

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VII, No. 3 • New York City • NOVEMBER 2001  
FOR PARENTS, EDUCATORS & STUDENTS

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## BIO-TERRORISM Are Our Children In Danger?

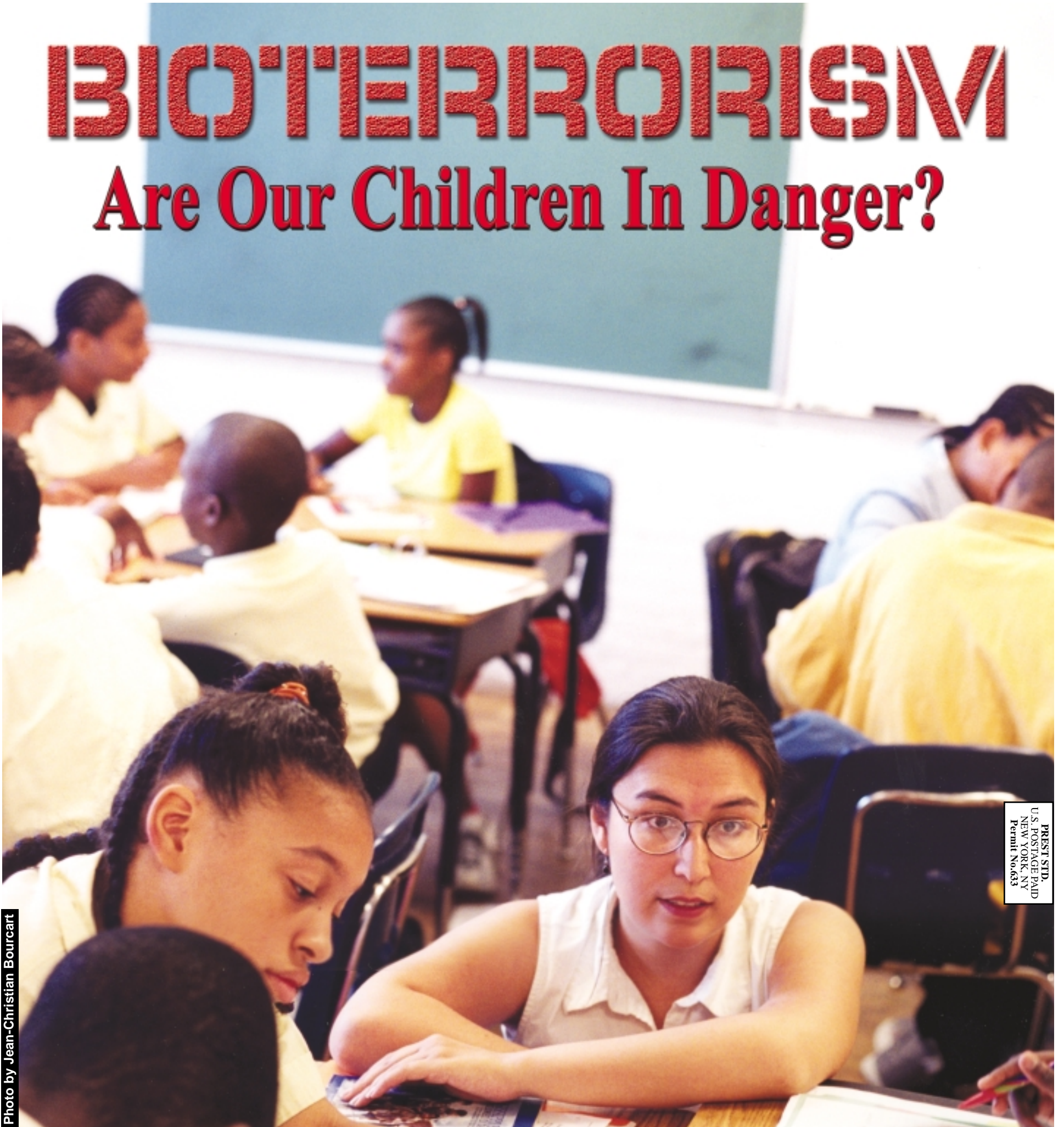


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**GUEST EDITORIAL**
**NYS BOARD OF REGENTS ACTS IN RECENT CRISIS**

By **DR. GERALDINE CHAPEY**

Have you ever been victimized by a professional? Have you ever had the wrong tooth extracted or the wrong kidney removed? How do you know the professionals you are using are not practicing without a license? Who is protecting you from these fraudulent professionals?

You might be surprised.

When most people think of the Board of Regents, they are reminded of standards, curriculum and student testing. But the Regents, as the most comprehensive and unified educational system in the nation, are responsible for so much more.

A case in point was the way the Regents and the State Education Department immediately reached out to help the overwhelming call for volunteers to assist in the extraordinary challenge of the rescue and recovery operation following the World Trade Center tragedy. Under the leadership of Commissioner Richard Mills and Deputy Commissioner Johanna Portier, the State Education Department's Office of The Professions:

- Responded to over 600 calls from professionals, out of state, licensed or retired, asking whether they could volunteer their professional services in this emergency if they are licensed in another state or licensed but not currently registered in New York State.

- Advised the field, through information on our Web page, and communications with the Department of Health, the American Red Cross, the NYS Emergency Management Office, the Governor's Office, and many others that the Education Law allows the provision of medical assistance in an emergency by individuals who are competent but may not be licensed in NYS. This has been a critical message to many health care workers to enter ground zero and assist in the crisis.

- Nurses and physicians who offered to provide emergency services on Tuesday night were not permitted to enter the secured perimeter without proof of licensure; they were able to obtain a record of their licensure by printing out our web page.

- The attack destroyed 33 pharmacies in the

area and a number of databases with information about patients and current prescriptions. Working with the Department of Health and the Bureau of Controlled Substances, we issued Emergency Guidelines for Pharmacy Services related to the crisis that enabled pharmacies to dispense supplies of needed medication to patients who could not otherwise obtain prescriptions.

- Permitted pharmacists and pharmacies to transfer needed stock between and among pharmacies without a wholesale license during this emergency.

- Expedited the processing of licenses to open replacement pharmacies in alternate locations for pharmacies that were closed during the emergency.

- Communicated to the NYS Emergency Management Office and the Governor's Office that architects and engineers needed at the emergency site who may not be currently registered in NYS or licensed in other states can contribute their services as consultants as long as their work is endorsed by NYS licensed design professional.

At the request of the SEMO for help with identifying individuals who could serve as translators, the State Education Department provided:

a) a print of all colleges offering degrees in foreign languages and

b) a printout of the location of all certified teachers in languages other than English.

**The Works of the Office of the Professions: What Made Them Ready To Respond In A Crisis**

Established over 125 years ago to protect the public and professionals, the Office of the Professions is a major force in maintaining and enhancing the health and well being of all New Yorkers. They are responsible for overseeing that every child and adult in New York State is served by qualified, ethical professionals who remain current in their field.

About 640,000 licensed professionals practice under the regulations of the Board of Regents who regulate, license and carry out disciplinary proceedings for 38 professions including accounting, dentistry, nursing, architecture, pharmacy, physical therapy, and speech pathology.

Representing the legitimate interests of consumers, professional associations, individual practitioners, employers, colleges offering professional education and the general public, the Regents and the Office of the Professions, in partnership with 25 State Board of professionals and lay people, work hard to protect and benefit both professionals and the public who require professional services.

Within that last two years the Office of the Professions has launched a major public information campaign: Consumers, businesses and other interested parties can now access a searchable online data base of the 4,500 regis-

tered pharmacists and 700 firms registered to manufacture or sell wholesale prescription drugs in New York State.

Patients and other citizens can turn to the Office of the Professions' Web site for instantaneous registration information and assurance that those who manufacture, transport or dispense prescription drugs are properly authorized and registered ([www.regents.nysed.gov](http://www.regents.nysed.gov))

Over two million consumers used the Web site last year to obtain license verification to determine whether an individual was licensed and currently registered in the 38 professions.

For two years in a row the National Council on Licensure Enforcement and Regulations presented their annual award to the Office of the Professions, New York State Education Department.

And now you know why the Board of Regents and the State Education Department were ready to assist in the challenging and tragic World Trade Center rescue and recovery operation.#

*The author is a member of the NYS Board of Regents.*

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**LETTERS**
**To The Editor:**

I am enjoying reading *Education Update* and am impressed with the broad coverage you were able to give on the city and Manhattan schools, from elementary to high school to universities, within a week of the WTC attack. Your interview with the Imam of the mosque on 97th St. was a thoughtful inclusion.

Anita Reetz,  
Faculty, USC Language Academy  
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To  
**Education Update**

FROM  
**Silver Hill Hospital**

**Mental Health  
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2000**



**Excellence in Education  
Journalism, 1999-2000  
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## VIEW FROM THE TOP

By JILL LEVY



In the early morning of April 1, 1946 there was an earthquake in the Aleutian Islands. Almost five hours later the largest and most destructive tsunami waves ever recorded struck the Hawaiian Islands. There

was no warning. Waves of water 54 feet high penetrated more than half a mile into the Big Island.

Thirty years later, New York City was pounded by a financial tsunami that brought the city to the brink of bankruptcy. A growing gap between City revenues and expenses combined with a stagnant economy nearly caused New York to default on its bond obligations. The problem was compounded by a decision not to disclose certain information about the true state of the City's finances. The nation turned its back on New York City with the jeering headline, *Ford to NY, "Drop dead!"*

Almost a quarter of a century later, after the 2000 presidential election, fiscal and political pressures began to negatively impact our economy. In New York City, public schools were immediately caught in the maelstrom. Now, in the aftershock of the World Trade Center tragedy, economic ripples are quickly turning into a fiscal tsunami.

Today, similarities to 1975 are eerie. Over the past six months consumer confidence has dropped significantly. Many people are experiencing "negative wealth" as their investment portfolios decline and huge job losses occur across the country. After September 11th, the disastrous impacts on the airline industry, Wall Street jitters and the loss of income to NYC have intensified economic uncertainty. The cost of the World Trade Center disaster to NYC has been estimated to be somewhere between \$40 and \$100 billion. A crisis of this magnitude has not

hit our city since the Great Depression.

The origins of this financial disaster were in motion long before September 11th. Unheralded by the media and many legislators, the Mayor's April budget projections already pointed to a growing sea of red ink. September 11th added to the projected budget deficit. In 1975, the deficit shortfall that brought the City to its knees was \$1.5 billion on a \$15 billion budget. Today, analysts are predicting a possible \$4 to \$6 billion deficit on the City's \$39 billion budget. Unlike the unanticipated Hawaiian tsunami, the Mayor is trying to meet this wave head-on by imposing a hiring freeze and budget cuts ranging from an additional 2.5 percent for the Board of Education to 15 percent for other city agencies.

Unlike other city agencies, New York City's schools were already struggling to overcome previously imposed cuts of \$150 million by the Mayor and the "bare bones" state budget piling on another \$150 million to be cut. Add to that a \$2.8 billion shortfall in the school construction budget and our public schools are no longer able to ride the wave, but are about to be sucked under.

It is going to take more than just belt tightening to stop this educational tsunami. Our city, and especially our schools, are in trouble. If we are going to weather this storm, we need as much support from the State and the Federal governments as they gave to war torn countries in the past and supply to our allies today. In 1975, the City was eventually forced to lay off 60,000 city employees and delay repairs and improvements to the infrastructure. The public schools lost music, art and after-school programs along with the finest professional faculties ever to be found in an urban school system. Twenty-five years later, still suffering with the effects of the 1975 fiscal tsunami, we are being forced to go under again.

In a system that has historically mismanaged its human resources, we will witness the exodus

## Opening Channels for Expression

By MATILDA RAFFA CUOMO  
and DEBORAH E. LANS



In a group of 21 7-13 year olds, working with their mentors (judges, lawyers and other court personnel), picture book stories about family, friends, trips, summer vacations and school prevail. But one girl, 8 years old, creates a book about the twin towers and the destruction there.

Lead by Robert Quackenbush, a psychoanalyst and author of 170 children's books who is one of a number of art therapists working with Mentoring USA, the youth and mentors presented to the group the 12-page story books each pair had drawn during the mentoring session. Talking about the drawings gave each participant an opportunity to describe the story and the emotions surrounding the events pictured. The 8-year-old, could express feelings about a terrifying event she had seen repeatedly on television and which had touched in a variety of ways, her Lower East Side neighborhood.

Experts agree that children often communicate some of their most profound and difficult thoughts and emotions through art and symbols

— ones which they often cannot express verbally. And adults, sensitive to the messages and process, can communicate reassurance through symbols as well as words in response.

By offering youth the opportunity to work one-to-one with their mentors, talking about their stories with trusted adults, and then to share their stories with a group, Mentoring USA provides a project through which the group can bond and support the individuals as they express their concerns.

Both goals are important at this time of uncertainty. Adults must offer children opportunities to ask questions about recent events and, in turn, to address their fears and anxieties, offer reassurance and correct misinformed and frightening rumors.

Group discussion also allows a chance to put recent events into the perspective of traumas — both personal and societal — through which the mentors have lived, and from our own history, to allow us all to remember the various difficulties we have overcome. The arts, because they open up different channels for expression, often indirectly, have a crucial role to play in the ongoing healing and coping we all must experience.#

*Matilda Cuomo is the Founder and Chairperson of Mentoring USA and Deborah Lans is the Executive Director.*

of educational leaders and professionals never before seen in the history of NYC public schools. Businesses will not remain in our city without a highly educated workforce. We will never again be able to attract teachers and school leaders to work in such a devastated public school system. And ultimately — "suffer the little children."

