

EDUCATION UPDATE

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Volume VII, No. 8 • New York City • APRIL 2002
FOR PARENTS, EDUCATORS & STUDENTS

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COMMENTARY

STANDARDIZED TESTS REDUX

By STUART DUNN

Despite the enactment of a national education bill calling for annual reading and math tests for grades 3 - 8, the battle over the use of standardized tests to evaluate student performance continues. It is as if the idea of testing was just invented. Critics argue that tests are not a good mechanism to evaluate student performance. (Not that they propose any other realistic way to evaluate performance). Some claim the tests are biased, others point to the fact that standardized testing leads to teaching to the tests. The real issue, however, is not the inability of the tests to evaluate student performance, but the potential use of the test results to evaluate teacher, school and system performance.

If some tests are biased, this can, and should, be fixed. It is surely no reason to eliminate testing. It is up to those who feel that such bias exists, to identify the bias, and work with those who prepare the tests to eliminate it.

Probably, the most widespread criticism of

the use of so-called "high stakes" standardized testing, is that it leads to teaching to the tests. The question is who is responsible for this? This practice could be stopped if everyone, from the chancellor on down, made it clear that teaching to the test is unacceptable, and then supervised those who report to them to insure that this directive is carried out. The problem is that almost everyone sees a gain in improving test scores, if not necessarily student performance. Politicians campaign on improved results, administrators advance their careers, schools and teachers receive bonuses, and parents content themselves that their children are doing better. Some however, who fear the use of standardized tests, say that teaching to the test is inherent in the use of standardized tests, and thus, call for the elimination of the tests rather than elimination of the practice of teaching to the test. In a few shameful cases, the school children are being used as pawns to attempt to press their viewpoint.

Perhaps the most egregious result of emphasizing test scores is the temptation to cheat. With a great deal at stake, students, teachers and administrators may feel that cheating is justified. Cheating on the part of the students is bad enough - cheating by teachers and/or administrators is intolerable. This practice can be minimized by careful supervision and review, followed by rapid and severe punishment for those found guilty of this practice. Again, it is up to the chancellor and the school administration to set the tone, define expectations, initiate compliance review procedures and strengthen the organizations which monitor compliance.

Good tests can measure student performance and provide feedback on the effectiveness of the curriculum and the teaching. Where the tests are inadequate, let's improve them. Where teaching needs improvement, let's fix it. Where cheating exists, let's root it out. But let's not kill the messenger because we don't like the message.#

LETTERS

TO THE EDITOR:

I could not believe such an authentic, well-rounded, academic newspaper still existed. I thoroughly enjoyed the articles and I am routing them now to various staff members. I noted the inclusion of articles on people with disabilities.

It is easy to see why your newspaper is an award-winning publication. Too bad we don't have anything close to it in San Diego.

Keep up the good work at *Education Update*.
Ned Lee, Director of Development
The ARC, San Diego

TO THE EDITOR:

My name is Sophia Buszwatiuk of Public School 122 in Astoria, New York. I am doing a social studies project about teen pregnancy. If you can, please send me more information. Thank you.

Sophia Buszwatiuk
New York

TO THE EDITOR:

My name is Alexander Karpov. I am 19 years old and live in Russia. I am interested in finding a position in the United States so that I may further my education and technical training. My requirements are modest, though my work ethic and eagerness to improve myself and my life are great. I am looking for work in my field, which is technical appliance and computer service and repair.

Alexander Karpov, Russia

Ed. If you have a way to help this young man, send information to ednews1@aol.com. We get numerous mail from all over the world. We like to help when we can.

TO THE EDITOR:

I would like information regarding the NYC (NY State?) program for paying the tuition for students with health problems. A child I am working with has a rare inherited form of Primary Immune Deficiency and needs a more focused, smaller class-size learning environment. His mom is a single working parent so her resources are limited. Any direction you can give will be much appreciated.

Thanks for your assistance.

