

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MORE "INTELLIGENT" CHALLENGES TO EVOLUTION

By MARTHA MCCARTHY, Ph.D.

Historically, several states barred public school instruction that conflicted with the Genesis account of creation, and the Tennessee Supreme Court upheld such a law in the famous *Scopes* "monkey trial." But in 1968, the U. S. Supreme Court in *Epperson v. Arkansas* struck down an anti-evolution statute under the Establishment Clause, reasoning that a state cannot bar scientific information to satisfy religious preferences.

Creationists then focused on passing laws requir-

ing equal emphasis on the Biblical account whenever evolution is taught in public schools. In 1987 the Supreme Court in *Edwards v. Aguillard* struck down Louisiana's "equal time" statute, holding that creationism is *not* science and the law discredited scientific information and advanced religious beliefs. The Fifth Circuit subsequently struck down a school board's resolution requiring teachers to tell students that evolutionary theory is not intended to dissuade them from Biblical teachings.

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'Song of America' Concert Tour to Kick Off Library of Congress Road Show

By EMILY SHERWOOD, Ph.D.

What do you get when you bring together a pre-eminent historical scholar and America's leading baritone to design a program celebrating American creativity? The Library of Congress' "Song of America" tour, a 12-city, seven month concert tour beginning this November, is the brainchild of Librarian of Congress Dr. James H. Billington and internationally acclaimed musician Thomas Hampson. Scheduled for New York City's Carnegie Hall on January 19, 2006, the concert will feature Hampson—who is renowned for his versatility in performing opera, operetta, musical, oratorio and recital—singing a repertoire of American songs written by such poets and composers as Stephen Foster, Walt Whitman, and Aaron Copland.

The "Song of America" tour, an unprecedented road show for the venerable Library of Congress, is designed to bring the extensive resources of the Library to the people "so that the community knows that this Library belongs to them. It's not just an entity that sits in Washington, DC. It's a repository of resources that very often are being underutilized in communities," says Jan Lauridsen, Assistant Chief



Tom Hampson

of the Library's Music Division and Co-Chair of the Song of America tour. The tour will begin by showcasing American song "because so much of the American story began with song interpreting the lives, courage and spirit of the people who

continued to page 37

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Wednesday, November 16
Wednesday, December 7

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Independent Colleges and TIAA-CREF Offer Unique College Savings Plan

By JOAN BAUM, Ph.D.



Richard Calvario

For sure, customers who can't remember what TIAA CREF stands for—and most can't (for the record it's: Teacher Insurance Annuity Association / College Retirement Equities Fund) but who regularly receive reports from this 85-year old, 350 billion-dollar financial services company centered on providing pension retirement benefits, news about a unique TIAA tuition savings plan, introduced a couple of years ago, will probably come as a surprise. Called Independent 529 (the number refers to a section of the IRS code that allows individuals to pay for higher education free of federal and, in most cases, state income taxes—that's free, as opposed to tax deferred, as long as the money goes toward its stated educational purpose—Independent 529, a flexible, national program, allows individuals to prepay tuition for pri-

vate college, with the same federal tax advantages as general 529s, but with a number of striking differences: 529s are state sponsored; Independent 529 is by the private colleges themselves. Though National Product Consultant on Education Savings for TIAA-CREF Richard Calvario's eyes glow talking up the advantages of Independent 529, neither he nor Peg Ogden, a longtime supporter of leadership programs in higher education and a former CUNY administrator, can explain why the Plan is not better known, since more than 250 private colleges nationwide now participate, and the list is growing rapidly.

It was TIAA's commitment to higher education and tested reputation as one of the "first players" in handling 529s, Rich Calvario believes, that drew the private college consortium to approach with a plan that would allow families to buy tuition for their children or grandchildren at less than market prices today and redeem certificates up to 30 years later. The Plan was launched on September 2003. Participating colleges, among them Princeton, MIT, Stanford, Notre Dame, U. of Chicago (a full list can be found online) also offer

continued to page 26

NEW YORK STUDIES WEEKLY

Peek into a fourth grade classroom today and you are likely to find the students reading newspapers! The social studies kind, that is. New York Studies Weekly, now beginning its eighth year of publication, is currently read by more than 60,000 students in New York schools. This weekly curriculum for social studies has a framework based on the New York State Social Studies Resource Guide. There are currently six different social studies publications available in New York: New York Studies Weekly 4/ New York History; NYSW 3/World Communities; NYSW 5/ USA, Canada, and Latin America; World Studies Weekly; USA Studies Weekly A and USA Studies Weekly B. Each of the New York publications contains regular feature articles that support the core requirements. All publications contain several history lessons and current event. Other exciting features include Good Government, This Week's Question, Arts and Crafts, and New York Wildlife, Economics, In Other Words, and the list goes on. The Let's Write feature has been a consistent favorite, with students and NYSW staff. Each week students are asked to respond to this feature with a creative essay of approximately 150 words. Each month, four to eight student essays are chosen for publication. Each student that has an essay chosen for publication receives a five-dollar cash award and a "Junior Historian" certificate.

What's new this year for New York Studies Weekly? In response to teacher requests, we've created a new Teacher's Guide with a focus on developing strong nonfiction reading skills. Complete lessonplans, prompts for questions and activities, hints for ELL students, and even weekly quizzes are all in one handy guide. New York teachers LOVE the new look and the time-saving features. Also new to the product line is Reading Up, a book of more than 40 fun reproducible graphic organizers developed with social studies in mind. Add the Studies Weekly Student Journals, and teachers are well-armed to work on nonfiction reading strategies while they teach.

Samples for the New York Studies Weekly series can be ordered by calling 888-323-3027 or by visiting our website at studiesweekly.org. Studies Weekly is a Sole Source Vendor, and may be found on the Purchasing Operation's website at <http://www.nycenet.edu/opm/opm/lacatalog/COVER.HTML>. The vendor code is FOX 005.

AN INDEPENDENT BOARDING SCHOOL RECEPTION

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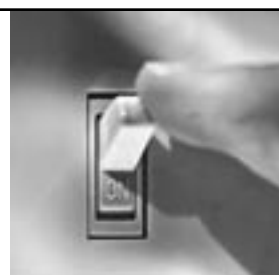
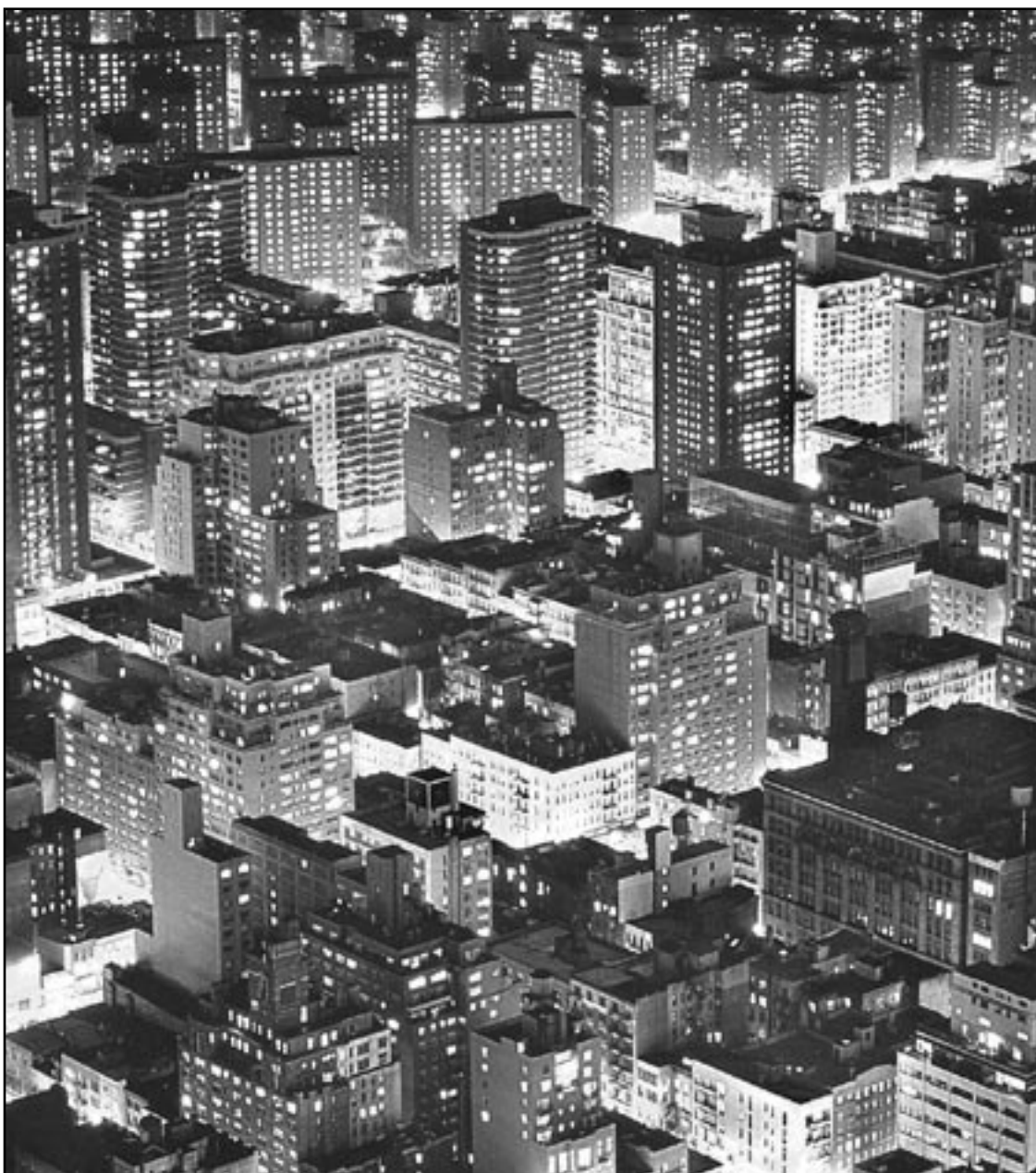
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through real-life, concrete experiences. The program encourages learning through sensorial exploration, fantasy play, group work, practical life activities, and socialization. By promoting self-mastery, such classroom activities serve as a preparation for academic learning.

The Elementary Program (Kindergarten-5th grade) builds a strong academic foundation based upon problem solving, work/study skills, and independent thinking. Specialists in science, computers, library, art, music, Spanish, physical education, and yoga enrich the program's rigorous academics. Numerous field trips are incorporated and many after school activities are offered.

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READING REFORM FOUNDATION of NEW YORK

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TOPIC: "Fairness, Reading and the Knowledge Deficit."

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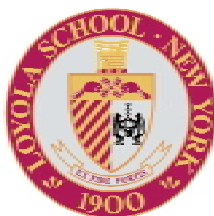
NYC Leadership Academy Sends 70 Aspiring Principals to New Schools

The New York City Leadership Academy (NYCLA) sent 70 graduates to begin their assignments in September. The Leadership Academy, formed in 2003 to recruit and train outstanding principals to lead New York City's public schools, is a cornerstone of Mayor Michael R. Bloomberg's and Schools Chancellor Joel I. Klein's Children First reforms, which recognizes that the development and support of effective principals is essential to the overall transformation of the City's schools. The program is a rigorous 14-

month leadership development program whose applicants were chosen through a competitive process from a pool of nearly 1,200. The program uses problem-based, experiential learning, and strong leadership training to prepare educators to serve as productive school leaders transforming the City's schools into environments where all students can succeed. #

The Leadership Academy (www.nyclleadershipacademy.org) is an independent 501(c)(3) non-profit corporation and is funded by corporate and philanthropic giving.

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- Families are required to pre-register for the event. Please contact the Admissions Office by e-mail at ssheetz@loyola-nyc.org.

Visit us on the web @ www.loyola-nyc.org

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

A NEW APPROACH TO CONTINUING ED. AT THE NEW YORK OPEN CENTER

A hidden haven in the heart of Manhattan, The New York Open Center provides continuing education for those of us who would rather not repeat calculus. Now in its 21st year, the Open Center offers over 600 programs annually, spanning topics as diverse as integrative approaches to health, 'The Zen of Creativity,' and Waldorf education. Offering a unique mix of workshops, lectures, conferences, and travel programs, it has carved a niche for itself, offering New Yorkers the only "game in town" where one can explore world spiritual traditions, psychology, alternative health options, and socio-political issues, from a holistic vantage point. These days the Center continues to push the envelope in new directions, leading the way with their approach to professional training and career development that encourages self-development; cultivation of the mind, body, and soul; and an appreciation of community.

"Continuing education is a common offering in the tri-state area, but the Open Center stands out because of our commitment to programs that strive to provide knowledge, wisdom, and inspiration to those intent on creating positive futures," said Ralph White, Editor of Lapis Magazine, and co-founder of the Open Center.

Course offerings at the Open Center include programs geared toward reinvigorating your career; infusing the teaching and healing fields with new approaches; and renewing one's passion for their field. Training in Yoga Teaching, Reflexology, Homeopathy, Reiki, and Feng Shui provide individuals with an opportunity to develop skills for personal fulfillment, a possible career change, or just adding a new dimension to their current jobs.

In addition, the Open Center recently launched an "Institutes of Advanced Study" division, partnering with established universities across the United States to offer graduate degrees and continuing education credits in Waldorf Elementary or Early Childhood Education, Integrative Health and Healing, Professional & Personal Coaching, and Somatic Psychotherapy.

Whether it's a one-day workshop, a series of evening lectures, a weekend conference or a degree, the Open Center offers New Yorkers a unique learning experience, within a creative, like-minded community of professionals and fellow students.

This September, in fact, the Open Center is offering free introductory programs as a way to sample some of its Fall semester courses. Samplers include "Awakening Your True Voice", "From Memory to Story: Writing Your Life", as well as painting, dance and Asian water ink calligraphy.

For more information, call the Open Center at (212) 219-2527 or visit the Web site at www.opencenter.org.

FREE PROGRAMS FOR EDUCATORS

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

TEACHING & LEARNING WORKSHOPS FOR K-12 EDUCATORS
SAY WHAT?: MAKING SENSE OF CONTEMPORARY ART
DATE: MONDAY, OCTOBER 3, 4:30-7:30 PM

What is contemporary art? Why is it so challenging? How can I use it to help my students learn? Give them their own voice? You will not want to miss this opportunity to critically discuss contemporary art with a working and exhibiting artist! Educators will get the inside-scoop on the creative process while exploring ways to use contemporary art as a teaching tool. Participate in discussions about the multiple layers of meaning developed through looking at works of art and learn strategies for unpacking the often, difficult museum experience with your students. Educators will develop projects to engage students in conversations about contemporary social and political issues as well as notions of collecting and observing culture.

All participants involved in the Museum's programs for educators are provided with free Educator Passes, which enable the participants to return to the Museum to preview exhibitions and prepare class ideas and curriculum free of charge.

This program is FREE! For more information please call

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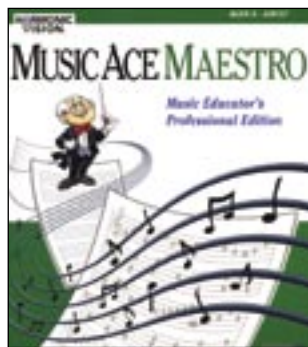
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By MICHELLE DESARBO

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Family Programs & Performances at CMOM

All programs (5 and older) and performances (all ages) at the Children's Museum of Manhattan (CMOM) are free with admission, subject to change, and require registration on the day of the program. Space is limited.

September

Alice's Wonderland Festival

Saturday & Sunday, September 24 & 25

Join us at CMOM for a festival celebrating the opening of Alice's Wonderland ... A Most Curious Adventure exhibition!

Healthy Living Series: Alice's Organic Mad Hatter Tea Party

Saturday, September 24. 11 a.m., 12, 2, 3 & 4 p.m.

Use organic ingredients to make nutritious tea treats for a Mad Hatter Tea Party!

Sippy, Slurpy Taste Sensations

Sunday, September 25. 11 a.m., 12, 2, 3 & 4 p.m.

Learn about volume and size as you experiment with varied containers and predict which will hold the most and least water. Mix three different drinks together to make a personalized healthy iced tea concoction.

Performance: Justin the Magician

Sunday, September 25. 2 & 3 p.m.

A fast-paced slapstick comedy magic show filled with audience participation and hilarious, unex-

pected surprises!

October

Crazy Conundrums Festival: Magic, Illusions and Puzzles

Grow "curiouser and curiouser" like Alice in Wonderland, as you design and solve puzzles and riddles, make topsy turvy self-portraits, enjoy an organic Mad Hatter tea party and participate in CMOM's Alice in Wonderland-style Halloween. Make sure to come to the Ramadan celebration.

Optical Illusion Art

Saturday, October 1. 11 a.m., 12, 2, 3 & 4 p.m.

Explore the art and science of optical illusions. Paint your own masterpiece that fools the eye!

Performance: El Louie Show

Saturday, October 1. 1:30 & 3 p.m.

Join musician and music educator, Louie, for an interactive, bilingual family concert.

Que Viva Spirit Masks

Sunday, October 2. 11 a.m., 12, 2, 3 & 4 p.m.

Celebrate Hispanic Heritage Month by making native mascaras (masks) and listening to traditional musica (music). Que Viva!

For a current schedule of events, programs, and performances, visitor call 212-721-1223.

JACOB'S PILLOW: DANCING UNDER THE STARS



The Ted Shawn Theatre at Jacob's Pillow.

By POLA ROSEN, Ed.D.

Long a devotee of Tanglewood, the music festival in the Berkshires, this summer I decided to pay a first visit to Jacob's Pillow, the well-known mecca for dance. Located in Becket, MA a beautifully wooded area only 25 minutes from Tanglewood, we entered a knotty-pine performance hall filled with enthused dance devotees and music lovers. Ella Baff, Executive Director, spoke about the offerings of the Pillow underscoring her travels around the world to bring interesting dance, both known and unknown to the audience.