In 1946, a total of 159 tsunami-related fatalities resulted from the destruction in Hawaii. Many were curious school children who ventured into

the exposed reef area, not knowing the receding water to be a sign of an approaching tsunami. Do we have the political will and courage to protect our children and the future of our city? Or, are educational needs to be overshadowed by expedient corporate and political interests? Is education the #1 political issue only when the public and the politicians have nothing else to worry about?#

*Jill Levy is the President of the Council of Supervisors & Administrators.*

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## NO LONGER IN THEIR INFANCY: CENTERS PROVIDE THE BEST OF EDUCATION

By TOM KERTES

Infancy centers are becoming an increasingly sizable slice of American life. "It's one thing to say that, in an ideal world, mothers should stay at home and raise their babies," said Nancy Wiener, Educational Director of Upper Manhattan's The House of Little People (HLP). "But the reality is that most families these days need two incomes to survive. So, for many mothers, staying at home is not an option any longer."

President Lyndon Johnson, whose Operation Head Start provided the first federal funds for the "day care and education of infants and toddlers", recognized this as far as 40 years back. Still, societal resistance has been so strong that infancy centers have only come into real vogue over the past eight to ten years. "Even today, there are still less than 500 such places in the New York Metropolitan area," said Barbara Robinson, the Founding Director of HLP.

"I may be biased, but I'm convinced that a school like ours is actually *better* for an infant than being raised at home," said Wiener. "Every single minute of every single day, there's education going on here."

A somewhat different center exists at the Rita Gold Early Childhood Center. "Being affiliated with Columbia University and Teachers College, we serve several different functions," said Faculty Director Dr. Susan L. Recchia. "Besides providing day care and education, we conduct a lot of research – we are studying ourselves, if you will – and run a strong outreach program as well."

Both centers take the approach that "an infancy center is much more than just a place where children come to play day after day." "We are preparing the children to be successful in school – and to be successes in life," said Dr. Recchia. Yet Rita Gold, which particularly prides itself on providing inclusive and culturally respectful care for infants, takes strong cultural cues from each individual parent, even to the point of feeding each child daily at his or her own preferred time. "That we'd never do," said HLP's Wiener. "Here, the children all eat together. That's a large part of our goal of building a community."

Community-building is the goal at Rita Gold as well. "One of the things that makes a center like this special is that the children have

a chance to interact with each other – and with adults as well," Dr. Recchia said. "We're learning that even very young babies develop friendships. And that a chance at such early attachments makes them more advanced and socially comfortable for the future."

At both centers, each infant pretty much has his or her very own caretaker – as well as an avalanche of vigilance from every educator in the room. "No question, at this early age, individual attention is a must," Dr. Recchia said.

Rita Gold, more experimental due to its academic aspect, allows parents to stay for as long as a week at the beginning of the child's stay: "We take our cues from them", said Dr. Recchia. HLP subscribes to the philosophy of building a child's cognitive skills by "respecting the senses". "At this very early age – our infants vary from the age of three months to two and a half years – every day is a transition period," Wiener said. "A child can literally return after a weekend as quite a different little person than he was the previous Friday."

Both centers follow the "total child" concept, dealing with their miniature clients' development from a physical, psychological, social, and emotional point of view. "Learning about the importance of caring about others is paramount with us," Robinson said. "You can't have an emotionally healthy and socially successful child without that sense."

As an educational institution, Rita Gold often uses graduate students as teachers. HLP employs strictly professionals. Rita Gold provides bilingual education whenever possible. HLP, while acknowledging cultural differences, concentrates on teaching the children in English. Rita Gold, limited to Columbia University students and faculty, costs only \$75 a semester. HLP, a private school open to the general public, costs \$975 a month.

Yet, in spite of – or perhaps because of – their differences, these are both schools of the very highest quality. "We take the very best of all educational theories, listen to what the children are 'teaching us', then mix in our own 25 years of experience," Robinson said. "Children at this age are literally capable of absorbing *anything*. What we try to provide them is non-stop enhancement, socially, educationally, and emotionally."#

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Children play at a local infant center



# NATIONAL EDUCATION SUMMIT REAFFIRMS EDUCATIONAL COMMITMENT

By **MARYLENA MANTAS**

Governors, educators and CEOs attended the 2001 National Education Summit recently reaffirming their commitment to education at a time when the country faces growing security concerns since the events of September 11th.

"It's important that as education leaders we're not intimidated. We didn't even consider canceling," said Governor John Engler, co-chair of Achieve. "We've been planning since February, and by coming here, we simply have a chance to show our dedication to do the work that needs to be done and to make America stronger."

Sponsored by Achieve, an independent, bipartisan, nonprofit organization, the Summit took place at the IBM Palisades Executive Conference Center, in Palisades, NY and was the fourth one of its kind to take place in the US. Participants, which included approximately 25 state governors, 35 corporate leaders and 30 educators, reflected upon the progress made in education since the 1999 Summit (two Summits took place in 1989 and in 1996) and emphasized their commitment to keeping education a priority.

"Incremental improvement doesn't change the fact that even our best students in America are just average by international standards," said L.V. Gerstner, Jr. Chairman and CEO of the IBM Corporation and co-chair of Achieve. "It doesn't explain the fact that the gap between white students and Latin American students grew wider during the decade of the 90s. The grim reality is that even as our overall achievement inches up, our sons and daughters remain severely handicapped by a system that expects too little and then routinely rewards substandard performance against even those minimal requirements."

Prevailing buzz words throughout the two day conference included accountability, assessment, standards, testing and achievement gap, reflective of the topics included in the six-page final Statement of Principles adopted at the end of the conference.

The Statement illustrated a renewed commitment to improving three critical areas in education, including testing, accountability and teach-

ing. All improvements are set to take place within an educational environment also committed to raising academic standards.

"The objective here is to elevate the performance of all our children. All of them. That's the goal," said Gerstner, who characterized the "struggle" to improve education a "national problem."

The Statement urges the education community to "raise achievement for all students while closing the achievement gap separating the educational 'haves' from the 'have-nots'...these goals are an irreducible educational minimum for the United States. Nothing less than their full attainment will serve that nation's social, democratic, and economic interests."

Participants, particularly the educators present, emphasized that improving the quality of teachers stands at the forefront of achieving the new goals.

"Once and for all it's time to stop talking about making the teaching profession more attractive, and do it," said Gerstner. "We can hang our heads, we can moan about teachers' pay. We can say it's too low, call it unfair, or we can leave here with a commitment to fix the problem: Competitive salaries, pay tied to performance, and pay for expertise. Teaching is a profession. Let's treat it like one."

The Statement of Principles provides states with guidance in implementing measures to achieve better results in the three areas specified as critical. The Statement urges states to adopt "good" tests characterized by quality, transparency, utility, coherence, comparability and strategic use of data. To strengthen accountability, the Statement urges states to employ policies of adequate phase-in, assistance before intervention, flexibility to schools to change, sanctions and shared accountability and alignment without college admissions and employment. Finally, to improve teaching the Statement calls for changes in recruitment and preparation, tools and support, matching strong teaching to the schools in the greatest need and compensation.

"The President's education strategy, especially the call for higher standards and more accountability, dovetails the goals of state after state across this country," said Governor Engler (Michigan). "And, one of the things I hope we can do is that we can support not only the President but those in Congress who have joined with him and with us—the nation's governors and education leaders—in this battle which we surely must win."

Participants also attended several demonstrations illustrating how the use of technology driven education programs provide professional devel-

opment for teachers and improve the collecting of data for decision-making. Demonstrations were presented by a number of companies, including

Great Schools.net, Decision Support and System, Learning with the Library of Congress and Teachscape.#

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A product is now available that uses the Internet to study and review for Regents Exams and meet the demanding State Education Department standards for graduation. A question has been posed to school administrators, curriculum directors, technology coordinators and teachers who are concerned for their students. **Are you challenged by tougher AIS (Academic Intervention Services) demands and the level of performance expected of every student facing more difficult standards for graduation, while being concerned about budgetary restraints?** The answer is within your reach when you call the President of CASTLE Software, Inc., Bill Ingui, who will personally help you with the latest breakthrough educational tool—iSchoolZone, a new web-based high school review product that is available 24 hours a day, 7 days a week. What he wants schools to do, through their principal or technology coordinator, is to use the web-based program FREE OF CHARGE for 3 weeks, with just a phone call to him.

When you go to "<http://www.ischoolzone.com/review>" and sign in as "GUEST" (no password), you will be greeted by Prof. Bill, who will help students through the review sessions. If you like what you see, then contact him at 1-800-345-7606 to ask for a free trial for the whole school.

iSchoolZone lets students create multiple-choice review sessions in more than a dozen Regents and non-Regents high school courses covering Math, Science, and Social Studies. Each question contains well-written hints, reasons for the correct answer, and related terms with full definitions. An excellent feature is the Progress Report, which can break down student performance by unit, theme, difficulty level, and even special "attributes" such as graphs or cartoons. Students can then tailor subsequent review sessions to concentrate on the types of questions that give them the most trouble.

In addition, teachers can monitor student activity, assess problem areas, and even assign sessions designed for specific student needs. Individual student and full class cumulative reports help teachers target their lesson plans and assignments to the strengths and weaknesses of each of their classes.

Technology directors will be pleased to learn that, as a web-based product, iSchoolZone requires no installation, maintenance, or network administration. Flexible management tools are available to make it easy for the tech director to manage accounts and monitor activity. And, best of all, students can use iSchoolZone from any web-connected computer—from home, school, or library—at any time of the day or night, even on weekends! This sounds too good to be true, but it's a "must try" program for the concerned educators.

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# FREEDOM VS. SECURITY: CHALLENGE TO EDUCATORS

By SYBIL MAIMIN

As the nation enters a new kind of war in its efforts to end international terrorism, the question of finding a balance between security and freedom promises to be both daunting and contentious. An early voice in the debate was the broadcast at the First Amendment Center of WNYC's "On the Line," hosted by Brian Lehrer, which tackled *Defending Freedom In Its Hour of Maximum Danger: A Challenge to Edu-*

*cators*. The First Amendment Center, a forum for exploration of free expression issues, is currently co-sponsoring, with the Association for Supervision and Curriculum Development, model schools that incorporate First Amendment principles in their educational practices. On the broadcast, it was agreed that new realities and uncertainties will pose many challenges to educators, and schools will be a focal point where respect for freedoms will be tested.

Charles Haynes of the Center reported that polls show that most people, including educators, speak of having freedoms but cannot identify them. One out of five teachers cannot name a single freedom in the First Amendment, and a majority have been resistant to allowing student legal rights; for example, distributing political and religious material, in their schools. Freedom's vulnerability in times of crisis and the need to practice it responsibly will be increasingly apparent in the aftermath of the World Trade Center attacks. While certain crack-downs will be necessary, defense of our basic freedoms remains paramount because without them, we have nothing to fight for.

Discussion focused on crisis dynamics and possible intimidation of dissenting voices. It is especially important that, in preparing students for roles as active citizens, they learn to respect all opinions and defend the right to have them. "It is not enough to wave the flag at times like this," exhorted Mr. Haynes, "we must live the freedoms." Relating the tragedy to religion, Joe Loconte of the Heritage Center for Religion in a Civil Society said schools fail to teach the role of religion in American life leading to misunderstandings and misinterpretations. Teachers are confused about the line between institutional sep-

aration of religion and schools, and the right of religious expression. Government cannot impose religion but we are not free from encountering religions of others, and students must be prepared to meet people from different faiths and build a civic society together. In addition, schools must be sensitive to students with no religious beliefs.

A panel of students and a teacher joined to discuss the effects of the Trade Center disaster on their lives and their schools. Addressing the overwhelming need of students to talk about the attacks, Townsend Harris High School in Queens devoted an issue of its student newspaper to letters, opinions, and statements. A special meeting was held for Moslem students in the school where they were greeted with warmth and promised ongoing support. Ilsa Cowen, an English teacher and advisor to the school newspaper, said her school's reaction mirrored that of the country; "the tragedy brought everyone together in shared feelings of warmth, fear, and concern." Hunter College held a teach-in where issues of terrorism, why the United States is targeted, and dissent from the President's position were discussed. A student anti-war campaign has begun. Students expressed fear of the draft but, for the moment, most were focused on coping.#

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## Why Does The Label Matter: Asperger's Syndrome

By Ruth Arberman, Director of the Sterling School

More than ever, we are aware of the importance of skilled diagnosis. If I go to the doctor with "flu-like" symptoms suddenly it becomes critically important to know if I have the flu or have been infected by a biological agent. Yet many of our children have Learning Disabilities that we don't have a handle on and neither do the schools. This has profound consequences for the way children are treated and educated.

Many schools have difficulty understanding a child who may be a wiz at science, computers or academics, functions at grade level yet is socially odd. They often conclude that this is a home problem. This is a child with Asperger's. They have no clinically significant delays in language or cognition but have difficulties in social interactions.

The key features of Asperger's syndrome are: Problems with Social Interaction (failure to make friends), Communication (sometimes hyper-verbal), Narrow Interests/Preoccupations (wanting to pursue one area of study - i.e. computers, trains, dinosaurs - at the expense of all others), Repetitive routines/rituals, inflexibility (may dislike change). The internet can provide parents and educator's a wealth of information at such sites as: [www.asperger.org](http://www.asperger.org), [www.wpi.edu/~trek/aspergers.html](http://www.wpi.edu/~trek/aspergers.html) etc. Yale University is currently involved in a comprehension research project involving Asperger's. They can be contacted at [www.info.med.yale.edu/childstudy/autism.html](http://www.info.med.yale.edu/childstudy/autism.html).

