

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XI, No. 8 • New York City • APRIL 2006  
FOR PARENTS, EDUCATORS & STUDENTS

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## HONORING POETS & WRITERS



ERICA JONG



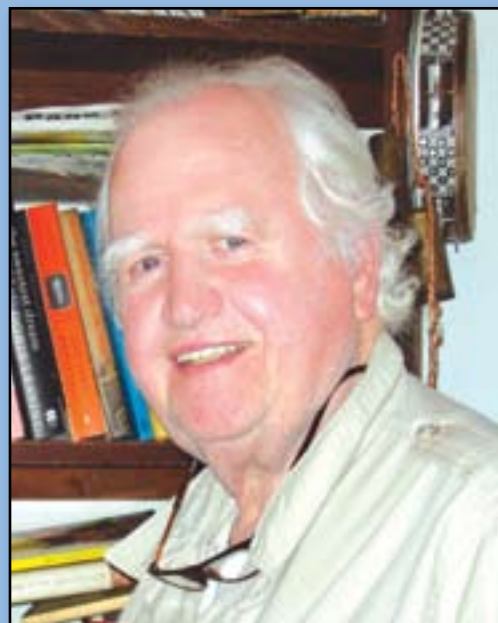
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## EDITORIAL

## National Poetry Month

By POLA ROSEN, Ed.D.

April is National Poetry Month and a time to read, recite, write and appreciate poetry as well as literature. Since literature and poetry are intertwined, we decided to interview several state poet laureates (see the centerfold) from Oregon, Maryland, Wyoming, South Carolina and Kansas as well as five "local" New York City well-known authors that we were privileged to interview personally. Their words and works

are far from local for they resonate in different languages throughout the world.

The ultimate passion of writing, a lonely craft that satisfies so fully when completed, was revealed with wit, honesty, humor and intelligence by Erica Jong, Leila Hadley Luce, Malachy McCourt, Nane Annan and Carol Higgins Clark. Several, independently of each other, quoted a magnificent poem by Yeats expressing that it should be essential reading for young people

today. The poem they shared with me and I in turn am passing on to you follows:

*He Wishes for the Cloths of Heaven*

W.B. Yeats

Had I the heavens' embroidered cloths,  
Enwrought with golden and silver light,  
The blue and the dim and the dark cloths  
Of night and light and the half light,  
I would spread the cloths under your feet:  
But I, being poor, have only my dreams;  
I have spread my dreams under your feet;  
Tread softly because you tread on my dreams.

## EDUCATION UPDATE

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Subscription: Annual \$30.  
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City College 2006  
Truman Fellow 2005  
Harvard Law School 2009

**Fiona Smith**  
York College 2005  
Jonas E. Salk Scholar 2005  
Penn State Medical College 2009

**Alice Michelle Augustine**  
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LaGuardia Community College 2005  
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**Philipa Njau**  
City College 2006  
Goldwater Scholar 2005

**David Bauer**  
Hunter College High School 2005  
CUNY Honors College  
City College 2009  
Intel Science Prize First Place Winner 2005

**Oladapo O. Yeku**  
Medgar Evers College 2005  
Jonas E. Salk Scholar 2005  
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**Eugene Shenderov**  
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**GUEST EDITORIAL**

**Read, Read, Read!**

by LEWIS BURKE FRUMKES

When I ask other authors what advice they would give to new writers starting out they almost invariably reply: "Read, read, read!" And they say it for good reason. Reading can transport us to realms unavailable to us in the real world. We can visit and revisit exciting people and adventures that we will never actually encounter in our daily lives. It allows us to access the wonders of the quantum universe even as it searches the cosmos for clues to our ultimate beginnings. Does the final underlying essence of all things or what Locke calls the material substratum really consist of tiny shimmering strings and eleven dimensions as Brian Green, Ed Witten and other theoretical physicists would have us believe, or is it something else, something currently and maybe permanently unfathomable? Whatever the

answer to these perplexing philosophical questions no territory is off limits when reading even and especially the remote regions of the human heart. With the advent of National Poetry Month it behooves us to think again about reading, about its emotional flights and its illuminations.

Who, for example, has not cried in the fifth act of *Cyrano de Bergerac* as Roxanne learns of Cyrano's love for her and Cyrano learns when it is too late that Roxanne was always in love with the author of the words she wears around her neck. . . in other words, Cyrano?

Who has not trembled with pleasure on reading the following lines from Elliot's *Burnt Norton* as he explores time present and time past,

"Footfalls echo in the memory  
Down the passage which we did not take  
Through the door we never opened  
Into the rose garden."

Not only is Elliot's poetry poignant and beautifully wrought, it is positively haunting in terms of

what might have been.

Like a magic carpet reading can take us as far as our imagination and inclinations allow, and then sometimes in directions we never dreamed of. When I was a boy I read the John Carter science fiction books by Edgar Rice Burroughs, creator of *Tarzan*. 'A Princess of Mars' was not only one of the most original books I have ever read it was one of the most romantic. John Carter an American who is mysteriously transported to Mars finds that on Mars he has special powers because the gravity is less. He can jump high in the air, and is much stronger than on earth. He falls in love with Deja Thoris, a princess of Helium (A major city on Mars) and pursues her when she is abducted by a Martian villain. I won't tell you everything that transpires between them but you can bet that he saves Deja Thoris and wins her heart in a manner that will make you proud to be an earthling. On John Carter's Barsoom (Mars) I learned that there is a fourth

primary color. Think about that for a minute. I've thought about it all my life. What a simple but daring concept.

Reading is full of experiences like these; the collective wisdom of the ages is yours for the taking. Even the internet hasn't dulled the pleasures of reading. There is virtually nothing you cannot experience in a book, and practically nothing you cannot find out. Reading is one of the greatest gifts mankind has ever given itself. . . it is a magic door through which you may access ideas and places hitherto beyond your ken and reach. On the other hand if you have read this far I suspect that I am preaching to the converted. Offer my words instead to some poor soul who needs them. Tell him or her to "read, read, read!" Trust me, they will never regret it.#

*Lewis Burke Frumkes is the Director of The Writing Center at Marymount Manhattan College.*

**LETTERS TO THE EDITOR**

**RE: Mr. Dodson's Editorial**

**To the Editor:**

On behalf of the SME Education Foundation—www.sme.org/foundation—I wanted you to be aware of the work we are doing through our Manufacturing Education Plan (MEP) that has funded more than \$19 million to more than 30 colleges and universities across the country for the express purpose of developing programs with the collaboration of business, industry and academia, to address competency gaps in graduating manufacturing engineers and technologists.

We will be bringing STEPS (Science, Technology & Engineering Preview Summer) camp to Brockport, NY this summer. This program is a collaboration with Project Lead The

Way and is designed to prepare and motivate young people (K-12) to further their education.

*Barbara J. Gaston,  
SME Education Foundation  
Plymouth, MI*

**RE: Ted Kooser, Poet Laureate**

**To the Editor:**

I didn't know where else to say this. I gave my copy of *Shadows & Delights* to a man named Bobby diagnosed with Lou Gehrig's Disease. He worked 47 years selling tractor parts behind the counter here at the local John Deere tractor supply. He read it 10 times. We had him for supper and he brought it back. But I knew he wanted to read it at least 10 times again so I gave it back to

him. I wanted to let Ted know.

*Darrell Cruse  
Georgetown, KY*

**RE: Drew Barrymore Draws Crowd at Barnard for Her Film on Voting**

**To the Editor:**

This article is great. I love the information!!! Thanks for the info it really helped on my project!!!

*Amber  
Evans, GA*

**EDUCATION UPDATE  
IS AN INDEPENDENT NEWSPAPER**

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# Diane Ravitch Receives Bialkin/Citigroup Public Service Award

By EMILY SHERWOOD, Ph.D.

Preeminent education historian and N.Y.U. professor Diane Ravitch added yet another award to her distinguished collection of accolades last month, the coveted

Kenneth J. Bialkin/Citigroup Public Service Award for her contribution to education, presented to her by none other than her close friend and colleague, Kenneth Bialkin, Chairman of the American Jewish Historical Society (AJHS). At the award ceremony, co-sponsored by Citigroup and AJHS and overflowing with “the crème de la crème of New York City education,” Bialkin praised Ravitch as “a woman of ideas, judgment and intellect [who has] come to the highest level of recognition in her field.” Bialkin, a leading civic, business and community figure who is currently a partner in the prestigious law firm of Skadden, Arps, Slate, Meagher & Flom, underscored the importance of deep thinkers like Ravitch in the field of education, noting that “our success as a nation cannot be separated from our ability to educate our children.”

In accepting her award, Ravitch—who served as Assistant Secretary of Education under President George H.W. Bush and is currently a senior fellow at both the Brookings and Hoover Institutions—thanked her inspirational high school English teacher, Jean Ratcliffe, who once gave her a verse of poetry from English poet Lord Byron that read: “I stood/Among them, but not of them; in a shroud/Of thoughts which were not their thoughts.” “I think she recognized that I had gifts,” explained Ravitch simply. Following college at Wellesley, Ravitch went on to author

and edit over twenty books and to write more than 400 articles and reviews for scholarly and popular publications in addition to her teaching and administrative responsibilities.

Ravitch and colleagues Randi Weingarten, President of the NYC United Federation of Teachers, and Harold Levy, former NYC School Chancellor and currently Executive Vice President of Kaplan, Inc, a leading educational testing and career services business, proceeded to engage in a lively debate on “The State of Education Today.” Weingarten called for lower class sizes and universal pre-kindergarten “so we can help kids while their minds are most supple.... We

should be having discussions about how to make this happen for kids,” she exhorted the crowd. Levy urged a careful study of the educational systems in other countries, many of which have surpassed our nation in educating their youth for the rigors of the twenty first century. Levy also deplored the political tradeoff between the needs of the young and the old that’s taking place in the state and federal legislatures. “In the tension between education and health care, education is not winning... We need to adapt that,” cautioned Levy.

In her remarks, Ravitch chose to focus on problems with state and national tests. “Whenever you have a single bar, it will be a low bar,” she said of the one-size-fits-all New York State Regents exams, urging a return to “a system of levels” to avoid what she views as a “dumbing down” of these tests so that more students can pass. “Students need to aspire to something

worth reaching... Don’t destroy the honor of passing the Regents exams,” she admonished. Similarly, Ravitch criticized federal No Child Left Behind (NCLB) testing requirements for creating “too much emphasis on test preparation... And the curriculum has been narrowed to reading and math only.” Decrying the new corporate model of accountability, where test scores are driving a pedagogical classroom instruction that is turning into test preparation at the expense of a deep, rich curriculum including social studies, science, literature, music and art, Ravitch prodded decision-makers to “maintain civility of discussions and a commitment to keep talking... We need the broadest possible discussion, we need to learn from the past,” she concluded.

Ravitch further blasted what she called a lack of accountability in New York City’s educational

system. With abolishment of the city’s central Board of Education by the State Legislature four years ago, “current boards have no decision-making authority... There is no place for parents to go to question policies,” Ravitch explained, deploring the “politicization” of what she called a top-down management structure controlled by Mayor Bloomberg and advocating public hearings in 2009 when the current law sunsets.

As the session drew to a close, Harold Levy summed up what many adoring fans in the audience had already figured out: “Diane Ravitch is the Jean Ratcliffe for us all.” And to the roaring applause of New York City’s educational movers and shakers, Ravitch left the dais to resume what she does best, advancing the dialogue of how best to educate children in a climate of civility and respect.#



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# PROFILES IN EDUCATION: NANE ANNAN

By EMILY SHERWOOD, Ph.D.

Nane Annan, wife of United Nations Secretary General Kofi Annan, recalls sitting down on the damp Pakistani earth with a little girl after last year's horrific earthquake. "We had no language in common...and yet there was a spark of sharing between us. These were precious moments," recalls Mrs. Annan, who for over nine years has forged thousands of such bonds while accompanying her husband as a global human rights advocate.

Raised in Sweden, the daughter of an international judge, Mrs. Annan studied law and served as an associate judge in her country. But over tea in the elegant living room of her diplomatic residence in Manhattan, she prefers to steer the conversation away from herself and focus on the more pressing issues afflicting our poorest countries—education, equality between men and women, AIDS, and sanitation, to name but a handful. She has just returned from a trip to South Africa, having come full circle (it was her first official trip when her husband began his tour of duty as Secretary General in 1997.) The challenges facing young girls in Africa are legendary: "parents keep them out of school because it is unsafe, or they need them at home to care for younger siblings, or they cannot financially send all their children, so they send only their boys," she enumerates. Mrs. Annan is equally passionate about the need for safe water and hygiene, adding that it is important for girls to have separate latrine facilities from boys in poor countries. "That may be one more reason for girls to drop out of school in their teen years," she adds.

To reinforce the U.N.'s message to our most vulnerable global citizens, Mrs. Annan has written and illustrated a children's book called *Tip & Top: The Adventures of Two Water Drops*, a fairy tale that underscores the key role that water



Mrs. Annan holding origami birds made by children in Africa

plays throughout the world. And she's also written a more generic children's book entitled *The United Nations, Come Along with Me*, explaining the purpose of the UN in easily understandable terms.

Mrs. Annan is as active in her own back yard as she is in the remote corners of the world, often sharing slide shows from her travels abroad with students in New York City classrooms. American children are invariably astounded at the living conditions of their counterparts in third world

countries, reacting in shock to photographs of "girls who walk with heavy buckets of water on their heads...or children drinking brown water from a dirty river...It is very special for me to go out to schools...and understand the important role teachers have in the classroom in creating a positive learning atmosphere for the children," she concludes. (Slide shows with Mrs. Annan's voiceover can also be accessed on-line by going to the UN website, [www.un.org](http://www.un.org) and clicking on the CyberSchoolBus icon.) Mrs. Annan is particularly gratified to see the success of the Global Classrooms curriculum, whereby middle and high school students explore current world issues through simulations and curricular materials.

Yet for all the hours Mrs. Annan has devoted to enriching the lives of children and families around the world, she is rewarded in equal measure by the outpouring of gratitude and thanks she receives in the form of handmade gifts, cards, poems, and artwork from those she visits. She lovingly unwraps a small sampling of mementoes: a mobile with hundreds of handmade white origami birds from Africa; a child's drawing of the Annans from China; a handmade book from Sweden; a globe from Johannesburg; an original poem from a classroom in the Bronx bearing the lyrics, "The Secretary General as the UN's boss/Is trying to make sure that not a soul is lost."

Summing up why she does what she does, Mrs. Annan states ever so simply, "So often I will ask a little girl what she wants to be when she grows up, and in all countries, it is the same answer: "I want to be a doctor." She says it with glittering eyes. I hope those eyes will not lose their glitter."#

## CONCORDIA LANGUAGE VILLAGES OFFERS ARABIC IN JULY 2006

For nearly 50 years, Concordia Language Villages has been boldly and optimistically pursuing a vision of peace and understanding by educating young people in the languages and cultures of our world.