If the sophisticated company, Les Grands Ballet Canadiens de Montreal, is a sample of Ms. Baff's choices, visitors to Jacob's Pillow are in for delightful treats throughout the season. Intricate choreography executed flawlessly by the troupe soon filled the viewers with awe. The program included Les Nocces (The Wedding), a powerful dance by the Belgian choreographer Stijn Celis, to Igor Stravinsky's music. The women dressed in white, diaphanous dresses and the men in black suits and white shirts provided a stark contrast

while performing a communal wedding of 12 men to 12 women.

Historically, Jacob's Pillow was a family farm in the 1700s and a station on the Underground Railroad in the 1800s. It was founded as a dance center by the artist Ted Shawn in 1933 on 161 acres. Today the dance programs reach 3000 students, educators, special needs groups and dancers of all ages. Education outreach programs throughout the year place Pillow artists in classrooms to develop and teach curricula. Annual summer dance institutes are available for school teachers, administrators and artists. Offerings range from dance classes for children, pre- and post-show talks, as well as intern programs for college students. Archives on the grounds house photographs as well as permanent collections of Pillow programs.

With several theaters and a wide range of programs accompanied by several different rustic dining options, the union of dance and nature seems to have reached a harmonious apotheosis recalling the 17th century poet Herbert's music in the spheres. #



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The Dwight School is a coeducational, college preparatory school providing a traditional, individualized, and challenging course of study.

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FALL 2005 OPEN HOUSES

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

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September 20, 2005
September 21, 2005
September 27, 2005
September 29, 2005
October 6, 2005
October 18, 2005
October 25, 2005
October 18, 2005
October 25, 2005
October 26, 2005
November 8, 2005
November 10, 2005
November 15, 2005
November 17, 2005
November 22, 2005
December 1, 2005

Middle School Grades 5 - 8

October 11, 2005
November 2, 2005
November 9, 2005
November 29, 2005

Upper School Grades 9 - 12

September 22, 2005
September 28, 2005
October 12, 2005
October 20, 2005
November 3, 2005
November 16, 2005
November 30, 2005

Nursery School Open Houses

September 22, 2005
October 6, 2005
October 18, 2005
November 2, 2005
November 17, 2005

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The Salzburg Festival: La Traviata Sets New Gold Standard

By IRVING SPITZ,
MUSIC EDITOR

Special from Salzburg: Verdi's *La Traviata* is performed so often that it's a challenge to present something new. Producer Willy Decker and director Wolfgang Gussmann achieved this in a dramatically coherent and visually compelling way. The plot is well known. The courtesan, Violetta, falls in love with Alfredo. Unbeknownst to Alfredo, his father, Giorgio, compels Violetta to break up the affair because of the shame of this illicit liaison on his family. The enraged Alfredo is led to believe that Violetta jilted him. The couple reconciles but Violetta dies at their reunion.

In the prologue, Violetta staggers across the huge stage left stark except for a large clock in which the minutes and hours moved relentlessly forward. This implied that Violetta's short life would soon end. Hovering over the clock was her physician, Dr. Grenvil who usually only makes a brief appearance at the opera's end. Here Grenvil was ominously present throughout as Violetta's messenger of death. Gussman and Susana Mendoza dressed the female chorus in contemporary male attire so that only Violetta, in a stunning red dress, stood out. With the arrival of the guests, the revelry began. Violetta was hoisted onto a couch, drinking and flaunting her body. Grenvil handed her the flower which she gave to her ardent admirer, Alfredo, at their initial meeting, telling him to return when the flower withered.

In Act 2, the red dress was hung prominently on the stark wall. She had exchanged this and Alfredo his formal suit for floral garments. The same patterned fabric draped the couches as well as the clock suggesting that for the present, time was standing still. This was only short-lived.



Anna Netrebko and Luigi Roni in *La Traviata*

After Giorgio forces her to give up Alfredo, Violetta, dramatically pulls the drapery from the couches and the clock, dons the red dress and reluctantly returns to her previous reckless life. Spread across the stage was a huge pictorial floral arrangement, which gradually faded in keeping

with the change in atmosphere.

The ever-present clock was again prominent in the next scene where it served as the gambling table. This brilliantly set the stage for Violetta's denouncement by the jealous Alfredo. Flinging his gambling winnings at Violetta, he even dra-

matically shoved part of them up her red dress. The menacing chorus approached Alfredo as the curtain fell. Instead of the usual intermission before Act 3, the prologue began immediately with Grenvil motioning the chorus to retreat, leaving the stage empty except for himself and the dying Violetta. At their final reunion, Violetta presents Alfredo with her portrait. This took the form of the same flower given to her by Grenvil, but this time Alfredo would not return. All these subtle nuances worked brilliantly and represented new insights into this popular Verdi favorite.

What of the singing? With a face of a movie star, the body of a supermodel and the voice of an angel, Violetta sung by the Russian soprano Anna Netrebko, absolutely stole the show. At center stage throughout the performance, she was also a consummate actress as seen in her vivid portrayal as courtesan, passionate lover, broken woman and tragic dying figure. She carried off the aria concluding Act 1, treacherous even for the most accomplished soprano, with aplomb. With his lyric tenor, Rolando Villazon, as Alfredo, was equally effective as ardent and then enraged lover and remorseful supplicant. The passion between them could be felt. American baritone Thomas Hampson took the challenging role of Alfredo's father. His beautiful sonorous baritone easily filled the huge house. His stage demeanor was stiff and uncomfortable in his initial meeting with Violetta. This was expected considering his difficult task in breaking up the lover's liaison. His confrontation with Alfredo was violent. Bass Luigi Roni as the ever-present Grenvil, sang his small role confidently. Carlo Rizzi lead the Vienna Philharmonic in this emotionally charged performance. This inspiring production represents a landmark achievement for the 2005 Festival.#

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Improving New York City's Middle Schools

By MAYOR MICHAEL R. BLOOMBERG

Our Administration's public school reforms are producing real results for our students; we're clearly moving in the right direction. The four-year high school graduation rate, while still too low, is the highest it's been in 20 years. We've cut the number of schools at risk of being closed as irreversible failures to the lowest number ever. And in the last school year, students in the 3rd, 5th, 6th and 7th grades posted the highest scores and biggest one-year gains ever on the Citywide reading and math tests.

Now, building on those successes, we're tackling what everyone recognizes has long been the biggest challenge in the school system: improving classroom performance in the middle school grades. The problems are hard to miss. Despite last year's gains in reading and math scores, more than half of 6th and 7th graders were still working below grade level. In the 8th grade, scores were even lower. As a group, middle schools aren't doing their job of preparing students to do Regents-level work in high school, and earn Regents diplomas.

We're going to change that in the same way that we've raised student performance in the 3rd and 5th grades in recent years. We're going to ask the City's Panel for Educational Policy to end social promotion in the 7th grade. Next spring, moving up to the 8th grade will depend on scoring at Level 2 or higher on the 7th grade English Language Arts test, or on the results of a mandatory appeals process evaluating student work using standard citywide criteria. The following school year, those standards will apply in math, too.

Year after year, thousands and thousands of 7th graders who are utterly unprepared for 8th grade have been promoted anyway. When you track those students through high school, you find that they typically fail to ever graduate. That's going to stop. Improving students' performance in the 7th grade will give them a foundation in the fundamentals of reading, writing and math that will help them succeed in 8th grade, in high school, and most importantly, in life.

We're not trying to punish 7th graders who are struggling; instead, we're identifying those who need extra help and getting it to them. That's why we're committing \$40 million in this year's budget to the kinds of strategies that have worked with so many of our 3rd and 5th graders: Extra classes on Saturdays and during the summer; intensive professional development for middle school teachers, principals and staff; and a variety of programs designed to help students, both in the classrooms and during after-school hours. We're going to go the extra mile for 7th graders who need more academic support, and we'll also hold them to the standards that they must meet.

I would like to address the extra security measures that the NYPD is now taking to protect subway riders, including random searches of backpacks and bags. It's a policy designed to strike a balance that protects our civil liberties, one that isn't too intrusive, and that keeps anybody who might think of threatening us off balance and off guard. The times demand stepped up vigilance — and we're going to provide it in a fair and sensible way. It may take you a little longer to get where you're going, but we're going to make sure that you get there safely. #

UFT Chapter Leader Phyllis C. Murray Shares Her Views

By PHYLLIS C. MURRAY,

It has been said that in unity there is strength. Today, more than ever, we see the need to enlist the support of parents as we work together to secure the best education and best educational environment possible for our students. We need the support to parents to stand in Albany, NY, in Washington DC and in City Hall as we challenge legislators to make the education of our youth a top priority on legislative agendas.

Surely with a renewed pledge of solidarity, we will see a reinvestment of economic capital in education. We will see a revitalization of structured environments in school communities. We will see new programs that provide the skills and develop the competencies needed so that our students will become productive members of society.

An investment of economic capital will assure the development of new schools, state of the art libraries, and supervised playgrounds and after school programs. These arenas are the safe havens for our youth. An increase in school funding would provide the enrichment afforded by the Arts. The Arts have proven time and time again to have a positive impact on education. New capital investments would seed programs of prevention and intervention for our at-risk students and increase guidance and counseling services to end a child's cycle of failure and frustration; Failure and frustration unabated far too often, translate into assaults, disruptions in classrooms and heightening violent incident statistics.

Together, parents and teachers were able to begin the process to affect change in the early grade class-size reduction legislation. This pro-

cess continues, today. Certainly the means by which we reach our end: Creating a safe, healthy, and effective school environment for the students of New York City is through an ongoing commitment of parent-teacher unity. With parents at our side, the best for New York City is yet to come. This call for unity between parent and teacher is expressed in the poem, *Unity*.

Unity

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher: the tools he used
Were books and music and art;
One a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er,
And when at last their task was done,
They were proud what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

Teachers and parents want what children need.
Together, we can have it all.

Phyllis C. Murray, Teacher/UFT Chapter Leader, P.S. 75, Bronx.



Double Testing by State and City Must be Stopped

By ASSEMBLYMAN STEVEN SANDERS

Whatever one thinks of the frenzy of standardized testing brought on in part by the federal No Child Left Behind Act (NCLB), and regardless of one's view of high-stakes testing, almost everyone can agree that subjecting students in the same grade to two sets of standardized tests is plain wrong. I have intervened to prevent this from happening in New York City public schools' grades 3, 5 and 7.

NCLB requires standardized testing in English and math of students nationwide in grades 3-8 beginning with the 2005-2006 school year. New York City already gives English and math tests in grades 3, 5, and 7—in part to help make decisions about social promotion—that is, about whether children should advance to grades 4, 6 and 8. While I oppose high-stakes testing, if that is the city's policy, clearly the city needs the results of those exams quickly, certainly no later than June 1.

The State Education Department, which already administers standardized tests statewide in grades 4 and 8, recently determined that the city's tests were insufficient and indicated their intention to administer state tests in grades 3, 5, and 7 *even though the city already tests in those grades*. As the State has a contract with CTB McGraw-Hill to produce the state's grades 4 and 8 English and math exams, the contract would be extended to cover the new extra round of testing in grades 3, 5 and 7. But for whatever unfathomable reason, it takes CTB McGraw-Hill and the state five months to score their exams and share the results with the

schools.

The ludicrousness and irony of this is beyond perplexing. How silly it is to give a standardized exam in the middle of a school year and not get the results till late summer! This is of no value. In many cases the child has gone on to another school by that point.

Double testing is costly and time consuming and wastes precious classroom time that could be used for real learning by instead having teachers prepare for and administer the duplicative and valueless state tests.

Since the children cannot resolve this, the adults have to work this out. That is why I have informed State Education Commissioner Richard Mills that he must make sure that double testing in New York City does not occur. Commissioner Mills should issue a ruling that the city exams in reading and math in grades 3, 5 and 7 are sanctioned by the state and are to be administered to satisfy the NCLB requirement (instead of state exam). Furthermore, he should also make sure that test results must be back before the end of the school year, at least in New York City, given the city's policy of utilizing the results to make determinations regarding which children must get remediation or attend summer school.

The adults here must step up to the plate and be accountable to our children—by evidencing basic fairness and common sense. # *Assemblyman Sanders is chairman of the Education Committee. E-mail him at sanders@assembly.state.ny.us or phone 212.979.9696. His mailing address is 201 East 16th Street, New York, NY 10003.*



The Heavy Hand of Autocracy

By CSA PRESIDENT JILL LEVY

What does one call a governance structure or governing body that does not respect dissent, discourse and the free flow of ideas and information?

Several months ago the media was bombarding the union with requests for access to Principals and Assistant Principals in their schools without DOE orchestration. Ultimately, their requests led me to invite a radio reporter to join me at a scheduled meeting with CSA members from the Bronx. Rather than face the possibility of any confrontation with officials, CSA asked for permission for the reporter to accompany me and have access to the school. Permission was granted.

Upon my arrival, several CSA members greeted me and a number of my staff who had accompanied me.

During a private conversation between myself and an AP the Learning Instructional Superintendent (LIS) appeared and made his presence unmistakably apparent.

Meanwhile, the reporter tried to interview the Principal. I say "tried" because the LIS did more than hover in the background; he placed himself uninvited into the conversation. It was abundantly clear that the LIS was not going to allow the reporter access to the school or the Principal alone. The LIS's physical presence was intrusive and his verbal responses pre-empted those of the Principal. Yet, the reporter continued to be polite, calmly asking questions and recording the responses. The Principal deferred to the LIS.

When all the expected CSA members were present, we introduced the reporter and began our private meeting. Shortly thereafter, the LIS came into the conference room. The atmosphere changed from conversation to abject silence. I asked the LIS to please come outside with me and

told him that this was a CSA meeting to which he was not invited. He replied: "My orders are that wherever she goes, I go. Otherwise she will have to leave." I asked him what he was afraid of and he responded that he had his instructions.

Not wanting to make a scene and knowing this reporter fairly well, I suggested that she accompany the LIS on a walkthrough and proceeded to hold a privileged CSA meeting. The tension in the room was palpable. It was several minutes before people felt comfortable enough to begin talking about the concerns and issues that they confront on a daily basis.

Safety matters, personnel, budget, school closings, excessing rights, contract negotiations, filling vacant positions, and professional issues consumed the conversation. It was clear that their willingness to speak openly about issues, engage in a discourse about professional matters and be critical were stifled by the presence of the very person who should encourage an open dialogue and respect their professional suggestions. What kind of leadership do we call that?

What does one call a governance structure or governing body that places a greater value on silent compliance than the freedom to speak?

I am not pointing a finger at those who have the self-esteem and leadership skills to support the Principals in their assigned schools, but at those who crush individuality, discourse and dissent through micro-management and punishment.

Indeed, there is, and has been now for three years, a disconnect between the public statements and pronouncements that the Chancellor makes and the reality experienced under the thumb of regional personnel. Fear is insidious and does not serve our citizens well, whether they are employees or stakeholders in a public school system. #

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

MEDICAL UPDATE



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

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From the Center for Disease Control: Petting Zoos & the Potential for E. Coli

As children and adults visit petting zoos this fall, they may be going home with more than they expected—a battle with E. coli. Late summer and fall are the times when transmission of E. coli is most common at petting zoos and fairs, according to a study in the Morbidity Mortality Weekly Report prepared by the Centers for Disease Control and Prevention.

The good news is that seven on-line “soaper-heroes” at www.scrubclub.org are saving the day as they teach kids that avoiding E. coli can be as simple as washing their hands properly. The Scrub Club’s™ fun new game, “Big E.’s Grossest Hits,” delivers the message in an easy, entertaining way. The interactive match game featuring the famous Rott’n Roll star “Big E” (a.k.a. E. coli), teaches kids how E. coli is spread and how to prevent it using the six steps of handwashing. If the player makes six matches they will send the “King Of All Bacteria” back to Grossland.

“Now is the time of year when families visit petting zoos, and these zoos are one of the places kids and adults can come in contact with E. coli,” says William Fisher, vice president at NSF International, which is an independent, not-for-profit organization that certifies products and writes public health standards. “The Scrub Club characters we’ve created spring into action to do their part in educating kids about infectious diseases and proper handwashing, which is a key building block in overall public health.”

The Scrub Club—a free animated, interactive Web site (www.scrubclub.org) developed by NSF International—was developed as a fun way for kids to learn the importance of washing their hands. Proper handwashing is one of the most effective things that we can do to keep from getting sick and spreading illness to each other.

At petting zoos, E. coli can be spread when people come in contact with animals and then put their fingers or other items in their mouths. Animals can carry a wide range of germs, including E. coli, without showing any signs of disease. In October 2004, 43 people contracted E. coli at a petting zoo at the North Carolina State Fair, while 26 people, most of them children, were infected with E. coli at fairs in Florida over the past winter. Symptoms of E. coli infection include watery or bloody diarrhea, abdominal cramps, nausea and vomiting. Young children, especially those younger than age 5, are more likely to have severe symptoms. Results could be kidney failure and death in some cases. E. coli is transmitted from animals to people through a variety of ways including contact at petting zoos and eating contaminated food (such as raw or undercooked meat). Other ways to contract E. coli include consumption of contaminated fruits, vegetables or deli meats; unpasteurized milk and juice; or by swimming in or drinking contaminated water.

Each of the Scrub Club kids represents one of the six steps in the handwashing process—

“Hot Shot” and “Chill” combine to make the warm water essential for proper handwashing; “Squeaks” turns into various forms of soap; “Taki” becomes a clock that counts down the required 20 seconds for proper handwashing; “Scruff” reminds kids to clean around their nails; “Tank” turns into a sink to rinse away the germs and “P.T.” transforms into paper towels.