Alice Stewart
New York

TO THE EDITOR:

I am in Crete right now, and we have been enjoying rainy weather until this evening. But Greece has been lovely, even under the cold and rain. Our travels through Italy before here were great. We went to Venice, Florence, Rome and Naples, stopping in smaller towns along the way. The best part was a string of five villages along the north west coast of Italy called the Cinqueterre—breathtaking views and beautiful hiking. I would recommend it to anyone traveling in the Genoa area. Florence had fabulous art, of course, and Rome was nice. We found the best pizza, ever, in Naples, but were rather happy to leave Italy's pizza and pasta behind (it got a big monotonous). So, here we are in Crete, on our way to Turkey through Rhodes. Hopefully it will warm up, now that the rain is gone, and we can enjoy some of the beaches along the way. I hope everyone is doing well!

Sarah Elzas
Former Assistant Editor
Education Update

QUOTE OF THE MONTH

"The responsibilities a teacher has to his/her students are so critical. That is where the transaction happens...the planned interaction that will lead to transformation of human potential."

Judson Shaver,
President of Marymount
Manhattan College

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EDUCATION UPDATE

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POSTMASTER:

Send address changes to:
Education Update
P.O. Box 20005
NY, NY 10001
Subscription: Annual \$30.
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A Productive Summer



By **MATILDA RAFFA CUOMO & LOUISA EFUA ESSANDOH**

Summertime, the three months in which students' brains inexplicably turn to mush, is the bane of every educator's professional life. The learning experience of the past school year seems to evaporate in a puff of ferris wheel rides, outings to the pool, and too much TV. But summer doesn't have to be that way, and it is our job as mentors—and simply as caring and concerned adults—to help our youth to make the most of the summer and to explore the world. The classroom learning is over; let the fun begin!

Mentoring USA will kick off the summer with our Second Annual Mentor-Mentee Picnic, held in Central Park in June. It is a well-kept secret that groups and organizations such as ours can reserve space in the city parks for a mere \$25 application fee! Many of the youth in our programs, especially kids from the outer boroughs, have never experienced the magic of Central Park. We bring mentors and mentees together from our 60 program, offering sports, arts and crafts activities for youngsters. Everyone enjoys a picnic lunch. It's a great way to wrap up the year and provide some closure for mentor pairs that won't be meeting over the summer—as well as providing a forum for planning and discussion for those pairs that will. Many mentors choose to work with other mentors and youth from their site to design group mentoring activities over the summer. This can be a fun complement to the exclusively one-on-one mentoring that happens during the school year.

Mentoring USA's volunteers are always amazed to discover how many low-cost (or free!) activities this city has to offer. We have compiled a guide to summer activities for our mentors and mentees that include little-known New York summer traditions such as the following: Macy's Fishing Contest (an annual contest open to children 15 and under in Prospect Park, with free equipment and instruction provided), the annual Morningside Park Double Dutch Tournament, Rock 'n' Roller blade (free in-line skate rentals, a DJ, a 4ft disco ball; the event rotates around to different parks throughout the city), and many more.

We suggest that mentors focus on a few areas when they work with youth over the summer. The first is history and culture. New York neighborhoods are so varied and rich, and in the year following September 11, it seems important to help kids to re-connect with the city. We have heard over and over again from youth in our program, especially on the Lower East Side, that they don't feel very safe in New York. We need to take them out and let them see that life goes on not as normal, certainly, but in spite of adversity. Ground Zero may be important for some young people to see for themselves. Be sure to introduce children to local libraries; sign them up for cards and help them to choose books about their neighborhoods or ethnic backgrounds. Ask at the library for a copy of their invaluable booklet, "New York Books for New York Kids." Books are listed by borough-interest as well as reading level.

Regular exercises and activity should be encouraged. We can suggest that kids get off

continued on page 4

Resources Count & Positively Impact Student Achievement



By **JILL LEVY**

Due to last year's New York State bare bones budget and consistent reductions to the Board of Education budget by the previous Mayor, New York City's public schools this school year have already seen a reduction of more than \$400 million in services. Fortunately, many districts were able to absorb those cuts by minimally affecting classroom instruction.

Now, Mayor Mike Bloomberg's Fiscal Year 2003 budget asks for another \$600 million in cuts to education. Yet, as we expect our students to meet ever-higher standards and expectations, it is unconscionable that we ask them to shoulder a \$1 billion cut to their future. The Mayor was wrong when he presented his budget and said, "Everything should be on the table." Our children are not commodities. Their future should not be on the table.

Educators cannot do more with less, the Chancellor's own district proves this. A review of improved student academic performance in those schools are the results of the significant infusion of resources and professional development in those schools. Resources count and those resources impact positively on student achievement.