New for 2006, *Al-Waha* ("The Oasis") provides young people ages 8-18 with a unique opportunity to learn the language and experience the diversity of the Arab culture at the Arabic Language Village near Vergas, Minn., USA. Scholarships and transportation are available for the two-week immersion sessions. Arabic is the 14th language offered by the organization.

"Arabic is one of the top five languages spoken in the world today, yet few American schools teach it at the pre-collegiate level," explains Christine Schulze, Concordia Language Villages' Executive Director. "We believe the time is right to help young people learn Arabic and better appreciate this rich cultural and linguistic tradition. The understanding they gain will help them enrich international dialog in years to come."

During two-week immersion sessions, *Al-Waha* participants, known as "villagers," will be surrounded by a supportive staff of native and non-native speakers. Villagers need no previous knowledge of Arabic to participate. Instruction will be given in small language-learning groups according to proficiency levels.

Modern Standard Arabic, the language of formal settings and writing, will serve as the foundation for curriculum planning. Since the Arabic language is rich and varied, the Language Village will also offer exposure to colloquial Arabic in various dialects (i.e., Egyptian, Levantine, Gulf and North African).

Villagers will also take part in a variety of educational and cultural activities to familiarize them with the music, dance, sports, crafts, games and foods typical of Arab-speaking cultures.

Concordia Language Villages is a non-profit organization sponsored by Concordia College, Moorhead, Minn., a private, four-year, liberal arts institution with an award-winning commitment to international education. Concordia Language Villages is accredited by the North Central Association Commission on Accreditation and School Improvement and the American Camp Association.

For more information on registration, employment or support for Concordia Language Villages, visit [www.ConcordiaLanguageVillage.org](http://www.ConcordiaLanguageVillage.org) or call 1-800-222-4750 to request additional materials.

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Applied Behavior Analysis, or ABA, is a structured program that relies on breaking skills or behaviors down into small, concrete steps. Each component is introduced with a particular instruction or visual cue. This series of learning opportunities is referred to as a Discrete Trial, which is usually adult directed and implemented in a one-on-one situation. With one-on-one teaching, every task can be individualized to meet the unique needs of each student thereby maximizing their potential.

In order to structure an intervention program and curriculum, a child must be assessed to discover what critical skills they have and in which areas they are deficient. An incredibly useful tool for doing this is *The Assessment of Basic Language and Learning Skills*, by Mark Sundberg, PhD and James Partington, PhD. Using this extensive assessment, parents, teachers and therapists can establish a baseline and structure an effective Individualized Education Plan that is appropriate to each child's needs.

Once a baseline is established, a customized ABA program is set up and a curriculum is critical to implementing lessons. Different Roads to Learning offers all of the visual supports that are crucial to implementing an ABA Program. Since individuals with autism are often incredibly visual learners, picture flashcards are used to teach and reinforce different skills. The Language Builder Set offers 350 Noun cards, with each one introduced first on a plain, non-distracting background. Once the child can identify and label the noun, there is a second set of cards that introduces variations of the noun with increasing contextual cues to teach generalization skills.

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## Channel 13 Celebrates Teaching & Learning: A Great Teacher, Rafe Esquith

By LIZA YOUNG

Rafe Esquith literally lives to teach. Working at least 12 hour days and foregoing Saturdays and vacations, Esquith devotes all his passion and energy towards improving the minds of his students at Hobart Boulevard Elementary School in Los Angeles as well as their lives in general.

At the recent WNET/WLIW inaugural "Celebration of Teaching and Learning" Esquith and his students traveled 3,000 miles to be at pier 94 in NYC. Esquith provided inspirational words for educators as well as evidence of the wonderful work he's doing through performances by students.

In spite of all the accolades Esquith has received, including being knighted by the British Empire and receiving the Disney Teacher of the Year award, the real reward for him is seeing students

succeed and be happy. Although he could easily teach in a different school, or serve in the capacity of a school administrator, Esquith chooses to stay at the overcrowded Hobart Elementary where 92 percent of students speak English as a second language and are from families below the poverty line. His goal as a teacher is for "students to learn skills that will help them not just now, but five, ten years down the road." One of many innovative systems Esquith has developed is teaching students life skills through a real estate model. All students have to pay rent for their seats with front row seats being top dollar. Students earn money by exhibiting diligence, and "being a good kid." If a student is really entrepreneurial, he can become the landlord of a few seats and have others pay him the rent. Esquith expects and receives excellence from his students in terms of character and

academic performance. Through his powerful teaching approach students have become what Esquith calls "Hobart Shakespeareans," performing not only Shakespeare's works, but professional level musical performances to accompany them.

Recounting to the audience his early experience and the development of the "Hobart Shakespeareans," Esquith described how he was initially irked by students being pulled out of his class for orchestra, thinking they were losing valuable class time. He soon made the discovery that students who came from orchestra were much more alert and attentive; that it wasn't just music that they were learning, but they were developing discipline and stamina to work hard. The idea came to him to combine his love of Shakespeare and music. The proposal was rejected by the school administration, with the ironic response of: "We don't want you to teach Shakespeare; we'd rather have you teach something more academic." And so Thornton Wilder's *Our Town* was performed instead. The superintendent exclaimed "it was the best performance of Shakespeare she'd ever seen."

Overcoming these initial debacles, the "Hobart Shakespeareans" has become a symbol for teacher and student excellence. Recently a documentary film capturing the accomplishments



of Esquith and his students entitled *The Hobart Shakespeareans*, was co-produced by Mel Stuart Productions, Inc., P.O.V./American Documentary Inc., and Thirteen/WNET.

At Channel Thirteen's Celebration, Esquith's students engaged in a performance highlighted with creativity, humor and intelligence, Shakespearean scenes and information surrounding his life and works. Students powerfully re-enacted Hamlet's famous soliloquy, with a maturity which belied their middle school age. Talented student musicians strummed on the guitar and beat the drums as a musical accompaniment to the scenes, having developed these skills with Esquith over the course of the school year.

Esquith throughout the performance watched from the sidelines, mouthing the words, or laughing at the humorous scenes.

The moral discipline Esquith aims to instill in his students was clearly evident by their respect for one another and their devotion to their task. "Don't clap too much for these students," Esquith warned, however, at the end of their performance, "I want them to remain humble." He encourages teachers to be role models for their students and stated: "these students work hard because I do."

With his personality, support and endurance, it's not hard to envision students becoming stars, not necessarily in the theatre, but in life.#

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# CHANNEL 13: SCHOOLS OF THE FUTURE

By JOANNE KONTOPIRAKIS

A red carpet united hundreds of booths and live exhibits with enthusiasm at the cavernous Pier 94 in Manhattan recently as visitors and exhibitors experienced the symposium presented by Thirteen WLIW, *A Celebration of Teaching and Learning*, brilliantly conceived by President Bill Baker and Director of Education, Ronald Thorpe.

Among the notable speakers were Frank McCourt, Richard Dreyfuss, Randi Weingarten, Jill Levy and Tom Brokaw.

The relaxed and friendly atmosphere fostered interconnectedness and networking for attendees, who were offered giveaways and also the opportunity to sample the several panel discussions and lectures which ran throughout Saturday.

"Microsoft Schools of The Future," a lecture led by Microsoft project manager Mary Cullinane, publicly introduced the results of a project undertaken by the partnership of the School District of Philadelphia and the software giant Microsoft. Dubbed "The School of the Future," the prototype 800-student, five-level public high school, occupying seven acres was created. It stayed within a traditional budget while embodying the qualities of aesthetics, innovation, technological advance, and environmental friendliness. Serving as a model which can be replicated throughout the world, the school is scheduled to open in West Philadelphia in September 2006.

Microsoft had contributed its organizational philosophy with advice on how to make the most of the \$46M budget, ranging from construction materials to the hiring of staff. The project inspired enough innovative ideas to fill a textbook. ([www.microsoft.com/education/sof](http://www.microsoft.com/education/sof))

In outlining a vision of The School of the Future, where learning is relevant and adaptive, Mary Cullinane challenged the imagination of



Richard Dreyfuss

Bill Baker

audience members by asking, How do we want the kids to be?

She spoke of "contextualized learning," the idea that a school is connected to a larger environment. "The concept of how you define learning environments is critical to your success," she stated. "The concept of an involving, connected, learning community includes parents, nonprofit agencies, media. To get there, what is our environment like? I'm going to build things to minimize my threats, to maximize greater horizons,



Children snuggled into a device that teaches about the body, part of the Liberty Science Center Exhibit

for example: zoos," said Mary.

Mary then asked audience members, "What do you believe is stopping you, in your organizations, to create 21st Century environments?"

Audience members—educators and representatives of companies, responded. "Lack of vision," a man remarked. Ella Dempsey, president of a teacher's union, said, "Generally, the rigidity of management and the perspectives we've limited ourselves to, are our greatest challenges."#

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In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in Math and Science, Polytechnic University is pleased to announce the **Scholarship for Education Professionals**.

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The NYS Dept. of Education is now requiring all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the science that they are teaching. For example, all High School Chemistry teachers who do not have a MS in Chemistry will be required take 12 graduate credits.

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## PREPARING STUDENTS TO MAKE A JOB NOT JUST TAKE A JOB

By STEVE MARIOTTI

A surprising number of young, aspiring entrepreneurs walk in our midst—but because they don't receive entrepreneurship training in school, most may never act on their entrepreneurial vision. Then we all lose.

While the nation's economy will increasingly rely on entrepreneurs to stimulate economic growth—and while a growing number of the nation's students would like to start and own a business—they are mostly ill prepared to do so.

Youth entrepreneurship education programs have been the subject of much debate within the academic community as to their role in enhancing academic performance, with some critics dismissing them as auxiliary after-school activities.

But, according to research conducted by Harvard University on students participating in the National Foundation for Teaching Entrepreneurship's (NFTE) programs, young people who learn about entrepreneurship develop a "success" orientation and are more likely to be focused on becoming professionals and entering the workforce.

Not only are youth entrepreneurship education programs beneficial as complements to traditional academic curricula, they can also serve to inspire confidence and leadership in students where such character traits may go unrecognized or undeveloped. This shift in attitude toward success is critical in helping students stay on track and motivated in the midst of mixed messages about their future opportunities.

The study was conducted by Dr. Michael Nakkula, Director of Project IF (Inventing the Future) at the Harvard University Graduate School of Education, with the support from The Goldman Sachs Foundation and other donors.

The Harvard findings reveal that compared to a group of their peers, students enrolled in entrepreneurship education programs: Increased their engagement in reading on their own, independently from school assignments; Increased their interest in college by 32 percent (while a comparison group's interest declined by 17 percent over the same period of time); Increased their aspirations for jobs that require more education by 44 percent (while the comparison group's aspirations increased only 10 percent); Expressed a 17 percent increase in their interest in work and professional achievement.

The gain in building students' commitment to success is especially promising. By raising aspirations, entrepreneurship education can posi-

tively orient more young people toward college and career.

Recognizing this, the New York City Council, in partnership with the New York City Department of Education, recently voted to expand NFTE's youth entrepreneurship education curriculum into high schools in every city council district. This is the first City Council initiative of this kind in the United States.

That's good news because polls show that students crave this type of learning. The Gallup organization has found that nearly seven out of ten youths aged 14-19 are interested in becoming entrepreneurs or learning more about entrepreneurship.

The benefits of entrepreneurship education can reach beyond an individual student's interest in business. The hands-on, interactive nature of high-quality entrepreneurship curricula holds the capacity to engage students by making learning relevant to their real-world experiences and ambitions. Students learn the basic business skills needed to open and operate a business, but they also learn how to plan and strategize successfully, think critically, and work effectively in teams. Good entrepreneurship programs bring students together to work with each other on real issues, and build potential for a successful career and financial independence.

These findings should be of interest not just to political leaders such as the New York City Council and to educators, but to business professionals and entrepreneurs as well. Companies large and small have an important stake in the development of higher ambitions and marketable skills by youth. As voracious consumers of well-prepared workers, businesses share the responsibility to improve the quality of their education. In fact, a unique contribution may be made when companies unleash their people's entrepreneurial talents to promote youth development. By investing in entrepreneurship education programs, funders can open to youth an exciting world of possibilities, and help them to develop new confidence, skills, and ambitions along the way.#

*Steve Mariotti is the President of the National Foundation for Teaching Entrepreneurship (NFTE).*

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### MILLION DOLLAR GIFT TO SARAH LAWRENCE COLLEGE HONORS DEAN REGINA ARNOLD

An anonymous donor has made a gift of \$1,000,000 to Sarah Lawrence College to establish an endowed fund for two scholarships in the Art of Teaching Program in honor of, and to be named for, sociology professor and Associate Dean of Studies Regina Arnold.

Beginning in September 2006, the College will offer two students full scholarships to the two year program, and will do so every year—"so that there will always be Regina Arnold Scholars in the Art of Teaching Program at Sarah Lawrence," said the representative for the donor.

Arnold has been a highly respected teacher at the College, which has a decades-long legacy of fine professors and values teaching as the primary attribute of the rigorous liberal arts college. "I was so touched by this demonstration of generosity, and I am thrilled that Regina has been identified as the inspiration for this gift," said Sarah Lawrence president Michele Myers.

In her letter to Arnold informing her of the

honor, Myers said: "You have made such a difference in the lives of so many at the College. This is a wonderful tribute in recognition of your dedication and commitment as a teacher and mentor to your students."

Regina Arnold taught sociology at Sarah Lawrence for 21 years before becoming the acting Dean of Student Affairs in 2000. She was appointed Associate Dean of Studies in 2001. A staunch advocate of experiential learning interconnected with classroom learning and independent study, Dr. Arnold inspired and advanced the College's community partnerships for student work, service learning and student activism.

The egalitarian principles Dr. Arnold has imparted to the SLC community, noted specifically by the donor in creating the scholarships in her honor, reflect the philosophy and aspirations of the College: a belief in the dignity of people, a passion for teaching and learning, and a drive to help make the world a better place. #

### QUEENS COLLEGE ANNOUNCES FUNDRAISING CAMPAIGN GOAL OF \$100 MILLION

At a recent ceremony dedicating the new Selma and Max Kupferberg Center for the Visual and Performing Arts, Queens College President James Muyskens announced the public phase of the college's unprecedented fundraising campaign, "Leading the American Dream: The Campaign for Queens College."

Describing the occasion as "one of the great days in Queens College history," he said, "Our goal of \$100 million is both ambitious and necessary if we are to offer tomorrow's leaders the kind of life-changing education they deserve."

Among the government, corporate, community and cultural leaders who gathered for the ceremony outside Colden Auditorium were Queens Borough President Helen Marshall and New York City Council member Jim Gennaro, who presented Mr. and Mrs. Kupferberg with a New York City Proclamation in their honor. New York State Regent Saul Cohen, former president of Queens College, and Regent Geraldine Chapey also attended.

Close to \$70 million has been pledged or raised so far through the college's annual fund outreach to alumni, major gifts, and corporate and foundation grants. Ten million dollars—the leading gift of the campaign and the single largest donation in the college's history—was given recently by Selma and Max Kupferberg.