The cornerstone of the Web site is still a “Webisode” featuring the Scrub Club as they join forces to fight off harmful germs and bacteria, teaching children the proper way to wash their hands along the way. The first “Webisode,” “The Good, the BAC, and the Ugly,” finds the Scrub Club battling the loathsome, but loveable character BAC (from the Partnership for Food Safety Education’s Fight BAC! food safety public education campaign), and one of his partners in “grime” Sal Monella in a wild-west themed adventure. The Partnership for Food Safety Education, a non-profit organization, unites industry associations, consumer and public health groups and the USDA, CDC, FDA and EPA to educate the public about safe food handling and preparation.

In addition to the “Webisode,” the site features the “Scrub Club Theme Song” and “Handwashing Song” sung by Phil Solem, singer for The Rembrandts (known for the Friends’ theme song “I’ll Be There For You”). Interactive games, activities for kids to download, educational materials for teachers, program information for parents and tips and activities for the home not only enhance the educational value of the site but also make it fun for kids to return to the site time and time again.

Related links: NSF International—<http://www.nsf.org>; The Partnership for Food Safety Education—<http://www.fightbac.org/main.cfm>; Clean Hands Coalition—<http://www.cleanhand-coalition.org/>; Morbidity Mortality Weekly Report—<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5404a1.htm#>

NSF International, an independent, not-for-profit organization, helps protect you by certifying products and writing standards for food, water, air and consumer goods (www.nsf.org). Founded in 1944, NSF is committed to protecting public health and safety worldwide.

Morgan Stanley Children’s Hospital In-School Programs Address Substantial Need

Programs Cover 11 Schools in Washington Heights, Inwood, and Central Harlem; Soon To Cover 13 Schools

Addressing a substantial need for mental and behavioral health care evaluation and treatment, elementary school students are treated by specialists onsite at 11 elementary schools in Washington Heights, Inwood, and Central Harlem, as part of the School-Based Mental Health Programs provided by the Pediatric Psychiatry Service at Morgan Stanley Children’s Hospital of New York-Presbyterian. The programs are conducted in concert with the New York City Department of Education and the New York City Department of Health and Mental Hygiene, and receive support from several local foundations. The programs will soon be expanded to serve approximately 625 children at 13 school sites.

Well-established child psychiatric epidemiologic rates suggest that 16 to 21 percent of children and teens nationally would meet diagnostic criteria for treatable mental illness. Locally, contributing factors include insufficient housing, economic stressors, community violence, and some of the city’s most overcrowded schools. Existing child and adolescent mental health clinics can only serve 20 to 25 percent of the children who need such services.

“Our school-based programs extend access to care to children and families who often have difficulty coming to clinics, and, because our clinicians are onsite with the children, they can offer additional classroom and school interventions that increase the effectiveness of the services we offer,” says Dr. Charles Soulé, child psychologist, director of school-based mental health service development at the Morgan Stanley Children’s Hospital pediatric psychiatry service, and assistant clinical professor of medical psychology in psychiatry at Columbia University College of Physicians and Surgeons.

The programs, which are all voluntary and confidential, operate in close collaboration with parents, teachers, and school student support

staff to give them tools to improve the behavioral and mental-health status of their children. “Our programs give us easier access to key caretakers in the family and at school. For example, we can give teachers classroom-based training in conflict resolution and strategies for disruptive behavior. One of our goals is that, with appropriate treatment, many children can succeed in mainstream classrooms,” says Dr. Soulé.

The school-based programs include, (1) the school-clinic program, comprising comprehensive clinics in five elementary schools; (2) the Mobile Outreach, Referral, and Education (MORE) program, comprising urgent evaluation, short-term treatment, and referral services in another six elementary schools; and (3) school-based specialty trauma services, prevention, and outreach program in all 11 of the schools served above.

Serving children aged four to ten, and grades pre-K through fifth grade, the programs are staffed by a multidisciplinary and bilingual team that includes psychiatrists, psychologists, social workers, and case managers. Services include comprehensive mental health evaluation, crisis counseling, short-term individual, family, and group psychotherapies, psychopharmacology, and active advocacy and referral services for children and their families. All services involve the active and ongoing participation of parents, families, and school staff.

Most children are referred for services by school staff, but children and families can seek services directly. Clinicians do regular education and outreach to families and school staff, helping caretakers to identify children who may need services, and are active members of the school-child study teams that coordinate all special services for children. As in most child outpatient mental health settings, between 60 and 70 percent of the children seen by the programs have a primary disruptive behavior disorder, with attention deficit disorder (ADD) the most common.#

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CHASING THE DREAM: INTERNATIONAL YOUTH DAY AT THE UN



PHOTOJOURNALIST DIEGO GOLDBERG CHASES THE DREAM

By POLA ROSEN Ed.D.

Diego Goldberg, an Argentinian, is a renowned photojournalist, one of the creators of the UN photo exhibit, entitled "Chasing the Dream," which includes 141 photos, chronicling the struggles and the hopes of eight youngsters from Brazil, Cambodia, India, Jamaica, Uganda, Morocco and other nations. At the recent opening of the "Chasing the Dream" photo exhibit we spoke with Goldberg about this powerful exhibit.

Education Update (EU): How did this journey begin?

Diego Goldberg (DG): This was a UN intra-agency initiative to facilitate learning the development goals that the UN has and have it coincide with the gathering of world leaders who will meet here to see how the program is going. Journalist Robert Guareschi and I conceived of the idea of illustrating the eight millennium goals, following eight young people, each from different countries.



Jason & Diego

EU: How were the countries chosen?

DG: UN agencies suggested the countries we visit and we did so over the course of two months.

EU: What was the experience like?

DG: It was extremely hectic, but a fascinating experience. Part of our proposal included holding workshops for young people in each country. We provided disposable cameras so that they would shoot two images, what they like and what they don't.

EU: What were the ages of the kids?

DG: By UN standards, individuals between the ages of 12 and 24 are considered youth. We spoke to youth of different ages within this category.

EU: How did you decide which children to focus on?

DG: Non-Governmental Organizations (NGO's)—which were sent by the UN—stationed in the countries, prepared children that we could talk to and we interviewed them to learn their stories. We focused on the stories we found most interesting.

EU: What were some of the constraints you dealt with?

DG: We were limited in time. We also faced the challenge of different cultures, and having to adapt to that. On the other hand, one of the most gratifying parts was that we were really accepted and welcomed. People opened their homes and lives to us.

EU: Is there a particular event that especially

stands out for you?

DG: For me the most important thing was the emotional attachment that we felt and that the kids felt. Probably the most shocking thing, but shocking in a good sense, is seeing some of the kids here today (at the "Chasing the Dream" exhibit). Everyone working on this project was so moved to see them here, after working for three months on their pictures and stories and then to see them in the flesh and blood is an amazing experience.

EU: What kind of equipment did you use?

DG: I worked with a digital camera, a Nikon D-70—a relatively inexpensive camera, so that helped in terms of cost and in terms of time in that I could work and see the photos on the computer.

EU: How did you get started in photography?

DG: Initially I was a physics major in the University, and science still today one of my favorite things, but I realized it wasn't for me so I began to

study architecture. After five years of study in the field, having only one year to go to complete my studies, I woke up one morning and thought, "what am I doing?" I really want to be a photographer. Photography was a hobby of mine since I was a teenager and I was very passionate about journalism, about the real world out there. So I quit architecture that same day and started from scratch.

EU: So you followed your dream just like the exhibit, chasing the dream?

DG: Yes, that's absolutely true. I have three sons, and I tell them, whatever you do, always follow your dreams. #

INTERNATIONAL YOUTH DAY AT THE UNITED NATIONS

By LIZA YOUNG

With a boundless supply of ideas from adults regarding the education and future of youth, it's not often that voices of young people are heard in a public, powerful forum. The gala opening of the photographic exhibit at International Youth Day at the UN, "Chasing the Dream," focused on eight students from around the world who shared their innermost feelings via photographs and writings. Each faced a crisis but had hope for the future. The exhibit monumentally accomplished its goal, showing that young adults can positively impact the world. Equality in education and the elimination of poverty, were two important themes of the day.

Diego Goldberg, the photographer who wandered from continent to continent and snapped the moving photos in a record two months, stopped to chat with us.

The students performing in celebration of Youth Day needed no motivation; highlighting the beauty of cultures throughout the world, they performed dances from Africa, China, and South America with professionalism and energy. Johan Scholvinck, Director of the UN Division for Social Policy and Development urged youth to take the opportunity to "build momentum for the events to take place at an upcoming meeting of the UN General Assembly" where millennium goals achievement will be reviewed.

A performance group called Urban Word Poet

addressed the issue of HIV, dramatizing an incident of an HIV positive teenager wrought with guilt over not having confided in a friend—recently diagnosed with HIV—about her own HIV status. The group presented a cautionary tale, but also a story of the strength and support friends can provide.

The issues of universal education and equality of education was discussed by a student from

New York who pointed out the disadvantages faced by students attending zoned public schools which have a shortage of textbooks and even teachers.

On a global scale, nations such as Sudan face severe educational limitations, as explained by a Sudanese citizen. For children in Sudan, going to school is a luxury; many have to work to help out their families. Equality in education for girls and boys is a serious issue in many countries, such as Kenya where women can-

not attain an education without serious bargaining before their community.

Among the stories in "Chasing the Dream" was that of Jason, a 19 year old from Kingston Jamaica, who was diagnosed with HIV at the age of 17. His initial reaction to the diagnosis was to commit suicide, but the sharp words of the person who stopped him—"any problems you have you can come out of"—saved his life not just physically but spiritually.

In the face of adversity, Jason decided to make the most of his life. He considers the diagnosis a turning point in his life and now is embarking on pursuing his dreams of attaining education in New York. Jason was present at the event.

Urಿದೆia, a 19-year-old of São Paulo, Brazil, related to the audience the struggle she faced trying to make something of her life as a resident of a favela (slum) in Northern Brazil. She faced discrimination from schools based on her residence, originally being offered a scholarship only to be rejected once her place of residence became known. Urಿದೆia experienced hopelessness but her involvement with Non-government agencies (NGO's) and later with the project called "Citizen Cook" assures that she is working towards her dream of attending college and opening a restaurant of her own.

During this year's Youth Day young people on a global scale drew attention to major concerns and hopefully the way will continue to be paved toward fulfillment of millennium goals, and turning dreams into realities. #



GUESTS AT THE EVENT



Roberta Flack



(L-R), Nane Annan, Dikembe Mutombo, UN Secretary General Kofi Annan

COLLEGES RALLY TO HELP STUDENTS IN LOUISIANA

THE MAYOR SENDS HELP

DOING OUR PART TO AID THE VICTIMS OF HURRICANE KATRINA

By **MAYOR MICHAEL R. BLOOMBERG**

Four years ago, after 9/11, people across the country helped New York City get back on its feet. Some came here to work with us in the recovery effort; many, many more donated to relief organizations while staying in their home communities and going about their daily lives. All of their acts of support and generosity meant the world to us. Now, in the wake of Hurricane Katrina and the terrible devastation it has brought to the people of the Gulf Coast, it's our turn to do our part. Once again, we all have different, but important, roles to play.

Today, City officials with rescue and recovery expertise are on the scene. 137 NYPD Officers are leading a convoy of 100 MTA buses to New Orleans to relocate residents. A 36-member "Urban Search and Rescue Team" made up of City firefighters, police officers, and men and women from our Office of Emergency Management, all specially trained in rescue operations, are in Biloxi, Mississippi, searching for trapped and stranded people. Also, three high-ranking chiefs from the FDNY who are skilled in disaster management are in New Orleans. A Disaster Assistance Response Team of active and retired City firefighters is also helping the American Red Cross distribute emergency supplies in that city. And we've made it clear that we're ready to offer all the personnel or equipment that may be needed.

There's also something that every New Yorker can do, too — and that's to donate money to the organizations helping the hundreds of thousands of people on the Gulf Coast who have been forced to leave their homes. They're our fellow Americans, and they've just been hit by one of

the worst natural disasters our nation has ever experienced. Many have lost everything they have; they need our help. So I've requested that the city's houses of worship take up special collections, and urged banks to make appeals for donations at their ATMs. I'm encouraging public, private, and parochial schools to organize student "penny drives" for hurricane relief. And I've asked that during the week of September 11th, every concert, sporting event, or other public or private gathering raise money for victims of Hurricane Katrina.

We've also taken steps to make it easier to donate to hurricane relief. We've made it possible for City employees to voluntarily and automatically deduct money from their paychecks for relief organizations. And all New Yorkers can find out who to send money to, and how, by calling the Citizen Service Hotline at 311. Or you can write a check to the Mayor's Fund to Advance New York City, a not-for-profit corporation that raises money for City projects. Send donations to the Mayor's Fund to Advance New York City at City Hall, New York, New York, 10007, and note on your check that it's for "Hurricane Katrina relief." We'll make sure that it gets into the right hands.

We're all in shock at the destruction Hurricane Katrina created. But I'd also like to ask you to remember that we can all make a difference. Four years ago, a tremendous outpouring of generosity and teamwork helped New York City come back from a devastating terrorist attack—and this time, we will do the same to help the people of the Gulf Coast recover from the terrible forces of nature. #

Helping Hurricane's Victims (Students) Get Back To Normal

By **DR. CATHERINE COOK-COTTONE**

While Louisiana and Mississippi residents struggle to evacuate, to relocate and—above all else, to survive—many of the youngest among them face years of recovery from a variety of traumas Hurricane Katrina has dispersed upon them. A University at Buffalo expert in recovering from the effects of stress spoke about what the hurricane victims can expect to endure in coming months. Catherine Cook-Cottone, assistant professor and director of school psychology in the Graduate School of Education, said the Katrina catastrophe will produce many forms of suffering in all its victims, young and old.

"The traumas that these victims face—loss of family members, friends and neighbors, destruction of homes, neighborhoods, entire towns—guarantee that many of them will experience post-traumatic stress disorder in one form or another," said Cook-Cottone, adding "Loss, displacement and changes in routine, compounded with physiological stressors such as dehydration, hunger or injury, increases the chances of psychological symptoms." While children, "in general are quite resilient," infants, toddlers and pre-teens are especially at risk. "The younger children are, the more their reaction depends on the adjustment of their parents and those around them," she added.

"If the environment and adults around them provide a safe, structured, and nurturing response

to the disaster, the children have a better chance of faring well." In general, the parents of these stricken children can help them adjust immediately. "Children will be soothed by routine, structure, and normality. Getting them back to routine is typically considered good," Cook-Cottone said. But for 185,000 Louisiana school-age children, and another 160,000 students from Mississippi, starting the school year at new, strange schools far away from their hometowns will be anything but routine or normal. The teachers and school counselors at these schools will face a tremendous responsibility as key support figures for their new arrivals. "This situation is difficult as many children will be attending alternative schools and schools at which the student-teacher ratio limits may be lifted to allow for the influx of the displaced students," Cook-Cottone said. "That will be confusing, even for the children who normally attend such schools." Parents and adult relatives have several other ways they can work to allow for the children to make smoother transitions to new schools. "The schools might want to consider allowing parents to accompany children in the mornings, and to provide a safe place for children to go during the day if they need to take a break," Cook-Cottone said. For students "who are experiencing anxiety, but otherwise can make it through the day," the schools might provide a phone for these children to contact parents or relatives during school hours.

College of Staten Island CUNY Opens Doors to "Katrina Students"

College of Staten Island President Dr. Marlene Springer announced that CSI will admit immediately any students who had planned to attend colleges now closed due to Hurricane Katrina. "One of CSI's greatest strengths is its total commitment to students," Dr. Springer said. "Today, that commitment goes beyond our campus to students directly affected by Katrina. Certainly, everyone's attention is focused on the life and death issues surrounding the tens of thousands of refugees from this devastating storm. But in the midst of this catastrophe it's easy to forget about students attending storm-ravaged colleges along the Gulf coast. Those students might not have lost loved ones or their homes but they have lost their schools. CSI is reaching out to those students, to the Katrina students, and offering them an academic home."

The president noted that the academic logistics might be initially difficult. "There's no communication coming out of these schools," Dr. Springer said, "and that's not likely to change for some time. There are also issues of registration here at the College. But these are all

manageable, indeed, of only minor significance compared to the moral imperative to lend a hand. We have the opportunity to do more than express our sympathy. We can take action. CSI is a senior college in the CUNY system with a wide array of courses and majors. We can enroll affected students and work with them to resume their education during this very difficult time."

Students affected by Katrina have already contacted CSI and expressed interest in enrolling. Daniel Lederman from New Springville is a senior at Tulane University in New Orleans, where he is majoring in business. "The CSI faculty and staff that I have spoken with have been very helpful and welcoming," he said. "I appreciate the moves taken by CSI and other institutions across the country. I am considering all of my options, and I am waiting for more news and comments from Tulane University before making a decision. My thoughts and concerns are with the people of New Orleans."

In addition, CSI is planning a fundraising campaign on campus to aid communities in storm-damaged areas.#

CEO Kurt Landgraf of Educational Testing Service (ETS) Helps Students of Disaster

Staff of ETS's San Antonio office are collecting money, food, and personal hygiene items for the estimated 25,000 victims who have begun arriving at Kelly Air Force Base and area schools. ETS President and CEO Kurt Landgraf also announced the company will make a \$100,000 corporate donation to the Hurricane Katrina disaster relief effort.

With its donation, ETS will aid two organizations: the American Red Cross, \$75,000, and Xavier University in New Orleans, \$25,000. In particular, ETS San Antonio staff will be collecting items such as toothbrushes, toothpaste, deodorant, shampoo, soap, diapers, wipes, and pillows. "There is not a single person at ETS who has not been affected by the devastation caused by Hurricane Katrina," Landgraf says. "Our thoughts and prayers are with those who were directly affected by the storm as well as with those who have loved ones struggling in

the aftermath of the worst natural disaster to occur in this country."