Unfortunately, right now we are engaged in the wrong conversation about governance of the school system. The correct conversation should be about providing adequate resources to improve education. Yet, as we argue over who should control the school system, prior

cuts have already eliminated some vital enrichment and after school programs and proposed cuts threaten the rest.

What is not understood by most New Yorkers is that when principals fashion their yearly budgets, they do not have control over most of their allocations. The majority of funds go to mandated programs and staffing. So, when principals are asked to make reductions, even small ones, classroom instruction will most definitely be affected. If any programs survive the proposed cuts, they will be core instructional units only.

Student performance dramatically declined with the budget cuts of 1975. Most arts, physical education and other cultural programs also disappeared. It was only during the last part of the 1990s, that we began to turn the corner and resurrect the school system. The most recent reports on student achievement show that NYC is making considerable progress across a variety of areas as compared to the nation. The most noteworthy is that we are beginning to close the academic achievement gap between white and minority students.

Student success is dependent upon the quality of a school's staff. Already principals have agreed to a series of accountability measures and procedures in our collective bargaining agreement that ensures accountability. But in order for them to be successful, they must have a highly qualified and certified educational team in place. More than ever, principals need assistant principals who are specialists providing instructional and administrative expertise.

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Levy

continued from page 3

A recent study from the California Institute of Technology on those factors most influencing student SAT scores showed that the ratio of teachers to students in 1,000 California schools had little significance. The study however, did discover that the ratio of assistant principals to students did have a positive impact.

Unfortunately, for New York City a vast number of assistant principal positions are currently vacant. The anticipated retirement of over 700 principals and other supervisors and administrators will deplete the system further of its leadership. It will be compounded as assistant principals take over vacant principalships, leaving their positions empty. New York City is also encouraging the depletion of its educational workforce by allowing the suburbs to entice its experienced leadership and teachers to leave for higher pay.

Our city's public schools have already sacrificed in these difficult times. Our children are not able to get by with just the bare minimum. They need the arts, music, and sports to help them learn and grow. They need support services and enrichment to ensure that they are meeting high standards and able to function in the global economy.

We cannot afford to lose a whole generation of students to these budget cuts. Educational opportunities lost are lost forever. We cannot sit idly by thinking that we can do more with less. It is time for the public and its professionals to rise up and demand that our children receive the education to which they are entitled. #

Jill Levy is the president of the Council of Supervisors and Administrators (CSA).

Cuomo

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the train or bus a stop early and walk, or think about going outside to pitch a ball or even just take a walk.

This year Mentoring USA has partnered with the NY Jets and United Way to offer a fabulous opportunity to our pairs: free tickets to see the NY Jets! This year our mentors and mentees will have the opportunity to get together a little before the start of the school year, at the NY Jets Preseason Games on Aug. 24 and Aug. 30. Football fans or not, what youth wouldn't jump at the chance to take a trip to the Meadowlands with a mentor? A few lucky youth and mentors will even get the chance to participate in the coin-toss on the field...a great way to generate enthusiasm for the upcoming mentoring year!

While mentors and mentees enjoy their time together this summer, Mentoring USA staff will be hard at work recruiting mentors for the upcoming school year. Even the best mentoring relationships are subject to life's whims—children change schools, mentors get transferred, or married, and move out of the city. Approximately half of our nearly 1,000 mentors will not return, so during the summer we enthusiastically recruit more mentors. Mentors are especially needed to work with youth in Brooklyn, the Bronx, Staten Island and Queens...if you have ever said to yourself, "I really would like to be a positive role model to a young person," this is the time to try! To become a mentor, call (212) 253-1194, ext. 454 or email musa@mentoringusa.org.

For all the hard work you do all year long, all of us at Mentoring USA wish you a happy and healthy summer! #

Matilda Cuomo is the former first lady of NY and founder and Chairperson of Mentoring USA.

THE MIRACLE IN FORT GREENE

By TOM KERTES

The first thing you notice is the silence. This is one of the hallways of the Benjamin Banneker Academy, one of New York's public high schools. The second thing you notice is the attention. It's bright-eyed, avid, curious, evincing a genuine interest. These kids want to learn.

Roaming Benjamin Banneker—located in a one-time Drakes cake factory near Fort Greene's notoriously tough projects—four simple words can't help but run through your head.