While this syndrome tends to affect more boys than girls and is not that common, if you feel that your child has been misdiagnosed with ADHD, ADD, OCD or ODD, a discussion with a knowledgeable psychologist or developmental specialist about Asperger's may be in your child's best interest. (See Diagnostic Standards Manual IV (DSM IV) pg. 77 for Clinical Definition.)

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## NY STATE TEST RESULTS RELEASED

The New York State Department of Education released recently the results of the standardized Math and English Language Arts (ELA) tests taken last May by fourth and eighth grade students across New York State.

"Based on the results released, we can say that there has been a rise in the fourth grade math scores over the last two years, but for the most part, the scores on the eighth grade tests for both English and math showed little

change. "I continue to be disappointed that the school system has not made greater progress," said Chancellor Harold Levy.

In NYC nearly one-half of fourth grade students have not met all of the math standards for their grade. The percentage of NYC fourth grade students who achieved the advanced level on the Math assessment increased over five percentage points from 10.0 percent to 15.1 percent in 2001. The percentage of grade four students scoring in the lowest proficiency level, Proficiency Level 1, has declined steadily from 19.3 percent in 1999, 18.4 percent in 2000 and 16.5 percent in 2001.

Since 1999, when the test was first administered, approximately one-third of the grade 8 students in NYC have achieved the ELA standards for their grade. Statewide, the percentage of grade eight students meeting or exceeding ELA standards declined from 48.1 percent in 1999 to 44.9 percent.

"These results make it clearer than ever that we need to rethink how we teach math," said Levy. "The recommendations of the Math Commission have set the stage for changes we need to make. I am determined to implement them." #

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

## Conference Addresses Needs of Grandparents Raising Children

Nearly 300 grandparents and professional experts gathered at the Fordham University Lincoln Center campus recently to attend a conference addressing problems faced by older New Yorkers who have assumed the responsibility of raising their children's children. The conference, entitled "Building A Partnership For Success: Grandparents and Systems United" was organized by the New York City Department for the Aging and the New York City Kincaid Task Force.

"We cannot ignore the concerns of the more than one million grandparents nationwide who are raising their grandchildren," said Commissioner Herbert W. Stupp of the Department for the Aging. "These older people, who thought their parenting days were over, are now caring for their children's children - many of whom, because of their parents' absence, have enormous problems and social needs."

Many grandparents take on their new responsibilities under emergency conditions without advice to guide them through a maze of complex decisions about legal custody, guardianship, foster care and kinship foster care alternatives."

The conference featured a panel of grandparents who addressed issues to professional experts from New York City agencies and organizations to develop creative solutions to the problems grandparents face while trying to provide for their grandchildren.

Keynote speaker Joseph Crumbley, Ph. D., a kinship care expert and author, focused on streamlining service provider response to the unique situations faced by grandparents who head "skipped generation" households.

Sixteen workshops provided education and information on a wide variety of topics including legal and financial issues, policy and advocacy issues, and developmental and system issues.

Commissioner Stupp pointed out that following the tragic events of September 11<sup>th</sup>, there is every indication that many additional children were left parentless, leaving grandparents or other relatives to raise them. He urged all older New Yorkers who know of these situations to call the Grandparent Resource Center for assistance in these difficult times. The Center can be reached at 212-442-1192 during business hours.#

## Half of NY State School Principals to Retire in Five Years: Survey Confirms Crisis

An independent survey released recently reveals that 48 percent of the state's current school principals intend to retire by the year 2006 and 74 percent by 2011, validating education leaders' concerns of the looming crisis facing the schools and communities of New York State.

Conducted by a research team at the University at Albany and sponsored by the School Administrators Association of New York State (SAANYS), the report challenges state leaders to attract quality educators to the principalship to fill the emerging gap.

"With three-quarters of current principals planning to retire in the next 10 years, the report strongly calls for strategies to encourage and support a younger, more diverse group of educators," said SAANYS Executive Director Richard Thomas.

The 142-item survey was sent to a random sample of 1,485 New York state principals

(excluding New York City) of elementary, middle and high schools, with 45 percent responding.

Other findings include:

- Nearly all the principals (96 percent) said they were increasingly held accountable for student achievement and test scores.

- More than 80 percent said they were increasingly involved with the use of data to improve student achievement.

- 85 percent reported increased involvement with safety and crisis management issues during the past three years.

- 75 percent indicated that the "fragmentation" of their time was a "high" concern.

- 71 percent indicated moderate to high concern over funding for and integration of technology into instructional programs.

- City school principals spent nearly twice as much time on student supervision than their rural counterparts.#





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### Empowering Children in a Time of Crisis

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In a world that may leave them feeling helpless and lacking control, our children need experience of individual success and achievement now more than ever. These experiences can be most directly realized through schoolwork, but in many classrooms children are not always recognized for their individual achievements. At home, busy parents may not always have the time or the energy to go through homework assignments at the end of the day and provide daily encouragement.

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As a special offer, you can call before 12/01/01 for a 10% discount on an academic evaluation for your child. These tests are available at our Upper Eastside, Upper Westside and Downtown locations Monday through Saturday. To schedule an appointment or to discuss all that Huntington has to offer, please call (212) 996-8099.

## MUSEUMS

# GUGGENHEIM OPENS SACKLER CENTER FOR ARTS EDUCATION

By MARIE HOLMES

The Guggenheim has undergone a number of renovations recently, and they go beyond the black paint which now covers the museum's ramps. Beneath the dramatic lighting and the monumental Baroque altarpiece in the rotunda—a highlight of the recently-opened *Brazil: Body and Soul* exhibition—the museum has installed the facilities that comprise the Sackler Center for Arts Education.

The Center opened its doors earlier this month, launching a new stage in arts education programming at the Guggenheim. Designed to “provide innovative learning experiences” and “meaningful encounters with the museum's collections and exhibitions as well as modern and contemporary art in general,” the Center's facilities include two multimedia labs, a studio arts lab, an exhibition space, the New Media Theater and the existing Peter B. Lewis Theater. In addition, a state-of-the-art Resource Center will provide a wealth of materials relating to the museum's holdings and modern and contemporary art in general. Teachers searching for ways to incorporate art into their classrooms will find curriculum guides, slide and poster-sets, audiovisual materials, and the help of the museum's education staff.

The Center will soon launch a new “Tour and Workshop” program, designed for grades 3-12. Students will visit an exhibit and then use either technology or traditional studio materials in the workshop, allowing for an extended and more meaningful museum experience that incorporates different learning styles.

In conjunction with the current *Brazil: Body*



From the exhibition: *Brazil: Body and Soul*

*and Soul* exhibition, Sackler Artist in-Residence Regina Silveira will work with New York City teachers on a project entitled *To Be Continued . . . (Latin American Puzzle)*, which will explore stereotypes and preconceptions about Latin America.

With the wide array of programming that will take place in the Sackler Center, from lectures for graduate students to film screenings for children, the museum hopes to reach diverse communities. “Sometimes,” adds Kanatani, “a program can lead to introducing new audiences to the Guggenheim and to art.”

“We hope that the Sackler Center will become a model for museums worldwide to redefine their public role as institutes for learning,” says Kathe A. Sackler, M.D., whose family provided the founding gift for the Center.

A variety of events for students, teachers, and the general public are scheduled in conjunction with *Brazil: Body and Soul*, on display until January 27, 2002, as well as the opening of the Sackler Center. For more information about programs and events at the Sackler Center, including open houses for educators, call (212) 360-4334, or go to [www.guggenheim.org](http://www.guggenheim.org). #

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For more information, go to <http://www.studyabroad.com>.

## Workshops, Conferences and Events

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Although it is not specifically requested by every school, readers are strongly advised to call schools to confirm dates and times and verify if appointments are needed.

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#### Poly Prep Country Day School Middle & Upper, (718) 836-9800;

9216 Seventh Ave., Brooklyn, NY 11228

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Fri., Nov. 9 from 9 am to 11 am; Grades 7 & 8: Wed.,

Nov. 14 from 9 am to 11 am; Grades 9-12: Tues.,

Nov. 6 from 9 am to 11 am.

#### Poly Prep Country Day School The Lower School, (718) 768-1103;

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*Earth 2 Class:*

Fall: Nov. 17, Dec. 8

Spring: Jan. 26, Feb. 9, March 9, April 13, May 11

Instructors: Michael Passow & Christiana Assumpcao

*Fundamental Concepts in Peace Education:*

November 17 and 18

Instructor: Betty Reardon and TC Peace Education Team

*Playwriting Workshop: Trauma/Drama: Writing the Drama Narrative*

September 10- December 17

Instructor: Cecilia Petit-Hall

*School Violence Training*

Sessions Available: November 9 or December 7

Instructor: Erwin Flaxman

*Special Topics in Music: Dalcroze Studies*

November 3, 10, and 17

Instructor: Thomas Parente

*Education for Global Security: an Environmental Perspective*

December 1

Instructor: Patricia Mische

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### EVENTS

#### Germany Today: A Symposium

Thursday, November 8, 3 pm - 8 pm

CO-Sponsored by the Jewish Community relations Council of NY.

As we mark the 63rd anniversary of Kristallnacht, the Museum presents a symposium exploring Holocaust memory in contemporary Germany, and Jewish-German relations today. These issues will be examined through the perspective of Holocaust survivors, German Jewish and German non-Jewish youth, community leaders, and academics. Speakers include Ernestine Schlant Bradley, author of *The Language of Silence: West German Literature and the Holocaust* (1999) and the German Ambassador to the United Nations, Dr. Dieter Kasrup

#### Reunion

(110 min., Dr. David G. Marwell, Speaker/Museum Director, English, France, West Germany, United Kingdom, 1991)

Monday, November 12, 6:30 pm

This film is set in early 1930s Germany where Hans, the son of a prominent Jewish doctor, befriends Konradin, the teenage son of an aristocratic family. As the Nazis gain power, the friendship is split apart. As the Nazis gain power, the friendship is split apart. Featuring a screenplay by Harold Pinter, this film stars Jason Robards as the elder Hans, now a New York lawyer, who returns to Stuttgart for the first time since he fled Europe in 1933 and uncovers some surprising revelations about his childhood friend. This film is also part of the 14th annual Film and Discussion Series, which is presented by the Bess Myerson Film and Video Collection with additional funding from the Robert Sillins Family Foundation. Tickets: 212.945.0039

## U.S. Departments of State & Education Announce International Education Week

By MARIE HOLMES

U.S. embassies and consulates around the world, as well as other governmental and educational institutions, will hold events to commemorate International Education Week 2001, Nov. 12-16. U.S. Secretary of Education Rod Paige encouraged schools and communities to participate in International Education Week by coordinating activities that highlight foreign language instruction, study abroad programs, global studies and other related topics.

The week's activities fall on the heels of House Resolution 207, which proposes to establish an international education policy, citing the need to better prepare students to work in the international sphere as well as to attract more foreign students to study in U.S. institutions.

According to the American Council of Education, enrollment in foreign language courses in colleges has fallen from 16 percent to 8 percent since 1960, and the number of colleges and universities with entrance and graduation requirements involving foreign language study has also declined. While the number of U.S. students who enroll in study abroad programs has been rising steadily, the number of foreign students

choosing to study abroad in the U.S. has declined from 40 percent to 30 percent since 1982, according to the International Institute of Education.

International Education Week coincides with the annual release of the *Open Doors Report*, published by the International Institute of Education and partially funded by the U.S. Department of State's Bureau of Education and Cultural Affairs. The report, which tracks data about international study, will be released on November 13.

Each year, the U.S. State Department funds a number of international scholars through the Fulbright Fellowship, as well as through the new Benjamin A. Gilman International Scholarship Program, which provides undergraduate students receiving federal Pell Grant funding with up to \$5,000 to enable them to pursue studies abroad. Both programs are highly competitive; the Gilman Scholarship is awarded based on financial need.

The sponsors of International Education Week hope to raise the profile of such programs and of international education in general. "Knowledge about the culture and language of our neighbors throughout the world is becoming increasingly important in the daily lives of all Americans," said Rod Paige in a statement on International Education Week. "The events surrounding the terrorist attacks of September 11 underscore that point." #

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## A Message From Chancellor Harold O. Levy Regarding Upcoming Parent-Teacher Conferences

Nothing today is more critical to a child's education than the involvement of his or her parents. New higher academic and promotion and promotion standards for all public schools students are now in effect. If students do not meet these standards, they are at risk of not being promoted and may have to attend summer school. At parent-teacher conferences, parents will have the opportunity to visit with teachers to discuss their child's academic performance, and teachers will recommend ideas on how to foster learning at home. Working in partnership, parents and teachers can ensure that the academic expectations for children are met. I encourage you to visit your child's teacher during this time. Please call your child's school for conference times.