"The Red Cross has been recognized by the Federal Emergency Management Agency as one of the organizations best equipped to provide aid in response to Hurricane Katrina," says Vice President and Corporate Secretary Eleanor Horne. "And our donation to Xavier recognizes the more than 25 years of collaboration between ETS and Xavier through its president, Norman Francis."

For individual employees who wish to contribute, ETS has established a separate fund. "All donations will be acknowledged," Horne says, adding, "No amount is too small to be appreciated."

ETS staff are also coordinating efforts to reschedule tests for persons affected by the hurricane and who need test scores for admissions or licensing purposes.#

Another helpful strategy would be to "develop a buddy system, pairing new children with students who already know the school and can mentor them," Cook-Cottone said. She added that schools might also integrate coping and processing activities into their curriculums, such as was done following the September 11 terrorist attacks in the United States. Asking students to draw pictures, write stories or poems, and compile care packages to rescue workers can be very healing to the children, as well as to teachers and staff members. Young students aren't the only ones to watch for signs of distress following such catastrophes. While "older children have developed their own psychological coping strategies and are not as tightly linked to the responses of parents and those adults around them," they are not necessarily immune to the effects of tragedy either, she said. All school counselors and psychologists, therefore, can take the following steps to help students upon their return to classes: consult with teachers to support in-class processing of the event and ongoing media coverage; provide ongoing screening and referral services for students; provide on-site supportive counseling for students and families

within the school setting; support back-to-school transitions individually and by coordinating school efforts and strategies.

Parents, the most vital links to their children's recoveries from such devastation, can help them in many ways, including: go by the child's school and visit inside if possible before the first day back to make it positive and a bit more familiar; stay in the child's classroom during the initial drop-off transition and leave a phone number with the school psychologist and/or school nurse if the child has shown signs of anxiety or trauma symptoms; give the child a transitional object, something small, to carry with them at school. It can be the parent's business card, a worry stone, an "I love you" note, a card with the parent's or relative's cell phone number on it. "The child can then easily access the transitional object when feeling anxious or alone," Cook-Cottone said. Be waiting for the child at the end of the school day.#

Dr. Cook-Cottone is an assistant professor and director of school psychology in the Graduate School of Education, University of Buffalo.



PRODUCT REVIEW

Doublesight DSP-1900 Dual Monitor

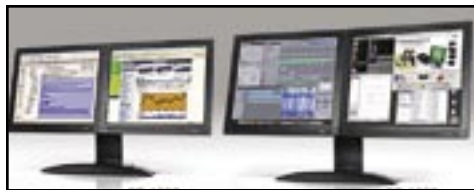
By MITCHELL LEVINE

Although maximizing visibility might be of only partial interest to the typical home user, to the technology managers in the New York City schools, it's a vital necessity. A simple fact of secondary education in a major metropolitan area is the following: the institutions with the greatest need for technology access have the least space to use it in. With classroom sizes either increasing or remaining large in the city, every inch of classroom real estate is precious.

While active matrix technology might be fine for even high-end business laptop users, for the purposes of the many specialized classes taught in today's high schools – web and graphic design, video editing, animation – only monitors will do, usually 17" and more. In this context, it would be ideal, one would think, if it were possible to gain the benefits of a large monitor with a small footprint.

With its DSP-1900 dual LCD display screen unit, Irvine, California-based manufacturer Doublesight has provided exactly that opportunity. Housed in a height-adjustable chassis, the DSP 19"-er offers a full 2560 x 1024 resolution with a composite viewing area equivalent to that of (approximately a 30" single monitor. But what's unique about the product is that it's configured to take advantage of Windows XP's little-known capacity to drive multiple monitors simultaneously.

For example, at the same time, one could use the left-hand screen of the dual monitor to view a Powerpoint presentation, while following a supplementary web page on the



right; or a user file on one and a streaming video on the other. While the company claims that the improved efficiency of this ergonomic design could result in a 20-50% improvement in productivity, which they feel could anticipate a return on investment in weeks of purchase, I would personally be circumspect about making that statement for the education market specifically. However, the strengths of the product's applications to education are still easy to see. How many students could more quickly use, say, a biology laboratory simulation if they could follow their notes in a Word file simultaneously? How much additional enrichment could an AP American or European senior gain from a streaming video if they could read the points on the supporting web page for the feature? I'd say a lot. Of course, the benefits to technical specialties like Flash animation are obvious.

On a practical note, the evaluation unit I was able to use had not a single dead pixel, nor did a quick game of Quake for Mac reveal significant amounts of artifact. All in all, any education technology manager interested in maximizing efficiency while minimizing space usage should log on to the company's site at www.doublesight.com for more information.#

PRODUCT REVIEW

Teaching Edge's Ragtime 5

By MITCHELL LEVINE

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

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

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

Of course, that's not the only reason to consider the Ragtime option: Comgrafix's applications package has a wealth of features, and, even

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

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

Although some (in my opinion irrelevant) aspects like the interface are a little less polished than Microsoft's, all in all, my opinion is that, given the powerful features and superior price point of the application, teachers and administrators could be doing their technology programs a disservice by not considering Teaching Edge's Ragtime 5 for their Mac-based IT systems. # For more information, visit the company's site at www.teachingedge.com, or reach them at their toll-free number (800) 448-6277.

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PRODUCT REVIEW

Product Review: Smartroom's Beyond Question System

By MITCHELL LEVINE

If there's anything that the technology ramp-up process that's occurred over the last several years in the New York Schools has proven, it's that just spending money on products alone will accomplish nothing to improve student learning in itself. I've stated it repeatedly in the past, but despite that fact, I'll repeat it again: buying gargantuan amounts of hardware, and even tutorial software, won't raise testing scores or grades or even student interest.

A complete system that brings together teaching and learning is necessary, and in the absence of that, nothing special can be expected to happen. Using fancy multimedia packages with drill instruction or laboratory simulations as a babysitter will produce short-term results, but unless it's integrated into a scheme of goals, that's exactly what those results will be – short-term.

Developing an enterprise system is a trial and error process, however, and a full-time job few teachers in our schools have time for. Neither do BOCES nor even our technology managers now so busy simply deploying the software the Department of Education has purchased. Smartroom Technologies, with their Beyond Question Student Response System, has fortunately taken all of the guesswork out of building an interactive technology system in the classroom. Using wireless handheld devices, students can respond to quizzes or program materials displayed on what the company refers to as "intuitive viewing screens," with those responses collected on the classroom PC with installed software.

Using the software, the instructor using Beyond Question can open up a quiz or group exercise stored in electronic file format, including Powerpoint, then create a roster for their students

to make use of it. After presenting it in class, student answers can be tabulated in graph format and analyzed statistically. In this way, teachers gain instant feedback as to homework completion and student understanding. Students are automatically engaged in class work.

Although the system couldn't be said to set up itself, I was able to master it within an hour, create a class roster and a short practice quiz. With my pseudo-class in place, I was able to capture the attention of staff members, always a great test scenario.

While my "pilot" might have been informal, it greatly illustrates the value the product: interactivity, involvement, and feedback, the key points for the successful use of not only technology, but class time as well. Education Update highly recommends that early adopters and tech novices alike log on to the company's site at www.smartroom.com.

PRODUCT REVIEW

TSFS's Technology Integration Kit

By MITCHELL LEVINE

To successfully implement a technology program for your school that will actually impact learning, you need more than just hardware. Simply spending hundreds of thousands or millions of dollars on the latest G5 Macs, media cards, and even tutorial software will not increase testing scores in itself. Many schools, even in the New York area have tried, and sadly some have failed. I hear about it every day.

For an educational institution to incorporate technology and receive benefits from it, it must: 1) have tangible goals; and 2) integrate that technology into the classroom experience in an effective way. Those are not easy things to accomplish; our schools' planning is already being strained under the weight of federal guidelines and high stakes testing, and teachers in our schools are spending much of their time gearing their instruction to meet those demands.

Fortunately, an experienced company like Technology Solutions for Schools is available to take the guesswork out of the process with their

Technology Integration Kit. After many years of designing and implementing technology programs for schools around the country, including the NYC area, TSFS has put together a prefab system combining lesson plans, fact guides, and actual projects for participation in a broad number of different curricular areas, each with complete instructions for busy teachers.

Arranged around the calendar year, a typical school should be able to put together projects for classes graded from kindergarten through 8th grade sufficient to provide enrichment for 12 months of instruction. The actual kit I received contained lesson plans and guides both in hard copy and CD-Rom covering writing & grammar, poetry, American history and the presidents, logic, literature, math and a great deal more. Projects include a brief breakdown for the content material, a lesson plan for teachers, a guide to assessment, and a full description of all related activities.

As a selected example, the math lesson concerning charts and graphs I reviewed offers suggestions for discussion, a detailed walk-through of an activity session teaching basic spreadsheet usage, a number of advanced demonstrations of the same, and a series of questions and problems designed to assess mastery of the topic. A rubric of all activities for both student and teacher was provided, and a careful summary of standards met for different subjects was discussed.

In fact, all the projects have been carefully aligned to state standards for the ease of administrative planners. For any teacher or technology manager in our schools interested in getting the most from their investment in hardware, the Technology Integration Kit should a strong consideration. More information is available at the company's site www.k&ttechnologyprojects.com, or by dialing 877-228-9604 toll-free.

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What New Technology is Available & How Your School Can Get It

By JESSICA MALIA AND JOHN CAVANAGH

When 11th grader Tom returns to school this fall, he'll join his classmates in laughing about summer stories and commiserating over the impending workload of Advanced Placement math. This camaraderie is particularly noteworthy, since Tom is blind and his classmates are sighted.

Sharon, an 8th grader can't wait for school to begin, because fall means the start of cheerleading. Being deaf hasn't stopped Sharon from becoming assistant captain of her middle school's cheerleading squad.

How does a blind student use a calculator? How does a deaf student catch the beat and stay in sync? Talking calculators and highly specialized hearing devices are two of the many new types of assistive technology that are now helping make school life full and rewarding for all students.

Students Served by Special Education Programs

According to the National Center for Education Statistics (NCES), over six million school-aged children (3-17) currently receive Special Education services. The National Education Association reports that, as of 2004, nearly every general education classroom across the country includes students with physical and/or learning disabilities. Because of exciting new technologies, many of these students are now able to work right beside their classmates.

The Tools of Today: Assistive technology is defined as any item, piece of equipment, or system of products that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Adaptive technology aids users by adapting content or user responses into a medium appropriate for the

user. For example, screen readers "adapt" conventional text by converting it into content spoken by a synthetic voice, thereby making standard text accessible to blind students. Assistive and adaptive technology tools enabled all students to become active participants in the general classroom environment. New technology innovations include:

Speech Recognition ("Voice Recognition") Systems allow students to control their computer by simply speaking.

Personal Reading Machines scan a printed page and instantaneously read the page out loud.

Talking Calculators recite numbers, symbols or functions as keys are pressed. They also can read back answers to completed problems.

Video Description: Just as captioning provides additional text for the hearing impaired, an additional narrative track describing the on-screen action in videos enable blind and low-vision students to participate.

These newer technologies are joined by other long-standing and effective tools:

Large Print/Screen Magnification Hardware and Software function like magnifying glasses, automatically moving over a page. This allows visually impaired students to more easily read textbooks, magazines, maps, charts or fine print.

Assistive Listening Devices transmit and amplify sounds to hearing impaired students. Students who experience difficulty processing auditory information may also benefit from using these devices.

Captioning displays text transcription of auditory information on a screen (such as a television screen or LCD). Captioning allows hearing impaired viewers to follow spoken dialogue or narration by reading text.

Assistive Technology by the Numbers:

According to the most recent data, 55 percent to 64 percent of schools nationwide that had students with disabilities provided assistive or adaptive hardware, and 39 percent to 56 percent provided assistive or adaptive software.

About one-third of public schools reported that there were too few computers with alternative input/output devices for students with disabilities, and insufficient evaluation and support services to meet the special technology needs of students with disabilities.

Wireless Internet and e-Books: Laptops, wireless Internet systems, CD-ROMs, and e-Books are making today's classroom more inclusive than ever. Using these tools, students with disabilities can access books and electronic media right from their desks. As of 2003, 32 percent of schools with Internet access used wireless networks. In a national survey of teachers by NCES, more than half of those surveyed said that encyclopedias and reference books on CD-ROM were essential for their classrooms to function.

21st Century Teaching: The classroom of 2005 finds both general and special education students taking tests using computers instead of the traditional paper method. Many accessibility features can be built into computer-based testing; for example, optional visual and/or audible cues are now available in exam software. These features greatly increase the legitimacy of test results for students with disabilities, and "progress monitoring" software can track specific students' progress in many areas. Each child receives a personal assessment, and thus the teacher is able to provide extra help as needed. This software is also helpful for accountability purposes, and allows parents to see exactly how their child is progressing in school.

Special education students are not the only

children to benefit from computer-based testing. For example, a middle school student who broke his arm was permitted to take tests on a computer in the classroom. Because the technology was available to him, he avoided missing assignments and kept up with the rest of the class even though he was unable to write.

Paying for Educational Technology: Washington fully recognizes the significance of these 21st century educational tools and their importance to both the general student population and to specialized learners. In 2004, the U.S. Department of Education allotted over 11 billion dollars in grant funds for the development of technology-based programs. Where is the money? Ed-tech Online is a comprehensive web-based directory of Department of Education grants that are geared towards increasing the technological capacity of public schools. This free online federal education funding guide can be accessed at <http://www.ed-techonline.com>.

As well as changing the face of K-12 education, technology also is changing postsecondary school and our workforce. Technology is aiding young students in learning about traditional subject matter, but learning the technology itself is important too. Computers are a staple in college dorms and libraries and represent a fundamental 21st century job skill. Today's students will be ready for the world they are growing up in, thanks in part of education technology.#

Additional information and statistics about technology in the classroom are available at <http://www.bridgemultimedia.com>. Jessica Malia writes on education and educational media. John Cavanagh is Chief Information Officer for Bridge Multimedia.

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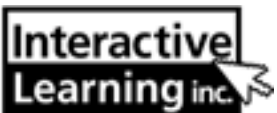
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SCHOLARSHIPS AVAILABLE FOR STUDY IN GERMANY

By CARSTEN RUEPKE

Each year Germany's Alexander von Humboldt Foundation awards twenty German Chancellor Scholarships to young professionals in the private, public, not-for-profit, cultural and academic sectors. Ten scholarships are designed for representatives from the United States and the Russian Federation respectively. The German Chancellor Scholarship Program sponsors individuals who demonstrate the potential to strengthen ties between Germany and their own country through their profession or studies. Prior knowledge of German is not a prerequisite.

The German Chancellor Scholarship provides for a stay of one year in Germany for professional development, study or research. Each applicant designs an individual project specific to Germany and decides at which institution or organization to pursue it. Successful candidates

have come from such fields as government, social and policy sciences, law, journalism, communications, management, finance, economics, architecture, public service, the humanities, the arts and environment affairs. Candidates from the life sciences and engineering may be considered if their topics have a compelling social or humanistic dimension.

Candidates must be citizens of the United States or the Russian Federation, possess a bachelor's degree, and be under 35 years of age at the start of the award. Applications and information for U.S. applicants can be found at: www.humboldt-foundation.de/en/programme/stip_aus/buka.htm. The application deadline for 2006-2007 awards is October 31, 2005.

Carsten Ruepke is the Consul, Political and Cultural Affairs, Consulate General of the Federal Republic of Germany.

Back to School With Jack Daniels?

The JC Penney's catalogs for back-to-school clothes and accessories in recent Sunday newspapers feature T-shirts decorated with logos for Jack Daniels, Budweiser, Miller Lite and Guinness. The moderately priced (\$9.99) shirts are described as "men's novelty tees," but they appear on the same pages with "young men's, boys' and girls'" fashions worn by models who appear high school age at the oldest. (Community partners have noticed similar brand labeled clothing at Target and several other stores.)

Here are a few ideas:
Write a letter to the retailers' national headquarters to complain about this irresponsible marketing of alcohol to youth. See our sample letters to JC Penney and Sears.

Use Talk Back to register a complaint with the

trade organizations responsible for regulating advertising by Budweiser, Jack Daniels, Miller Lite, Guinness and any other alcohol brands featured on "back-to-school" clothing. It's quick and easy to use Talk Back.

Visit your local JC Penney's, Target or other clothing store to see if it is selling alcohol brand clothing for young people. Speak to the department manager and ask that the items be removed from the store.

Spread the word to parents, clergy, pediatricians and others who share your concern about promoting alcohol to underage youth.

Reprinted with permission from the Marin Institute, an alcohol industry watchdog.

For more information visit marininstitute.org

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BUSINESS OF EDUCATION

Graystone Park Enterprises Makes Deal with National Safe Schools

Graystone Park Enterprises, Inc. (OTC: GPKE) announced recently that it has signed a Letter of Intent to acquire National Safe Schools, Inc. (NSSI), a DC-based safety and security company for public, charter and private school systems across the country.

NSSI provides safety and security consulting services to school systems nationwide. The company is currently soliciting the DC government

for a contract to provide these services to the DC Public School System; this is an open multi-million dollar five-year contract to perform assessments, recommend security and safety changes, and develop a new safe school plan for the school district. For more information on NSSI's products and services, visit their website at [#](http://www.nationalsafeschools.com)

BLACKBOARD GETS NEW EXEC

Blackboard Inc. (NASDAQ: BBBB) is pleased to announce that Juan Lucca and Gordon Freedman have joined the company's worldwide marketing group. Lucca, Vice President,

International Market Development, will utilize his global enterprise software experience to help drive Blackboard's penetration in international markets. Freedman, Vice President, Education Strategy, will leverage his industry and domain expertise to expand Blackboard's presence in all global education markets.