It can be done.

This five-story schoolhouse with the small classes and the carpeted library is without metal detectors—just a single kindly receptionist lady at the door. The halls are so clean you could eat off the floor.

It can be done.

"Yes, it can," said Daryl Rock, Benjamin Banneker's Principal for the last four years. "And it doesn't take a miracle, either. But holding faithfully to a few strong principles helps."

First, the admission: "Kids need good teaching." Sounds simple, doesn't it? "But it's not," the dreadlocked young Principal said with a smile. "I'm sure you're familiar with all the excuses used for kids not learning in schools: it's the parents, it's society, it's rap music, it's racism, it's the negative impact of the media. The fact of the matter is that those outside influences apply equally to all kids, the ones that learn and the ones that do not learn. And this, of course, means that there is no reason why all kids can't learn."

"But that requires teachers who deeply believe that they can make a difference."

In order to acquire such teachers Rock is willing to be different. "I go into colleges to find students interested in teaching," he smiled. "I use word of mouth, I go on line. The teachers' knowledge, while obviously important, is not the only thing—most of that can be acquired, anyway. I look for a rapport with the students. I look for people who can communicate with the kids on a level that is real to them, people who can get them interested."

The second thing is to create a culture where people treat each other a certain way. "I'm talking about a culture of peacefulness and mutual respect," Rock said. "It's discipline and tough love, but it is love nevertheless. So many kids

come from an environment—whether it's at home or on the streets—where there is a lot of anger. In this school, we want them to experience just the opposite kind of environment."

To accomplish this, Rock believes that role-models are very important. "Not just the teachers, but the older students as well," he said. "We want students to see firsthand that studying hard and possessing a demanding work ethic leads to success."

To engender that work ethic, the young Principal promotes creative teaching plans. "It's not just the substance, it's also the delivery," he said. "Do everything you can to make the lessons interesting. Obviously, if you get the kids interested they'll work that much harder."

The results have been dramatic. During Rock's four years, Benjamin Banneker—a school of 600 students that has a 99.9 percent African-American and Latino population—has jumped from a 60 to a 90 per cent passing grade on the State Regents exams in Physics, U.S. and Global History, and English—and from 40 to 75 percent in Math. "I'm proud to say, this is better than most high schools," said Rock. "And it's still going to get better. We are not nearly done."

Obviously not: over 250 students participate in intense tutoring programs or take classes on Saturday. The school also provides advanced classes in English, biology, statistics, chemistry, and calculus for college credits.

Yet, these hardworking kids remain well-rounded as well, participating widely in intramural sports—a real rarity for a high school anywhere—clubs for dancing and drama, and all kinds of workshops. The 11th grade chess-team has emerged victorious in a recent citywide tournament and the Banneker Warriors also won the New York City Division B basketball championship last year. "What people must understand is that sports and after-school activities do not take away from education," said Rock. "They add to it."

Of course, resources remain a problem. The computers are aging, but Rock—with the help of a very involved Assemblyman Roger Green—has been creative in acquiring corporate donations as well.

So it can be done. If you don't believe it, go down to the old cake factory in Fort Greene to check out how. #

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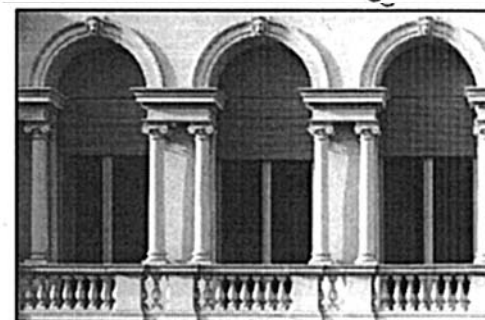
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Vocational Schools Face New Challenges

By MARYLENA MANTAS

A team of students from Samuel Gompers Vocational and Technical High School in the South Bronx recently ventured down to Columbia University to take part in the annual FIRST Robotics NY Competition, which brought together more than 1,000 students from around the city, country and the United Kingdom to build the best robot. The team ranked 19th in this year's competition, which was the third time the school participated.

"I want my children to compete with everyone and everything," said Samuel Gompers' Principal Marianne Hawthorne. "We are moving our students to meet the challenges of new standards and we are achieving."