The funds will be used for arts programming at Queens College and for renovations to Colden Auditorium, Goldstein Theatre and LeFrak Concert Hall. The new Kupferberg Center for the Arts will encompass not only the former Colden Center, but also the Godwin-Ternbach Museum; Queens College Art Center; Department of Drama, Theatre and Dance; Department of Media Studies; Aaron Copland School of Music, and Louis Armstrong House Museum and Archives.

Max Kupferberg, who was among the 400 students present when Queens College first opened its doors in 1937, is the founder of Kepco,

Inc., an electronics equipment manufacturer and mainstay of the Flushing business community since its founding in 1946. During the war, Kupferberg, a young physicist, and his late twin brother, Ken (class of 1941), were recruited to work at the top-secret Manhattan Project in Los Alamos. "I'm at the stage of my life where money should be given away, and I always have been interested in Queens College and what they've done for this community," he says.

Primarily, "Leading the American Dream: The Campaign for Queens College" will provide student and faculty support. That will mean the awarding of more scholarships (donations have made more than 2,000 scholarships possible since 2001), an increase in faculty-mentored research opportunities, innovative new programs, educational enrichments such as the expansion of Study Abroad, and incentives to attract the strongest new faculty members.

Funds from the campaign will also finance a variety of capital projects on Queens College's 77-acre campus. In addition to renovating its art venues and amphitheatre, the college plans a new Athletics Center and the installation of the technology and infrastructure that modern education demands.

"I still believe in the American dream, that a person of modest means can receive an excellent education, work hard, and rise to the top," comments Michael Minikes, class of 1965, campaign co-chair and Senior Managing Director and Treasurer, The Bear Stearns Companies, Inc. "Queens College makes this possible. It is a gateway to opportunity, especially for first-generation college students, so many of them immigrants. This is why the college's Foundation enthusiastically supports The Campaign for Queens College. We know we can make a difference by helping a great college connect with leaders in business, the arts, and the community. For me, it is a wonderful way to pay the college back for all I received as a student." #



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## City Tech Faculty Duo Turns Passion for Literature into Global Anthology

A dynamic duo in the English department of New York City College of Technology (City Tech) is out to change the face of college English courses—literally. Assistant Professors Monique S. Ferrell and Julian Williams, who both came to City Tech in 2003, have won a City University of New York (CUNY) Faculty Fellowship Publication Program grant to produce an anthology for writing-based classes that reflects the cultural diversity of CUNY students.

The new anthology, *Lead, Follow, or Move Out of the Way: Global Perspectives in Literature*, will be published by Kendall/Hunt Publishing Company this fall. It contains, alongside pieces from the traditional literary canon, unusual works and voices: American and foreign Muslim women, Oklahoma Pawnees and Tohono Oodham women in Tucson, Sioux and Apaches, African women and Afghans, passages from the Koran—and topics that guarantee discussion, such as female circumcision and honor killings.

But, says Dr. Ferrell, "Not everything that takes place across the world is horrific; some people are just enjoying their daily lives, enjoying writing, living in their own skin. At the same time, as human beings we are all navigating the process of life. Literature, in whatever form, allows us to pause, reflect and share." The anthology will convey that commonality of experience.

Dr. Ferrell's passion for creating the anthology evolved from her days as the only African American in Oklahoma State University's PhD program. "A Native American student took me into her family," she explains, "and I spent four and a half years with the Pawnee Nation, my adopted tribe." Similarities between her friend's experience and her own background stimulated her thinking, and, says Dr. Ferrell, "enabled me

to understand what it felt like to be marginalized and how important it is for all students to have a global college experience."

Hundreds of hours browsing in Barnes & Noble convinced Dr. Williams of the need for the book: "No one book speaks to all students. Other books are repetitive and use the same writers. The students feel disconnected from them. A lot of what's in textbooks these days is so safe. We're trying to go against the grain, to pick more provocative material, to deal with real issues and to pick authors from all walks of life."

Those issues include social responsibility, violence, sexism, racism, class, death, religion, sexuality, and poverty and wealth. Under those headings the book addresses ageism, hate, political strife, domineering mothers, absent fathers, music, harassment, love, justice, revenge, survival, disaster and the supernatural.

Among those whose words will appear in the anthology are Wooden Leg, Tahira Naqvi, Khaled Hosseini, Louie Crew, Elie Wiesel, Vine Deloria, Buchi Emecheta, Ernesto Quinonez and Ralph Waldo Emerson, for his classic essay, "Self-Reliance."

The book is also a practical solution to a problem. Textbooks are expensive (\$50-\$75), but instructors rarely use one book, often photocopying pieces from other texts. Says Dr. Williams, "We have desk drawers filled with material that never shows up in just one textbook, and those are the writers who really speak to the students. This book will open up the world: it's filled with human stories, in all different types of writing—plays, poems, journals, articles, essays and fiction. We wanted to put together a book professors can be proud to order." #

## Calendar of Events APRIL 2006

### Camp Fair

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### Events

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<b>BROOKLYN CAMPUS</b> 6 METROTECH CENTER, BROOKLYN, NY 11201
<b>ELECTRICAL AND COMPUTER ENGINEERING</b> Thursday, April 20, 2006 — 6-8pm
<b>TECHNICAL WRITING</b> Monday, April 24, 2006 — 6-8pm
<b>CIVIL ENGINEERING &amp; CONSTRUCTION MGMT</b> Tuesday, April 25, 2006 — 6-8pm
<b>COMPUTER SCIENCE &amp; MATHEMATICS</b> Tuesday, April 25, 2006 — 6-8pm
<b>BIOMEDICAL ENGINEERING &amp; BIOINFORMATICS</b> Wednesday, April 26, 2006 — 6-8pm
<b>INTEGRATED DIGITAL MEDIA</b> Thursday, April 27, 2006 — 6-8pm
<b>MECHANICAL, INDUSTRIAL AND MANUFACTURING ENGINEERING</b> Thursday, April 27, 2006 — 6-8pm
<b>LONG ISLAND GRADUATE CENTER</b> 105 MAXESS ROAD, MELVILLE, NY 11747
Tuesday, April 25, 2006 — 5-7:30pm
<b>WESTCHESTER GRADUATE CENTER</b> 40 SAW MILL RIVER ROAD, HAWTHORNE, NY 10532
Tuesday, April 25, 2006 — 5-7:30pm
<b>MANHATTAN GRADUATE CENTER</b> 55 BROAD ST. NEW YORK, NY 10004
Tuesday, April 18, 2006 — 6-7:30pm

### FRIENDS OF THE SARAH LAWRENCE LIBRARY CELEBRATE 30 YEARS:

Pay Tribute to College's "Literary Ambassador" Hy Kleinman  
The Friends of the Sarah Lawrence College Library will celebrate their 30th anniversary on April 7 at 8 p.m. with readings by alumna Joanne Woodward, writing faculty member Melvin Bukiet, and poet Thomas Lux, as well as tributes to Hyman Kleinman, the College's "literary ambassador" who marks 20 years with the Friends, and Eleanor Edelman, founding president of the group. The evening's events are free and open to the public. For additional information, please call 914-395-2412.

### Lectures

#### Tsunami Reef Recovery Talk

on Saturday, April 22, 2006, Earth Day, 2:00 - 4:00 pm  
Please call Maria Zampella at 718-265-3448.

Join WCS Director of Marine Programs - Dr. Cherri Recchia, and special guest speaker Dr. Deborah Brusnan from the Tsunami Reef Action to discover natural and man-made destruction of coral reefs and their discovery. Learn how scientists working with local communities around the world empowers people to care for their ocean environment both locally and globally. This program takes place at Education Hall.

### Open Houses

#### THE COLLEGE OF NEW ROCHELLE

to host traveling health initiative at main campus.  
**Health Campus 2010**, a successful collaboration between the Health Service Office and the School of Nursing (SON) at The College of New Rochelle (CNR), will be held on: Wednesday, April 12, from 5:00 - 9:00 pm at DC-37 Union Headquarters, 125 Barclay Street (Manhattan), (212) 815-1710. CNY nursing students will offer presentations on health promotion topics to union employees. Some of the topics will include breast cancer, diabetes, hypertension, nutrition, and stress management. The objective of Healthy Campus 2010 is to educate individuals in the CNR community, and the local communities they serve, about how to increase their quality of life through health programs and teach them how to manage health care issues. Contact Barbara Nitzberg (914) 654-5285.

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# Marymount Manhattan Writing Center Honors Liz Smith At Posh Gala



(l-r) Leila Hadley Luce, John Searles & Liz Smith



(l-r) Jud Shaver & Lewis Frumkes



Cake by Creative Cakes



(l-r) Malachy McCourt & Regina Peruggi



Mary & Carol Higgins Clark

By POLA ROSEN, Ed.D.

There may be no more exclusive event in all of New York City than the Marymount Manhattan College Writing Center 11th anniversary gala that Lewis Burke Frumkes threw at "Doubles" recently for the crème de la crème of Manhattan's literary and social elite. The event honored Liz Smith and Frumkes presented the nationally syndicated columnist with an award for distinguished achievement in letters, calling her "America's highest paid and most beloved print journalist," after which author and cabaret singer Christopher Mason played a musical tribute to Smith on the piano that he had composed just for the occasion. Two college presidents were in attendance, Judson Shaver the current president of Marymount Manhattan College, and Regina Peruggi the former president of Marymount and

now president of Kingsborough Community College.

Among the writers and cultural icons attending the dinner were Gay and Nan Talese, Kitty Carlisle Hart, Helen Gurley Brown and David Brown, Francine Du Plessix Gray, Bruce Jay Friedman, Roy Blount Jr., Avery Corman, Mary Higgins Clark and Carol Higgins Clark, Christopher Lehmann-Haupt, Judith Kelman, Lewis Lapham, Susan Isaacs, Lawrence Block, Tama Janowitz, Malachy McCourt, Sir Harold Evans, Elizabeth Nunez, Ben Cheever, Elly Tatum, Pola Rosen, Hilma Wolitzer and Meg Wolitzer, Harlan Coben, as well as others too numerous to mention. Joining the logophiles and wordsmiths were a cadre of philanthropists and supporters of The Writing Center such as Wilbur Ross and Hilary Geary, Ethel LeFrak with

Bill Baker, Mimi Levitt, Muriel Siebert, David and Lisa Schiff, Gerta Vanderbilt Whitney Conner and Mac Conner, Leila Hadley Luce, Jocelyn Kress, Jeannette Watson and Alex Sanger, John and Joan Jacobson, Tina Flaherty, Richard and Franny Zorn, Rosalind Whitehead, Jones Yorke and Betsy Bartlett, Terry Lang, Edwin and Karlee Bradberry, Ed and Mary Downe, Richard and Iris Abrons,

and on it went. . . all for a truly deserving cause. (See in depth interviews of authors Leila Hadley Luce, Malachy McCourt and Carol Higgins Clark on page 14).

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## LAWSON FUSAO INADA POET LAUREATE, OREGON



**On Writing:** Of course I had to write in school, but I didn't start writing poems and stories until I took a Creative Writing class in college. I would encourage students to start *now*—writing in journals when ideas happen, and using their imaginations in creative ways. There's no “wrong” or “right” in creativity.

**Inspirations:** Inspiration comes from everywhere in life—dreams, memories, current experiences. It's all worth writing about, and expressing the “inner self” in writing can then be shared with others. For further inspiration, I like to write poems for friends and relatives, for certain occasions, like gifts. In that way, creativity is *practical*.

**Challenges:** We all have challenges, but as a writer, I like to challenge myself to learn more, and to develop in different ways. I enjoy going to the public library, and I also try to keep expanding culturally, by listening to different music, seeing different films and different art, and eating different foods beyond what I'm used to. I tell myself: “Why not check it out?”

**Turning points:** As a writer, it was great to get published, or to receive praise from others, but at the same time, I realized that the recognition was based on *opinions*; so a “turning point” was when I knew I had to believe in myself, and to keep creating in my own individual way. Also, although I may be called a “writer,” I know that people are people, and I try my best to be a good *person*.

**Mentors:** My parents, grandparents, and friends were always there for me, and in my teens the great American jazz artists became my creative role-models; in college, my mentor in poetry was the great American poet, Philip Levine.

**Favorite books/poems:** In college, even though I was an English major, I began studying writers from all over the world, whose works were translated into English. I learned a lot from Franz Kafka, Rainer Maria Rilke, Federico Garcia Lorca, Pablo Neruda, Middle Eastern and

African writers, the great male and female poets of the ancient Chinese and Japanese traditions, and so on. As a student of Buddhism, I've found the poetry of Chogyam Trungpa and Thich Nhat Hanh to be very meaningful. All the great religious texts are very “poetic.” And some of my favorite American poems are also song lyrics.

**Advice to young writers:** Since I earn my living as a teacher, and since poetry is not “commercial,” I have not needed a literary agent to take care of business matters. Once a writer has a manuscript to show an agent, then things can happen. My advice to young writers: “Just do it!” Whatever it is, do it. All people have good ideas, but writers are the ones who put it down on paper. Also, go to a bookstore and “check out the market” to see what fits with your interests. It's all good—writing for children, young adults, and these days there are many fields, from history to humor, to graphic novels to science fiction, fantasy, and in the corner, there's my field, poetry.#

## MICHAEL GLASER, POET LAUREATE, MARYLAND



**On Writing:** I remember writing stories in 7th grade, I didn't start writing poems seriously until I was in graduate school.

**Inspirations:** I was inspired by connecting powerfully to Eliot's “The Love Song of J. Alfred Prufrock” suddenly understanding that poetry was about what it means to be human. I was inspired by Wordsworth writing about wanting to write poems that used the common language of the ordinary man. I have been inspired to my best poems, I think, by being father to my children.

**Challenges:** As a writer: being patient, trusting the process of a poem becoming what it wants to become. Letting go of ego as I write.

**Turning Points:** I don't see writing as a career. It is not something I ever aspired to, but rather is something I do—it is a major part of how I seek to make sense of my life and the world I live in; to give voice to those aspects of my experience that matter most to me.

**Mentors:** Judith Hall; Lucille Clifton; William Meredith; William Stafford; Galway Kinnell, Hafiz, Mary Oliver (the first two as literal mentors—those who have discussed my poetry with me in detail—the other five mentors in the sense that I have been moved and inspired by their work and studied it carefully to understand how it works)

**Favorite books/poems:** Too many! But I'd definitely have to add (to the poets above), T.S. Eliot's Four Quartets and many of Stanley Kunitz's poems.

**Advice to young writers:** Would a literary

agent help to launch their career? How do you go about finding one?

Write about what matters most to you—write about what you are given to write about. Write about it until you discover something you didn't know you knew. It is writing that is important—not being a poet, but rather making poems. Xerox your favorite and best poems and give them to your friends, and neighbors and people passing you on the street! Create your own poetry group—get together and share your work—read favorite poems to each other. Celebrate life. Stay awake!! Keep on keeping on!

## A TRIBUTE TO POET LAUREATES AND NOVELISTS AROUND THE NATION

By POLA ROSEN, Ed.D.