"Both Juan and Gordon bring a tremendous

amount of experience and expertise specific to enterprise software and the education and e-Learning industry. We are very excited to have leaders of their quality join Blackboard," said Tim Hill, Senior Vice President of Marketing at Blackboard. "We particularly look forward to the strategic direction each one will provide to the sectors they will be leading; Juan will spearhead global expansion efforts and Gordon will drive strategic initiatives and build industry relationships in the higher education and K-12 markets."#

TIAA-CREF

continued from page 13

a slight discount (at least a half percent per year), which over time adds up. Given the current rate of tuition inflation—6-7 percent annually—the potential savings would appear to be sizable. For example, says Rich, if in 2005, college X's tuition is \$25,000 a year, chances are that in ten years, it could be \$50,000, but for an 8-year old, who becomes a beneficiary today, the price would lock in now at a little less than \$25,000 a year (because of the discount). Peg notes that the plan would thus make it possible for private colleges to control runaway tuition costs, improve their public policy image, be guaranteed tuition up front and thus, if they wanted to, accept more students, a possible

attraction for the smaller privates. As a result, Rich adds, students might be less dependent on financial aid and loans. Peg nods in agreement. Their enthusiasm for Independent 529 draws them into unrehearsed exchange, he, an education savings point person for TIAA-CREF, she a non-partisan outside observer. Together, they both point out that Independent 529s, unlike general 529 plans, which rise or fall with the market, shift the risk from the individual to the college. They also note other advantages: contributions are considered gifts and are not subject to estate tax; beneficiaries can be changed without penalty to a relative and refunds can be obtained if the child doesn't get accepted to and enroll in one of the participating colleges; starting contributions can be as little as \$25 a month (with a requirement of a minimum of \$500 within two years); those who take out a plan don't pick a college now—certificates can be used

at any currently participating institution, as well as at any that join in the future.

A young industry and limited marketing may explain the public's lack of knowledge about or interest in Independent 529s, even 529s in general. According to Financial Research Corp. statistics show that only 3.7 million 529 accounts now exist out of an estimated 72 million possible beneficiaries under the age of 18. But an irony suggests itself: if the world of 529s, filled with different state plans, confusing investment options and varying fees, occasional media reports of dubious investment practices and rumors of future legislation that may change the rules proves daunting—and it does—an additional benefit of Independent 529s may turn out to be their comparative simplicity. Of course, prospective investors should educate themselves by visiting websites such as www.independent529plan.org and www.savingforcollege.com and reading

blogs that try to clarify the two roads that diverge in this college savings plan thicket, especially if the one less traveled by proves more compelling.#

TIAA was brought to our attention by Peg Ogden, a volunteer consultant on benefits—a retiree from City University where she was a College Personnel Director for over 25 years and previously the first female store manager of a major retail store in the East. Peg is active with Brown University where she received her B.A. and her family established the Stephen A. Ogden, Jr. Memorial Lecture Series in 1965 on international relations in memory of her brother. Peg also established a chaplaincy fund at Brown and has done alumnae interviewing for the past 35 years. Thanks again, Peg, for bringing the Independent 529 to our attention so we can let our readers know about this great opportunity.



Logos Bookstore's Recommendations



By H. Harris Healy, III, President,
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84th Sts.), New York, NY 10028
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Come celebrate the end of summer at Logos this September. On September 7, the KYTV Reading Group will discuss *As I Lay Dying* by William Faulkner on Wednesday, September 7, 2005 at 7 P.M. On Monday September 19, 2005 Richard Curtis of the Richard Curtis Literary Agency will lead the Sacred Texts Group in a discussion of the book of 2nd Samuel. On Thursday, September 15, 2005 at 7 P.M., The Bananaman, Michael Boloker, will be reading from his book, *Bananaman: Grumbings at an*

A Journey West

By Michael Boloker
(iUniverse, \$16.95)

Imperfect World as well as his new novel, *A Journey West*. He will be joined by Edward Fitzhound (a.k.a. Malcolm Hall, children's book author) who will read from his *Rubaiyat of Rover Khayyam*, a humorous canine takeoff of *The Rubaiyat Of Omar Khayyam*. Boloker and Fitzhound will sign copies of their books at the reception following the presentation.

Bananaman: Grumbings at an Imperfect World

By Michael Boloker
(iUniverse, \$12.95)

Michael Boloker's humorous essays that appear in *Bananaman: Grumbings Of an Imperfect World* will

make you laugh as you agree with his frustrations with and his criticisms of contemporary society. He keeps himself well-occupied in his 'retirement years', speeding on the Arizona highways and facing the consequences of being detected by radar and enduring a remedial driving class which cost less than paying the actual fine. In that class he got to rub shoulder with America's youth and observe them in all their finery: blue jeans with holes in knees and butts, belly buttons exposed, some tattoos and nose and eyebrow rings as well as backward baseball caps and flannel shirts opened over T-shirts. Boloker also has time to clean up after others and lecture them

in the process either by letter or in person. The author really gets the reader intrigued by what he will do next. Something is always going on with the Bananaman!

Rubaiyat of Rover Khayyam

By Edward Fitzhound
(iUniverse, \$9.95)

What does it mean to be a dog and a mortal being? Rover Khayyam, the barking bard of Philadelphia with the help of Edward Fitzhound translating from the original Dalmatian present's a dog's answer to the well-known *Rubaiyat of Omar Khayyam*. All dog lovers will enjoy Rover's thoughtful meditations on the life of a dog.

For more information on the above two books, come to the event on the 15th of September and enjoy the ongoing 30 percent off sale on selected books in celebration of Logos' 30th year of business.#

Upcoming Events At Logos

Wednesday, September 7, 2005 at 7 p.m., KYTV Reading Group will discuss *As I Lay Dying* by William Faulkner.

Thursday, September 15, 2005 at 7 P.M., Michael Boloker, author of *Bananaman: Grumbings at an Imperfect World* and *A Journey West* and Edmund Fitzhound, author of *Rubaiyat of Rover Khayyam* will read from their works and sign copies of their books at the reception following their presentation.

Monday September 19, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis will discuss the book of 2nd Samuel.

Wednesday, October 5, 2005, KYTV Reading Group will discuss *Balzac and the Little Chinese Seamstress* by Dai Sijie

Children's Story Time led by Dvorah occurs every Monday at 3 P.M.

Transit: 4, 5, 6 Subway trains to 86th Street, M86 Bus (86th Street), M79 Bus (79th St.)

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RISE AND SHINE FOR BACK-TO-SCHOOL READING FUN!

By SELENE S. VASQUEZ

PICTURE BOOKS: AGES 6 THRU 8
Ruby Sings the Blues by Niki Daly. (Bloomsbury, 32 pp., \$16.95).

Bespectacled and befuddled Ruby has the gift of an unusually loud voice. Rejected by her classmates, she learns to appreciate her potential for singing with the guidance of a neighboring jazz singer. A humorous story with slightly retro illustrations reminiscent of Picasso's cubist-related style.

Jitterbug Jam by Barbara Hicks. Illustrated by Alexis Deacon. (Farrar, 32 pp., \$16.00). A comforting and comical twist on childhood bedtime anxieties with Little Monster Bobo adamant he's "no fraidy-cat" of a boy under his bed. Enchanting and carefully detailed artwork of muted colors and black outlines.

POETRY: AGES 6 THRU 8
A Was Once An Apple Pie by Edward Lear.

Illustrated by Suse Macdonald. (Scholastic, 32 pp., \$12.99). A presentation of the letters of the alphabet with the gaiety of Lear's sheer talent and daring. Rendered in folksy paper collages with large and bright shapes as exciting as the zany lyrics.

NONFICTION: AGES 8 THRU 12
Math Potatoes: Mind Stretching Brain Food by Greg Tang. Illustrated by Harry Briggs. (Scholastic, 32 pp., \$16.95). Seventh entry in a series that has departed from any standard dry math lesson, Tang's poems in rhymed couplets are smart and fantastic: "When you look up to the heavens, /Try to think in groups of sevens!" Quirky and crisp computer generated artwork as tantalizing as the mathematical equations.

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

The Little York Avenue Bookstore

By VERONICA BINGHAM

Amidst the high rises, delis, nail salons and frame shops, just south of 84th Street on the west side of York Avenue is Logos Bookstore, now celebrating its thirtieth year. Logos is a neighborhood favorite for its children's story time, various reading groups (Kill Your TV Reading Group and the Sacred Texts Group), unusual greeting cards, dog friendly atmosphere, and a nice, relaxing patio.

Felice Meyer, frequent customer of the store and participant in the Sacred Texts Group, finds the store the perfect setting for people of diverse backgrounds to come together to discuss faith and spirituality in the context of studying sacred texts. "Where else could you find such an ecumenical setup for study and discussion of the Old Testament than at Logos where Richard Curtis, a literary agent schooled in the Reform Jewish tradition of Torah study leads, our Sacred Texts Group, which consists of people from Christian and other religious groups as well as people of secular background?"

Meyer also finds the patio a wonderful place for outdoor events when weather permits.

"I just loved all those one-act staged readings Logos had last summer in the patio. The intimacy of the setting brought the actors and audience closer together and made for exciting, intense drama."

Bette Dewing, local neighborhood resident, customer and columnist for *Our Town* newspaper, feels that Logos is an oasis for her and many East Siders as Logos creates community by the many free events it offers to the public. "Everything is a positive at Logos. You can participate in a book discussion, get to know your neighbors, have some refreshments, hear some beautiful music, and if you are looking for something, the staff is most helpful in finding that particular book, card, music or gift item you are looking for."

Logos is known for its eclectic book collection. Its two main specialties are children's books and religious and spiritual books. In the latter area, Logos has various bible translations and a large Christian tradition section covering all perspectives from Pat Robertson to Reinhold Niebuhr and Paul Tillich, including Eastern Orthodoxy, books on the saints, books for Catholics, books by C.S. Lewis and evangelical Protestant writers such as Billy Graham, John Stott and James Packer. The Judaica section covers Reform, Conservative and Orthodox traditions. Logos'

Eastern Religion section contains books on Buddhism, Hinduism, Islam and Celtic and American Indian traditions.

In addition, Logos carries good history, philosophy, paperback fiction, psychology and self-help, biography and science and nature sections as well as current titles. The music heard and sold at Logos ranges from Byzantine Church music and Gregorian Chant to classical music, jazz, show tunes, pop and world music. Logos offers distinctive gift items such as book cover clocks of such classics as *Peter Rabbit* and *Dick and Jane* as well as handmade journals from Indonesia made out of leaves, tree pods and bark, and cinnamon stick pens.

"At Logos, we have something for everyone, be it a book discussion, children's story time, a book signing, a book, a card, music or a gift," says Harris Healy, Logos' manager. "It was a customer, Lynn Sarro, a computer programmer, who founded the Kill Your TV Reading Group (KYTV for short) seven years ago to have a book discussion with other local residents and interact with people rather than just the computer screen. Lynn has since moved out of the neighborhood, but KYTV continues as well-attended as ever. Also well-attended, by the way, is the children's story time held every Monday at 3 P.M. currently led by Dvorah." Over the years, Healy added, there have been a variety of book signing events ranging from Bruce Weinstein, the CNN Ethics Guy to illustrated lectures of the Third Avenue El, and Freud and the free clinics he set up in major European cities. Currently Healy is looking forward to the next book event which will be Thursday, September 15, 2005 at 7 P.M. featuring Michael Boloker, author of *Bananaman*, and a new novel, *A Journey West* and Edward Fitzhound, author of *Rubaiyat of Rover Khayyam*. "It is going to be a fun evening, I am already laughing my way through *Bananaman*, and Fitzhound's canine takeoff of the *Rubaiyat of Omar Khayyam* looks amusing. I really hope many people come to this event and other activities we sponsor, and even when there are no planned activities, they just come and shop." Yes, come shop at Logos. It is a small bookstore with many books and more. It has survived so far the chains and the internet but to continue to do so it needs more people to know of its existence, here on York Avenue on the Far Upper East Side.#

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STEVEN TENNEY

Steven Tenney studied mathematics and physics at the University of Rochester and Princeton University and has pursued research in cosmology and quantum geometry. While teaching 7th and 8th grade mathematics at the Rudolf Steiner School, he used a pictorial/geometric/physical approach and hundreds of sequentially structured original problems with striking results: Student enthusiasm skyrocketed, conceptual understanding deepened, and the pace of learning increased dramatically. Throughout, a high emphasis was placed on cultivating an emotionally supportive and creative context for learning. For years, Steven has applied approaches similar to this tutoring students in public and private schools in New York, including those attending: Stuyvesant, Bronx Science, Horace Mann, The United Nations School, Berkeley Carol, Browning, Beacon, Calhoun, Packer, NEST, Columbia Grammar, York, The Museum School, Montessori, Professional Children's School, La Guardia, and Julliard. Mr. Tenney has also taught and structured syllabuses for a large number of home-school students, both individually and in small classes. His clientele, at present mostly Manhattan based, range from 5th grade to college level, from struggling to advanced. He also has a record of success preparing students for standardized tests, such as the SAT. In addition to teaching, research, and designing and programming educational software, Steven has written over a dozen plays, produced in New York and regionally. He lives in lower Manhattan and is reachable at 917-297-2389.#



New Hudson River Ecology Course Piloted by 14 Universities

Barnard College is Leader

By EMILY SHERWOOD, Ph.D.

Although many New Yorkers' only hands-on experience with the Hudson River has been on a Circle Line cruise, all that will change for a lucky group of college students if some visionary educators realize their dream. This summer, an interdisciplinary team of 36 professors and researchers from 14 New York State colleges and universities piloted a five week summer field study course on the Hudson for rising college juniors using a curriculum that combines ecology, geology, art history, political science, economics, archeology, anthropology, and more.

River Summer 2005, made possible by a \$76,000 grant from the Teagle Foundation, was not for those craving anonymity or four star lodgings. Each week, a revolving team of eight educators lived, studied, and taught elbow-to-elbow aboard the research vessel *Seawolf* as it made its way from the Upper Hudson to Manhattan and ultimately completed its journey in the Adirondacks, for a total of five weekly teaching modules. When replicated for students, possibly as early as Summer '06, such a close-knit teaching and learning space will be "a good thing... It disconnects them from the world that they're used to and makes them cohesive as a group," explains Jeff Miller, Professor of Environmental Law at Pace Law

School and participant in the Manhattan River Summer module.

River Summer will attempt to imbue students with an interest in preserving the Hudson as a natural resource and a cultural environment. According to co-chair Stephanie Pfirman, professor and chair of the Environmental Science Department at Barnard College, the future of the Hudson as a working river lies in "finding a balance between development and the environment." Ultimately, Pfirman and her colleagues hope to create more aware global citizens while encouraging greater numbers of young people to pursue careers in environmental science. "Research shows that when you learn about where you live and work, it really promotes a sense of civic responsibility and engagement," notes Pfirman, a geologist whose high school field experience on the Hudson piqued her interest in a model "where you teach and learn in your own back yard."

Key to an understanding of the Hudson River and its complexity is River Summer's inter-disciplin-

ary approach to teaching and learning. Professors were encouraged not just to lecture at their colleagues, but to interact and learn from each other's expertise. "All along our journey, people were saying, 'I see how what you do relates to what

I do' and making a connection," says Tim Kenna, Director of River Summer and Associate Research Scientist of the Lamont-Doherty Earth Observatory in Palisades. "We're all looking at the river but many of us are looking at it through very different lenses...The goal is to get someone to look through your lens and for you to look through theirs." The field geologist and art historian found such a synergy in Kaaterskill Cove in the Catskills. The

art historian was fascinated to learn about the underlying structure and history of the local bedrock, while the geologist participated a sketching exercise on the exact perch where Hudson River painters developed many of their masterpieces. And Ted Eismeier, Professor of Political Science at Hamilton College, who participated in three of the five pilot modules, hopes to engage his colleagues and students in a passion for the politics of the Hudson River. His fundamental research question is, "How do we accomplish transformation of the Hudson from an industrial river to a post-industrial river while revitalizing cities like Poughkeepsie that haven't benefited too much from the post-industrial era?"



Prof. Stephanie Pfirman

BANK STREET'S INFANCY INSTITUTE HELPS THE SMALLEST AMONG US

By JULIE RONNEBURGER

The Graduate School of Bank Street College of Education presented its eighteenth annual Infancy Institute in June 2005. The three day event, titled "Infants, Toddlers, Families: Supporting Their Growth," involved thirty-seven nationally renowned professors and experts in fields such as psychiatry, occupational therapy, music therapy, and nutrition. Over 270 participants from fourteen states around the country took part in workshops covering multiple areas of child-rearing ages 0-3, such as cultural diversity in child rearing, guiding principles in infant and toddler mental health, and exploring children's love of movement. Some of this year's participants, who could not have attended otherwise, received scholarships from a generous \$5,000 grant from the Ronald McDonald House Charities.

This year's keynote speaker was Dr. Martha Edwards who is the Director of the Center for Developing Child and Family at the Ackerman Institute for the Family in New York City. Edwards also teaches family therapy at the NYU Child Study Center, is a board member of the Zero to Three Network, and is the research committee chair and former board member of the American Family Therapy Academy. She has written about and presented nationally and internationally her model of parenting processes and her work in family therapy.

Throughout its eighteen-year history, the Infancy Institute has witnessed major changes in society's awareness of research and discussion regarding the years 0-3. "Bank Street was at the vanguard in the area of infancy development, and the Infancy Institute strives to inform educators and non-educators alike about this critical time of development in very young children. We are continuously expanding our workshops to appeal to all child-care givers, not just to parents and educators," says Carla Poole, Interim Director of the Infant and Parent Development and Early Intervention Program and Co-Director of the Infancy Institute.