PARENT-TEACHER CONFERENCES will be held on:

Specialty Schools	November 7 & 8
Elementary	November 14 & 15
Intermediate/JHS	November 19 & 20

# MEDICAL UPDATE



New York City • NOVEMBER 2001  
FOR PARENTS, EDUCATORS & STUDENTS

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## COLUMBIA UNIVERSITY COLLEGE OF PHYSICIANS AND SURGEONS: DEAN GERALD FISCHBACH

By JACOB M. APPEL

If good marriages depend upon a combination of something old and something new, then the match between recently appointed Dean Gerald D. Fischbach and Columbia University's College of Physicians and Surgeons seems promising. The medical school, the first in the United States to offer degrees to aspiring physicians, opened its doors in 1767. Dr. Fischbach, a Cornell-trained neurobiologist who most recently studied synapses at the National Institutes of Health, has been on the job for approximately six months. "And so far," says Fischbach, "no complaints." Only, it seems, ambitions."

While savoring a can of tuna fish in the hour-long interval between two meetings, the broad-featured, soft-spoken Dean outlined his vision for a dynamic, cutting-edge medical curriculum. "We need to rethink the science-based curriculum," he explained. "Often we have students studying the exact same material from different perspectives. We have to find a way to integrate these studies so we can eliminate the redundancies." He placed particular emphasis on rethinking the relationship between the traditional course work undertaken during the first two years of study and the clinical component of the third and fourth year curriculum. "You can study the basic biology all you want to, but you can't fully understand heart failure until you've seen patients with heart failure. Our goal is to bring students back into the classroom after they've experienced interactions with patients."

The new Dean also expressed an interest in expanding programs in areas once thought peripheral to a standard medical school educa-

tion such as humanities in medicine and biomedical ethics. "It's almost any emergency," Fischbach noted. "We're now faced with these important questions in such areas as stem cell research, gene therapy and the end of life. We need physicians who can talk about these issues with intelligence...It's important to know the basic sciences, the physiology and histology, but that's not enough anymore."

Columbia, like many of its competitors, is currently making the transition from a more traditional "knowledge acquisition" course of study to a problem-based small-group approach to the study of medicine that is designed to help students learn to think as physicians and scientists. "It's extremely important we make the curriculum more coherent and that we make sure the faculty are thinking about problem solving," said the dean.

Fischbach's whole approach to the medical field is a bit unusual. In an era when many medical school deans still emphasize profes-



Dean Gerald D. Fischbach

helsman stresses the importance of freedom. "I don't want Medical School to shut people off. Right now it's still very much a lock-step trade school," he said. "I'd like to get people to the point where they're making independent choices early on as the rule rather than the exception. I don't believe your first choice should have to be your last choice." He beamed with pride as he reeled off the number of Columbia medical students currently enrolled in concurrent MD/Ph.D. and MD/MPH programs.

Prior to his service at Columbia and the National Institutes of Health, Fischbach was the Chairman of the Neurobiology Department at the Harvard Medical School and had headed the Department of Anatomy and Neurobiology at Washington University School of Medicine. He is a 1965 graduate of Cornell Medical School. "I had an extraordinary time at the NIH," said Fischbach. "I'll admit I didn't expect to leave." So why did he come to New York?

"What really attracted me to Columbia was the opportunity it afforded to have a major effect on the community. Now this is a job that's much more than just research. This is a chance to reshape how biology and medicine will be taught in the next century and also how medical services are delivered to the people of northern Manhattan. To me that's very exciting."

With that level of enthusiasm, Dr. Fischbach may just stick around for a while.#

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## Rita Kaplan Fights For What She Believes In: Honored at NYU School of Medicine

By POLA ROSEN, Ed.D.

It was a grand turn-out for "Tea with Our Doctors," an innovative approach to disseminating information about women's health, honoring an individual whose contributions to medicine have been outstanding and raising money for the New York University School of Medicine, one of the oldest and most venerable in the nation. Founded by Carol Levin, the 14th conference had gaily-colored tables with one or two physicians at each, specialists in disciplines such as cardiology, advanced cancer treatments, alternative medicine, mood swings, and radiation therapy. Along with the plentiful tea sandwiches and sweets, women asked questions about their own health, those of their families and of general concern. Every 10-15 minutes a bell rang and women could change to another table or stay where they

were.

According to Dr. Daniel Roses, a breast surgeon, the traditional methods of treating cancer, surgery, radiation and chemotherapy, will gradually yield to the new phase of molecular biology and genetic testing to identify high-risk populations. This holds a great deal of promise for the future. Currently, among the three screening devices used, sonography, MRI and mammography, the latter is still the best.

Dr. Martin Blaser, Chief of Medicine, spoke about the "terrorists being successful and unsuccessful. They are successful in getting our attention and making us worried. They are successful in disrupting our economy; they are not successful in conquering our spirit." He went on to say, "If I were the President of the United States, I would make sure that every American would get the smallpox vaccine if

needed. We should be stockpiling it."

In discussing increasing heart disease in women, Dr. Larry Chinitz recommended taking a baby aspirin daily. "Empower yourself with knowledge of the symptoms, which can be a pressure sensation in the chest; it could go into your jaw or arm and stops when exertional activity stops." Dr. Chinitz believes in treating the elderly just as aggressively as younger people.

Rita and Stanley Kaplan founded the Kaplan Cancer Research Center in 1983. Speaking about her compassion for all the patients at the medical center, Rita Kaplan's thoughts went back to 1947 when she wanted to be a physician. Her father underscored the difficulties she would have as a woman in medicine so she turned to a career in social work. Stanley tried to get into medical school in 1937-38 and even though he was Phi Beta Kappa at CCNY, he was turned

down. "Through his brilliance in knowing what doctors needed to learn, he helped many, many others become doctors," said Rita. She continued, "I fight for what I believe in. If you do that, people will eventually hear you. Clinics are the most important thing in our building. My grandparents went to Bellevue for health care. I want New York women to be healthy and their children to be healthy." She referred to her three children, one who had been ill, one who had

died and said these heartfelt words: "When you get bad news, you grieve for 48 hours and then you fight." The theme of the new center will be butterflies and will be decorated with photos of immigrants from all over New York City.

Rita Kaplan is an inspiration to all of us to fight for what we believe in, to never lose our sense of compassion for others, and to truly become victors. #



Stanley and Rita Kaplan



Martin J. Blaser, M.D.  
and Robert Grossman, M.D.

### Do you know a preschooler between 3 and 5 years old who...

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If you know a preschooler with these problems, he or she may be eligible to participate in a research study which can help. This study, sponsored by the National Institute of Mental Health and coordinated by the NYU Child Study Center, examines treatment possibilities for children with Attention Deficit Hyperactivity Disorder (ADHD). Eligible children will receive a comprehensive evaluation by our study team, as well as up to 14 months of treatment – ALL AT NO COST! The study includes parent training, treatment with medication and ongoing evaluations.



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At York, every student finds opportunities to flourish. Excellence in academics, arts or sports creates self-confidence, which enhances all aspects of life. Our honors classes and special study projects are augmented by a wide range of extra-curricular activities including varsity and junior varsity sports and clubs for French, Spanish, fencing, roller hockey, jewelry, string ensemble, drama and rock climbing.

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## HealthWise Tips for Travelers

By LOUISE MERRIMAN, MS, RD

In order to begin your trip feeling more energetic, try eliminating or at least limiting alcohol and caffeine-containing beverages for two or three days before your flight. Both alcohol and caffeine are diuretics which can dehydrate you and make you feel less alert. Also, alcohol and caffeine can interrupt your normal sleep pattern.

—Due to the dehydrating atmosphere in the plane cabin, aim to drink at least one 8-ounce glass of non-alcoholic, de-caffeinated beverage for each hour that you are airborne. Dehydration can compound the fatigue that many travelers experience at the end of a long flight. It may be helpful to take a bottle of water along with you in your carry-on. You can ask the stewardess to re-fill it when they come around with the beverage cart.

—Take advantage of the “special” meals that most airlines now offer. You can request a low-calorie, low-fat or vegetarian meal through your travel agent or directly through the airline. With the increase in consumer requests, these meals have become much improved—often including commercial items that may already be included in your HealthWise diet at home.

—If you want to allow yourself to rest—say, during the initial leg of a 5-hour flight—eat mostly the carbohydrate foods in your meal. Go for pasta, rice, fruit and bread. High carbo-

hydrate meals may have a relaxing effect for some people. At the end of the journey, when you may want to be more alert, drink coffee or tea and eat a higher protein meal, which might include chicken, eggs, cheese or nuts. Many airlines will accept requests for high-carbohydrate or high-protein meals. The alternative is to carry non-perishable snacks along with you.

—Try to get up and walk or stretch each hour that you are airborne (requesting an aisle seat makes this easier). If you can’t stand, at least stretch in your seat. This will help to reduce the stiffness, swelling and fatigue that many passengers experience and may help to prevent thrombophlebitis (inflammation of the veins), which is a common problem for those who frequently do long distance trips.

—Pack light or use a bag on wheels. Hauling heavy loads on your shoulders can create stiffness and add to your fatigue.

—To help resynchronize your body schedule when you land, expose yourself to the natural daylight. Light stimulates you to keep awake. If you arrive during the night, do your best to assume the destination’s schedule by sleeping or resting during the next morning. #

*The author is the Associate Director of Food and Nutrition Services at New York-Presbyterian Hospital. For more information regarding the National Consultation Service call (212) 746-0838.*

## POLITICS & EDUCATION

### Round 2 in CFE School Finance Case —Governor’s Appeal Blasted—

By ASSEMBLYMAN STEVEN SANDERS

I was pleased, as Chairman of the Assembly Committee on Education, to submit an amicus brief on September 28 to the Appellate Division-First Department opposing defendant-Governor Pataki’s appeal in the Campaign for Fiscal Equity case, where the court below found the State’s system of school financing unconstitutional and grossly inadequate for the City and other districts.

Much of the defendant’s argument in this appeal revolves around a contention that a “sound basic education” should be construed in the most minimal way and that resources to provide this “sound basic education” are currently adequate in the New York City school district.

It is a disgrace for Governor Pataki to argue that our State constitutional requirement that a public school system must provide a sound basic education is “minimal,” and to further argue that courts “may not find a denial of an opportunity for a sound basic education” unless that education is “so debilitating that it is tantamount to no education at all . . .”

The implication of the Pataki argument is that New York State is merely obligated to support and maintain the public school system at the level of educational functioning that prevailed in 1894, when the constitutional provision was adopted.

In my brief, I sharply rebuked the Governor’s contention that the Regents’ standards are “aspirational”—in other words, ethereal and disconnected from what students need to know for college and careers.

True, I have taken issue with aspects of the Regents’ standards, including the one-size-fits-all-approach and what I believe is an overzealous reliance on standardized testing and a climate where high standards are being confused with high-stakes tests. This notwithstanding, what I argued is the fact that the standards were promulgated by the Regents as part of their constitutional duties, which means that if students cannot pass all five Regents—in English, math, global history, United States history and science—then

they are denied a high school diploma.

The consequences of not receiving a high school diploma, I argued, clearly are catastrophic; a youngster without this accreditation is unable to matriculate in a college, is barred from applying for many civil service jobs, may not serve in the United States armed services and faces severely limited private sector employment opportunities.

It is inconceivable that anyone in the State of New York could consider the “sound basic education” to which students are entitled to be at a level lower than the level the State now requires for students to graduate from high school.

I urged the Court to acknowledge that the current Regents’ standards “provide a concrete expression of the type and level of skills needed for a sound basic education in the 21st century, and that students therefore are entitled to the resources necessary to have a reasonable opportunity to meet them.

This does not necessarily mean that these standards are synonymous with the constitutional definition, and it does not mean that the constitutional right is defined by whatever the Regents’ standards in fact are.

Nevertheless, since the Regents’ standards—imperfect as they may be—do constitute the official educational policy of the State of New York at this time, and since they relate to the set of knowledge and skills comporting with the sound basic education mandate, then having the resources for children to meet these standards is fundamental.

Finally, I argued that the remedy ordered by the trial court appropriately articulates guidelines that would greatly aid the legislative process without unduly intruding upon the proper prerogatives of the Legislature. This entails that the State determine, to the maximum extent possible, the actual costs of providing a sound basic education in districts around the state and reform the finance system to ensure that every school district has the resources necessary for providing the opportunity for a sound basic education for every child in every district. #

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## GEOGRAPHY CORNER

By Chris Rowan

**Question:** Which war has the most monuments commemorating it in New York City?

**Answer:** World War I.

**Background:** World War I lasted from 1914 to 1918. When the United States entered the war in 1917 (on April 6), many Americans optimistically thought it would be the “war to end all wars.” President Woodrow Wilson assured them that they’d be “keeping the world safe for democracy.” It was the first time in American history that thousands of Americans were sent to the battlefields of Europe – over 3,600 miles from home. Some 100,000 never returned, and

most of the dead were buried in European cemeteries. Separated by an ocean from their fallen soldiers, Americans built memorials that would serve as a reminder to them of their lost loved ones – not unlike the friends and family of the thousands lost in the ashes of the recent attack on the World Trade Center.

*In the next Geography Corner: The September 11<sup>th</sup> attack on the World Trade Center may be recorded as “the bloodiest day in American history.” Before September 11, 2001, what was the bloodiest day in American history, where did the carnage take place and why?*

## NOVEMBER IN HISTORY

Compiled by Chris Rowan  
**Thanksgiving**

In 1621, Governor William Bradford of Plymouth Colony authorized a three day Celebration of the Harvest. The celebration wasn’t repeated the following year, and it wasn’t until the 1800’s that states began to celebrate Thanksgiving as an annual custom. (New York adopted the holiday in 1817). Thanksgiving became a national holiday when President Lincoln proclaimed a national day of observance in 1863. It now falls on the fourth Thursday of November.