The robotics competition came at a time when several principals of the city's 14 vocational-technical high schools are voicing concerns related to the new academic standards issued by the New York State Department of Education in 1998, which require that all students in public high schools pass five Regents exams to graduate. Vocational students also have to pass a sequence of courses designed to give them proficiency in a trade.

"One of the issues for vocational schools is where to find the time—if a student needs help to pass the exams—to provide them with the extra help. Finding the time during the school day is a challenge keenly felt in vocational schools," said Mark Moskowitz, Principal of Transit Tech HS in Brooklyn, explaining that the new academic requirements often do not allow students to fulfill their occupational sequence.

Other principals expressed concerns that the new standards do not place the same emphasis on vocational education, as they do on academics.

"The NYSDE and partly the NYCBOE, while they pay lip service to the importance of multiple intelligences have put every kid in the track for a four year college and have forgotten that there are viable skills that give students the ability to succeed and to earn a good living," said Charles Bonnici, Principal of Fashion Industries HS in Manhattan. "No credit is given to that. No one really cares that kids have these other talents."

Concern has also been raised over a lack of resources provided to the schools to help meet the new standards.

"I love the raising of the standards...I think everyone should reach a certain standard and above, but give me the resources to support that," said Hawthorne.

Concerns intensified this academic year because the passing grade on the Regents was raised to 65, compared to the 55 required over the past years. For some vocational-technical schools this increase often leads to more students requiring additional academic support, which takes the focus away from their vocational classes.

"The state's message is to eliminate anything that does not prepare kids to pass Regents exams," said Frank Carucci, the United Federation of Teachers (UFT) VP for vocational-technical high schools and a passionate defender of vocational education.

Approximately 1,500 students attend Transit Tech. Upon graduating, some students enter the work force in entry-level positions related to their occupational sequences, while others enroll in two or four year colleges.

"We have a dual appeal," said Moskowitz. "Students are able to come here and major in an area...They are able to develop in-depth skills and knowledge in a given area, while having

the ability to obtain the same quality of academic programs as in traditional academic high schools."

Boasting an attendance rate of about 90 percent, Moskowitz added, "Students want to be here and their parents want them to be here...This is a school where students come by choice. They apply to be here. They know where they want to be. They value the opportunities offered to them here. Going to school every day is their job and they do it."

According to Bonnici, the occupational sequences also have a direct impact on a student's overall performance.

"When students come to Fashion they have a focus, an idea of what they want to do in their future. When they first come there is a motivation to do well because they are interested in an occupation," said Bonnici. "We offer more than one pathway and we recognize that all kids will not go on to a four year college."

To maintain the focus on occupational sequences, while providing their students with adequate academic support to pass the Regents, the schools have launched various initiatives. At Transit Tech all 9th grade students receive a 15 period week of block math or science instruction. In addition, the school has instituted math and writing workshops, while Fashion Industries uses Title I funds to create after-school academic programs. Aviation HS has become a de facto five year program to cram in both academic and professional training that can lead to federal certification to work in the aviation industry.

"We have tried to motivate the learning for those kids in Fashion Design by saying that we will give you all the services we can to graduate with a Regents diploma," said Bonnici.

According to Carucci, to meet the new

demands most vocational-technical schools have also developed an integrative curriculum that "contextually teaches academics through trade... This is not the solution we should have been looking for. We do not have a way of accommodating kids into this banner of higher standards...Vocational schools give kids options. They get all they get if they went to Stuyvesant [specialized high school], but the goal of our vocational schools is to also give the skills and knowledge to specialize in an area of interest."

Fashion Industries, according to Bonnici, works very hard to help students pass the Regents on their first attempt to minimize the effect of the new standards on their occupational sequences.

"I don't have much of an argument with the Regents requirement. The basic five Regents give kids the opportunity to explore different areas and they stress critical thinking, which is necessary for occupations," said Bonnici, adding that his concern lies with what happens after the students pass the Regents and then they say that what they really wanted was to take more occupational education courses.

"Traditionally we were designed for students who had different skills," said Bonnici. "The students who fall behind academically and who need vocational education even more get less of it."