During April, National Poetry Month in the United States, each state selects a poet laureate. *Education Update* interviewed five poet laureates from different regions of our country as well as personal interviews with writers of renown. We hope you will discover a host of emotions and inspiration to write your own couplets, sonnets or iambic pentameter, as the spirit moves you.

We posed the following questions to the poet laureates:

At what age did you start writing? Can you share some of the inspirations for your writing? What are some of the challenges you've faced? Describe turning points in your career as a writer. Who were/are some of your mentors? List some of your favorite books/poems. What is your advice to young writers today? [Would a literary agent help to launch their career? How do you go about finding one?]

## MAJORY WENTWORTH, POET LAUREATE, SOUTH CAROLINA

**On Writing:** I began writing around 12 years of age, when my father was diagnosed with leukemia.

**Inspirations:** First and foremost—landscape. The SC landscape has been a kind of muse for me. It is intense, sensual and rather exotic to someone raised in New England.

I am also inspired by human survival in inherently challenging situations. I write a lot about people I have met through my human rights work. Writers need to question accepted norms, and make readers think in new ways. Poetry, in particular, teaches us how to live and navigate our emotional lives. It teaches us how to love, how to grieve, how to maintain our compassion. Good poems come from a kind of intense empathy with the subject of the poem. It could be a river or a country or someone we saw on the bus—what matters is the inherent goodness that comes from an empathetic approach. I am always looking for that.

**Challenges:** Making a living. It is very difficult to spend most of your time working at jobs that have nothing to do with your writing. I tell college students that the secret to writing is marrying someone rich. I'm only half-kidding. Very few poets make a living with their writing, and most become academics. I have worked as book, film, and television publicist for 20 years. It is lucrative and flexible, but very consuming. I try and write early in the morning before my children get up to go to school.

**Turning Points:** Meeting my husband Peter Wentworth during my senior year of college was the most important event in my life as a writer. Peter was writing screenplays, and we felt an immediate camaraderie. We moved to New York City immediately after getting married, and it was enormously important to have the support and understanding that we shared. He continues to edit just about everything I write.

Going to graduate school was clearly a turning point, because it allowed me to focus on writing. I was so fortunate to study with some of the greatest writers in the world.

Moving to South Carolina. One month after we moved we were hit by Hurricane Hugo. Our home and most of our belongings were damaged and/or destroyed. We had nowhere to live. It was devastating, life changing.

Witnessing the destruction of the landscape gave me an intense emotional connection to this place, and when I began to write about it the poems were published. My poems came to the attention of an internationally known batik artist who lived here named Mary Edna Fraser. She wanted to collaborate with me, and this was a wonderful way to enter into the creative community in Charleston. Since her work is based on geological abstracts, and aerial photographs



it also taught me a great deal about the things I was observing on the SC coast where I lived on a barrier island. Our collaborative exhibition was displayed at the National Science Foundation and at Duke University. This experience gave me confidence and knowledge that continues to be invaluable.

Novelist Dorothea Benton Frank has been putting one of my poems in the front of her novels ever since

we met. Dottie is a New York Times best selling author, and print-runs of her books are as high as 800,000!

Being named poet laureate of South Carolina certainly changed everything for me. I suddenly had a book contract, etc. There's a kind of respect that comes with the role, which is fantastic.

**Mentors:** My teachers from New York University's Graduate Program in Creative Writing. I studied with Galway Kinnell, Carolyn Forché, Louis Simpson, Phil Levine, Dennis Johnson and Joseph Brodsky. Toi Derricotte was a student in the program also. Imagine! They were all fantastic teachers intent on making sure we each maintained our own original voice.

My day job involved working with refugees and in the human rights field, and I was beginning to write about these experiences. Carolyn Forché took me under her wing. She took my work very seriously. We became friends, and I worked on a book project with her husband Harry Mattison. Her support, instruction and affection continues to influence me.

**Favorite books/poems:** *Otherwise by Jane Kenyon*, *The Country Between Us* by Carolyn Forché, *The City In Which I Loved You* by Li-Young Lee, *The Duino Elegies* by Rainer Maria Rilke, *Frefusing Heaven* by Jack Gilbert, *Dreamwork* by Mary Oliver, *Extravagaria* by Pablo Neruda, *In The Shadows Light* by Yves Bonnefoy, *The Names Of The Lost* by Philip Levine, *Macnolia* by A. Van Jordan, *Could Have* by Wistawa Szymborska

**Advice to young writers:** Read well and approach writing like an athlete. I heard Joyce Carol Oates say that successful writers are the most disciplined writers. They are not necessarily the most talented.

Poets don't have agents, because there is so rarely an advance on a poetry book and no money to be made by an agent. If one is writing prose, however, an agent is crucial. I have an agent for my fiction and non-fiction projects. Finding an agent is very difficult. I always tell young writers to look at the front of books that are similar to their own, and see if the writer thanked their agent. If the agent took that writer's book, they just might be interested in your manuscript! Agents also rely on their own clients to find new clients. It helps to have friends in the writing world that can help you in that way.#

## DAVID ROMTVEDT POET LAUREATE, WYOMING

**On Writing:** I was always interested in reading and read before starting school but I didn't have any particular interest in writing. I loved art and studied music—I still work as a musician. I loved painting and took classes in drawing and painting and wondered if maybe I could be a painter. In college I began to try to write with some seriousness of purpose and I have now slowly backed into discovering how powerful literature is and how deep is my commitment to writing.

**Inspirations:** My writing arises from trying to understand the collisions between our personal lives—domestic activities, family, friends—and larger social and spiritual issues. Politics often enters my work. And nature—I live at the base of the Bighorn Mountains in northern Wyoming in a small town. I spend a lot of time running, bicycling, skiing. It is when I'm in the woods or at a lake or prairie that I feel most alive and most happy. It's impossible to feel connected to nature and not end up examining the way our political system is serving to accelerate the human destructive impact on the plants and animals, the air and water that give us birth and nurture us.

**Challenges:** The biggest challenge I've faced is rejection. To work as an artist means to live in the world of criticism. I hope that I make art out of a belief that I serve more as a vehicle for something much bigger than my individual being. I want to make art that has some social value, that can lead another human being to a deeper understanding of life, and that can also provide some happiness to that person. At the same time, I recognize that I also make art out of a need to be approved of, to be liked.

**Turning Points:** When my father died was the first time I could say aloud that I was a writer. My father felt that writing was useless if it didn't make money. I've been mostly a poet and even in the best of times I've made little or no money from the selling of poems. I've thought deeply about the relationship between art and money and about the risks that come from either making art a handmaiden of money or denying art's connection to money entirely.

**Mentors:** The first poet who inspired me was Kenneth O. Hanson who taught at Reed College where I was an undergraduate. Hanson wrote mostly short, etched portraits of ancient China, of Greece, of travel. Later at Reed, Kathleen Fraser took me under her wing and was the first person to suggest that I give my life to writing. I studied at the Iowa Writers' workshop and there the poet Sandra McPherson helped me more than I could say. In an environment in which I felt dismissed (though I now think that was not the fault of anyone at Iowa), Sandra helped me to move forward. She treated me as both a student and as a fellow writer.

**Favorite books/poems:** The first poem I found on my own and loved was Wallace Stevens' "Thirteen Ways of Looking at a Blackbird." I love the work of Adrian C. Louis, Phil Levine, William Stafford, Pablo Neruda, and many others.

**Advice to youth:** Would a literary agent help to launch their career?

My advice is to allow writing to be a path toward full realization, to awakening. A poet probably needs no agent and a writer who writes only poetry would be hard pressed to find an agent. The current literary business scene is



governed by global corporations with little or no institutional commitment to art. A fiction writer, songwriter, playwright can be helped immensely by having an agent to advance that writer's work in the marketplace.

How do you go about finding one?

It's now rather rare for writers to get agents by writing to them with query letters. Writers will sometimes tell their agents about a fellow writer whose work is worthy of being represented. A writer may publish a great deal but if it's in the "wrong" magazines, agents and editors will never know about that writer. So if one's goal is getting representation, one must find out what the agents and editors want to represent and write that.

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## JONATHAN HOLDEN POET LAUREATE, KANSAS

**On Writing:** I was always writing, making up stories.

**Inspirations:** I was looking for adventure.

**Challenges:** It's never ending, the challenge to glimpse something freshly and communicate that freshness.

**Turning Points:** Winning my first award, The Devins Award in 1972, and realizing that I might make a career as a writer.

**Mentors:** The poet Reg Saner, in Colorado; the poet William Wordsworth and his "spots of time," in The Prelude.

**Favorite books/poems:** *Traveling through the Dark* by William Stafford, the book and the poem.

**Advice to youth:** Read as widely as possible and when you find a poem you love, memorize it. There are books which suggest literary agents. Look through one. Think of a book you love and find out who that writer's agent is. Contact that agent. We're all, in the end, in the same club.#



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## CAROL HIGGINS CLARK: MASTER OF MYSTERIES

By JOAN BAUM, Ph.D.

The publication of *Hitched* couldn't be better timed: April is when June brides start making their final moves about their wedding dresses, as they do in Carol Higgins Clark's latest Regan Reilly mystery. "Everyone said it was time she got married," says the lively, upbeat author about her private investigator protagonist. Regan, now 31, is soon to be the wife of Jack "no relation" Reilly, a NYC detective, but not before both of them solve a seemingly unrelated pair of crimes—the theft of Regan's wedding dress, along with four other gowns, from a downtown shop, and a number of bank robberies—Jack's turf—all committed by a mustached, medium-built figure in a raincoat. *Hitched* is the 8th in the Regan Reilly series.

Her main purpose, Carol Higgins Clark explains, is "to write books that entertain." She quotes a reporter who once remarked that her mother, the well-known mystery writer Mary Higgins Clark, goes for the jugular while she, Carol, aims for the funny bone. Indeed, *Hitched* has an array of "quirky" characters and pursues a plot line somewhere between zany and serious. She notes that the subject matter may owe something to recent media coverage of stolen wedding gowns and maybe to a saying she once heard that "hell hath no fury like a woman without a wedding dress." Anyway, not everyone in *Hitched* gets married, but the dynamic duo do due diligence to a satisfying conclusion.

Carol Higgins Clark was always attracted to writing but finally took the plunge when a friend who saw her in a play in Los Angeles suggested that her acting career (she had been doing commercials since six) might provide a chance for her not only to star in scenes but to create them as well. The suggestion fell on fertile soil: she had always worked closely with her mother, typing all her manuscripts. Mother and daughter still discuss and critique each other's work. She also loves getting "feedback" from the public



and is supportive of writing programs that require assignments, a great prompt to be disciplined, and that encourage constructive criticism. Of course, when she talks to school kids about her books, as she recently did with 7th and 8th graders at St. Ignatius Loyola, she is often asked first about the money she makes from her various novels, "but they're also interested in research," she adds, and she hopes

that after reading her work they will be moved to do more reading on their own. She points out that because her books are free of four-letter words and violence, younger readers might also find them appropriate as well as "fun."

Although her writing life was strongly influenced by her mother, she also cites the influence of such classics as Harper Lee's *To Kill A Mockingbird* and John Steinbeck's *Travels With Charley*, the latter an on-the-road book, which got her to thinking about doing a series, keeping Regan on the road. An American Studies major at Mt. Holyoke, Carol Higgins Clark cites mentors there as well as an acting teacher in Beverly Hills. She smiles as she recounts interviews where she is urged to disclose family "tensions." There are none: none to disclose, none, period. Mother and daughter are close. Carol has recorded several of Mary's books and was the lead in a film based on her mother's *A Cry in the Night*, which was shown at Cannes and Montreal and on U.S. television. Incredibly prolific, Carol Higgins Clark turns out a book a year, not to mention the best-selling Christmas mysteries she does with her mother. They tour together. Mary Higgins Clark's newest mystery, *Two Little Girls in Blue*, is also an April publication: Look for both of them when they appear on Thursday, April 6th at 7:30 P.M., Paperbacks Plus (joint appearance with Mary Higgins Clark), at Mount Saint Vincent's College, Riverdale, NY.#

## LEILA HADLEY LUCE: INTREPID TRAVELER

By JOAN BAUM, Ph.D.

It says a lot about Leila Burton Hadley Luce that in one minute she can mention Milton, Eliot, Gibbon, S.J. Perelman, the study of Latin and Greek, Yeats and the Dalai Lama—and that's just for starters. At 81, this dynamic life force, still evidencing patrician good looks—traveler, writer, explorer, editor, philanthropist, journalist, foundation head—no longer in top health and recently widowed (her fourth husband Henry Luce III died late last year), is still going strong and not missing a semantic beat. Her down-to-earth manner, a mix of self-effacing wit and humor, and a spontaneous, unpretentious evocation of people, places and things she admires, can leave one speechless. Some of her loves are well known (Shakespeare, Joyce); some relatively unfamiliar (the travel writer and memoirist Patrick Leigh Fermor, the poet Rachel Hadas, the international baccalaureate program at St. Timothy's Boarding School in Maryland); some forgotten (the American composer Deems Taylor, whose 1919 orchestral suite "Through the Looking Glass" comes to mind now that Rizzoli has just published *A Garden By the Sea*, an illustrated "practical guide and journal by Leila Haldey," which describes the cultivation of five acres surrounding her Fishers Island, NY cliff-top home, "Brillig.")

The handsome gardening volume is hardly the first Hadley book to be praised for fine writing.



The award-winning *Give Me the World*, about her gutsy travels from Singapore to Naples as a divorcée with a young son, on a schooner with four guys and a dog, has been hailed as a clas-

## ERICA JONG: FEARLESS AT 64

By EMILY SHERWOOD, Ph.D.

In the final pages of Erica Jong's new book, a dishy, wickedly irreverent, poignant memoir entitled *Seducing the Demon: Writing for My Life*, Jong tells us, "I cannot bear very much reality. I often wonder how people who don't write endure their lives... Sometimes my funniest stories have come out of the blackest despair." And so the reader alternately chuckles and weeps through Jong's disjointed but piercingly honest recollections of her career highs and lows (from becoming a best-selling author of the widely acclaimed *Fear of Flying* in 1973 to instigating a failed lawsuit against Columbia Pictures on the grounds of fraud, leading to deep depression), her husbands (four of them), sexual escapades (a one night stand with Martha Stewart's then-husband in Germany, among others), parenting problems (she accompanied her daughter, Molly, a teen cocaine addict, to rehab, pondering, "How can your children get so far away from where they started?"), her own struggle with alcohol abuse ("I have given up alcohol for years at a time and then drifted back to it"), and her elation at being a grandmother to a delightfully curious toddler named Max.

At 64, Erica Jong seems to be at the top of her game, as we sip tea in the dining room of her Manhattan apartment (she divides her time between here and Connecticut), Max's high chair



lovingly ensconced at the oversized round table, bold, original artwork peering down at us from all corners. Reminiscing about a three decade long career that has spawned nineteen books of poetry, fiction, and memoir, Jong talks about her early days at Barnard College, where she began as a budding painter (her grandfather was a painter) and took Zoology I in hopes of becoming a doctor. "But I couldn't dissect the fetal pig... and the formaldehyde made me faint... So I went in tears to [freshman writing professor] Bob Pack,

*continued on page 23*

## Malachy McCourt: From School Dropout to Bestselling Author

By EMILY SHERWOOD, Ph.D.