**Veterans’ Day**

Since 1954, all Americans who served in wartime have been honored on November 11<sup>th</sup>. Before 1954, November 11<sup>th</sup> was observed as Armistice Day – which commemorated the day in 1918 when fighting ended in World War I.

**World History**

In 1917 (on November 7) Bolsheviks (Communists) seized power in Russia.

In 1938 (on Nov. 9) Anti-Jewish mobs went on

rampages throughout Nazi Germany. This event became known as Kristallnacht – Night of the Broken Glass.

In 1978 (on November 19) the Rev. Jim Jones led over 900 of his followers to their deaths in Jonestown, Guyana in the largest recorded mass suicide.

**American History**

In 1769 (on November 2) Spanish explorer Gaspar de Portola first sighted San Francisco Bay.

In 1825, (on November 4) the Erie Canal opened.

In 1963 (on November 22) President John F. Kennedy was assassinated in Dallas.

In 1979 (on November 4) militants seized the U.S. Embassy in Iran and took 90 people hostage – including some 65 Americans.

**Firsts**

On November 2, 1920 the first continuous radio broadcasts began from station KDKA in Pittsburgh.

In 1938 (on Armistice Day) singer Kate Smith introduced a radio audience to “God Bless America.” #



## A SUCCESSFUL DAY TREATMENT PROGRAM AT YOUNG ADULT INSTITUTE (YAI)

By STEPHEN E. FREEMAN

One only had to step outside YAI/National Institute for People with Disabilities' Manhattan Day Treatment Program on West 13<sup>th</sup> Street and look downtown to see the devastation at the World Trade Center. From the facility, less than a mile away, some staff and clients witnessed the second plane crashing into a tower.

"Everybody all around us was evacuating their buildings," said Karen Abbe, YAI's senior supervisor at the program. "But as primary care givers, we couldn't just leave our clients. We had a job to do."

Setting their own fears aside, YAI's staff managed to assure more than 220 clients, assuring them they were secure at the program.

"Our staff displayed tremendous courage and compassion, putting the needs of our clients above all," said Gary Milchman, Manhattan Day's Coordinator. "They take care of other people, no matter what the situation."

Many clients, who were accustomed to the daily routine of the program were quite aware of the crisis.

"There's a tendency to overlook the reaction people with mental retardation have to stress and trauma," said Paul Smoller, Director of YAI's Day Services Programs. "In truth, so many clients were asking, 'Who did this? Why did they do this?' They wanted to know just like everyone else."

Anticipating that many of the clients would have to stay in the program longer than usual, some staff went to a nearby grocery store to ensure there was adequate food on hand to feed the clients.

"Families of participants were calling in and we told them if we needed to, we were prepared to keep their children overnight and stay with them until we could be sure they could get home safely," Gary said.

Some staff walked clients across the city to reunite them with their families. A few families were able to pick up their children. However, there were several, who lived in Brooklyn, lower Manhattan and a state-run group residence near the World Trade Center, who had no way of getting home.

The staff and clients shared a spaghetti dinner in the dining room. The novelty of being served

dinner at a day program helped distract from the horrible events of the day.

Later that evening, transportation was arranged for the remaining clients to return home. "We were not going to abandon our clients" Karen said. "We love them."#

*Stephen E. Freeman, C.S.W., is Associate Executive Director of YAI/National Institute for People with Disabilities.*

## Chess Makes Children Blossom at Brooklyn's League School

By JASON GORBEL

I had no idea how my students would react to chess when I suggested we start a team. I teach at a school for children with a classification of serious emotional disturbances who are too impaired to attend Board of Education schools. The League School serves 135 children diagnosed with autism, Asperger's syndrome, attention deficit/hyperactive disorder, childhood psychoses and developmental disabilities so I was completely overwhelmed by the effect chess had on the youngsters.

I began the team in 1999 with three boys whose difficulties included maintaining focus and remaining on task, which, along with cognitive delays, translated into poor academic performance. I felt special needs children could benefit from chess, and the results, two years later, exceeded my expectations. The team now has 12 youngsters whose behavior, concentration, self-esteem and schoolwork has improved dramatically.

The boys loved getting individual chess instruction, and they began to feel that they were special, in a good way. I was thrilled that

they wanted to learn, staying focused for extended periods of time, and devising strategy beyond the basic moves.

In June 2000 we entered our first competition against a team of comparable age and ability from a Queens school. I was proud that all my students remained focused and well behaved for two hours of play. After several competitions, our first victory came on May 14, 2001. Then at the All Brooklyn Scholastic Chess Championships, one student won a third place trophy and another took a fourth place medal.

As word of the prowess of the players spread throughout the school, the boys came to be held in high regard by the other students. For many youngsters at the League School, the world is basketball. Thanks to chess, academic achievement is now accorded status once reserved only for children who excel at athletics. Everyone at League School roots for the chess team.

The team continues to flourish, and the boys would like nothing better than instruction from a chess master to take their play to a higher level. They deserve nothing less.#

*The author is a teacher at the League School.*



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## From The Bank Street Family Center

# Should We Celebrate Holidays in School?

By DIANA MUSA  
and HEATHER PRINCE-CLARKE

There are several factors that influence how we celebrate holidays at the Bank Street Family Center. Our overarching philosophy of inclusion dictates that we find ways for every member of our community to be included in our daily classroom activities. Ours is a community rich in cultural and family diversity. It would be close to impossible for any childcare program to meet each family's unique and wondrous holiday rituals both religious and secular.

We believe that family and cultural traditions greatly influence the ways in which people choose to celebrate holidays. We therefore support the idea that families will celebrate holidays in their own ways, and that this is best done within the family unit.

We do not pretend that holidays don't exist at the Family Center. Instead, we follow each child's lead when we talk about the various ways in which his/her family celebrates holidays in their communities. For instance, at a Friday circle time when we share our plans for the weekend, we might discuss how Sarah is going to pick out a tree or that Andrew is wearing his Shabbat shoes to school and discuss who is going to come over for Rosh Hashanah.

In addition, we encourage parents to bring in food items to share at snack time. Children can learn more about their own and other people's holidays through books and other activities in the

classroom, which help to reinforce the importance of holidays as shared cultural experiences.

Families also bring in food to share as part of birthday celebrations, which are an important part of our classroom community. While at these times the focus is on one individual, birthdays are still a shared experience because everyone has a birthday.

Contemporary celebrations of religious and secular holidays tend to be commercialized and quite overstimulating for children. Parents are also bombarded with portrayals of what the media presents as the most salient aspects of holidays. We like to think that the Family Center provides parents and children with a safe haven from all of the holiday hoopla.

As part of our developmentally appropriate curriculum, we emphasize the process rather than the product. Your child's learning occurs in the doing of things, not by the results. During holiday seasons, many of the traditional projects that are made in childcare programs emphasize the product. Since our children are still at a stage where the process is primary over product, we do not engage in the making of perfect handprint turkeys. Each family must make their own decisions regarding if and how they will celebrate holidays in their homes and communities, so we leave the celebrating to them.#

*Diana Musa and Heather Prince-Clarke are teachers of a mixed-age classroom ranging from 18 months to three years old at the Bank Street Family Center.*

## IF YOU ASK DR. McCUNE...

### About Children and Tragedy

Our children have experienced a terrible change in the context of their daily lives. Some have witnessed events first hand that no one should have to see or remember. Others have lost a parent in a sudden and difficult manner, leaving the remaining parent to cope, explain, and rear the child without their loving partner. Many saw television footage worse than anything we protect them from with R and X ratings. And all are living in a world where there is no room in television or print media for what used to be the ordinary things, that are still happening.

Children are resilient. Emotionally healthy children naturally seek to right themselves on their paths to maturity. Their primary coping approaches involve outward expression of their distress in conversation, play, and construction. Several anecdotes in the aftermath of the recent tragedy come to mind.

One mother reported that her four-year-old asked if his father were really dead. A little while after she had sadly confirmed his fear, she overheard him in his room planning a pretend birthday party for his father. Had he failed to understand? Perhaps. But he was also transforming and orga-

nizing this information in a manner that he could accept at that moment. Such questions cannot be answered once and for all for one so young.

In a local preschool the children were playing "build and bash", but with a difference. Once the tower was constructed, a toy plane was the instrument of its destruction. Not an expression of childish violence, but an attempt to render the terrible event small, comprehensible, and reversible, as the tower was immediately rebuilt.

Adults remain the touchstone of children, as always. Parents who themselves have directly experienced the tragedy are finding the strength to fill that critical role for their children. Others among us, more remotely touched, can help by offering our acceptance, strength to all of the children we serve, and opening more opportunities for children to express and organize their concerns in play, conversation, and for older children, writing. With the outer world feeling somewhat unsettled, helping children to live for a few hours a day in a world of their own and their teachers' making can offer a refuge for joy and creativity.#

*Dr. McCune is an associate professor at the Rutgers University Graduate School of Education and serves as advisor to educational toy company, General Creation. She can be reached at [www.generalcreation.com](http://www.generalcreation.com) in the "Ask Dr. McCune" section.*



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

On September 11, when our nation was devastated by the sudden attack by terrorists, our schools were in session. It has been over 50 years since we experienced such an assault on our country and the safety of our children was paramount in the minds of every teacher and administrator in our schools. We locked our buildings, cancelled outdoors and after school activities, and set up an alternative care situation for elementary school students whose parents might not be able to come home. PTA volunteers called homes to ensure that parent or authorized adults would meet their children at their buses. Many teachers, administrators, and staff in Syosset volunteered to stay and help with any children who needed supervision. Their concern was genuine and I want to thank them here for their unselfish response. Parents were permitted to take their children out of school if they came for them personally, and children were given the use of telephones to call home. Our school psychologists and guidance counselors were immediately available for counseling both students and staff, and even now they continue to provide counsel.

Now, a month later, we are feeling increased responsibility for our students. We've gone over all that we've done and decided to add to our stock of emergency situation supplies. Our district has purchased additional flashlights, batteries, radios, a satellite telephone, sleeping bags, bottled water, and snacks.

## From the Superintendent's Seat New Roles And Possibilities For Our Schools

Our students have seen and heard of countless acts of bravery and heroism. In school, students were encouraged to talk about their feelings and their apprehensions and fears. They've written letters of praise and thanks to firefighters, police, and emergency workers. They've created drawings that express more than words can say about the effect that the September 11 attack has had upon them. And they've participated in fund raising and collection efforts to help the victims and the rescue workers at Ground Zero. They've shown true compassion for those who were directly harmed.

Today, more than a month since the terrorist attack, schools have become even more important for our students. They are a safe haven where we can discuss what is happening, talk about our feelings, and find comfort and help when we need it. Equally as important, as students continue to learn and study their academic subjects, their music, and art, they are being taught to prepare for a brighter future.#

*Dr. Hankin is the Superintendent of the Syosset Schools in Long Island, NY.*

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# ANTHRAX:

## DISEASE OF THE PAST BECOMES TERROR OF THE PRESENT

By HERMAN ROSEN, M.D.

Until recently, anthrax was an uncommon disease in the United States. Prior to 2001, the last person to die of anthrax in the U.S. was a home weaver who inhaled anthrax spores introduced by infected Pakistani yarn in 1976. He died of a disease known as "wool sorters' disease." In the '80s and '90s only four American cases of cutaneous (skin) anthrax were reported. This enormous reduction in the number of cases in the U.S. was a result of restriction in the importation of infected wool and vaccination of textile workers exposed to raw fiber.

Anthrax is caused by a specific bacterium, *Bacillus anthracis* (called *B. anthracis* by microbiologists). Under the microscope the bacteria are gram-positive, rod-shaped and tend to form chains resembling boxcars. Pasteur worked with *B. anthracis* in order to produce the first vaccine against a bacterial disease, used to successfully immunize sheep against anthrax infection. The bacterium *B. anthracis*, when faced with a lack of food can transform into a dormant, spore state. These spores can remain in the soil for years, and are able to withstand harsh conditions. When a grazing animal eats grass or other plants from an area where spores are in the ground, the spores can be inhaled or eaten or contact the animal's skin. The spores are carried to the animal's lymph nodes where they transform into bacteria, multiply and infect the animal. Anthrax most often occurs in grazing animals such as sheep, goats, cattle, camels and antelopes. When the infected animals die, the bacteria return to the spore state.

Anthrax is seen in animals in South America, the Caribbean, Eastern Europe, Asia, Africa, and the Middle East. Humans can become infected when they come in contact with material from infected animals or by eating undercooked meat from infected animals.

How does anthrax affect humans? There are three major syndromes: cutaneous, inhalational and intestinal. Each syndrome has manifestations that are caused by three toxins produced by the bacteria. The toxin "edema factor" causes tissue swelling; "lethal factor" causes death when injected into animals. The third toxin, ostensibly misnamed "protective antigen" is necessary for the toxic action of edema factor and lethal factor.

Cutaneous anthrax accounts for 95% of the disease in man. It occurs when the bacillus enters a cut on the skin, such as can occur when handling contaminated hides, wool or fur of infected animals. The infection begins as an itchy bump resembling an insect bite. In 1-2 days a small blister forms which ulcerates and forms a painless black, necrotic scar. The black scar resembles anthracite coal, hence the name of the bacteria, *B. anthracis*. Lymph nodes around the scar enlarge. Appropriate antibiotic therapy will result in a cure. However, about 20% of untreated cutaneous anthrax cases will lead to death.