The Institute was founded and directed by the Infant and Parent Development and Early Intervention Program at the Graduate School of Bank Street. The program offers a master's degree with specialization in infant/ toddler development. For more information on the program, or to register for next year's Institute, please call Carla Poole at 212-875-4523. #

New Writer Joins Education Update

Education Update welcomes Dr. Emily Sherwood to our writing staff. Holder of a doctorate from Brandeis University in social planning and policy and a bachelor of arts from the

University of Pennsylvania, she brings experience in writing from *The Atlantic Monthly* and *Ethikos* as well as an in depth knowledge of education as a trustee of the Scarsdale Board of Education.

Back to School Suggestions From PENCIL

Tony Danza Wants to Makeover Your School!

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College President's Series: President Amy Gutmann, U. of Pennsylvania

By JOAN BAUM, Ph.D.

In her inaugural address last October as the University of Pennsylvania's 89th president, Dr. Amy Gutmann articulated a tripartite "vision" she believed could turn Penn from "excellence" to "eminence." Called the Penn Contract, its goal is to increase access, integrate knowledge, and engage communities locally and globally. "Penn is no ivory tower institution of higher education," the president remarks, noting that ground will soon be broken for a new Center for Advanced Medicine and for a 14-acre complex that will contain arts and cultural facilities, retail outlets and green space. The Center, alone, concentrating on cancer and cardiovascular disease will offer "patient-centered service" and draw on the university's vast expertise in these specializations. Clearly, these additions to the university will make the university even more visible at home but particularly abroad, she feels.

Barely 10 months on the job, President Gutmann says that the Penn Contract has the overwhelming endorsement of all segments of the academic community, to judge from generous alumni gifts, from

enrollment (Penn has become quite selective), and from outside reviews. Just recently, the university was named "top" school in a *Newsweek*/Kaplan survey, in the category—"happy to be there."

According to the president, the students say they are happy to have access to senior faculty in all disciplines and attend classes that are generally under 20. They also say they feel that the university involves them in leading problems and issues of the day, and they cite as well the opportunity to perform service in the surrounding community, experience that gives them a valuable extension of their education. The president notes that faculty also are happy, particularly because they are at an institution that values good teaching.

Herself a recipient of a Distinguished Teaching Award when she was at Princeton, Dr. Gutmann points out that good teaching goes with scholarship

and that great teachers become models of the skills as well as motivation that go into life-long learning. She is pleased that a new directive designates funds to attract teachers who are interdisciplinarians by



way of providing for dual appointments—a professorship in the arts and sciences and also in one of the professional schools, for example. The idea is to attract faculty who are "problem-solving oriented, rather than discipline oriented." A recently revised curriculum that broadens distribution requirements also encourages students to pursue interdisciplinary courses as well as independent research. The president points out that while nationally students are moving away from the humanities, and shifting from the hard sciences to the

social sciences, students at Penn move toward these areas. Many are international students, among them minority students who make up 38 percent of the undergraduate population (approximately 50 percent

of Penn's undergraduates are also women). The university remains committed to diversity, the president says, and especially to providing as much financial aid as it can to those who are accepted in a need-blind admission (approximately 40 percent of the freshman class receives on average \$28,000 a year).

How not to quote Penn's founder! In discussing collaboration, the president cites a Benjamin Franklin aphorism, "a man wrapped up in himself makes a very small bundle." At Penn, mutual respect, knowing and working with others, is a major objective. For example, conflicts in The Middle East are addressed in a civilized manner; outside speakers come to the campus and "differences are argued in respectful ways, as opposed to the smash-mouth culture" of the mass media. A student of the humanities, President Gutmann is committed to fostering humanity by way of education, a goal she lovingly attributes to the teaching-by-example of her parents, a father who escaped the Holocaust just in time, a "dynamo" mother who was a child of the Depression. Their heritage lives, she hopes, in her accomplishments. #

TALKING WITH INSPIRATIONAL TEACHER ANDREW GARDNER

By LIZA YOUNG

At the age of 29, Andrew Gardner has already been a first grade teacher for seven years. With passion and dedication to the field, Gardner has developed a teaching style that is creative and innovative, fostering an enjoyment of learning for his six-year-old students.

Gardner ascribes his motivation to pursue a career in education as part social mission and part family influence. As a major in American Studies, he came to the conclusion that "the promises of America have been overridden by systemic problems and education is a way to help eradicate them." His mother was a special education teacher involved with research in Fragile X syndrome; his father is a renowned professor at Harvard.

Gardner feels that young children present a unique window of opportunity; that teaching them to read is a "mind-blowing process."

An internship at Yale presented a starting point for Gardner to watch the greats in action—developmental educators of young children such as Edward Zigler and James Comer—while working 30 hours a week at the Child Study Center. At the Children's

Store Front in East Harlem, where Gardner taught immediately following his internship, he became an advocate of the Orton Gillingham method which provided a guideline to follow, but he also felt that he wanted to understand the underlying theory behind teaching reading and that he should "get more education in the field of education."

While working on his master's degree at Bank Street College of Education, Gardner found Professor Madeline Ray who was inspiring in the field of social studies while Professor Harold Melnick was instrumental in clarifying the National Council of Teachers of Mathematics (NCTM) standards, facilitating Gardner's understanding of the theoretical underpinnings of various curricula such as Trailblazer. While a student at Bank Street, Gardner also continued working in the classroom, interning at Children's Workshop and the Manhattan Country Day School, both of which had alternative tuition policies, with a diverse socioeconomic population of students.

After completing his master's degree, Gardner began working at The School at Columbia—which also has a socio-economically diverse popula-

tion—during its very initial phases, witnessing the development and evolution of the school. It was there that his creative and innovative approaches to teaching led to the linkage of the modalities of art and music to learning. With a strong musical background, Gardner began to integrate songs, movement and instruments into the classroom. Eventually he began using music on a daily basis in the classroom, incorporating it into lesson plans as well as for fun. Gardner made music an integral part of the learning process. During a lesson at Manhattan Country School students in his class learned about Martin Luther King by creating lyrics such as: "All day, all night Martin Luther King fought for our rights."

As part of the end of the year project at The School of Columbia, Gardner had students create individual photo journals on their computers, thus fusing the learning of technology, art, photography and communication. Another end of the year project was the creation of a circus. Performances were given for parents and Gardner recalled with laughter, the excitement of the children.

Gardner has devoted time outside of school

hours to help children in need. Sensitive to the loss of a parent (his mother died when he was 18 years old), he helped one of his former students through the crisis of his mother's death.

After seven years of teaching the first grade, Gardner is about to embark on a journey that will include the mission of becoming fluent in Spanish. Beginning with an exploration of his roots in Nuremberg, Germany, he plans to spend time in Madrid, studying Spanish at a language immersion institute. Enhancing his music skills in Seville is also on his agenda, learning flamenco guitar. Following ten weeks of immersion in Spanish, Gardner hopes to be fluent enough to fulfill his goal of doing volunteer work in Costa Rica and Guatemala.

When asked about his future goals, Gardner's eyes twinkled as he spoke of possibly teaching adolescents, a group where he feels he can make a positive contribution. His passion for education, his sensitivity to students' needs, his dedication to young people will undeniable make for a continued successful and rewarding career.

Buena suerte en su viaje, Andrew. #

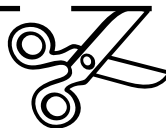
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NEW DEAN OF HUNTER COLLEGE SCHOOL OF EDUCATION EXPANDS INTELLECTUAL OPTIONS

By JOAN BAUM, Ph.D.

Though it's been 25 years since Dr. David Steiner was last in Manhattan, when he worked for a short time in finance on Wall Street, this Oxford-educated student of the humanities, who completed his graduate study at Harvard in political philosophy, still remembers his first and brief sojourn in the city as a twelve year old at P.S. 41 in Greenwich Village (his father was a visiting professor at NYU)—his first press interview in fact. He laughs—was it the accent that drew a reporter to ask him about life in the 7th grade? In any case, he returns now to New York as the newly appointed head of one of the city's largest schools of education at one of the largest public university systems in the country, at one of public education's most critical times.

He arrives by way of Boston University, where he was head of the Department of Educational Policy and, most recently, from Washington D.C. where he served as Director of Arts Education at the National Endowment for the Arts. He also arrives with a portfolio of significant publications and grant-funded research that includes a recent survey of required courses for teacher certification—not to mention books and scholarly articles that also reflect his undergraduate work in philosophy at Balliol College, Oxford, and then at Harvard, much of it centered on "paideia." Associated for years with Mortimer J. Adler, the concept of knowing and choosing from a variety of instructional methods appeals to Dr. Steiner who wants education school graduates to be "armed" with approaches drawn from wide and deep reading, no matter what the political or pedagogical perspective. Indeed, Dr. Steiner would argue—and does—prospective teachers should read both the "progressivist" and the "conservative" literature—E.D. Hirsch and Diane Ravitch along with Piaget and

Gardner, Plato and Arendt, together with Dewey. Provided in concert with an outstanding practical preparation, teachers should thus be prepared to marry effective craft to deep consideration of the fundamental goals of education.

A deeply reflective man, Dr. Steiner is as graciously apologetic about sound-bite generalizations as he is coolly analytical about the problems before him at this moment of great challenge for schools of education—a "crossroads." Shrewdly appreciative of the pressures placed on schools to perform better on standardized exams, some of it spurred by competition from private and charter schools, Dr. Steiner notes that such demands often lead to quick-fix programs that do no more than swing the pendulum back to some previous quick fix, or to manipulation of data. Besides, that which suits a part can infect the whole: without a coherent set of reforms that gives teachers a sense of autonomy and that addresses accountability and assessment at all levels in a valid and consistent way, no so-called reforms are likely to succeed for long.

Essential to any reform, however, is his strong belief that teachers must be given choice over what to do and how to do it, fully supported by their principals and held accountable by state mandates sensitive to the perils of fads and bureaucracy. He is optimistic that well-read teachers with a well-supervised practicum experience will intuitively choose instructional methods that work best for them. In some cases, the options might mean the

"old-fashioned" lecture, ironically a staple of many master teacher online programs. But too many educational schools around the country, he points out, expose future teachers to only a single model of education, while school districts often demand a vastly different but equally narrow teaching method. "It's not quite painting by numbers, but close." And too few education schools success-



fully exploit technology, particularly video taping. The new dean also wants teachers—not just administrators—to be educated to use multiple assessment measures and to disaggregate test data in order to revise their classroom work. He also seeks acknowledgment of good teaching that need not cost vast amounts of money. For example, given well-designed assessments, teachers whose students consistently show exceptional improvement could be given release time and become mentor teachers, heads of department, and serve

districts as advisors and evaluators of professional development programs. Poor teachers would also be held to account. Autonomy, however, must be given to principals as well. Across the country principals on average control only nine percent control their budgets—"hardly autonomy!"

Only a few weeks on the job, Dr. Steiner is deep in his own directed instruction, reading state regs, assessing Hunter's already tight "credit-hour" program, thinking hard about how to effect change for the college's highly diverse population. He would, it would seem, leave no serious teacher or principal behind. #

College of Staten Island Gets \$25K from Northfield Bank

Northfield Savings Bank is funding the future of College of Staten Island (CSI) students with a gift of \$25,000 for support of undergraduate research scholarships for students working with faculty members at the college, as well as internships at Staten Island social service not-for profit organizations.

The undergraduate research scholarships help students participate in active faculty-mentored research programs in such diverse fields as chemistry, psychology, English, women's studies, business, performing and creative arts, nursing, and computer science. These funded fellowships give motivated and talented students the opportunity to work one-on-one with research faculty to produce and publish findings that introduce them to the world of professional academic research. These experiences can often help decide a student's career direction.

Students performing research with CSI faculty members are studying and analyzing data collected by the Hubble space telescope utilizing Global Positioning System (GPS) and Geographic Information Systems (GIS) technologies, and doing an analysis of brain tissue and lesions in people suffering from multiple sclerosis by evaluating Magnetic Resonance Imaging (MRI) scans. "Northfield Savings Bank is committed to supporting and making a positive impact on higher education in our community," said John Alexander, chairman and CEO of the bank. "We are honored to partner with the College of Staten Island for this worthwhile program which is tailored to the needs of our community. By giving our local youth the opportunity to fulfill their potential and earn a college degree, we are helping them lay the foundation for a solid future and career."#

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Founded in 1968 on the principles of discovery and exploration, the University of West Florida is a treasure located in Pensacola, on Florida's Northwest Gulf Coast. Christina Genualdi, now a UWF sophomore, visited 33 college campuses and applied to eight before she decided on her final college destination. With 9,610 students, she found that UWF was large enough to have all the programs and extracurricular activities she wanted, but small enough that teachers still know their student's names.

"I didn't want school to have to compete with football and other distractions. But I like going to basketball games. Because the school is small, you can get to know the athletes, and you're actually cheering for your friends," says Christina, who lives in the honors residence hall and is an environmental policy/pre-law major.

When it comes to discovering a student's true passion in life or building upon their natural talents, UWF offers its students more than just a piece of paper. It provides them with a multitude of opportunities for career development through experiential learning. In fact, major corporations actively recruit UWF graduates because often, they have worked hand-in-hand with faculty and research centers on special projects in areas such as aging, archaeology, coastal and estuarine science, engineering, historic preservation, resort management and more. Students are able to gain work experience in a variety of disciplines through internships or cooperative education programs.

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TOP TEN DIGITALLY SAVVY COMMUNITY COLLEGES

The top 10 digitally savvy community colleges for 2005 have been named by the Center for Digital Education (Center) and the American Association of Community Colleges (AACC). More than 200 community colleges across the country participated in the survey. Colleges were grouped into three categories based on city and student population. In the large/urban category, two colleges share the first-place position: St. Petersburg College in Florida and York Technical College in South Carolina. In the mid/suburban

category, Indian River Community College in Florida earned the top position. Tompkins Cortland Community College in New York captured first place in the small/rural category.

Community college officials responded to a set of 24 questions in the survey that addressed online capabilities, such as admission, registration, bookstores, and grades. Additional questions focused on the availability of technology tools and training for teachers and faculty, along with strategic plans across departments and within cur-

riculum planning. Colleges were ranked according to a four-point scale, providing Web site addresses and background data for final verification and validation.

"This year's study confirms that technology has become a vital tool in both the learning environment and in campus service delivery," said Marina Leight, vice president of the Center.

Top 10 Digital Community Colleges:
St. Petersburg College, St. Petersburg, Fla.; York Technical College, Rock Hill, S.C.; Laramie

County Community College, Cheyenne, Wyo.; Miami-Dade College, Miami, Fla.; North Harris Montgomery Community College, The Woodlands, Texas; Community College of Rhode Island, Warwick, R.I.; Darton College, Albany, Ga.; Florida Community College, Jacksonville, Fla.; Broward Community College, Ft. Lauderdale, Fla.; Cumberland County College, Vineland, N.J.; Rio Salado College, Tempe, Ariz.

For more information visit this website:
www.accnche.edu

Evolution

continued from page 12

Yet, teaching about the origin of humanity remains contentious. The Kansas State Board of Education in 1999 adopted science standards that eliminated mandatory instruction or assessment pertaining to evolution. After a power shift on the state board, the study of evolution was reinstated in the standards in 2000, but an anti-evolution majority regained power in 2005. The Board recently approved changes that authorize criticism of evolution in science classes.

However, a Georgia federal court in 2005 ruled against a school district's effort to add stickers to its new biology textbooks warning students that since evolution is a theory, not fact, it should be "critically considered." Noting that evolution was singled out for such critical analysis, the court concluded that the stickers endorsed religion.

Most current disputes focus on teaching intelligent design (ID), which refutes natural selection and contends that development of the universe was guided by an unspecified intelligent agent. Many scientists call ID "creationism in disguise" and argue that it should be confined to comparative religion classes since it is not a scientific theory that makes testable claims.

The Dover, Pennsylvania school district made national news in 2004 by requiring biology teachers to introduce ID as an alternative to evolution. After

teachers complained, the school board dropped the requirement and instead instructed administrators to read a statement that evolution is a theory and to refer students to a book explaining ID as an alternative. This has been challenged as advancing religion, and the case is scheduled to be heard this fall.

Currently, anti-evolution measures are being considered in 19 states, and President Bush recently voiced his support for exposing schoolchildren to ID as well as evolution. Substantial attention is focused on Ohio's state board provision calling for critical analysis of evolutionary theory and allowing exploration of alternatives, because the curriculum guides have an anti-evolution orientation. The Seattle-based Discovery Institute champions "teaching the controversy," which is more politically acceptable than mandating instruction in ID, although most scientists maintain that there is no scientific controversy. The stakes are high not only for public school students but also for how we view the nature of science. #

Martha McCarthy, Chancellor Professor at Indiana University, specializes in education law and policy and directs the High School Survey of Student Engagement. Recent books include Public School Law: Teachers' and Students' Rights (with Cambron-McCabe and Thomas) and Educational Governance and Administration (with Sergiovanni, Kelleher, and Wirt).



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FROM THE SUPERINTENDENT'S SEAT

Break Out Of Your Cell—Talk To Your Children Instead

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

It's almost hard to believe that we all got along for so many years without cell phones. An invention that was first considered a luxury has become an absolute necessity to many of us. It has also impacted the way we interact with our children, and it is this impact that we need to analyze.

Having a cell phone means that other people can call you any time, anywhere. That includes the time you spend with your children. We automatically will silence our cell phones when we go to a movie, a play, religious service, etc., but what are the rules for cell phones when we're with our kids?

Does this scene sound familiar? On most trips in the car your children bring along their personal music stereos or hand-held video games. You plug in your hands-free cell phone and proceed to catch up with friends, family, and business calls, stopping only when interrupted by an area where there is no cellular service. Everyone's happy, right?