In Malachy McCourt's Upper West Side living room is a framed photograph of a Schlitz beer advertisement from bygone days, with a younger, red-bearded McCourt smiling into the camera, a look of sheer gusto and a hint of mischief lighting his face. Although the red hair has evolved to a snowy white, the joie de vivre is still abundant as McCourt talks about his various careers as a pub owner, TV personality, stage and screen actor, and only recently (at age 66) a writer, following his brother, Pulitzer Prize winning author Frank McCourt, with his own bestselling memoir in 1998, *A Monk Swimming*.

It has been a long and circuitous journey from



the streets of Limerick, Ireland, where the Brooklyn-born McCourt spent his childhood years from age three to 21 in a poor household riddled with ill health (his father was an alcoholic, and three of his six siblings died). School for McCourt was "a miserable experience," with lots of "hitting, screaming, and shouting.... We approached school with fear... It was a holding pen for future convicts." Thankfully, McCourt became a voracious reader, first stealing books,

*continued on page 23*

sic ("Hadley unleashes images so rich you can't help thinking that if everyone wrote like this, we wouldn't need TV"), as has *A Journey With Elsa Cloud*, a memoir of a physical and emotional journey that Leila Hadley took with her then estranged Buddhist daughter. Other books, also lauded, hint at wide interests: traveling with children in Europe, visiting remote regions all over the world, manners for young people, weight loss and fitness programs, organic gardening. A constant and graceful writer, she is never without paper and pen (no computer, please).

A patron of the arts and professional organizations—The Leila Hadley Luce Professorship in modern Tibetan Studies was recently established at Columbia—she co-founded Wings Trust with Luce and later, Wings WorldQuest, both dedicated to promote research and celebrate the accomplishments of women explorers. She serves on the board of PEN, the Society of Women Geographers, the Explorers Club, Tibet House, Fishers Island Conservancy, the New York Academy of Medicine, to name just a few. Some people are, as they say, all over the place, but Leila Hadley has *been* all over the place. She is also genuinely interested in what others have to say, often turning a question back to ask the questioner's opinion.

A graduate of St. Tim's, with its prestigious,

rigorous curriculum, Leila Hadley, whose smiling presence graces the Winter 2005 *Alumnae Bulletin*, confesses—with a gleam of pride—that the school, which she attended from grades 9-12, provided her last formal education. Although she won a scholarship to Radcliffe, she got married instead and had a child the following year (I had a proposal, who knew if I would ever get one again, she says with a twinkle). She became an "autodidact," though for sure, at St. Tim's she "got it all." She says that studies show single-sex-H.S. education as academically and psychologically superior. She recalls the headmistress at St. Tim's, Ella Robinson Watkins, and her teachers in English, History, Latin as particularly wonderful. A stutterer early on, she attributes her extensive vocabulary and life-long love of language to her need to find synonyms for words she found hard to pronounce, "pretty" for "pulchritude, for example, but the school also encouraged reading and sharpened her aversion to sloppy expression, much of it inspired by email, she believes. "Develop?" You do that with film, not an idea or career. Her models are many and various, but the common denominator is clear, elegant, accessible discourse—the underrated prose of Somerset Maugham, for example, or the poetry of Billy Collins. Woe are they who allow the Hadley style to slip by without influence.#



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## Popularity of Advanced Placement (AP) Courses Grows

According to the College Board, 200,000 more students took at least one Advanced Placement (AP) exam in 2005 than did so in 2000. Popularity of AP courses continues to grow since many colleges accept high AP test results to satisfy college-level course requirement thus potentially saving thousands of dollars in college tuition. #

### ANOTHER TOOL TO HELP GET YOUR KIDS INTO COLLEGE

It is not that there is a shortage of colleges; there are over 3,000 in the United States alone. The problem is that every day the world shifts ever so slowly to make getting your child's first choice school harder. High School Juniors apply to more schools today than ever before. Twenty years ago, most kids would apply to three or four colleges and some would apply to as many as seven. Today, seven is the low number, and some apply to twice that many. The reason is simple the college you decide to go to will impact your life from that moment on. For this reason, kids today want many choices; applying to many schools will hopefully give them a few good schools to choose from when they decide where to go. Colleges are now getting many more applications than ever before, to pick which students to make offers is done by evaluating academic records, test scores and extracurricular activities. The mistake many students and parents make is to wait until high school to start thinking about college. It is true that middle school report cards are basically meaningless in the college application process, but in order for kids to be ready for the challenges of high school and college they need to start learning how to learn early. Learning itself is a skill. Some kids can read a book and tell you what it was about, while others can tell you what it means. If children learn to file information mentally in such a way that it can be retrieved, school becomes easier and more enjoyable. If they do this before high school then what they learn in high school they will remember when they take the SAT's. One way to prepare students for high school and college is to use an in-home tutoring service like maxprep.com. The reason why tutoring makes sense for children who are both ahead or behind their grade level is that one-on-one instruction is accountable. The student has to give their best answer even when they are not sure if they are right. When they are, their confidence is increased because they now believe they are capable of right answers. They will then work harder and pay closer attention so that they will be right more often and, over time the ability to learn is achieved. #

For further information please contact Jim Brian at Maxprep.com, 212-734-5913

### The Children's Book Committee at Bank Street College of Education issues its annual THE BEST CHILDREN'S BOOKS OF THE YEAR

Recently, The Children's Book Committee at Bank Street College of Education released its annual The Best Children's Books of the Year (featuring titles published in 2005) at its annual Award Ceremony for the three best books of 2005 in children's Fiction, Non-Fiction, and Poetry.

The Best Children's Books of the Year has been published annually for more than eighty years. The volume contains upwards of 600 annotated titles, and is designed to guide parents, teachers, and librarians in choosing just the right books for children. It is divided into over thirty age and subject categories for children aged infant to fourteen. All the listed books have been reviewed by the non-profit Children's Book Committee at Bank Street College. Members of the Committee include educators, librarians, authors, illustrators, and parents. Many of the books are also read and evaluated by a cadre of young reviewers, who range in age from two to fourteen.

Winning books this year were: *Each Little Bird That Sings* by Deborah Wiles (The 2005 Josette Frank Award); *Gorilla Doctors Saving Endangered Apes* by Pamela S. Turner (The 2005 Flora Stieglitz Straus Award); *A Kick in the Head: An Everyday Guide to Poetic Forms* by Paul B. Janeczko (The 2005 Claudia Lewis Award).

Special Price: Although The Best Children's Books of the Year usually retails for \$8.00 plus \$2.50 for shipping and handling, this year the Committee is offering the book at a special price of \$5.00, plus \$2.50 for shipping and handling. Make your check payable to the Children's Book Committee and mail it to Children's Book Committee, Bank Street College of Education, 610 West 112 th Street, New York, NY 10025-1898. For more information, you may reach the Committee at (212) 875-4540 or by email at [bookcom@bankstreet.edu](mailto:bookcom@bankstreet.edu). To view a sample of the list, or order online, go to [www.bankstreet.edu/bookcom/](http://www.bankstreet.edu/bookcom/).

The Committee is also offering an annotated Teen List of 25 titles, available free on its website at [www.BankStreet.edu/bookcom/teen/](http://www.BankStreet.edu/bookcom/teen/).

### CONNECTING SCIENCE AND LITERACY: ARE WE READY FOR THE CHALLENGE?

By GARY STANDAFER, DELTA EDUCATION

Reading for information is a key literacy skill. Research and classroom experiences have shown that systematic instruction in reading informational text is very important for success in school and in life.

But gaining meaning becomes more challenging when students are required to read text that contains a high level of information, such as the text in a typical science program. To address this challenge, Delta Education has developed a set of stand-alone readers that connect science and literacy for the early reader. This 10-book series, winner of the Teachers' Choice Award for Children's Books, introduces basic science concepts and helps early readers develop the skills and strategies they need for reading and writing about science.

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While the vast majority of elementary teachers consider themselves to be very well qualified to teach reading and language arts, only 28 percent consider themselves well qualified to teach life sciences, and 14 percent consider themselves well qualified to teach physical sciences, therefore Delta has developed a comprehensive Program Teacher's Guide, which includes strategies for meeting individual needs and assessment tools.

For more information about Delta Science First Readers, call 800-442-5444 or visit [www.deltaeducation.com](http://www.deltaeducation.com). Delta Education has also developed a science and literacy reading program for grades K-8, titled Delta Science Readers.



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Presented by New York University Child Study Center



## ADHD MEDICATION & THE FDA

By GLENN S. HIRSCH, M.D.

Recently the FDA Drug Safety & Risk Management Advisory Committee met to evaluate whether Attention-Deficit/Hyperactivity Disorder (ADHD) stimulant medication could increase the risk of heart related problems. As a result of that meeting, the 16-member panel made two recommendations: that a medication guide be made available to families and patients and that a "black box" warning be added to the labeling of ADHD stimulant medications.

Many commonly prescribed medications carry "black box" labels, and these warnings are meant to be viewed as a cautionary note for the consumer—a yellow light, not a red one. What information did the committee have in order to make these recommendations? The committee reviewed data from 5 years and found that there

were 12 deaths of children and adolescents and 18 non-fatal cardiac related problems in children and adolescents taking amphetamine. For children and adolescents taking methylphenidate medications there were 7 sudden deaths and 8 who had non-fatal cardiac abnormalities. In terms of percentages there were 0.36 deaths per one million amphetamine prescriptions and 0.21 deaths per one million methylphenidate prescriptions written.

How can we understand the data and what questions still need to be answered by the FDA? These medications have been in use for a long time. Methylphenidate has been used since the mid-1950s and amphetamine before that and these problems have not been noted before.

There has been a dramatic increase in the number of prescriptions of stimulants to treat ADHD in the last decade. This has resulted in controversy over whether these medications have been over-prescribed. Most studies looking at this issue have not found a general pattern of over-prescribing. But, has the increase brought to light a rare problem?

It has been long known that the stimulants can cause slight increases in blood pressure and pulse. Are there susceptible individuals in whom these increases over the long term can result in worsening of an underlying abnormality? The data are slightly suggestive that the rate of unexplained deaths is higher in patients taking amphetamines than in those prescribed methylphenidate. Is this a true difference? What we do know is that unfortunately and unfairly children die every day of a sudden unexplained death.

As a next step the FDA needs to compare these death rates with the rate of sudden death of children and adolescents in general. This is called the "base rate." What should patients, family members and practitioners do at this time? If you or your child is currently taking amphetamine or methylphenidate do not stop or change without talking to the doctor who is prescribing it.

As part of the assessment of a child who is about to start medication and as part of any follow-up, information should be obtained regarding any family history of unexplained death and fainting, heart murmur or any history of cardiac related problems in the patient. The practitioner should take great care in getting baseline and follow-up blood pressures and pulse.

It is important to emphasize that we are talking about a very rare event and this needs to be weighed against the very real problems of children and adolescents with ADHD. These include not only social and academic problems but greater risks of substance abuse and severe accidents.#

*Glenn S. Hirsch, M.D., is Assistant Professor of Psychiatry at the NYU School of Medicine and Medical Director of the NYU Child Study Center.*

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## Rutgers President Awards University's Tourette Syndrome Program

Rutgers University's President Richard L. McCormack and Vice President for Academic Affairs Phillip Furmanski recently announced the highly prestigious 2005-2006 Academic Excellence award of \$125,000 to the University's Graduate School of Applied and Professional Psychology (GSAPP). This recognition comes as a result of the groundbreaking five-year relationship between GSAPP's Tourette Syndrome Program and the Tourette Syndrome Association of New Jersey (TSANJ) and the university's desire to support this ongoing work.

The unique partnership is the first and only university level program of its kind in the nation, providing much needed services for New Jersey families dealing with Tourette Syndrome and offering world-class training to professionals. Rutgers Academic Excellence Award recognizes the significance of the Clinic's outstanding work, its vital impact on the Tourette Syndrome community, and the need for the continuation of the program. In the past, the program had been funded by TSANJ.

"This award is essential to our mutual mission of expanding awareness and offering hope and options," says Faith Rice, director of TSANJ. "The Rutgers Tourette Syndrome Program helps families obtain the assistance they need while training doctoral students and professionals to better diagnose and treat people with Tourette Syndrome."

Dr. Lew Gantwerk, primary recipient of the Academic Excellence Award and Executive Director of the Center for Applied Psychology that houses the program, expressed his gratitude for the recognition of this work by the University. "This award allows us to increase the services available, train more doctoral level psychologists in the diagnosis and treatment of TS and add a significant research component to the project," said Gantwerk.

Families and individuals throughout New Jersey who deal with Tourette Syndrome and any of its related challenges are invited to use the Rutgers program's services. The evaluation is free, and a sliding fee scale assures no one will be turned away for help with Tourette Syndrome and its related conditions including obsessive compulsive disorder, anxiety disorders, depression and phobias.

As many as 1 in 200 people exhibit symptoms of Tourette Syndrome-equating to 40,000 people in New Jersey alone. Tourette Syndrome is an inherited neurological disorder often characterized by uncontrollable movements and vocalizations called tics.

Tourette Syndrome often presents itself with other disorders such as attention deficit/hyperactivity, obsessive-compulsive disorder, learning disabilities, and mood and sleep disorders.

According to Dr. Cathy Budman, Senior Consultant to TSANJ and a nationally recognized



Tourette Syndrome expert, "Unfortunately, the average time from onset of symptoms to diagnosis is seven years. For a child, these years are often filled with academic and social struggles along with countless medical tests, ineffectual medication and frustrated parents."

Earlier this year TSANJ, with the help of grant money from the New Jersey Department of Health and Senior Services, created a national model program offering medical diagnosis, treatment, research and other services called the NJ Center for Tourette Syndrome (NJCTS). The Rutgers Tourette Syndrome Program will become part of that expanded effort. The NJCTS provides the New Jersey Tourette Syndrome community with:

- coordination of care and service for persons with Tourette Syndrome,
- development and delivery of training programs for medical and mental health
- referrals to practitioners throughout the state,
- a centralized point for comprehensive research in Tourette Syndrome,
- professionals to qualify them to diagnose and treat Tourette Syndrome, and
- a central repository for best practices regarding diagnosis and treatment of Tourette Syndrome.

Adds Rice, "Our partnership with Rutgers is a true model for helping Tourette Syndrome patients and ideally should be replicated nationwide."#

For more information about TSANJ, visit their web site at [www.tsanj.org](http://www.tsanj.org) or call Faith Rice, Director at (908) 575-7350. For more information call Rutgers Tourette Syndrome Program at 732-445-6111 x27 or x930.

## HERBERT G. BIRCH SERVICES

Founded in 1975 by Phyllis Susser and named in honor of her mentor, Dr. Herbert G. Birch, **Herbert G. Birch Services** has grown from one small school into a large network of programs serving a wide range of New Yorkers who face significant challenges. Our mission is threefold: to develop and administer state of the art programs based on best practices; to train staff to implement these programs effectively; and, to help families become outstanding advocates for their children.