The most severe form of anthrax is inhalational. Airborne anthrax spores, which are a tiny 2-5 microns in diameter, pose the most serious threat since they can pass down the trachea and bronchi and lodge in the air sacs of the

lung. Scavenger cells carry the spores behind the lung, to an area called the mediastinum where lymph nodes begin to swell. These swollen nodes can be seen on chest x-ray and are an important finding in making the diagnosis of inhalational anthrax. Initial symptoms such as weakness, fever, muscle aches and headaches resemble the flu. But after 2-3 days the patient with anthrax develops severe respiratory distress, blue lips and nails due to lack of oxygen and shock. At this time the organisms are multiplying and spread throughout the body. This form of anthrax, unless treated early, is often fatal.

The third form of anthrax is intestinal, which can occur following ingestion of contaminated meat. Initially there is nausea, vomiting, fever, abdominal pain, later vomiting of blood and severe diarrhea. Death occurs in approximately 50% of untreated cases.

The treatment of anthrax is with antibiotics. For cutaneous anthrax, penicillin administered intravenously is effective against most strains of the bacteria, and ciprofloxacin (Cipro®) administered intravenously or oral doxycycline is also effective. Avoid doxycycline in pregnant women.

Inhalational anthrax is treated with IV antibiotics, starting with Cipro. The Center for Disease Control has suggested that drugs like clindamycin and rifampin can be added to prevent



**Bacillus anthracis Gram stain**

anthrax from causing meningitis. As the patient improves, oral antibiotics can be substituted. Treatment has to continue for two months.

Anthrax is not contagious from a patient to another person. It is not spread by coughing or sneezing. Letters containing *B. anthracis* spores were sent to people in Washington and New York City. If a person has had documented exposure to sources of *B. anthracis* they should be offered antibiotics to prevent the disease. No controlled studies in humans have been done to validate current treatment recommendations. Cipro or doxycycline are recommended but amoxicillin may be used in individuals allergic to the other agents.#

## Gilda's Clubs Would Have Made Gilda Proud

By POLA ROSEN, ED.D.

When Gene Wilder's wife, comedienne Gilda Radnor died prematurely of ovarian cancer, the decision was made to found a club where cancer patients and their families could find repose, a haven to seek solace and a shared compassion with others who were going through similar trying times. There are now 14 clubs nationwide that are free and open to the public.

According to founder and president Joanna Bull, one of every two men and one of every three women will have cancer in their lifetime.

In raising money for the important work of the clubs, The Gilda Lunches began recently, a series that incorporates the concept of intimate conversations with interesting women.

Only 40 women are invited to a gourmet lunch at Eleven Madison Avenue, one of Danny Meyer's (Tabla, Gramercy Tavern and the Union Square Café owner) wonderful restaurants featuring special menus and contributed by Meyer as his commitment to fighting cancer. The committee includes Matilda Cuomo and Dr. Margaret Cuomo Maier, and Angelica Berrie, of the Russ Berrie Company, the international toy manufacturer.

At a recent gathering, Ruth Reichl regaled

the group with food tales including research done on Phi Beta Kappa members which indicated that the most salient common thread was the dinner that families had together. Citing her 12-year-old son as an example, the time spent with him at dinner is more important to him than hours spent at any other time of the day.

Reichl brought the "good news" in these troubled times that people are cooking again and going out less than they used to. "Cook books are flying off the book shelves."

Eating at home is a good thing and far too little that people have done before, although she acknowledged that restaurants offer us a kind of theater, a glimpse of the good life and a bit of magic for a few hours.

When asked what advice she would give a young person wanting to prepare for a career as a chef, she responded, "I ran a restaurant with no previous experience [in California] and did journalism without going to a J school." She believes experience is the best teacher.

Future events coming up are on Friday, November 16 with Wendy Wasserstein and Thursday, November, 19 with Linda Fairstein. For reservations and more information: Gilda's Club Worldwide, 322 8<sup>th</sup> Ave., Ste. 1402, 646-486-4900, 917-305-1200.#

*In these troubled times people are cooking again and going out less than they used to.*

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## Degas Comes To Life At The Joffrey Ballet School

BY MARYLENA MANTAS

Some admirers of Degas' impressionist painting *The Dance Class* argue that the realism of the image allows viewers to sense that they have "walked into" the painting. Yet, a few miles south of the Metropolitan Museum of Art the experience of "walking into" *The Dance Class* transcends that of oil on canvas. Upon entering the waiting area of the Joffrey Ballet School the two dimensional image comes to life and visitors become able to hear the music, see the dancing and feel the competition.

"It's survival of the fittest," says Edith D'Addario, director of the Joffrey Ballet School, explaining that the school admits only very talented dancers with the potential to build successful dancing careers.

A number of acclaimed dancers have graduated from the Joffrey which, according to D'Addario, attracts students because "it has a history and a name and it gives a dancer the best training."

Eager to acquire even a small trace of this type of training, students come from all parts of the country to attend classes at the Joffrey. Among them, Christy Daigle, a native of Louisiana who spent eight weeks in New York City last summer enrolled in the eight week Professional Trainee Program. Christy, who has been dancing for 13 years, attended 17 classes a week and was among the selected few who were admitted to the program after auditioning at various cities around the country.

"She was very impressed with the instruction she has gotten," said Linda Daigle, Christy's mother who accompanied her daughter to New York. "She has had very positive comments and feels that she has learned."

The school was founded in 1952 by Robert Joffrey and Gerald Alpino. In 1988 Joffrey, a recipient of the Capezio Award, passed away and left the school to D'Addario and to artistic director, Gerald Alpino. Since then, D'Addario has sought to uphold the school's mission and reputation, looking for dancers with "a certain sensitivity, emotional training, and dedication."

Her advice to prospective students: "An audition should be treated like a performance:



Dancers at the Joffrey Ballet School in lower Manhattan.

practice and study every day." She adds, "This is for very talented dancers, who are very serious."#

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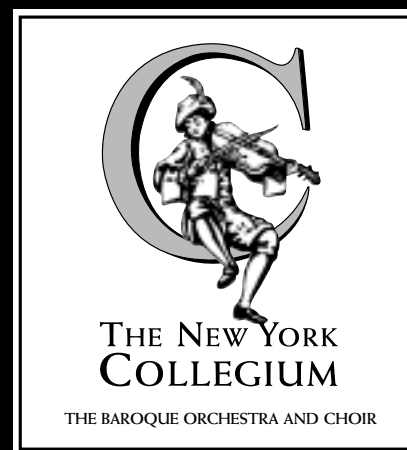
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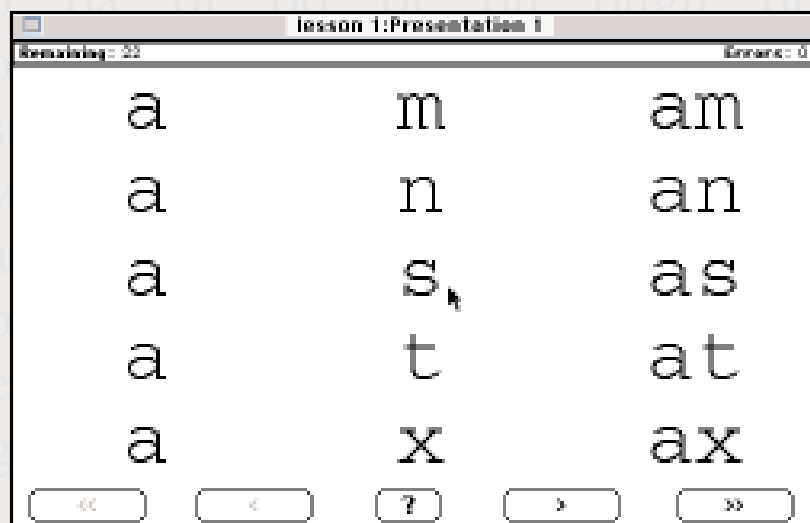
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## *Festival Chamber Music Society Announces Upcoming Events*

The Festival Chamber Music Society (FCMS) was founded in 1987 as a summer festival in Westchester. In 1992, with a grant from the Vidda Foundation, FCMS began a three-concert series in New York at Merkin Hall. The season was sold out and the following year, the series was expanded to its current five concert format. Since its inception, the FCMS has performed over 100 works ranging from the well-known masterpieces to rarely heard works for unusual combinations of instruments. FCMS seeks to find ways to make attending a classical music concert attractive to people in their 20's and 30's and to present chamber music of the highest quality in a beginner-friendly environment which is accessible to everyone regardless of previous experience.

*Upcoming Performances Include:*

**Wednesday, December 5, 2001 at 8:00 pm**  
**Mendelssohn** Variations Concertantes Op. 17 for Cello and Piano  
**Francaix** Quintet for Clarinet and Strings  
**Arthur Foote** Quintet in A Minor, Op. 38 for Piano and Strings  
Yuri Funahashi, *Piano*; Charles Neidich, *Clarinet*; Theodore Arm, *Violin*; Laurie Smukler, *Violin*; Ira Weller, *Viola*; Ruth Sommers, *Cello*



## Dr. Alan Kay: Father Of The PC

By TOM KERTES

"Children are the messages we send to the future," said Dr. Alan C. Kay in his intensely inspirational Lynford Lecture at Polytechnic University. "So whenever we're talking about the real future, we must talk about kids. Because what they learn, and what they consider to be normal, becomes most of what humanity winds up doing."

Dr. Kay's was the fourth in the series of annual lectures by leading scientists at the school. Currently the President of Viewpoints Research Institute Inc., he was uniquely qualified to be the next member of this illustrious group. "He is not only a pioneer in the development of the personal computer, but is also the architect of the Graphic User Interface, modern object-oriented programming, and many other major inventions", Mr. Jeffrey Lynford, Polytechnic University Trustee, said in his introductory remarks. "Perhaps equally importantly, his deep interest in children and education were the catalysts for these ideas. Dr. Kay has focused his considerable intellect at the point where computer technology and learning intersect."

Indeed, long before the world understood the importance of computer literacy being initiated in the public school classroom, Dr. Kay was working on software essential to accomplish this very objective. "I have spent much of my career defining and enhancing the relationship between children and the computer," he said.

"It all began in the 1950s when Jean Piaget, the Swiss developmental scientist, rewrote educational theory by watching children learn," Dr. Kay added. What appeared to adults as mere "play" up to that

point, was actually the way children acquired knowledge. "This implied to me that the computer and its software could be an important 'transitional object for children,'" Dr. Kay said.

The most significant characteristic of transitional phenomena is not the object itself but the nature of the relationship to the object. Thus the goal was "to link a child's natural desire to fantasize and learn from experimentation with the computer's power to simulate potentially anything," according to Dr. Kay.

Computers would also promote the development of a different type of thinking. As an illustration,

Dr. Kay used an informal 1991 study, wherein 21 of 23 questioned Harvard graduates reasoned that "the weather has different seasons due to the earth's elliptical movement around the sun." "They clearly had knowledge of certain scientific facts," Dr. Kay said. "But they were unable to conceptualize and think beyond those facts."

Dr. Kay analogized the essential impact of the PC to the invention of the printing press. "There have been manuscripts around since 3500 B.C.," he said. "But it was Gutenberg's Bible and, in 1500, the Venetian scientist

Aldis' invention of the appropriate book size that shaped arguments and began to formulate a different type of thinking."

"That was the first time books could be *lost*. And it would be no big deal – you'd just get another one," said Kay. "Indeed, that's one of the ways we know that the real computer revolution hasn't happened yet," he concluded. "When we can start to lose our computers without a major financial impact, we'll be closer to the promised land." However, that eventuality is not likely to happen in my lifetime.#

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## CAREERS : BLACKSMITH

### "IF I HAD A HAMMER, I'D HAMMER IN THE MORNIN', I'D HAMMER IN THE EVENIN, ALL OVER THIS LAND"

By JOAN BAUM

And he does. For close to 20 years now J. Mitchell Yates has been smithing, a passion he's pursued not as income-trade but as freelance love. Though he makes his living as a carpenter, doing renovations, restorations and fine woodworking, blacksmith work engages Yates to the extent that he gives free public demonstrations and talks about this little-known craft in a restored blacksmith shop in Springs, East Hampton, NY. He also attends regional and national blacksmith meetings, where the latest information is exchanged and where an invited guest is likely to show off new techniques, some designed to enhance ironwork as sculpture or historical restoration. Yates himself is a member of the Northeast Blacksmiths Association and of ABANA, Artist-Blacksmith's Association of North America, a non-profit organization that started with 20 members 25 years ago and now boasts over 4,500.

Not surprisingly, considering the growing interest in the field, information about the lost art of hand-forged metalwork can now be found on the Net, and many colleges and universities regularly include smithing in their fine arts programs. The ABANA website provides a link to "educational programs", and its newly formed Education Committee is fast becoming a major resource for both written and audio/visual materials about working with iron and steel. Significantly, the site shows a woman hammering away. Yes indeed, says Yates, there are women blacksmiths. And opportunities for

youngsters as well, such as the Ashoken Field Camp, connected to SUNY New Paltz, which is an outdoor awareness program offering classes in black and tin-smithing, broom-making, and other early crafts.

Though the affable 34-year-old Yates left high-school at 17, it is clear, thorough professional that he is, that he might have chosen blacksmithing as a career, had the opportunity been presented to him. He fell in love with historical metal work when he was still in school and obviously liked the wider associations as well— "bucksinning," which refers to camping out in a manner as close to the pre-Civil War period as possible, and "muzzle-loading rifle," both of which reached their apex in this country around 1845. These days blacksmithing attracts history buffs as well as those with mechanical dexterity." There will always be a demand for ornamental, historically accurate iron work," Yates says and it would seem a growing interest in crafts in general for people of all ages. A long-standing dream of his has been to offer smithing instruction at senior centers, particularly in areas where a blacksmithing presence has already been established.