"The fact of the matter is that the majority of vocational education graduates do go on to college and most of them are able to work their way through school with the high paying skills that we've been able to teach them. But, we also have an obligation to equip the students who do not go on to higher education with the ability to earn a good, middle-class living in a trade. So, in either case we can't lose the focus on occupational subject matter," said Carucci.#

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Women Prepare to Enter Workforce at the Grace Institute

By MARIE HOLMES

"I have to go back into the workforce after 10 years of not working," says Roberta, a recent divorcee from Riverdale, "I need to update my skills a little." Roberta now spends her days in typing, English, math and computer classes at the Grace Institute and hopes to secure full-time employment. She believes that being a Grace graduate will "put a star next to" her resume.

While Roberta is a mature woman hoping to successfully reenter the job market, several of her classmates are fairly recent high school graduates who will begin their first serious job searches after finishing the program.

Kelly Angrisani, a 21-year-old from Staten Island, says that upon completing the Grace program she would like to "work for a law firm, and then maybe later go to law school."

Kristen Truglio, a 19-year-old who transferred from Hunter College to Grace, doesn't have any specific career path in mind – she'll take "any kind of good job with good benefits."

Kristen won't have to worry about whether or not her employer will provide her with benefits after she completes the five month Administrative Assistant program in June. "We will not send anyone to a job unless they get benefits," declares Mary Mulvihill, who recently took over direction of the Grace Institute.

Many Grace graduates go on to work for some of New York's largest companies. In addition to promising job prospects, that the program is tuition-free is also a great draw for the students.

"If you don't have the technological skills, your options are flipping burgers, or working retail, and a lot of those jobs have no benefits and start at \$5.50 an hour," Mulvihill explains. "These women have realized, 'I can't find a job.'"

More than a hundred years after W.R. Grace decided to found a school that would teach the wives of his workers secretarial skills so that they could find gainful employment, the Grace

program continues to serve the needs of low-income women – and their future employers.

Of the 61 percent of American women in the workforce in the year 2000, 24 percent hold administrative support and clerical positions, according to U.S. Census data. More women work in these fields than in any other occupational group.

With the multitude of scholarships and other resources available today, it's surprising to hear these women, particularly the younger ones, talking about their futures without mention of college.

As proof of the close of the gender gap in higher education, often-flouted statistics show that 56 percent of college students are women. In fact, women have held this majority since 1979.

"Even though women have made great strides, because we are a country of immigrants, we'll always have women coming in at the bottom," says Mulvihill.

Some current Grace students are recent immigrants, yet the majority are American-born. Fifteen of the 56 students are white. All hold either a GED or a high-school diploma, many having earned the latter from one of New York City's public schools.

After having been closed for a year and a half because trustees felt that it had strayed from its mission, the Grace Institute opened its doors in February for what Mulvihill describes as "a five-month pilot program for the big opening in September," at which point she hopes to have 300 students.

Describing the students, Mulvihill says,

continued on page 13

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Bennington Teacher Takes Shakespeare to the Streets

BENNINGTON, Vt.—The acclaimed theater arts professor who brought Shakespeare to Brooklyn is bringing his talent and enthusiasm to Bennington College this summer to teach at July at Bennington.

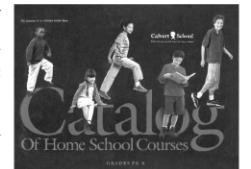
Stephen Haff has received national acclaim for his production of *Romeo y Julia*, a retelling of Shakespeare's classic tragedy. Working with students from Bushwick High School in Brooklyn, Haff challenged academic and class boundaries by allowing students to translate *Romeo y Julia* into their own voice. Students have been performing throughout New York, and this year, two cast members have overcome academic hardship to be accepted at Bennington College – a first in the history of Bushwick High School.

Haff received his MFA from the Yale School of Drama, ran the workshop at New Dramatists, and has taught at Fordham University, The New School for Social Research, and the 52nd Street Project. This summer at Bennington, Haff will teach *Shakespeare Now and Playwriting*.

July at Bennington offers talented 15-18 year-olds a month-long immersion in college life. Students live on campus, take two college courses from rich liberal arts curriculum, and enjoy evening and weekend cultural events, readings, off-campus trips, and more. To apply for July at Bennington 2002, call 802-440-4418 or email july@bennington.edu.

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Curriculum, Community, Collaboration: Teacher Network Sponsors Education Conference

By DEBORAH YOUNG

Teachers teaching teachers is the key to improving classroom practice, and educators got tips on working together at a recent conference sponsored by Teacher's Network.