Birch is renowned for its expertise in the education of children with Autism Spectrum Disorders. We train nearly 500 staff each year in using effective methods to work with these children. Trainees come from the NYC Department of Education, other districts in the metropolitan area, sister agencies and our own schools.

Autism is a biological and neurological disorder affecting speech and language, social interaction and sensory development. Its symptoms range from mild to severe and vary across a number of areas. Autism is found four times more often in males than in females and is the fastest growing disability in the United States. There are more than 1.5 million people with Autism Spectrum Disorder in this country.

Each year, Birch facilitates an annual conference: "Addressing the Challenges of Autism". This year, our conference theme is "Embracing Life Transitions" and will feature a parent panel with *William Stolfi*, *Maxine Boyce*, and *Pat Delury*, *Chantal Sicile-Kira* (radio talk show host, author and parent of an adolescent with Autism), *Ann Palmer* (Division TEACCH, author and parent of college student with autism), *Nina Lublin* (Resources for Children with Special Needs) and *Maxine Boyce* (parent of two children with Autism), *Karen Hazel* and *Donna Fitzsimmons* (Principals from Herbert G. Birch Schools). Presentations will focus on transition issues from birth to adulthood.

The conference will be held at the Lighthouse International Conference Center in Manhattan. For more information and registration, contact 212-741-6522 x226 or [hgbtanyas@aol.com](mailto:hgbtanyas@aol.com).



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## Smarter E-mail Skills Help Avoid Reputation & Legal Risk

By ERIC M. ROSENBERG

Educators often lead by example, but when it comes to the use of electronic communications such as e-mail, they may be setting out unwittingly in the wrong direction. All too often people make the mistake of believing there can be no ramifications from virtual conversations because e-mail is informal and temporary. But as many an organization and its employees caught up in bad publicity or legal troubles can tell you, there is no such thing.

Case in point is an example that occurred in Maine several years ago. In this very public and very embarrassing instance, a school superintendent mentioned in an e-mail to a colleague regarding a meeting that he would like to "punch the lights out of" a specific union representative. When the e-mail was ultimately made public, the superintendent was extremely embarrassed for having committed such a thought to a discoverable electronic writing.

Many educators work in a public environment where, depending upon the state or local law involved, their writings may be regarded as public records, available for review by third parties. Public record acts, audits by funding sources, or regulatory investigations can become the justification for a review of e-mail written by you and stored on government or university-controlled servers or other equipment. To be sure, the stakes are high. Not only could a person suffer major humiliation, but the writer of thoughtless e-mail can also be opening up a legal can of worms. For example, you e-mail something derogatory about a colleague to another colleague at an e-mail address at a state-supported university. That writing has become an electronic record in the servers of that university, subject to its retention rules and

state and federal audit requirements. Unlike an old-fashioned letter, the future of that e-mail is beyond the control of the sender and recipient. Any number of circumstances could result in that e-mail being obtained and reviewed by an unintended recipient.

So what can educators do to prevent problems? Lesson one: Understand the principal sins of electronic communications. Lesson two: fix the problems your organization might have.

The following are some major mistakes that employees tend to make when it comes to e-mail communications. For starters, some people assume that pressing "delete" effectively erases the e-mail trail, which it most certainly does not. Employees also tend to use employer e-mail systems for personal use—which is not only potentially improper, but also pre-conditions the composers of business e-mail on those systems to use the sloppy, informal approach of their personal writings. Users of e-mail also fail to consider how the correspondence would look in the public media, which the superintendent in Maine clearly learned the hard way.

What's more, when sending e-mails, people are often tempted to create untruthful content by exaggerating, joking, losing one's temper, boasting, guaranteeing results, carrying on a debate or spreading rumors. All of these can cause major headaches for an organization, on both a reputation level and a legal one. Failing to heed copyright laws; failing to double-check addresses; and ignoring incoming e-mail that requires corrective action are other major traps.

Understanding these problems and trying to fix them will go a long way toward protecting your organization. For example, it's essential an organization providing e-mail access have a written e-

## THEATER REVIEW

### No DOUBT ABOUT THIS HIT

By JAN AARON

Playwright John Patrick Shanley's long-running provocative play *Doubt* is, at heart, an engrossing suspense thriller about sexual abuse in a Bronx parochial school in 1964. But also the play digs below the surface bringing up weighty issues like truth, faith, convictions, and consequences that stay in mind for discussion after the curtain comes down, as the playwright intended. Recommended for teens and up, this penetrating Pulitzer Prize and 2005 Tony Award winning drama enters its second smash year on Broadway with a new cast.

Eloquent English actress Dame Eileen Atkins now stars as Sister Aloysius. Rewarding the audience with her steely gaze and sharp observations, she embarks on a single-handed mission to bring down a popular young priest Father Flynn (Ron Eldard) she suspects or, indeed, believes, has made advances to a 12-year-old male student. It's Father Flynn's sermon on doubt that triggers Sister Aloysius' suspicions. Mr. Eldard, also new to the cast, brings a solid working class sensibility to his part, but almost makes you believe he could be guilty.

"Liars should be frightened to lie to you. They should be uncomfortable in your presence," says Sister Aloysius, enlisting the aid of a neophyte young nun, Sister James, (Jena Malone). It is completely believable that a stern principal like this, with her penetrating look, could extract the truth out of anyone in a single brief interview. In each of her three interrogations Sister Aloysius does not succeed with Father Flynn. These encounters are high points of the play and here her doggedness sometimes results in touches of humor.

Somewhat overshadowed by Atkins' estimable ease, Ms. Malone, a screen actress, as the nun caught in the middle, is hesitant at first, but improves when she finds the courage for her showdown with Sister Aloysius. As the sole member of the original cast, Adriane Lenox is excellent as the mother of the boy whose well being is in question.

Under the expert direction of Doug Hughes, everything comes seamlessly together—no doubt about it. (Walter Kerr Theater, \$25-\$90; 212-239-7200. Student rush tickets available one hour before curtain.)#

communications policy, signed by each employee upon hiring and updated annually. Such organization should also consider establishing a content surveillance process, for which there are an increasing number of useful systems available, and a consistent disciplinary process for violations of e-policies. Moreover, to avoid misaddressing and other mindless mistakes, employees should be required to demonstrate basic familiarity with the particular features of the e-mail system on their machines. Finally, the organization may want to consider hiring an expert to conduct litigation risk minimization training, preferably

in group sessions and sometimes supplemented by online follow-up.

Remember, educators are leaders by example. E-communications are a good place to imagine your students looking over your shoulder as you address the keyboard. Otherwise, they could be reading about it later.#

Eric M. Rosenberg is the president and founder of *LitigationProofing, LLC*. Rosenberg provides training and consulting to financial services firms, law firms, and other enterprise. For more information, visit <http://www.litigationproofing.com>.

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			Total	Percent	Benchmark Difference	Total	Total		
	Heath Hamilton	B	4200 / 5000	84.00	11.00	2000	2000	1000	2000
	Ken Nibel	B	4200 / 5000	84.00	9.00	2000	2000	1400	2000
	Heath Hamilton	D	2100 / 5000	42.00	(11.00)	2100	2000	1000	2000
	Elmer Hart	B	4200 / 5000	84.00	9.00	2000	2000	1600	2000
	Hilda Hyde	A	4800 / 5000	96.00	21.00	2000	2000	2000	2000
	Judy Caldwell	F	2100 / 5000	42.00	(2.00)	1700	2000	800	2000
	Willie Williams	A	4500 / 5000	90.00	15.00	2100	2000	2000	2000
	Wayne Goodale	B	4100 / 5000	82.00	7.00	2000	2000	1800	2000
	Sandra Smith	B	4000 / 5000	80.00	5.00	2400	2000	1600	2000
	Henry Barber	D	3100 / 5000	62.00	(9.00)	2300	2000	1000	2000
	James Jackson	D	3400 / 5000	68.00	(7.00)	2200	2000	1200	2000
	Nelson Newman	F	2700 / 5000	54.00	(2.00)	2100	2000	600	2000
	Mean:		3767	75.33	0.33	2332	2000	1375	2000

Reading									
Overall	Student	Grade	Overall			Objective		Subjective	
			Total	Percent	Benchmark Difference	Total	Total		
	Heath Hamilton	A	1000 / 1000	100.00	20.00	1000	1000	0.00	0.00
	Ken Nibel	A	900 / 1000	90.00	15.00	900	1000	0.00	0.00
	Heath Hamilton	B	600 / 1000	60.00	(11.00)	600	1000	0.00	0.00
	Elmer Hart	B	900 / 1000	90.00	15.00	900	1000	0.00	0.00
	Hilda Hyde	B	800 / 1000	80.00	5.00	600	1000	0.00	0.00
	Judy Caldwell	D	600 / 1000	60.00	(11.00)	600	1000	0.00	0.00
	Willie Williams	B	900 / 1000	90.00	15.00	900	1000	0.00	0.00
	Wayne Goodale	B	800 / 1000	80.00	5.00	600	1000	0.00	0.00
	Sandra Smith	A	900 / 1000	90.00	15.00	900	1000	0.00	0.00
	Henry Barber	C	700 / 1000	70.00	(10.00)	700	1000	0.00	0.00
	James Jackson	D	600 / 1000	60.00	(11.00)	600	1000	0.00	0.00
	Nelson Newman	B	800 / 1000	80.00	5.00	600	1000	0.00	0.00
	Mean:		792	79.2	4.7	792	1000	0.00	0.00



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# Ariadne Auf Naxos at the Vienna Staatsoper: The Triumph of Edita Gruberova

By IRVING SPITZ

The performance of Richard Strauss's opera, *Ariadne auf Naxos*, must stand out as one of the highlights of the current season at the Vienna Staatsoper. Hugo von Hoffmannsthal's libretto consists of a prologue set in the palatial home of a rich Viennese. To entertain his guests, he has commissioned a composer to present his new opera based on the Greek mythological story of the Cretan princess, Ariadne, who was abandoned by her husband on the island of Naxos. The rich Viennese has also engaged a troupe of comedians for a Commedia dell'arte (Comedy of Art) as entertainment. Since the firework display for the guests must begin promptly at nine o'clock, the rich man's major domo gives instructions that both the commedia dell'arte and the opera must be given simultaneously. Bedlam ensues and the soprano and tenor of the opera are scandalized.

Nevertheless the composer agrees to cut the opera after discussions with Zerbinetta, leader of the Commedia dell'arte who puts order in the chaos. In the actual opera, the disbanded Ariadne is inconsolable despite all efforts of the commedia dell'arte. All ends well when the god Bacchus makes an appearance and Ariadne joins him in an ascent to the heavens. The contrast of the faithful Ariadne with the frivolous streetwise Zerbinetta makes for a fascinating psychological interplay.

The production, directed and produced by Filippo Sanjust, premiered almost 30 years ago. It is somewhat dated but nevertheless remains practical and still serviceable. What really stood out was the splendid opera orchestra. Scored for a rather small ensemble, conductor Friedrich Haider brought out all its subtle nuances. The orchestra was magnificent in both the baroque-like comic atmosphere with the commedia



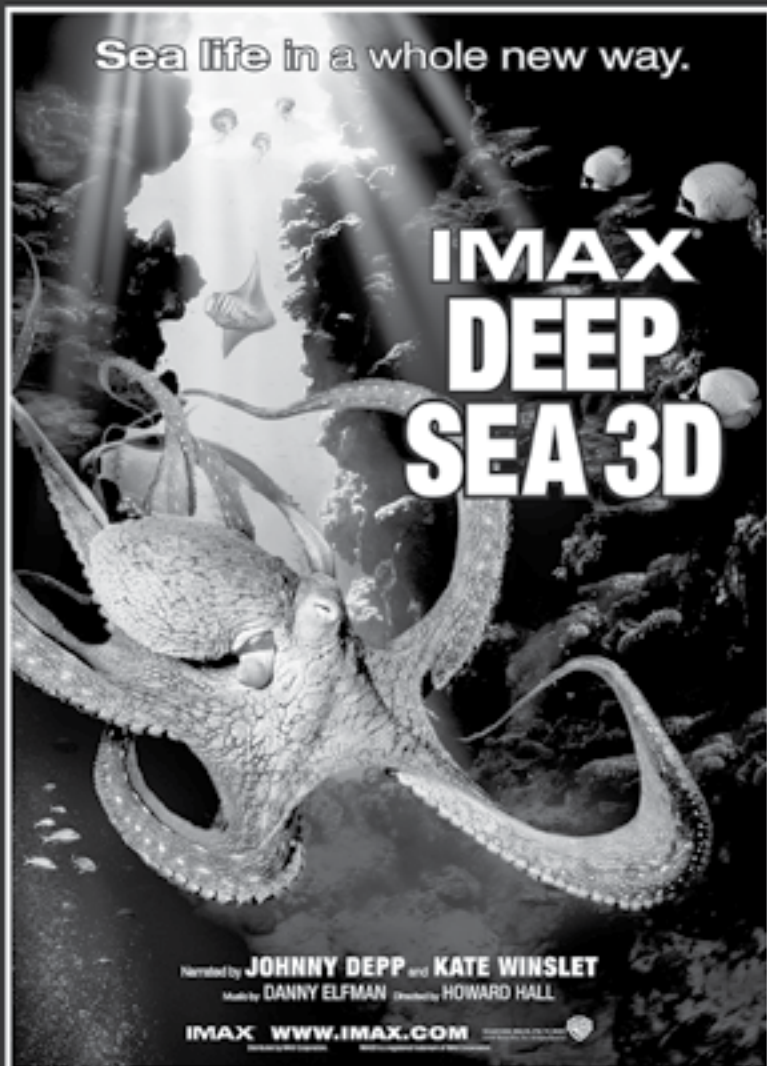
Salje. She was vocally sound and dramatically impressive both when conveying disappointment and anger at having to alter the opera and then with her feelings of love for Zerbinetta.

The composer was not the only one smitten by Zerbinetta. Indeed the whole audience succumbed to the magic of Slovakian coloratura soprano, Edita Gruberova. Zerbinetta has become one of her signature roles and later in the current season, she gave her 200th performance of that role. There are other great Zerbinettas currently around including the French Natalie Dessay and German Diana Damrau. Now aged 59, Edita Gruberova can certainly hold her own. Her voice still retains beauty, perfection as well as vocal agility and clarity. This is combined with an engaging stage personality. All this was especially evident in her showstopper plea to Ariadne where Gruberova brought out all her vocal fireworks. I first heard her in the Staatsoper in 1979 as the Queen of the Nights in *The Magic Flute*. That performance remains indelibly ingrained in my mind. Ten years later she enthralled the audience in a performance at the Metropolitan Opera as Violetta in *La Traviata* conducted by Carlos Kleiber. It is most unfortunate that her appearances in the US are too infrequent. US opera buffs are deprived of hearing one of the greatest of all coloraturas. #

dell'arte, which was juxtaposed with the drama of a classical Wagnerian opera. The latter culminated in Ariadne's solo passages and her duet with Bacchus.