Dispelling myths, Yates notes that blacksmiths can make a decent living, and then some, depending on where they set up shop and how creative they are, both as artisans and businesspeople. In the Hamptons, for example, premier horse country, a smith could build up a wealthy clientele and make a good income.

(Mules and oxen, incidentally, also wear shoes.) In horse country, it is imperative that racehorses are properly shod (they wear different shoes, depending on surface and activity), and top-of-the-line blacksmiths could also open specialty stores, catering to patrons who not only own horses but can afford unusual jewelry, an increasing interest of women blacksmiths, who are a growing presence at nationwide "hammer ins."

Those interested in blacksmithing will no doubt note the alternative term, "ferrier," dating back to usage in the Middle Ages.

And what of the dangers in pursuing blacksmithing as a career? Yates smiles. His only problems are carpal tunnel (which he's already had) and tennis elbow, the typical hazards of the trade. As for those blasting furnaces and odd-shaped anvils that absorb precision hammering — no worry. Blacksmiths are incredibly safety conscious, Yates says, an appreciation carefully cultivated in courses and apprenticeship programs where appropriate gear (eye and ear protection) and proper procedures dominate instruction. Clearly, blacksmithing today would — and should — appeal to young people who are good with their hands, as the old saying goes, but who also appreciate the need for good business sense. An educational blacksmithing program that includes marketing, American history, and good communication skills could ensure that a tradition-bound trade might well become a successful profession.#



A muscular Mitchell Yates

#### THE VILLAGE BLACKSMITH

Under a spreading chestnut tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
And the muscles of his brawny arms  
Are strong as iron bands.

Toiling,—rejoicing,—sorrowing,  
Onward through life he goes;  
Each morning sees some task begin,  
Each evening sees it close;  
Something attempted, something done,  
Has earned a night's repose.

— Henry Wadsworth Longfellow  
(1807-1882)



# A Cyclone Over Brooklyn

By TOM KERTES

A scant few months back, when the Cyclones were not even born yet, everyone who's anyone in (and outside of) baseball was already predicting a sorrowfully brief lifespan for Brooklyn's novice baseball team. "Minor league baseball is nothing," the theory went. "Especially after what the Dodgers did—leaving Brooklyn high and dry 44 years ago—Brooklyn deserves a major league team."

Of course, the chattering nabobs of negativity couldn't have been more wrong. The Cyclones have not only been a near-unbelievable New York success story, but their success can be directly derived from the very "smallness" that was so decried.

The recipe was simple: take \$38 million in public money, build a homey ballpark so charming it makes Yankee Stadium look like a soulless mausoleum, add a dash of fan-friendly

nostalgia, and season all of that with a team of hard-hitting, baby-faced kids who run out every play as if their lives depended on it.

They built beautiful KeySpan Park and the fans came in record numbers with an all-time New York-Penn League high: 290,000 for 37 home dates. As the Cyclones took a nonstop joyride to the championship in their very first year, it's been nothing less than one big continuous party in Brooklyn.

"I was so furious with (Dodger owner) Walter O'Malley, I swore that professional baseball would never take a dime of my money again," said inveterate Brooklynite Irwin Brandon, who has not seen a professional baseball game since 1957. Yet there he was, waiving a huge Cyclones flag in the stands during the second playoff game against the Staten Island Yankees. "But this is fun. This is the way I remember baseball. And, I still wouldn't go to a major league game, believe me."

"There's just an indescribable feeling in this stadium, one that's just right," said Cameron Fleming, a fan in his 30's. "It's like destiny: Brooklyn missed baseball — and baseball came home to Brooklyn. Plus, it's clean, safe, and completely kid-friendly. I've got four of them

little guys here; look around, seven out of every ten fans here is a kid."

The Cyclones embraced the community as well, especially the children. The team ran a "joint program with the Public Library" all summer, issuing 75,000 specialized library cards with the Cyclones logo. "Every single day during the season, we have had several Cyclone players go to a library or a public school to speak to the kids about the importance of reading and the importance of staying in school," said the team's Community Director Gary Perrone. One hundred tickets have been given away to four different Brooklyn high schools for every game as well. And, for their upcoming second season, the team is already planning feverishly to step up the educational impact.

"We're going to come up with a specific incentive system for prizes," Perrone said. "Along the lines of, 'the better your school attendance, the better grades you receive, the more Cyclone prizes you'll be able to get'."

He added, "We are very much aware of the fact that the overwhelming majority of our fans are little kids and students. So we will do everything to be there for them, and to be a positive influence on them, as an organization and as a team." #

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## Bank Street President Speaks on HBO Series

BY TOM KERTES

In the new HBO reality series *Kindergarten*, filmmakers Kirk Simon and Karen Goodman let their camera tell the story of an Upper Nyack kindergarten class of five and six year olds over the course of a full school year.

"What we did here is the first cinema verite-style reality series ever made about kids — and for kids," said Goodman, during a screening of one of the episodes that took place recently at the Museum of Television and Radio in NYC.

The screening, which attracted an audience of approximately 100, was followed by a panel discussion featuring Bank Street College President Augusta Souza Kappner.

"Kids at this age really do observe things that go on around them and have their opinions and feelings about those things," said Kappner. "The depth of the conversations among the children on this show should not be a surprise to us."

The reality element characterizing the series becomes evident through the conversations held by the children. For example, the episode included a scene where a blond little girl assures her friends during snack time that she "believes in God." She proclaimed, "Really!

My sister has a friend who says she doesn't believe in God. Can you believe that? But I do."

In another scene, a little girl with a strong personality, makes an elaborate plan to get her friend Tyree, who is "awfully shy and never says anything," to talk. A few minutes after she celebrates her success, she gets her heart broken when two other girls exclude her from their play.

"The concept of kindergarten has changed quite a bit in recent years," said Kappner. "Historically, we used to think of it as not much more than a place where kids of a certain young age go and play. But that's not true any longer. Due to the diversity of kids and the standardized requirements in schools, kindergarten has really become a place where you get prepared for elementary school life."

*Kindergarten* attempts to give viewers a picture of the life of 23 bright kids. "This show is a gem that kids and adults should both enjoy and learn from," said Kappner. "I'm anxious to see the rest of the episodes. This series could possibly become a wonderful teaching tool at Bank Street." #

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**Turkeys, Pilgrims and Indian Corn**  
By Edna Barth,  
Illustrated by Ursula Arndt Wickstrom  
Clarion Books, \$7.95

Each November, Americans have the opportunity to celebrate a nationwide holiday for every one, the feast of Thanksgiving. At this time it is good to remember the origins of this celebration. *Turkeys, Pilgrims and Indian Corn* by Edna Barth is a good resource for the whole family. The author provides chapters on the three centuries of Thanksgiving.

the history of the Pilgrims in England, Holland, the Pilgrim leaders, the Mayflower and its voyage, Pilgrim clothes, animals, houses, children and mothers as well as chapters about Plymouth Rock, Indian neighbors, pumpkins, turkeys, cranberries, Indian corn and harvest festivals of the world. In addition, there are puzzle and craft activities on the front and back inside covers of the book. Ursula Arndt's black and white illustrations decorate the book well

and help make the book accessible to the whole family. *Daily Life in the Pilgrim Colony 1636* by Paul Erickson combines the history of the Pilgrims and Plymouth Colony with the daily life of a typical Pilgrim family. This book is wonderfully illustrated with photographs of artifacts, tools, animals, food, and buildings of the Pilgrims' time. There are also maps and some painting reproductions. Besides sections on the world of the Pilgrims, the New World, New Plymouth: Town and Colony and Government and Religion there are sections on: Making and Mending, Cooking and Eating, Getting Dressed, Women's Work, Men's Work, Health and Medicine, Trade and Defense, and The Children's Day among others.

**Daily Life In The Pilgrim Colony 1636**  
By Paul Erickson,  
Clarion Books, \$20

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**Upcoming Events At Logos**  
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**Wednesday, December 5, 7 P.M.**, KYTV Reading Group will discuss *Let Us Now Praise Famous Men* by James Agee and Walker Evans

**Children's Story** time every Monday at 3:30 P.M.

## Books Shedding Light On Terrorism

By MERRI ROSENBERG

Try, if you can, to get past the sentence, "the twin towers stand proud," with the almost unbearable use of the present tense early in the first chapter, without breaking down in tears as I did, unable to continue reading for nearly an hour.

Try, because this is something that has to be read, no matter how chilling or disturbing or frightening it is. For what Simon Reeve, an investigative reporter and freelance British journalist, has done is present in a compelling and lucid narrative exactly how pervasive the fundamentalist Islamist threat is—and exactly why the free Western world is likely to be engaged in the struggle to remain so for the rest of our lifetimes.

What we're up against is indeed unlike any threat that has been faced before. As Reeve writes, "The new breed of terrorists just want to kill and punish for what they believe is Western imperialism. The global oppression of Muslim men like Yousef and bin Laden are not interested in the language of conciliation." In fact, contends Reeve, Yousef "is the first of a new breed of terrorist, one with no clear or definable political goals."

So much for the concept that political adjustments or realignments in the Middle East will remove the threat or that accommodating approaches will deflect the anti-American sentiment and hatred that exists among the militant Muslims and much of the Arab world.

As Reeve sees it, "the fanaticism of bin Laden's closest followers and soldiers is also unlikely to wither away. Many militant Islamists claim we are witnessing only the beginning of a new struggle. Huge numbers of lives are threatened by the new breed of terrorist; the threat will not disappear when bin Laden is in handcuffs."

As this meticulously researched and documented book makes all too abundantly clear,

the war in which we are currently engaged is nothing less than the war for what kind of world we will ultimately inhabit in the 21st century. Reeve's book contains a devastating accumulation of detail about the terrorists and their allies.

Reeve, eerily prophetic and prescient in his predictions, in the aftermath of the horrific events of September 11, makes one shudder. He says, "in years to come, terrorists will not stop at blowing up a building. They will want to threaten an entire city or even a whole nation, using weapons of mass destruction."

As if matters weren't frightening enough, Reeve points out that there is substantial evidence that bin Laden and his followers have accumulated chemical and biological weapons, which they will not hesitate to use in their campaign to assert Islamic dominance.

Nor is the United States secure from within. Groups like Hezbollah, Hamas, and the Muslim Brotherhood, among others, all have chapters and cells in America—concealed under a cloak of religion. And the Al Qaeda network has sleeper agents throughout Europe as well, in France, Germany, Switzerland, Holland, Denmark and Britain.

This book shouldn't be read before bedtime, as it will cause many sleepless nights. It should be required reading for all American Global Studies students, as a way to understand exactly what the United States is fighting in Afghanistan, and why.

As Reeve writes, "Islamic fundamentalism is indeed the greatest threat to the West; the threat is increasing. The world could soon witness a new Cold War, but this time one pitting secular democracies against autocratic Islamic nations."#

—Merri Rosenberg is a freelance journalist and editor specializing in educational issues.@et

**The New Jackals: Ramzi Yousef, Osama Bin Laden and the Future of Terrorism**  
By Simon Reeve,  
Northeastern University: Boston (1999), \$7.95

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## FILM REVIEWS

# Bumps on the Road to Higher Education: Riding in Cars with Boys

By MARIE HOLMES

Drew Barrymore heads a talented cast in *Riding in Cars with Boys*, based on the life story of Beverly Donofrio as told in her memoir of the same name, published in 1990. The film, directed by Penny Marshall, spans 20 years of Donofrio's life, recording her transformation from a boy-crazy teenager to a young mother struggling to hold onto dreams of going to college and becoming a writer.

When 15 year-old Beverly finds herself pregnant, she quickly realizes that the child's father, Ray (Steve Zahn), an unemployed high-school dropout, simply isn't the man that she was "supposed" to marry. But to appease her heartbroken parents (James Woods, Lorraine Bracco) and comply with the social mores of 1960s Wallingford, Connecticut, she and Ray wed and move into a small house together before their son Jason is born. Beverly then confronts a painful series of obstacles that thwart her hopes of attaining a higher education and creating a good life for herself and her son. The story is framed by scenes of Donofrio and the now college-age Jason driving together from New York City, allowing the audience a glimpse of Beverly's struggle through the eyes of the child whose mere existence threatened his mother's chances for success.

In what is, at its heart, the story of a young woman who refuses to let go of her dreams despite the odds, the film documents, in often excruciating detail, each blow that life deals her, not allowing the audience to experience the joy of the successes that we know Donofrio ultimately attained. After a humorous opening

scene in which a school-age Beverly explains to her father that what she *really* wants for Christmas is not a bicycle but a bra, the film takes a turn to more serious topics and doesn't regain this light-heartedness.

From the trauma of teenage romance to the repercussions of her husband's increasingly destructive behavior, Donofrio's tale plays out more like a tragedy than the comedy-drama that the trailer promises.

While the film presents a rather bleak view of Donofrio's life story, Barrymore and Brittany Murphy, who plays Fay, Donofrio's best friend, portray characters who present the complex reality of teenage motherhood, and Steve Zahn presents an all-too-familiar portrait of a young father who needs as much "parenting" as his own son, as he raises one barrier after another between Donofrio and her dreams.