However, car trips offer great opportunities for conversation with your children. The truth is, you have a captive audience if you ask them to put away their electronics for a while. Many experts specifically recommend the car as a good place to bring up subjects that may be difficult or embarrassing to talk about. The

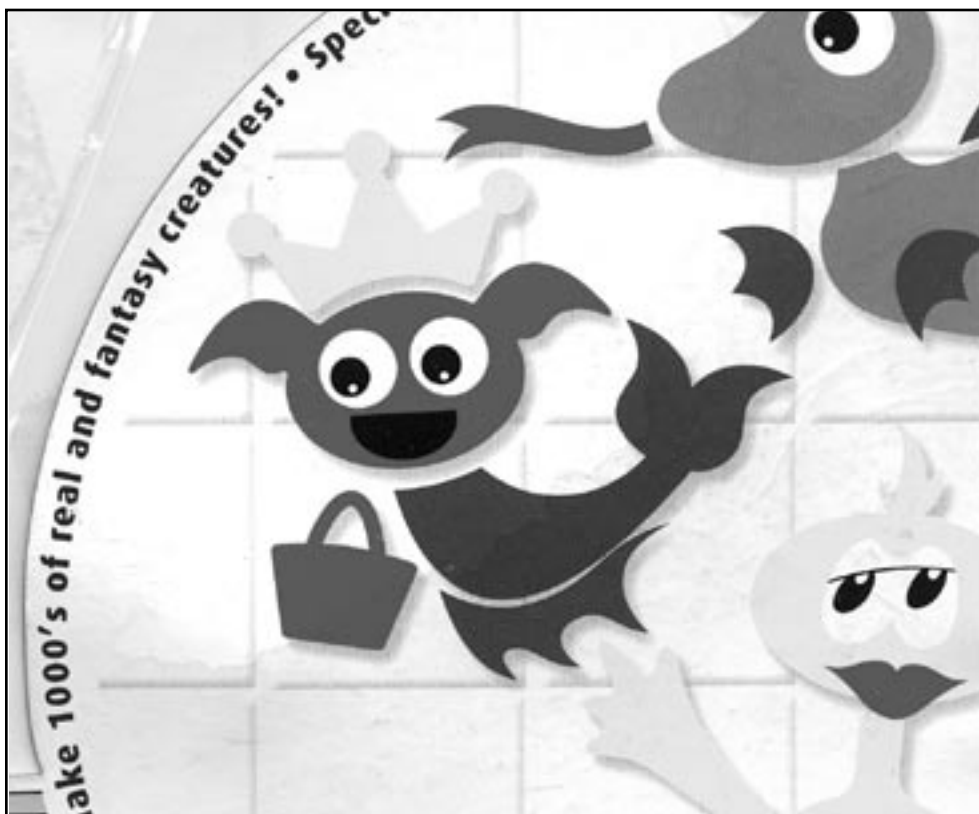


advantage is that the driver needs to keep his or her eyes on the road, and your teenager is able to listen to you or tell you something without a true face-to-face confrontation. You can get your still message across, but it's not as uncomfortable. On the lighter side, the car ride can be a great time just to catch up with one another. The trick is not to shut one another out.

It can also be tempting to multitask with a cell phone when you are out with your children shopping, running errands, or even relaxing together at the park or the beach. Try to resist that temptation. Even if your children don't seem to notice what you're doing, they are noticing. By constantly talking on your cell phone, or allowing every call to interrupt your conversations with your children, you are inadvertently sending the message that being with your children is not your first priority.

As we all know, nothing comes without a price. Cell phone communication is convenient, timesaving, and many times reassuring. Many parents have found that it's a great way to keep in touch with their children when they are not at home. Just remember that there is an off button, and even unanswered callers will be able to leave a message. Remember when we used to call someone and they didn't answer because they weren't home or they were busy? It really wasn't all bad. #

Education and Fun in the Bath



By POLA ROSEN, Ed.D.

From ages three to nine, children will clamor for and enjoy bath time with ArtFoams, a creative assortment of rubberized shapes that stick to the tiles of a tub. One grouping, called Creature Creator, allows children to make funny animals and includes facial expression shapes like smiling mouths, big eyes, pouting lips, crowns, flippers, buckets and many more, all in brightly colored shapes. Children can make real as well as fantasy creatures.

Another ArtFoam encourages children to create architecture designing buildings and indeed, mini-cities on the walls of the tub. My granddaughter, Emily, an intelligent and beautiful 7 and a half year old, became enamored of ArtFoams. Suddenly, the bathroom has become a place for art creation and proud display.

I rarely recommend toys in the pages of *Education Update* but this one gets a ten out of ten.

ATTENTION ALL ELEMENTARY SCHOOL STUDENTS

Do you have a recipe, poem, story or book review to share? We will publish it along with your photo. Send it to ednews1@aol.com Subject line: Children's Corner

Emily Wertheimer's Recipe
Emily is a 2nd grader in Millburn, New Jersey.

- Ingredients:
3 eggs
3 teaspoons of water
Dash of salt
1 teaspoon of breadcrumbs
1 teaspoon of milk
1 slice American cheese broken into pieces
Little bit of butter
Directions: Mix all ingredients, put oil in frying pan, cook and stir.

Wait and see that it is fabulous. Enjoy!



Language Dolls Provide Great Way to Learn Foreign Languages



By POLA ROSEN, Ed.D.

Did you ever think about teaching your child foreign languages before they started school? *Language Littles* provide the perfect venue for learning Spanish, Chinese, Italian, French, Greek or Hebrew from ages 3 to 12. These adorable dolls (boy and girl dolls) measure about 16 inches high and are dressed in their native clothing. For example, the French doll wears a beret, has a black and white striped top, blond very curly hair and a little pocketbook slung across her shoulder that has a heart. When you press the hands of the doll, phrases are spoken in the foreign language. When you press a small heart on the leg, the doll says "I

love you." Over 25 phrases and words are learned from the dolls.

The accents are excellent so when children imitate the phrases, they will incorporate them correctly into their vocabulary. A booklet accompanies each doll with phrases and colorful illustrations.

There are also 8 inch mini-dolls available as well as 32 inch super size dolls. Each grouping of dolls contains eight variations.

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Febiana Gonzalez & Elizabeth Paulino



Dr. Manuel Zevallos



Dr. Jack Kaye



Dr. Laura Danly

By **DR. ROBERT R. ALFANO**

City College is the site of several major research centers, institutes and a consortium that have placed CCNY at the forefront of photonics and laser technologies research and development. Two of these are the NASA Center for Optical Sensing and Imaging (NASA-COSI); and the DoD Center for Nanoscale Photonics (DoD-CNP).

NASA-COSI was established with support from a five-year \$6 million University Research Center Program grant from the National Aeronautics and Space Administration. It is headed by myself and Dr. Sam Ahmed, who is the Herbert G. Kayser Professor of Electrical Engineering at CCNY. NASA-COSI's mission is to develop enabling optical technologies, laser instrumentation and methods for sensing and imaging of the Earth and the environment. It is also designed to recruit and train underrepresented minority students and women at the high school, undergraduate and graduate levels and encourage them to enter these important fields.

The Center for Nanoscale Photonics, which I head, was established at CCNY under a five-year, \$4 million grant from the U.S. Department of Defense (DoD) to fund advances in photonics at the nanoscale. Researchers are seeking to merge and combine photonics and nanotechnology in order to keep the U.S. at the forefront of these vitally important technologies. Like NASA-COSI, the DoD Center for Nanoscale Photonics includes an important and innovative education and outreach program to promote student participation in research and increase the number of science, mathematics and engineering graduates, including members of underrepresented minority groups and women.

If the U.S. is to maintain its technological supremacy, our nation must lead in cutting edge fields such as nanotechnology and photonics. Nanotechnology involves objects that are measured in nanometers, which measure a billionth of a meter, or a millionth of a millimeter. A major goal of nanotechnology is to create tiny devices—

called nanomachines—capable of manufacturing other objects one atom or molecule at a time and of processing information on a molecular scale.

Photonics involves the use of small units of light called photons, which have unique properties, can be directed easily and emit short pulses on the order of the molecular timescale measured in picoseconds (trillionths of a second), and femtoseconds, which are a thousand times faster than picoseconds. Photonics techniques are used to study biomedical systems and offer great promise for quick, accurate and non-invasive diagnosis of various types of cancer. Other applications include a broad range of studies in biomedical optics as well as primary events in photosynthesis, vision and tissue diagnosis; and studying fundamental energy transfer processes in liquids, semiconductors and solids.

It is vitally important for America to utilize the talents of all of our people—including minorities and women—in these research endeavors. That is why NASA-COSI and DoD-CNP, in cooperation with CCNY and several other colleges in the New York City area, have incorporated major outreach programs to students in the city's schools that offer them the opportunity to conduct research with faculty mentors. The programs support students at middle schools and high schools, as well as at the undergraduate and graduate levels, in order to encourage them to pursue careers in mathematics and the sciences.

Recently, the fruits of these outreach efforts were on spectacular display at CCNY during NASA Research Day, whose theme was "Becoming a

Scientist: The Pathway from Middle School to College." This event was organized by Dr. Manuel Zevallos, who is the coordinator of NASA-COSI and the Deputy Director of CCNY's Institute for Ultrafast Spectroscopy and Lasers.

Sixteen students in CCNY's NASA-COSI and DoD-CNP programs, along with 40 students enrolled in similar programs at six other participating colleges, presented their research results. They also heard presentations by Dr. Jack A. Kaye, Director of the Division of Research in the NASA Office of Earth Science, whose topic was "From Science Classroom to NASA Careers"; and Dr. Laura Danly, Senior Manager of Astrophysics Education at the American Museum of Natural History, who spoke about "NASA and the Exploration of Space: Latest Achievements."

Typical of the outstanding students involved in CCNY's research outreach programs are Elizabeth Paulino and Febiana Gonzalez of the Mott Hall Middle School; and Caesar Pereira of Archbishop Stepinac High School. Ms. Paulino and Ms. Gonzalez reported on their research project entitled "Fluorescence and Absorption Spectra of Bio-molecules"; while Mr. Pereira described his research involving "Synthesis and Study of Fluorescence Properties of Cr-Doped $\text{LiInSiO}_4\text{-Ca}_2\text{SiO}_2$ "

Ms. Paulino and Ms. Gonzalez both graduated from the Mott Hall Middle School in June 2005 and are enrolled in the NASA-COSI outreach summer research program. They also conducted research at CCNY last year under the Student Apprentice Research Program. Last



Dr. Robert Alfano

UFT ADDRESSES EDUCATIONAL ISSUES AT THE START OF UPCOMING SCHOOL YEAR

By **LIZA YOUNG**

On the brink of a new school year the United Federation of Teachers (UFT) recently held a breakfast welcoming members of small community newspapers to have an open forum about current educational issues. Randi Weingarten, President of the UFT, described the event as a move towards "creating free flowing exchange of information," discussing issues schools are facing and what can be done to resolve them.

Speaking before UFT members and members of community papers Weingarten underscored the lack of a teacher contract as a major obstacle in the educational system. Teachers have been without a contract for almost 2 and one half years and the UFT is working constantly on remedying the situation.

Weingarten also indicated that lack of retention of teachers has been a problem in the school system for the past several years; this past year, for example, the number of teachers eligible for retirement was down, but there was not a parallel

decrease in the number of teachers leaving the field. The school system is faced with teachers who are retiring early and teachers, ranging from being between their first and tenth year of teaching, who left the field not because they received a discontinuance—the teachers were behaving satisfactorily—but because they chose to quit. Weingarten attributes this to lack of pay, insufficient working conditions, and lack of respect. She expressed that there is a discrepancy between the general public's view of teachers and what actually goes on in schools. "The outside world view of things is that teachers have off for the summers and work only six hours a day...But would you say to a concert pianist, you only have a two hour a day performance, or to a pro-football player, oh, you have summers off? No, because people realize how exhausting it is. And the performances of teachers in the classroom are just a small part of the work they have to do."

Overcrowding in schools is an issue making the jobs of teachers that much harder. Weingarten

pointed out that we should be aware that overcrowding is a problem not just in elementary schools—which is widely known—but in junior high and high schools as well. In preparing students for the regents, a class size of 22—which we see in suburban areas—is a significant advantage over a class size of 34. Currently, Weingarten described, that even though the school population is going down while there was an increase recently to the school budget, overcrowding is still at staggering levels. Weingarten suggests that individuals make efforts to examine what happens with the school budget in their respective communities. She would like to see class size at the level it is in areas around the rest of state, which is 16 percent below NYC levels, and stated that this could be facilitated through the involvement of the Campaign for Fiscal Equity (CFE), which the UFT is working towards getting.

With reference to the much debated issues of test scores, Weingarten strongly advocates that test scores be looked at not just as "snapshots,

year, Ms. Paulino won first place along with two of her classmates in the NASA Student Involvement Program Science and Technology Journalism Competition. Their video project, entitled "Fashions in Space," described how different fabrics can block radiation that might be harmful to astronauts in space. She will attend the Manhattan Center for Science and Math H.S. in the fall, and has a strong interest in computer science.

Ms. Gonzalez, a native of the Dominican Republic, will attend the Urban Assembly Business H.S. for Young Women this fall. Her academic interests include biology and earth science.

Caesar Pereira graduated from Archbishop Stepinac H.S. last June and is a second-year NASA SHARP student at CCNY. He will attend Cooper Union College in the fall and is planning to major in mechanical engineering. Mr. Pereira was selected to attend the recent National Youth Leadership Conference in Washington, D.C., where he had the chance to learn about the inner workings of the government and meet with Senator Charles Schumer and other government officials. His awards include the New York State Scholarship for Academic Excellence and the U.S. Air Force Award for Technology.

Elizabeth Paulino, Febiana Gonzalez and Caesar Pereira epitomize the success of CCNY's outreach programs in cooperation with NASA-COSI and the DoD Center for Nanoscale Photonics. We are extremely proud of them and their fellow students.

Outreach programs such as those offered at The City College play key roles in offering students like Ms. Paulino, Ms. Gonzalez and Mr. Pereira the chance to utilize the full measure of their talents and fulfill their scientific potential. Our nation's technological standing will depend in good measure upon the success of students like these. They are a terrific investment in America's future, and we are extremely grateful to NASA and the DoD for their strong support!#

Dr. Robert R. Alfano is the Distinguished Professor of Science and Engineering, The City College/CUNY.

but as trends." The value of testing is not in testing per se, but for the diagnostic potential it provides.

Weingarten values testing where results are compared state and nation wide. She emphasized the importance of the work of the National Assessment of Educational Products (NAEP) where test results in different subject areas from random school districts in a region, are compared with specific standards in respective subject areas, which include math, science and reading.

As a crucial remedy for the educational system, and one which cannot be attained without the support of the CFE, Weingarten cited early childhood education: "At the age of three to four years the mind of a child is nimble and sponge-like." Weingarten stated that the UFT "envisioned a system of trying to have an effect on kids from the moment they are in education through to high school."#



Reflections on Language & Math

By ALFRED POSAMENTIER, Ph.D.

When I opened a package from Istanbul, I was flattered to learn that my two most recent mathematics books were translated into Turkish. While I was clearly familiar with the contents, I could not read a single word. I was able to recognize all of the mathematical terms and diagrams, so there was a degree of comfort—albeit minimal—in leafing through the books. Suddenly, I had a revelation: What must a student from a foreign country be thinking on his first day in one of our public schools, opening a math book, and not understanding a single word besides possibly recognizing some symbols? This is an occurrence that probably happens every day somewhere in this metropolis where over one hundred languages are spoken.

Studies show that students in this situation are usually most comfortable in their math class where at least symbols are recognizable, if not words. What do we do in all subjects to facilitate these foreign students' entrance to our schools and our society? First, we need to sensitize all of our teachers (since there is hardly a region of the city without immigrants) to the plight of these students. Teachers should experience the phenomenon of looking at a book in their subject that is written in a foreign language, especially one that has no common words with English (e.g. Chinese, Russian, Hungarian, and even Turkish). Every teacher should be given an exercise to try

to decipher a random page of the book, which would normally cover a topic she teaches. This process alone could initiate teachers into the difficulties of plunging into a new language and a new world.

For decades, bilingual education has been a controversial issue and a possible remedy for the problem of language acquisition. One standard argument against it has been that children receiving bilingual education are prevented from the proper exposure to English that would allow them to speak English fluently. Rather than automatically putting these recently arrived students in special bilingual classes, I believe we should provide in-service instruction to all teachers in the theories and best practice of second language acquisition so that they can productively work with these English language learners in their regular classes. This is especially important today, when we are experiencing a shortage of bilingual teachers—further weakening the pool of such teachers. Every teacher should be able to facilitate the learning process for these students who are exposed to English for the first time. As the city continues to be the focal point for foreign immigration, it is our obligation to provide the best possible education program for all of our students. This includes the new immigrants who will be tomorrow's American citizenry. #

Dr. Alfred Posamentier is Dean School of Education, CCNY.

TEACHING AMERICAN SIGN LANGUAGE TO HEARING CHILDREN

Developed for hearing children ages 3-11, SIGN-A-LOT is a DVD series where American Sign Language vocabulary is woven into the storyline through an exciting, entertaining world of animated characters, magical lands and playful child performers. The DVD introduces the novel concept of illustrated images that appear and disappear over the signs as they are demonstrated, assisting in the memory retention of the signing vocabulary.

"We are pleased to introduce the Sign-A-Lot DVD series that will—for the first time - bring the many educational benefits of American Sign Language to hearing children beyond the baby and toddler stage," said Barbara Granoff, MSW and co-creator of the Sign-A-Lot series. "As an educator and a parent, I know how difficult it is to find DVDs that are both enriching and entertaining and the Sign-A-Lot series is both."