Canadian soprano, Adrienne Pieczonka was impressive both as the tempestuous prima donna in the prologue and subsequently as Ariadne. Her powerful soprano was clearly heard even in the fortissimo passages. German tenor Wolfgang Schmidt succeeded in the punishing but short role of Bacchus. Also very accomplished as the composer was German mezzo-soprano Cornelia

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## Hands-On Science Camp Runs the Gamut of Fun Courses

What do "Dissect a Comic," "Skateboard Science," and "Mystery Solved!" have in common? They're all unique and featured classes at this summer's Hands-On Science Camp, held at the California Science Center from June 26 through August 25, 2006. With over 25 classes to choose from, campers can investigate the powers of their favorite super heroes, explore the creepy-crawly world of bugs, or solve mysteries using forensic clues, during week-long programs for pre-K to 12th grade that are sure to spark the imagination.

"Our classes are unique because we can integrate exciting activities with current exhibitions at the Science Center," says Ron Rohovit, Deputy Director for Education at the Science Center's Amgen Center for Science Learning, which is responsible for creating and organizing the camp. This year's curriculum includes programs that are inspired by the new special exhibit, Marvel® Super Heroes™ Science Exhibition. Students can learn about the super powers of their own bodies in "Small and Mighty," use science and imagination to create their own incredible character in "Super Power Factory," adapt materials such as semi-conductors or polymers to defeat a super villain in "Hero's Lab," and test the science in a comic book story then rewrite it as their own with the correct science in "Dissect a Comic." All of the classes include a visit to the exhibit.

At Hands-On Science Camp there is a class for every age and stage. Little Learner programs are parent-child classes for the pre-K age group that focus on a scientific theme with exciting hands-on activities and crafts. Class titles include "Bug's Life," "Robots!," and "Science Matters."

There is a full slate of half-day and full-day sessions for students in 1st through 8th grades. Highlights include "Mystery Solved!" where stu-

dents will learn forensic science; "Living in Space," which addresses the problems in trying to create a livable world far from our planet; "Bones, Body & Biology" reveals human anatomy and biology through animal dissections; and "Skate Science," which invites learners to put their "goofy foot" forward as they dissect ollies and vert skating, and design their own skateboard.

The Young Curator Institute is a full-day, 2-week intensive program for high school students. Under the guidance of Science Center professionals, participants will envision and build their own science exhibit. The institute is perfect for students interested in careers in museums or science education, and provides an introduction to the variety of skills necessary for presenting science concepts to general audiences.

Hands on Science Camp will take place in the Wallis Annenberg Building for Science Learning and Innovation. The facility offers state-of-the-art themed classrooms and the 32,000 square-foot Big Lab, with its large-scale experiment platforms. Many courses take advantage of the Big Lab's unique features with hands-on investigations involving airflow, buoyancy, gravity, ecology and more.

Create a schedule to suit the family's summer hours. Courses vary in price with half and full day session rates, and some include material costs or special activity fees. Science Center members receive a discount rate. Also available are an extended day program for 1st-8th graders, and a lunch program for all-day campers. Phone the Hands-On Science Camp Hotline at (213) 744-7440 for a free brochure, or visit [www.californiasciencecenter.org/camp](http://www.californiasciencecenter.org/camp) for a complete list of course offerings and registration form.#

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Founded in 1886, Incarnation Camp offers both overnight and day camping to boys and girls ages 7-15. Incarnation Camp is located in Ivoryton, Connecticut on 700 wooded acres, which surround a mile-long private lake. Camp alum and New York Times columnist David Brooks calls Incarnation "The most successful institution I've ever been involved with."

In the spirit of the traditional camp experience, Incarnation Camp offers a well-rounded program including boating and swimming instruction; ropes course; archery; hiking; drama; land sports; arts and crafts; horseback riding; farm and more. Off-site camping and canoe trips are also offered during the summer. Sessions for children ages 7-13 include 2, 4, 6 and 8 week options.

Pioneer Village offers two 4-week programs for boys and girls ages 14 and 15. Leadership and personal responsibility are at the core of this program. Teens take part in Adventure Treks, which include hiking the Appalachian Trail, biking throughout New England and canoeing the Connecticut River. Campers learn to cook on open fires and work in teams as they plan and prepare for these trips.

Many parents claim that the strongest element of Incarnation Camp's program is its team of counselors and staff. Members of the staff are carefully chosen on basis of maturity, responsibility, and experience. Training is provided to further develop leadership skills, personal sensitivity and a special understanding of children's needs. The ratio of campers to staff is less than 5 to 1.

*Parent Quotes from Summer 2005:* "This was like finding an emerald in a haystack! I am elated at his experiences." "Thank you for providing my son with such a wonderful experience. He matured, had fun, gained confidence, learned new things and made new friends." "She really wants to see the rest of the world as a result of meeting all the counselors from different places." "I love the wacky camp songs she still sings." "My daughter loves it there, and it seems her peers and the staff do as well. There is a strong spirit of shared joy and caring that permeates Incarnation Camp and that is the best thing!" ACA Accredited. Scholarships and group discounts are available. Please call Nancy Nygard Pilon (Director) at 860-767-0848 to inquire. [www.incarnationcenter.org](http://www.incarnationcenter.org)

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## Unsolved Problems

By ALFRED  
POSAMENTIER, Ph.D.

This may come as a shock to some of your students, but who says that all mathematical problems get solved? Unsolved problems have a very important role in mathematics. Attempts to solve them oftentimes lead to very important findings of other sorts. Yet an unsolved problem—one not yet solved by the world's most brilliant minds—tends to pique our interest by quietly asking us if we can solve it, especially when the problem itself is exceedingly easy to understand. We shall look at some unsolved problems to get a better understanding of the history of mathematics. Twice in recent years, mathematics has made newspaper headlines, each time with the solution to a long-time unsolved problem.

The Four Color Problem dates back to 1852, when Francis Guthrie, while trying to color the map of counties of England, noticed that four colors sufficed. He asked his brother Frederick if it was true that any map can be colored using four colors in such a way that adjacent regions (i.e. those sharing a common boundary segment, not just a point) receive different colors. Frederick Guthrie then communicated the conjecture to the famous mathematician, Augustus DeMorgan. In 1977, the "four color map" problem was solved by two mathematicians, K. Appel and W. Haken, who, using a computer, considered all possible maps and established that it was never necessary to use more than four colors to color a map so that no two territories sharing a common border would be represented by the same color.

More recently, on June 23, 1993, Andrew Wiles, a Princeton University mathematics professor, announced that he solved the 350-year old "Fermat's Last Theorem." It took him another year to fix some errors in the proof, but it puts to rest a nagging problem that occupied scores of mathematicians for centuries. The problem, which Pierre de Fermat wrote (ca. 1630) in the margin of a mathematics book (Diophantus' Arithmetica) he was reading, was not discovered by his son until after his death. In addition to the statement of the theorem, Fermat stated that his proof was too long to fit the margin, so he effectively left to others the job of proving his statement.

Fermat's Theorem:

$x^n + y^n = z^n$  has no non-zero integer solutions for  $n > 2$

Bring this time, speculation began about other unsolved problems, of which there are still many. Two of them are very easy to understand but apparently exceedingly difficult to prove. Neither has yet been proved.

Christian Goldbach (1690-1764), a Prussian mathematician, in a 1742 letter to the famous Swiss mathematician, Leonhard Euler, posed the following problem, which to this day has yet to be solved.

Goldbach's Conjecture:

Every even number greater than 2 can be expressed as the sum of two prime numbers.

Even numbers greater than 2	Sum of two prime numbers
4	2+2
6	3+3
8	3+5
10	3+7
12	5+7
14	7+7
16	5+11
18	7+11
20	7+13
48	19+29
100	3+97

Can you find some more examples of this?

Goldbach's Second Conjecture:

Every odd number greater than 5 is the sum of

Odd numbers greater than 5	Sum of three prime numbers
7	2+2+3
9	3+3+3
11	3+3+5
13	3+5+5
15	5+5+5
17	5+5+7
19	5+7+7

three primes.

Let us consider the first few odd numbers:

Your students may wish to see if there is a pattern here and generate other examples.

You may find other such examples in *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (ASCD, 2003) see: [www.ascd.org](http://www.ascd.org). or *Math Charmers: Tantalizing Tidbits for the Mind*, by Alfred S. Posamentier (Prometheus Books, 2003) see: [www.prometheusbooks.com](http://www.prometheusbooks.com). If you wish to learn more about  $\pi$ , see:  *$\pi$ : A Biography of the World's Most Mysterious Number*, by Alfred S. Posamentier (Prometheus Books, 2004) see: [www.prometheusbooks.com](http://www.prometheusbooks.com).

*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.*

THE VALUE OF AN ALL  
WOMEN'S EDUCATIONBy KATHLEEN PONZE, MAUREEN  
COLBURN AND CHRIS FARMER

[Education Update asked the Young Women's Leadership School, a public school in NYC founded by Anne Tisch, to describe the value of all girls' schools. The responses follow.]

**Do you believe academic achievement is higher for girls in an all-girls academic setting? Is there a benefit to single sex education in non-academic areas?**

There is no doubt that for most of our girls, achievement both inside and outside of the classroom is higher because they attend an all-girls school. It is difficult to separate academic and non-academic achievement because for adolescent girls, the two are interrelated.

**Academically:** Years of research have shown that single-sex schools promote an environment where gender differences are valued not ignored. At TYWLS the fact that we are an all girls school enables us to use the woman's perspective as a critical lens for teaching all subject areas particularly math and science. Studies have demonstrated that girls typically lag behind boys in math and science as they enter the middle school years and this continues into high school.

At TYWLS we teach Math and Science in a way that makes these subjects relevant to our students and we help our students experience success. Our teachers do not allow our students to say, "I'm just not good at Math." In our school every young woman is a mathematician and every girl is a scientist. At TYWLS, our students work together in groups to get results whether they are collectively solving a calculus problem or working on a lab. This personal interaction and discussion enables our students to support each other and work together as a team. We also provide a number of hands on experiences and field trips for our students to make class work relevant and practical.

In English courses, traditional works like Shakespeare, Poe, and Ibsen are taught along side Zora Neal Hurston, Octavia Butler, and Lorraine Hansbury. Classical texts as well as more modern classics are taught with an eye towards understanding the experience and perspective of women of color. Encouraging our students to identify with the characters creates an environment where class discussions are student centered, rich and energetic.

The social studies curriculum at TYWLS also incorporates the unique learning styles of our students and encourages dialogue about the role of women in establishing all societies. At TYWLS,

project based learning allows students to work in groups where they research social justice issues and women's roles in history. It is not uncommon to see a 7th grade history class putting Christopher Columbus on trial for war crimes, or a senior government class creating voter awareness brochures to inform citizens of candidates.

Clear differences can be seen in Health and Physical Education classes. Women's health issues are discussed candidly in every grade level without hesitation to ask specific and personal questions. AIDS, Lupus, STDs, Diabetes, Hypertension, and teen pregnancy are not abstract concepts saved for a chapter in a health textbook. These issues are real in the lives of our students and their families. In this single sex environment, these issues can be addressed in concrete ways that have an impact on the students' personal lives.

**Non-Academically:** A critical component of the culture of TYWLS both academically and non-academically is our Advisory program. This is a tool that enables the school community to address the individual needs of our students. Each teacher in the school is an advisor and is trained to work with adolescent girls. During the advisory time students discuss issues personal and academic and the environment of a single-sex school enables our students to feel safe and encourages an open environment.

There is no front row in our school. All students sit at tables with four or five chairs circled around them; there is no front or back of the class. Students work cooperatively in small groups on project-based and discussion-based assignments. When students work in small groups, all voices are heard, and students cannot be wallflowers.

When you go to an all girls' school the President of the student council is a girl. The head of the Math Club is a girl and the top science student is a girl. Leadership is a critical component of our model and students are responsible for leading their own lives as well as becoming leaders in the community. All of our students have the opportunity to lead both inside and outside of the classroom. In this all-girl environment, a culture of success has been established where the expectation is that all students will participate, work hard, and be responsible. We have found that students' confidence soars as students begin to see success in the classroom and in their social life.

**Is your faculty predominantly women?**

The faculty at TYWLS includes 23 women and

continued to page 23

## BOOKS

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With the month of April upon us and Easter coming up in the middle of the month, a book to consider for the Lent and Easter seasons is *The Revolutionary Communicator: Seven Principles Jesus Lived To Impact, Connect And Lead*.

**The Revolutionary Communicator: Seven Principles Jesus Lived To Impact, Connect And Lead**

by Jedd Medefind and Erik Lokkesmoe  
(Relevant Books, \$15.99)

The two authors, Jedd Medefind, chief of staff and former communication director in the California State Legislature, and Erik Lokkesmoe, director of communications for a Federal Government cultural agency and a former cabinet-level speechwriter and press secretary to several members of Congress present Jesus in the context of the modern day media age of publicity and spin. Each chapter starts with an assumption about the modern media age as well as a truth about every age. The contrast between these sayings is an indicator that what will be presented will be a whole different way of looking at the communication process and of taking action. Chapter Two on seeking connection with the following quotes is a good start for the direction the book will take, "IN A MEDIA AGE, we assume that... Effective communication must come from a position of power.

IN EVERY AGE, the truth is .....The best communication requires drawing near, whatever the cost." Other helpful features are the personal asides of the authors where they discuss personal issues of communication. All throughout the book the authors present examples how Jesus communicated to people. This book is a good

way to understand Jesus amidst this age of media, spin, and technology, because the book is written to be understood by people who are used to sound bites and concise summaries of information.

**Going Places, Where Does It Come From, Mommy and Me, The colorful zoo**

(Rich Frog, \$8 each)

**What Goes In My Sippy Cup?, Where Does it Come From, Mommy And Me, Foods That Go Together**

(Rich Frog, \$4.50 each)

**Surfer Dude Tub Toys**

(Rich Frog, \$5.30 each)

For young children for gift giving at this time of year are some wonderful items from Rich Frog. First there are four foldout soft books with fabric and velcro lockets to keep the books closed when not in use. *Going Places* features cute animals flying planes, traveling on trains, riding bikes to name a few means of transit. *Where Does It Come From* shows different photos and where they come from, milk and its origin, wool and where it came from to name some of the items shown, *Mommy and Me* present full-grown animals and young animals explaining what type of mommy is the animal and giving the word for what her offspring would be called. *The colorful zoo* presents pictures and names of different animals. There are smaller size foldout books including smaller versions of *Mommy and Me* and *Where Does It Come From*. The two original titles are *Foods That Go Together* and *What Goes In My Sippy Cup*. A great treat for the very young are the Surfer Dude Tub Toys, hippos, frogs and ducks on surfboards floating in one's bathtub. Logos is also the place to come for Passover gifts

## EDUCATION UPDATE'S ADVISORY COUNCIL BOOK SUGGESTIONS

Joan Freilich, Ph.D.

*The Adventures of Huckleberry Finn*, Mark Twain,  
*The Grapes of Wrath*, John Steinbeck  
*Invisible Man*, Ralph Ellison

Bonnie Kaiser, Ph.D.