Beverly Donofrio is, without a doubt, a fascinating and dynamic character, whose life experiences cannot be contained in a neat, 90-minute package, and *Riding* represents but one stretch of road on a much longer journey. #

*Riding in Cars with Boys* has been rated PG-13 for thematic elements, drug and sexual content.



Drew Barrymore

## FOLKSBIENE'S KIDS AND YIDDISH PROGRAM BLASTS OFF WITH "2001: A SPACE MISHEGAS" BEGINNING NOVEMBER 11

While it's clear to anyone that you don't have to be Jewish to enjoy klezmer music, it's positively certain you won't have to speak Yiddish to enjoy every note of the acclaimed Folksbiene Yiddish Theatre's fall season. That's because Folksbiene, the longest-continuously producing Yiddish theatre company in the world, opens its 86th season this November with two exciting bi-lingual musical theater productions, both of which are perfectly suited to young audiences and their families. — "Songs of Paradise" Off-Broadway (Folksbiene's first musical in both English and Yiddish) and "2001: A Space Mishegas," this year's wildly popular Kids and Yiddish children's theatre extravaganza.

"2001: A Space Mishegas" is a multi-media adventure featuring musicians, puppeteers, and a cast of adult and young actors who interact with young audience members and their parents. The program's motto promises "90% English plus 10% Yiddish equals 100% fun!"

Performances are on Sundays beginning November

11, at 11AM; there are also two special holiday performances: Monday, November 12 at 11AM and Friday, November 23 at 10AM. All performances are at Theater Four, 424 West 55th Street. Tickets, available through Tele-charge, (212) 239-6200, are \$15 for adults and \$12 for children under the age of 12.

In the satirical musical "Songs of Paradise" well-known stories from Genesis are retold as if they were comic modern-day folktales. The show's score mines a contemporary range of music with rock, jazz, rap and gospel counterpointing with klezmer.

"Songs of Paradise" opens Thursday November 8 at 8PM at Theater Four, 424 West 55th Street and runs through December 23. Tickets are \$35 and \$40, and are available through Tele-charge, (212) 239-6200. Performances: Wednesdays at 2PM & 8PM, Thursdays at 2PM & 8PM, Saturdays at 8PM and Sundays at 2PM & 5:30PM.

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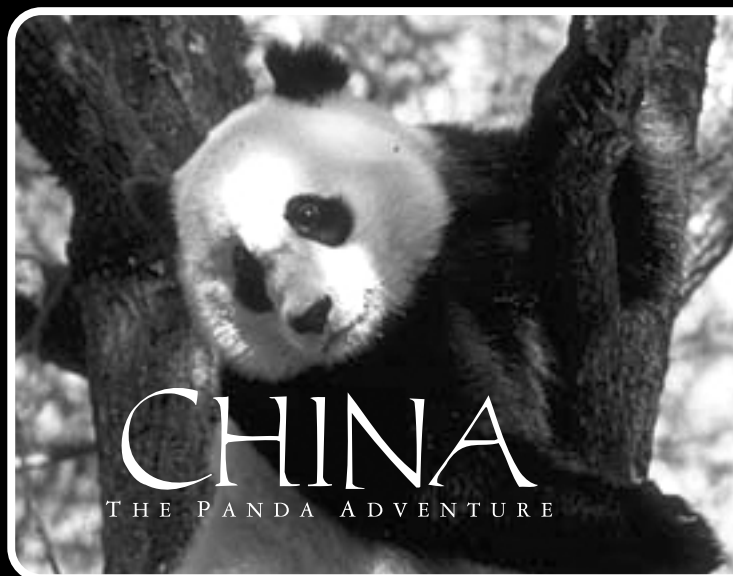
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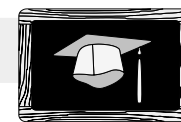
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# BARNARD SUMMIT: WOMEN, LEADERSHIP, AND THE FUTURE

By JESSICA SHI

Barnard College recently held a day-long summit which aimed to address the importance of women as leaders in our society and the challenges women face in achieving gender equality. The venue of the summit seemed to fit perfectly with Barnard's reputation as one of the nation's top liberal arts colleges for women. It is affiliated with Columbia University.

Three distinguished panels of prominent women leaders headed the discussions attracting over 1,000 attendees from the tristate area. The topics of the panels were: *Women and the Public World: Do Women Leaders Make a Difference?*, *The Future of Family and Community: Who Will Do 'Women's Work'?*, and *Women of the World: Lessons from Abroad*.

Among the panel were distinguished political, business, and educational leaders such as Former Attorney General Janet Reno, the first female three-star general Claudia Kennedy, Governor of Massachusetts Jane Swift, Chief Financial Officer of JPMorgan Chase Dina Dublon, Professor at Harvard Business School Rosabeth Kanter, President of Catalyst Sheila Wellington, President of The White House Project Marie Wilson, Marian Wright Edelman, Founder, Children's Defense Fund and many more.

President Judith Shapiro of Barnard College opened the summit by stating that "We are at historic crossroads in gender relations where, for the first time in the history of western civi-

lization, women and men are on the verge of sharing power. If we are to reach this goal successfully, we need to better understand how genuine equality will change our businesses, families and communities, and ensure that the work traditionally done by women does not become undervalued or abandoned."



From left, Gen. Claudia Kennedy, Gwen Itill, Dina Dublon

When the panel was asked what they hoped to accomplish by the summit, Governor Swift stated that she hoped "the world would come to value the work women do, and value the choices women make." Some of the main topics discussed at the Summit were the roles of women

as leaders, the challenges women face in becoming leaders, and the hardships of maintaining balance between work and home.

All three panels agreed that women have made strides and have slowly climbed into leadership roles in public affairs and business, but the road to gender equality is still long and progress is slow and painstaking. The speakers noted that lack of opportunities to rise to senior positions in the work place, issues of childcare and family life, and many forms of gender stereotypes are some of the major problems women face in our society today.

Kanter stated that "34 years ago, the first woman graduated from Harvard Business School; today women make up 39 percent of HBS." Wellington added that "Women in top positions of Fortune 500 companies have reached the biggest percentage in history, a whole one percent! The number of women CEOs in those companies have increased 100 percent from two to four."

When someone asked "what can we do to promote future women leaders?", numerous answers and suggestions were produced from the panel. However, nearly all members of the panels agreed that only through education people can accomplish or at least get closer to gender equality.

"We need to empower people," said Janet Reno, "both men and women who believe in others, who better the future through education, love and time. I wouldn't want a world that didn't have a Franklin and Eleanor at the same time."

When the question of how we're educating women today was raised, President Shapiro responded, "At Barnard College, we educate our women so they understand that they can do



From left, Marian Wright Edelman, Judith Shapiro, Jane Swift

anything. We not only fill them with confidence but also let them know what the barriers are, what's out there and what they will be faced with."

Marie Wilson added that it is just as important to educate men as well as women. "We need men as our allies, men who will open opportunities for us at work as well as stay home and take care of our children. We need not only better education programs in schools that will promote gender equality, but also have men talk to men. We need to use culture, such as Hollywood and MTV to portray men differently. *The West Wing* changed politics; we need shows that will change the mentality of men."

When a question of women's position in the Middle East was raised, Professor Kanter replied, "The biggest revenge on the Taliban would be sending all their women to college!"#

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## IN BRIEF

### Columbia Professor Wins Nobel Prize in Economics

Columbia University professor, Joseph Stiglitz was awarded the Nobel Prize in economics recently by the Royal Swedish Academy of Science. Stiglitz won the award along with two other college professors—George Akerlof of the University of California, Berkeley and A. Michael Spence of Stanford University—for “their analyses of markets with asymmetric information.”

The Academy noted that Stiglitz “clarified the opposite type of market adjustment, where poorly informed agents extract information from the better informed.” Also, noted the Academy, Stiglitz’ emphasis on asymmetric information “can provide the key to understanding many unobserved phenomena, including unemployment and credit rationing.”

Stiglitz, former chief economist of the World Bank, became the latest of five Columbia faculty members in the last six years to win the revered prize. This is the third time a Columbia professor receive the Nobel Prize in economics.

Stiglitz has promoted the idea of government investment in public accommodations, such as schools. In his 35-year career, he has published a dozen books and more than 300 papers. Stiglitz’s Initiative for Policy Dialogue, intends to provide an alternative to the IMF and World Bank for countries in need of sound economic policy advice.

After receiving the phone call from the Nobel selection committee, Stiglitz “quickly switched from coffee to champagne” but has since said that his acceptance of the reward has been “tinged by the fact that many innocent people have died in recent days.”#

### John Sexton Named NYU President

In May 2002, John Sexton will relieve L. Jay Oliva of the post he has held for 11 years and become the next president of New York University (NYU). Currently the Dean of the NYU School of Law where he is known for drawing some of the best law scholars onto his faculty, Sexton was unanimously nominated by the recommendation committee and unanimously elected by the Board of Trustees.

After receiving his M.A. and Ph.D. from Fordham and his J.D. degree *magna cum laude* from Harvard, Sexton served as a U.S. Supreme Court clerk under Warren E. Burger before eventually coming to NYU in 1981. He has taught throughout his time there and been a prolific writer. His works include *Redefining the Supreme Court’s Role: A Theory of Managing the Federal Court System*, a major 1,200-page volume, and *Civil Procedure: Cases and Materials*, which he co-wrote and is the most widely used of legal textbooks.

On Dr. Sexton’s nomination, Oliva said, “He has a deep understanding of the complex and critical relationship among the schools of a large research university such as this. While doing so much to enhance the School of Law, he has never lost sight of the proposition that great universities rest on a strong undergraduate program.”

### Columbia Names New President

Lee C. Bollinger, president of the University of Michigan, has been named the 19<sup>th</sup> president of Columbia University. Bollinger will replace Dr. George Rupp who has been Columbia’s president since 1993, assuming his post in the summer of 2002.

“It [Columbia] occupies a unique position: a truly global university that is also part of the fabric of New York City. I am enthusiastic about joining in this continued educational and civic renaissance from the vantage point of Columbia’s presidency,” said Bollinger, who was described as “a dynamic leader and an academic visionary” by Henry L. King, chair of the search committee.

At Michigan, Bollinger was the chief executive officer of the University’s 19 schools and colleges, which draw 53,000 students from

every state in the US and 130 countries.

In developing new initiatives and leading the legal battles to uphold the University of Michigan’s affirmative action policies in student admissions, Bollinger has been at the forefront of advancing programs that are considered critically important to colleges and universities across America. In addition, he is the author of various books, articles and essays on free speech and First Amendment issues including the critically acclaimed *Eternally Vigilant: Free Speech in the Modern Era*.#



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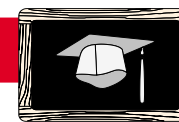
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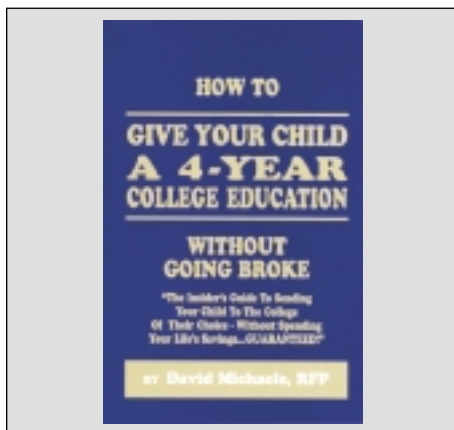
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By DAVID MICHAELS

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**Felician College Works to Fill the Gap in Nation-Wide Teacher Shortage By Training Non-Traditional Students**

Lodi and Rutherford, NJ—"The nation will need two million new teachers over the next decade, and nobody has any clear idea where they're going to come from," says Dr. Donna Barron, Dean of the Division of Teacher Education at Felician College. The passage of the education initiative in Washington this past June marked the federal government's greatest leap yet into establishing standards and requiring testing in public schools. "Yet, that initiative," says Barron, "does not address the toughest part of making a change in schools—finding qualified people to do the kind of teaching that raises test scores and meets the standards." Part of the solution lies in the growing number of adults looking to make a career change that allows them to make a difference through teaching.

"Longer life, the necessity for a two-income family, the women's movement, and a variety of other outside forces have created a relatively new and substantial number of prospective teachers who are now classified as 'non-traditional students,'" explains Barron.

With more and more adults transitioning into the field of teaching, Felician College facilitates the training of that population with convenient class times and a variety of programs including an 18-month teacher certification program for adults with undergraduate degrees. As one of New Jersey's fastest growing colleges, Felician College prepares "teachers as leaders" and offers a number of teacher education degree programs, including: Elementary Education K-8, Elementary Education/Preschool - 3rd Grade Option, Preschool - 3rd Grade Additional Certificate, Special Education K-12, Special Education Additional Certificate, and Mathematics P-12. For more information about Felician College's Teacher Education programs or to sign up for an information session, call (201) 559-6131.

**Jaffe-Ruiz in Nursing Hall of Fame**

Marilyn Jaffe-Ruiz, Provost and Executive Vice President for Academic Affairs at Pace University, was elected to the Columbia University's Teachers College Nursing Hall of Fame recently. Jaffe-Ruiz was recognized for her outstanding contributions to nursing and higher education.

Her accomplishments as the Chief Academic Officer of Pace University include her usage of nursing education, preparation and experience to inform her practice; being co-investigator of the primary health care assessment conducted in the early 1980's at Pace; supporting fully the establishment of the nationally recognized nurse-managed health care services for the

entire Pace community; and, serving as an advocate for persons with mental disabilities and for those with diverse backgrounds. #

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