Sign Language is Not Just for Babies and Toddlers Anymore

Research shows that children who learn American Sign Language can improve English vocabulary, understanding of concepts, number recognition, reading and spelling skills and have a better ability to express emotions. Prior to the debut of the new Sign-A-Lot DVD series, the benefits of American Sign Language had only been widely available for the baby to toddler age group. "As seen in movies like 'Meet the Fockers,' signing with hearing babies and toddlers has gained great popularity. However,

many parents stop signing once their children have begun to speak or feel they missed the chance to benefit from signing if their child is already in school," says Lee Sher, Sign-A-Lot co-creator. "But research shows that these benefits continue long after children become verbal."

Magical Land of Sign-A-Lot

The Sign-A-Lot DVD series shows playful kids traveling to the magical land of Sign-A-Lot, where everything is hands on! Children have fun playing and signing along with the See Me Sign Kids and their mischievous animated pals: Lulu Lefty and Ronnie Righty. In "Sign-A-Lot: The Big Surprise," the first of the Sign-A-Lot series, children learn more than 80 signs while visiting Picnic Park, Exercise Alley, the Field of Feelings, the Opposite Playground and Music Meadow. Get your imagination and hands ready to learn to Sign a Lot!

"Sign-A-Lot: The Big Surprise" DVD is available online at www.signalot.com and select retailers. For more information, consumers may call 949-718-1391 or email info@signalot.com.

Based in Newport Beach, California, See Me Sign, LLC was formed to bring the benefits of American Sign Language to hearing children ages 3-11 through the creation and distribution of edutainment products. It is the mission of the founders to expose many more parents and kids to the profound benefits that learning American Sign Language affords hearing children. #

PUBLISHER PLEDGES \$1.6 M FOR ENDANGERED LANGUAGES

Over 6,500 indigenous languages around the world are severely endangered. With the last remaining native speakers of many dialects dying each year, Trafford publishing company is pledging over \$1.6 million to help in the global race to document and teach these languages to youth. Have them write books, urges Trafford Publishing, an innovative company which revolutionized the publishing industry when it created a process known as 'on-demand publishing' ten years ago. Now over 3,000 independent authors publish their books each year with the company whose main offices are in Victoria, Canada and Oxford, England. Books are printed 'on-demand' one at a time to fill orders from bookstores and individuals, with most orders placed on the Internet.

Trafford pledged to underwrite approximately \$1,600,000 in publishing costs over the next ten years. The program will make available primers for school children, dictionaries and local stories—one book will be published in each of 650 endangered languages.

"When a native language dies out, we've lost forever our chance to learn cultural truths," says Trafford CEO Bruce Batchelor. "Philosophy, lifestyle, science, healing—all the nuances are tied up in the grammar, vocabulary and way of speaking. It is a tragedy if a language that encapsulates tens of thousands of years of a group's culture is lost forever. It's like standing by watching the destruction of the ancient library at Alexandria,

without trying to put out the fire."

Trafford has already published primers in 10 Canadian aboriginal endangered languages, and is sponsoring urgent work to document an endangered language in Namibia.

Trafford's gift was prompted by a request by Bothas Marinda of Namibia to have a book published in his community's language. Peter Brand of First Peoples' Cultural Foundation, a Canadian non-profit which will be helping Marinda, passed along the idea to Batchelor who didn't want to limit this to only a few first nations or tribes.

"It is ironic that most of these languages have been almost wiped out because of 'modern' culture," notes Batchelor. "Now we can use innovations in publishing and technology to enable and empower locals to document and then teach their languages."

Brand and FPCF Executive Director Tracey Herbert made the pledge announcement on Trafford's behalf at the conference during a presentation about FirstVoices.com, pioneering language revitalization technology developed by the foundation. Aboriginal groups from 5 continents are using or preparing to use web-based dictionaries that hyperlink to pictures and the sound of each word being pronounced. Brand's team can convert standard PC keyboards for typing aboriginal characters that can be printed on most laser or inkjet printers in the international Unicode font standard. #

INTELLITOOLS ANNOUNCES TWO EXCITING RELEASES

IntelliTools, Inc., a pioneer in learning solutions for pre K-8 classrooms, has been producing software and adaptive hardware products for 25 years, earning 14 Technology and Learning Awards of Excellence. IntelliTools is pleased to announce two exciting upcoming product releases: IntelliKeys USB version 3.0 upgrade and Popular Software Overlays for IntelliKeys.

IntelliKeys USB Version 3.0 is a free upgrade to the control panel for IntelliKeys, IntelliTools' popular alternative keyboard. The new IntelliKeys USB control panel allows users to attach overlays to favorite applications. Explains Dave Robertshaw, Director of Product Management, "You create the overlay and attach it to the application. You can even determine the specific user for whom it is intended." IntelliKeys USB Version also has these new features:

- Works seamlessly with AbleNet's new wireless "Jelly Beamer" switches;
- Is Mac OS 10.4 (Tiger) compatible;
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The free upgrade will be available by download from the IntelliTools Web site at www.intellitools.com

Popular Software Overlays for IntelliKeys is a set of instant-access overlays for the IntelliKeys USB keyboard, providing seamless access to popular programs from seven publishers, including:

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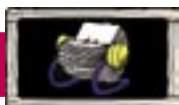
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Free one-of-a-kind "Database on the Web™" Launched for New York City families with children with special needs. In-depth Database Version Available Free in All Public Libraries

Resources for Children with Special Needs, Inc. (RCSN) announces the launch of a unique resource database of nearly 20,000 programs and services for children birth to 21 with disabilities and other special needs, their families, and the professionals who work with them. A basic version with contact information of this free "Database on the Web™" (www.resourcesnycdatabase.org) is now available online from any computer, and more detailed information is available online in public library branches citywide.

Public access to its "Database on the Web" is the latest development in RCSN's ongoing mission to serve New York City families with children who have emotional, learning, developmental and physical disabilities and other special needs. Providing New York City's library patrons free access to its in-depth database is part of a larger information dissemination initiative to put critically needed information into the hands of parents and professionals who need it.

Because looking for services or getting help for a child with special needs can be confusing and overwhelming, RCSN has made it a priority to maintain the largest, most comprehensive database of agencies, organizations, programs and services for children with special needs in New York City. RCSN is among the first organizations of its kind in the country to offer such extensive information online. With the simultaneous launch of RCSN's in-depth database for library patrons (featuring program descriptions, ages and population served, times of service, languages spoken, program accessibility) and a basic version with top-line contact information for the general public, New Yorkers everywhere will have free access to information about agencies and organizations matching their specific search criteria, from any computer in any location.

The database is also the foundation for all of RCSN's printed directories, among them The Comprehensive Directory, Schools and Services for Children with Autism Spectrum Disorders, Transition Matters, After School and More, 2nd Ed., and Camps 2005. Special funding is making it possible for RCSN to place at least one set of these five directories in each public library, each public and charter school, each municipal and voluntary hospital, and 120 child-serving clinics in the city.

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MOVIE REVIEW

A Well-Tailored Tale: Balzac and The Little Chinese Seamstress

By JAN AARON

That good literature has a significant impact on one's life is certainly the view held by educators throughout the free world. So, this movie *Balzac and the Little Chinese Seamstress*, set during China's repressive Cultural Revolution, makes us realize how fortunate we are to be able read books and learn from them and how books can change lives. A movie you can recommend to students, it can spark classroom discussions about how books have changed their lives.

The film, which director Dai Sijie co-adapted with Nadine Perront) from his autobiographical novel of the same name, (a good read for high school age and above) follows the story of four main characters, all involved in Mao Zedong's reeducation program. Under his rule in the 1970's city dwellers are forced to live in rural districts, shed their bourgeois ideas, learn to live collectively and forget about Balzac and Mozart

"To think this is the dump where we may spend the rest of our lives," says Ma (Ye Liu), a burgeoning violinist. when he first sees the village, where no one has seen a book or clock, and work is brutal. Here with his best friend Luo (Kun Chen), who loves to read, they carrying sloop in pails and work in a dilapidated

coal mine. The teenage boys soon find ways to get around restrictions imposed by village chief, (Shuangbao Wang). One way is to set their alarm clock ahead by several hours so the leader thinks it's quitting time.

When Ma plays Mozart on his violin, the chief demands to know what it is he's playing. "Mozart's Thinking About Chairman Mao," he proclaims. As Ma performs, the camera sweeps upward and the music lifts everyone.

Things change when the teens meet the pretty, illiterate granddaughter of the Old Tailor in the next village, who they dub "The Little Seamstress" (Xun Zhou). She loves stories, but cannot read. Luo steals a trove of banned translated works by Dumas, Balzac, Flaubert and other decadents, and the teens read to her in secret, turning her onto to new worlds. There other subplots. Both teen boys fall in love with the Little Seamstress. In fact, the movie is about love—young love and all its complications.

Shot in the Sichuan area of China, it's a visual treat, with panoramas, waterfalls, mists, and the lovely ceremony of little candlelit paper boats honoring dead relatives. (Not rated, 111 minutes, in Chinese with English subtitles.)#

MOVIE REVIEW

PBS' Making Schools Work Maps Success Strategies For Troubled Schools

By JAN AARON

As she prepares for the new school year, New York educator Daria Rigney has something else to look forward to: She will be featured in the prime time special *Making Schools Work*, airing nationally on PBS, October 5 from 9-11 PM. (Mark your calendars.) "It's very exciting," said Ms. Rigney, a local instructional Superintendent for District 2 in Manhattan, in a phone interview from her office. She hasn't seen the program and won't until it airs. The PBS documentary highlights many successful strategies such as those in her district that are lifting student achievement and turning around problem schools from coast.

"No topic worries Americans more than the quality of schools," says Executive Producer and Correspondent Hedrick Smith. The Pulitzer Prize winning journalist, who has made 20 PBS prime-time miniseries for Frontline, this time takes viewers into classrooms from Chicago's north side to rural Kentucky, from New York's lower east side to Mount Vernon, Washington, and across the sunbelt from Charlotte to Houston to San Diego.

The New York segment spotlights the 1987 districtwide reforms launched by Anthony Alvarado. Central to his theory was that kids needed to learn more powerfully from teachers who needed to

teach more powerfully. Put into practice, they were especially effective at PS 126 in District 2 on Manhattan's Lower East Side when Ms. Rigney was principal there. "It was called a hopeless school," she recalled, adding that radically improving the quality of education made a great difference. Indeed, according to the film, this laser like focus on increasing the quality of teaching turned around performance in District 2 in a decade. The documentary points out the large-scale reforms continuing in New York schools, under School Chancellor Joel Klein.

Making Schools Work begins where reforms began in 1980's, with models designed to carry out reform school by school. It examines an elementary scripted reading program; a charter middle school program for young teens run like a boot camp; a program aimed at troubled communities that focuses on building a culture of learning; and a high school program that actually helps students realize that there is use for algebra later in life by connecting their academic activities by to real-world applications.

Want the answers to these questions: What are the secrets to revitalizing unsuccessful schools? How can schools raise test scores, inspire students and teachers, and create a consistent climate of achievement? Tune in October 5!#

Minor League Baseball in Brooklyn: A Real Field of Dreams

By RICHARD KAGAN

Almost a half-century ago, the Brooklyn Dodgers left Ebbets Field and moved to Los Angeles, California, and in the process, broke the collective hearts of millions of Brooklyn Dodgers fans.

In 2001, professional baseball came back to Brooklyn, in the form of the Brooklyn Cyclones, a New York Mets Minor League team, which plays almost 80 games during the summer in the New York—Penn League (NYPL) Baseball in back in Brooklyn, and fans couldn't be more enthusiastic. The Cyclones, an "A" level team, which for many players is the first stop on the path of the Major Leagues, have been a smash hit. The Cyclones lead the league in average attendance with 8,180 fans filling KeySpan Park, which hugs the boardwalk in Coney Island.

Fourteen teams comprise the NYPL, including the Cyclones' natural rivals, the Staten Island Yankees. The NYPL has been the launching pad of big name Major League players, including Don Mattingly, Curt Schilling, and Randy Johnson. This season, Mookie Wilson, one of the most popular New York Mets' players in recent memory, and a member of the 1986 World Championship squad is the team's manager.

For the young players, wearing a home white uniform with "Cyclones" in red lettering is a dream come true. A dream for some that started in youth when Dad or a brother, would toss a baseball in the front yard or at the local park. That dream gained focus in Little League, and was strengthened in high school.

That was the case for Joe Holden, 21, who moved to Wantagh, New York from Utah when he was 10 years old. He had already been playing in Little League when he arrived on Long Island. "My father had me outside throwing and hitting," said Holden. It seems to have paid off. Holden is leading the Cyclones in hitting with a .357 batting average as of July 29th. Holden fondly remembers his Dad and Grandfather attending his games as he learned the fundamentals. "My grandfather and father were always at games in Little League,"

Holden said. After playing baseball at Molloy College on Long Island for three seasons, Holden was selected by the Mets this past June in the 21st round of the Minor League Draft. "It's everybody's dream to grow up to be a professional baseball player," said Holden. But he didn't take baseball seriously until after his freshman year in college when his coaches told him he could make it on the next level if he worked hard enough.

Drew Butera, 21, saw pro baseball life up close and personal while growing up. His dad, Sal Butera, played catcher for the Minnesota Twins, Toronto Blue Jays, Cincinnati Reds, and Montreal Expos. "I got to hang out with his teams," said the younger Butera. "He managed in single and double A and coached in the big leagues with Toronto." Drew also is a catcher and is noted for his strong throwing arm. He hopes to follow in his Dad's footsteps to the Big Leagues. "It's been my dream all my life," said Butera. "My Dad played professionally—to follow his name and to carry on the family name would just be a great honor for me and glad I had the privilege to do it," Butera said.

Butera is among the leaders in the NYPL in throwing out opposing base runners. At the University of Central Florida, Butera nailed 28 of 58 runners attempting a stolen base during the recently completed 2005 campaign, which led him to being named a finalist of the Johnny Bench Award, given each year to the nation's top collegiate catcher.

Joe Mihalics has his bachelor's degree in History from the University of Buffalo where he played shortstop for the Bulls. But Mihalics, 22, is following his heart and luckily for him, scouts liked what they saw, and the Mets picked him up in the 34th round of the 2005 Minor League Draft. Mihalics played in the competitive Mid-American Conference and took long bus trips for away games. He said players would often do homework on a computer laptop during the long rides. "I know how important education is," said Mihalics. "I know there is life after baseball, life after minor league play." But he said he was going to give it everything he had to see how far he

Library of Congress

continued from page 12

founded this country," adds Lauridsen.

Hampson, who is also a gifted storyteller, will conduct master classes and hold open rehearsals for students in addition to his January 19th concert performance. "Tom has a burning need to communicate how important it is to notice those students early on who have a desire, interest, intellect, and curiosity to pursue the creative arts," notes Lauridsen. The Library's educational outreach staff will conduct day-long Teacher Institutes to introduce students and faculty to the Library's extensive on-line performing arts resources—some "ten million items, including the papers of Leonard Bernstein and Aaron Copland, folk recordings, documents, and more," according to Lauridsen. Because music and poetry are inextricably linked to American society's greatest events and struggles, the Library aims to help educators "show how song and verse served a social and political purpose in our country's history," explains Lauridsen. Thematic units and teaching strategies, with on-line materials for future reference, will help teachers incorporate the Library's archives into their lesson plans. "With so much of music curriculum being stripped out of the public school system, this gives us an opportunity to carry the message that it is important to repatriate the study of music and the arts in the K-12 system," adds Lauridsen.

The "Song of America" tour will mark the first phase of a broader "Creativity Across America" campaign being launched by the Library of Congress. Other planned events, which will vary according to city and will be scheduled based on each city's own calendar of activities, include poetry workshops, a film series showcasing the Library's motion picture collection, a StoryCorps project that will record oral histories from everyday Americans using the model of the Works Progress Administration (WPA) Oral History Project of the 1930's, and conservation workshops that will help people preserve valuable

mementoes such as books, photos, letters, newspapers and videos so that they may be handed down to future generations as historical archives. The Library will leave each city with a permanent exhibition portable enough to be taken on the road.

As the home of the Copyright Office of the United States, the Library of Congress has yet another message in mind for the American public through this multi-faceted national tour: a celebration of the creative and inventive spirit that is the cornerstone of our cultural history. "We're in a country where we have the freedom to create—to say and write what we want," explains Suzanne Hogan, Senior Advisor to both the Library and its James Madison Council, a private sector advisory body to the Library and Lauridsen's "Song of America" co-chair. In fact, Hogan encouraged her eight year old niece, Hannah, to copyright an award-winning poem she had written. "The message back to Hannah was, 'You own your words. Now someone has to seek your permission if he or she wants to duplicate them,'" says Hogan.

Encouragement of individual creativity in all its forms, whether in business, cooking or the arts, is the Library's ultimate goal. Hogan knows this from personal experience. The child of a military family, she traveled extensively as a child and found that music helped her to develop self-esteem and engage with peers. If she and her colleagues accomplish their goal, "There is going to be a spark of inspiration or validation that occurs when some individual who is sitting in the audience says, 'They understand what I'm about,' and then he or she proceeds to go out there and do something well!"

FACTOID

The word September comes from the Latin word "septem" or seven. On the Roman calendar Septem was the seventh month of the year.

could go in the Mets farm system. Mihalics was a reserve on the Cyclones but he seemingly got a break when the Mets sent him to their Hagerstown (MD) team where he had a better shot at getting more playing time.

It's the end of summer and the Cyclones are a big hit on the boardwalk. At night, you can

look out over the left-field wall and see the twinkling lights of the Cyclones roller-coaster ride. At dusk you can see the cargo ships passing slowly in the Atlantic Ocean. And, if you listen, you can hear the pop in the catcher's glove as the pitcher throws a fastball. That's a good sound.#

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