*To the Lighthouse*, Virginia Woolf  
*The Plot Against America*, Phillip Roth  
*The Wind in the Willows*, Kenneth Grahame

Cecilia McCarton, Ph.D.

*Behavioral Intervention for Young Children with Autism (A manual for parents and professionals)*, Edited by Catherine Maurice  
*Right from the Start (Behavioral Intervention for Young Children with*

*Autism)*, Sandra Harris and Mary Jane Weiss  
*Reaching Out, Joining In (Teaching Social Skills to Young Children with Autism)*, by Mary Jane Weiss and Sandra Harris

Alfred Posamentier, Ph.D.

*Pi: A Biography of the World's Most Mysterious Number* (Prometheus Books, 2004), A. Posamentier  
*Math Charmers: Tantalizing Tidbits for the Mind* (Prometheus Books, 2003), A. Posamentier

Pola Rosen, Ed.D.

*To Kill a Mockingbird*, Harper Lee  
*La Casa de Bernarda Alba*, Garcia Lorca  
*A Farewell to Arms*, Ernest Hemingway

as well as gifts in general, music and unusual greeting cards.

**Upcoming Events At Logos Bookstore:**

**Wed., April 5, 2006**, KYTV Reading Group will discuss *Bleak House* by Charles Dickens.

**Monday, April 17, 2006**, The Sacred Texts Group led by Richard Curtis will discuss the book of Esther.

**Wednesday, May 3, 2006**, KYTV Reading Group will discuss *The History Of The Siege Of Lisbon* by Jose Saramago.

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

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## Books Are Treasures Waiting To Be Discovered. Read And Explore!

By SELENE VASQUEZ

PICTURE BOOK: AGES 5 THRU 8

**Alligator Alphabet**

by Stella Blackstone; Illustrated by Stehania Bauer  
(CIP, 32 pp., \$16.99)

"Aa is for alligator./ Bb is for bear./ Cc is for camel./ Chase us if you dare!" Parent and baby pairs from alligators to zebras playfully introduce the alphabet. Joyous simple rhymes and vivid illustrations in brilliant acrylics.

**I Dreamt I Was A Dinosaur**

by Stella Blackstone; Illustrated by Clare Beaton  
(CIP, unpagged, \$15.99)

Fantastical dinosaurs created out of fabrics, felt, sequins and ribbons. The inventiveness of the visuals, alongside the sweet and simple text will keep the preschool-primary audience enthralled. The final "Meet the Dinosaurs" pages offer pronunciation guides and brief facts on the story's reptiles.

NONFICTION: AGES 7 THRU 10

**Ask Albert Einstein**

by Lynne Barasch  
(Farrer, 32 pp., \$16.00)

A marvelous story based on an article in the New York Times in 1952 whereby Einstein actually reviewed equations with children who asked for assistance. Nostalgic cartoon illustrations interlaced with thoughtful quotes.

**Insectigations!: 40 Hands-On Activities to Explore the Insect World**

by Cindy Blobaum; Illustrated by Gail Rattray  
(CIP, 32 pp., \$12.95)

A unique and inventive introduction to entomology. Activities for budding young scientists include raising meal worms, testing the visual acuity of bees and setting up a watering hole for butterflies. Charts, diagrams, photography and a glossary included.#

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, FL. She is formerly a children's librarian for the NYPL.

### New Book on the Dominican Republic is Rare Resource For Educators

"...You will discover what it means to be a Dominican immigrant, bringing to the United States of America a rich and complicated history, a set of assumptions, expectations, dreams and fears. You will discover what it means to...carry another world inside you until it feels so heavy you have to go back on one of those cheap flights or call home because otherwise your heart will split from tristeza y desesperación."---Forward, by Julia Alvarez

Teaching for Change published its latest book, *Caribbean Connections: The Dominican Republic* to shed light on the rich history, politics, and culture of one of the fastest growing Latino groups in the country. This text fills a void, as there are scarce resources for the educational setting that affirm the identity of Dominicans and inspire students to build a more equitable, multicultural society. This new resource is ideal for Language Arts, Social Studies, ESOL, and Spanish classes.

How does the growing presence of Dominicans in the U.S. and in New York City communities and classrooms affect school curricula? As educators, how can we best teach the history of the Dominican Republic and help students understand its long and close relationship with the United States? How can we accurately present the perspective of Dominican Americans, the challenges they face and contributions they have made to their adopted country?

*Caribbean Connections: The Dominican Republic*, completed in partnership with the Council on Latin American and Iberian Studies at Yale University, answers these questions through oral histories, poetry, fiction, 26 lesson plans, sections on New York, and beautifully illustrated timelines and maps. Noted authors include Julia Alvarez, Josefina Báez, Edwidge Danticat, Junot Díaz, Rhina P. Espaillat, Pedro Mir, and Sherezada (Chique) Vicioso. *Caribbean Connections: The Dominican Republic* is ideal for grades 8 and up, a Spanish language companion is available. For more information visit [www.teachingforchange.org](http://www.teachingforchange.org).

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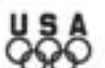
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## Malachy McCourt

continued from page 14

then borrowing them legally from the local library. "Reading was my salvation; it gave me a window on the world"—as was "my ability to put on a good face and charm my way out of everything," he laughs. But he couldn't bluff his way through the academic rigors of the primary school curriculum, and he became a dropout at the age of 13. (In 2002, McCourt received an honorary primary school certificate, a first-ever from the Irish Department of Education and Science and "the only academic honor I've ever gotten," which he has proudly framed and displayed in his hallway.)

McCourt's remarkable survival skills steered him back to New York at age 21, where he founded America's first singles bar, Malachy's, and drifted through a series of menial jobs as a dishwasher and longshoreman, until what he describes as "one motion that changed my life."

Returning from a Broadway show one night, McCourt was about to grab a hamburger when he found himself veering back to the theater, where he told the manager that he wanted to become an actor and performed an audition on the spot. He received his first stage role in *The Tinker's Wedding*, with subsequent parts in *Playboy of the Western World* and *Da*, among others. McCourt also acted in such films as *Reversal of Fortune* and *Bonfire of the Vanities* and has extensive radio and television credits, including his most recent stint as Father Meehan in the HBO prison series *Oz*.

So what prompted a charming guy with the gift of gab and a successful acting career to become an author at the age of 66? "A very large advance," responds McCourt honestly, noting that his brother, Frank, had done so well with *Angela's Ashes* that there was now a market

for the memoir of Frank's quirky Irish brother, Malachy. Indeed, after *A Monk Swimming* spent six weeks on the *New York Times* bestseller list, McCourt followed it up with a second memoir, *Singing My Him Song*, and kept going with several edited collections including *Voices of Ireland*, an anthology of classic short works by such Irish authors as Jonathan Swift and James Joyce who helped educate McCourt after he dropped out of school.

As a writer, Malachy is hardly conventional. "I don't know anything about grammar or mechanics," admits McCourt. "I can't tell you what a dangling participle is, but I play the language by ear." And he has plenty of practical advice for the budding author. "Nothing focuses the mind as well as the prospect of being hanged in a fortnight," he advises jokingly, referring to authors' tendencies to procrastinate. "If it's a memoir, write that which shames you the most, and never judge your own material; you will always find it guilty." He adds as an afterthought, "Never show anything to your relatives," referring to a stage play that he and brother Frank coauthored, *A Couple of Blaguards*, which was intended to be "a lighthearted look at Ireland" but caused his mother to stand up in the middle of the performance and cry out, "It wasn't like that! It's all a pack of lies!"

Although McCourt's life reads like some of the TV soap operas in which he's acted—he's battled poverty, alcoholism, prostate cancer, and heart disease—he's now a firm believer in living for the moment. "Fear is firmly rooted in the future. Shame is firmly rooted in the past. So why muck about with them?" he asks rhetorically, sharpening his pencil for the next memoir on his busy agenda, "I Never Drink When I'm Sober." Oh, and he may be entering politics, he adds, as the Green Party's candidate for Governor of New York. Stay tuned!#

## Calling All Youth! Dare to Be Involved!

Manhattan Chamber of Commerce and ELLEGirl Magazine Lead NYC'S Youth Volunteer Expo Second Annual Event to be Held at Gotham Hall April 28-29

WHO: Manhattan Chamber of Commerce and ELLEGirl Magazine

WHAT: Free Youth Volunteer Expo

WHERE: Gotham Hall, 1356 Broadway, NYC 10018 (west of Sixth Ave. between 36th and 37th Sts.)

WHEN: Friday, April 28 10-7pm AND Saturday, April 29 10am to 3pm

WHY: To open up volunteer opportunities for the youth of New York's five boroughs

HOW TO GET INVOLVED: Visit [www.nycvolunteerepo.org](http://www.nycvolunteerepo.org)

If ever there was a time for the next generation

to take a stand and lend a helping hand, that time is now. The Manhattan Chamber of Commerce and ELLEGirl Magazine are joining forces to aid in the call to youthful arms at the "DARE TO BE INVOLVED" NYC Youth Volunteer Expo on Friday, April 28 and Saturday, April 29. The two-day event is being held at the spectacular Gotham Hall and will provide youth a unique opportunity to explore volunteer needs in their communities.

Nancy Ploeger, President of the MCC, states, "The Expo this year is reaching out to all potential youth volunteers, inviting students from private and public high schools, colleges, youth groups and clubs to the event. We realize that students are enthusiastic about doing volunteer-related, and hope to inspire them into service.#

## Erica Jong

continued from page 14

who said to me, 'Don't worry, you're going to be a poet.'" Jong credits the single sex, intimate environment at Barnard with nurturing her muse: "I had a lot of professors who recognized my gift in writing and encouraged me to continue." Jong later founded the writing center at Barnard, endowing three fellows who provide a support system for their colleagues by helping them learn how to edit their writing.

Like the feminist heroine of her groundbreaking *Fear of Flying*, the feisty Isadora Wing, who for a generation of twenty-something women coined the catch phrase "zipless f\_\_\_" to embody sex without emotional involvement, Erica Jong is getting older and more traditional in her life goals. She's been married to her current husband, lawyer Ken Burrows, for 17 years, her daughter Molly is now a mother and published author in her own right, and many of her favorite moments are now spent crawling on the floor with Max. ("I crawl behind him on the rug in perfect bliss. He stops to inspect a toy and I stop to inspect it too. He makes up nonsense words and I make up nonsense words. Hours go by in a sort of trance," she writes in *Seducing the Demon*.)

So it's only fitting that Jong is working on a

novel that revisits Isadore as "a woman in her fifties moving into her sixties...I want to talk about a woman's life when she encounters the losses of late middle age, when friends start to get sick and die, parents are departing in various ways, usually very difficult ways, your kids are not babies anymore but their problems are bigger, and your marriage may be a good marriage but you're facing the problems that come with failing health...I really want to put my heroine into a situation where all around her people leave her, and her life is diminished because she doesn't have her own life...She's taking care of everyone except herself!" Will that novel take up where "Fear of Fifty", Jong's self-proclaimed midlife memoir, left us in 1994? "I think I'm through with fear," Jong laughs. "Two years ago, I lived through my father's death. Once you've done that, there's nothing to fear except that it will happen to you, and you hope it'll happen fast, not slowly...I'm not so afraid of the future. I've accepted the future," Jong adds on a quieting note.

One can only guess that Jong's newfound calm lies in the hope that is embodied by her grandson, Max. Indeed, it is no coincidence that she ends *Seducing the Demon* with Max hard at play, entranced in a fantasy with his trains and toy animals. "The love of words is clearly in his genes," writes Jong. "The story is not over yet."#

## Leadership School

continued from page 21

5 men. We feel it is important to have a diverse staff that will provide strong role models both male and female.

**Approximately what percent of your students go on to single sex colleges? Coed colleges?**

65 students graduated in the Class of 2005. Although only five students enrolled in a women's college, 32 (almost half) of the class applied to a women's college. The graduates of our school clearly appreciate the benefits of a single sex education.

Are there any other aspects of all-girls education that you wish to discuss?

Our students are often the most articulate about the benefits of a single-sex school. We would like to share with you some sentiments of the young

ladies in our schools. "I feel safe here." "There are no distractions and I can focus on my learning." "In elementary school I was shy and did not participate in class, now I am not afraid." "There is no reason to cut class." "The girls are not fighting over the boys and we can build a deeper bond with each other." "I really love math." "At this school the teachers tell you, you can do it and they push you and help you to understand the work." There are many aspects of a single-sex education that are not quantifiable and are not measured by test scores but the positive experience of students and fantastic college acceptance and attendance rates of our school are proof of a job well done. #

Kathleen Ponze is Principal of the Young Women's Leadership School, Maureen Colburn is Executive Director of the Young Women's Leadership Foundation, Chris Farmer is a CollegeBoard Counselor.

## THE STUDIO MUSEUM IN HARLEM

BY SANDRA JACKSON-DUMONT

The early 1990s witnessed the release of the classic hip-hop record aptly entitled *Edutainment*, by KRS-One and Boogie Down Productions (BDP). Arguably the last great album by one of hip hop's earliest socially conscious rappers, *Edutainment* was nothing short of what the title inferred—education and entertainment combined as a strategy to meet the public where they were intellectually, politically and socially. To some, I might be dating myself by referencing the term *edutainment*. To others, it may sound like another sorry effort to coin a word. But to those of us in the field of education, museums and/or community organizing, this reference resonates because it has been the source of much dialogue at museum and education conferences around the world. Over the last decade, many museums have taken steps to become increasingly more audience-centered spaces, giving rise to interactive public programs ranging from attention-grabbing family activities like *Family Fun @ the Studio*, complete with appearances by familiar cartoon characters, to social parties like SMH's own *Uptown Fridays! Music, cocktails, culture*, which was designed as a point of entry for young professionals and new museum goers. Seminars, including *contemporary Issues in Context*, at The Studio Museum often meld popular culture and traditional art history in an effort to contemporize subjects while simultaneously nurturing a new cultural consumer. When comparing the complexion of today's museum with the role historically carved out for this kind of institution, some questions beg for answers. Have museums been reduced to programmatic entertainment? What would museums look like in the absence of "edutainment"? While the fields of community and k-12 education seem to have embraced this approach to learning, museums that experiment with new ways to make content relevant and meaningful have often been heavily criticized and even accused of dumbing down. And as a result, the state of museums in the 21st century is wrought with contradiction. The territorialized exclusionary practices on which museums have traditionally been built is in direct conflict with modern technology and, in most cases, the contemporary patron. Slowly and progressively, this sturdy historic framework is withering in the glare of a flourishing model that is at once unexpectedly interesting and surprisingly relevant. Many museums are embracing a new model that focuses on redefining the museum as a hybrid space where history and the contemporary can set up camp alongside theory and practice. By functioning as a "site for the dynamic exchange of ideas,"<sup>1</sup> various constituencies are able to intersect with and within the museum to make the space more than a holding facility for objects. All things considered, if "edutainment" translates into an engaging, vital and exciting environment, then employing this pedagogy is well worth the criticism!#

Sandra Jackson-Dumont is the Director of Education & Public Programs, The Studio Museum in Harlem.

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