The blanket curriculum initiatives being pushed at the federal, state and local level can not accomplish nearly as much as true teacher-driven reform, Deputy Mayor for Policy Dennis Walcott told roughly 200 educators gathered in the auditorium of a Brooklyn elementary school.

"Life is about collaboration," he said. "And how we go about improving while we go through the legislative crisis."

District 15 Superintendent Carmen Fariña said she hopes recent educational innovations will not succumb to the politically popular "Dick and Jane" ways of the past.

"I think we have to stop looking at fads," she said. "There are so many variables working with kids. What it takes is collaboration, and teachers sharing their expertise."

Throughout the daylong conference, participants took advantage of each other's expertise in courses on everything from collaboration with parents to mentorship programs and conducting professional support sessions.

"You'll see everything that is being done today is done by teachers, for teachers," said Ellen Dempsey, president and CEO of Teachers Network, the New York based organization that encourages teachers to view themselves as resources.

Jane Murphy, a third- and fourth-grade teacher at Central Park East School, led a session about collaboration in the classroom. She asked the 20 or so teachers in the room to

brainstorm about working together, charting their preliminary responses: teamwork, trust, vision, chaos, integrated and arguing.

"We need to have faith in each other," she said. "If we don't collaborate we won't be able to meet expectations."

Although learning to trust each other can sometimes be a delicate process, ultimately teachers benefit from a more supportive environment and so do the students, she noted.

Professional networking is especially helpful for new teachers in the field who sometimes don't know where to turn for guidance.

"I depend on other teachers, because everything we do comes from scratch," said first-year teacher Kaycee Wimbish, who works at a private school that emphasizes collaboration and creativity over rote teaching.

She said she came to the conference to learn from more experienced professionals, and opposes the publisher-created formulaic reading programs that are widely touted as the antidote to inexperienced teachers.

Pedro Alvarez, 18, a senior at Pearl Street High School who helped out at the conference, said his favorite teachers all encouraged him to think creatively.

"In elementary school we had textbooks and worksheets," he said. "I was bored a little. You just did it by copying the examples."

Since then, he has had teachers like his current social studies teacher who use all sorts of ways to get him to stretch his brain.

"In social studies we related the incident with the history and looked at documents," he said. "It's getting better."#

For more information, www.teachersnetwork.org

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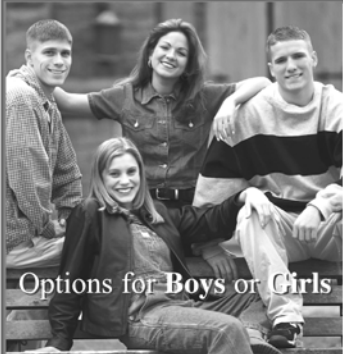
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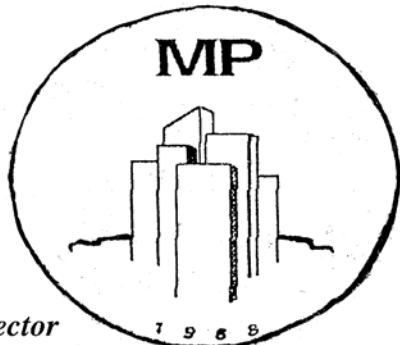
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Robotics Competition Inspires HS Students

By BRUCE MYINT

On the second day of the FIRST Robotics NY Competition, inventor Dean Kamen, rolls by a sea of high schoolers, riding his Segway Human Transporter. The crowd, eager for an autograph, lurches forward to steal a peek at his famous invention. Gliding around effortlessly, Kamen signs his name on tie-dye shirts while students hand him gifts of inflatable hammers and candy. The Rolling Stones thunders over the loudspeakers. A jumbotron flashes highlights from the competition, as the crowd—a mix of cheerleaders, mascots, fans, and parents—bursts in applause.

The atmosphere is electrifying—far more reminiscent of a pep rally than a science competition.

The FIRST Robotics Competition (For Inspiration and Recognition of Science and Technology), is yet another of Kamen's wildly successful inventions. It has been energizing students for the last 11 years by inspiring them to pursue careers in the fields of science and technology.

Recently, more than 1,000 teens and spectators gathered in Columbia University's Dodge Fitness Center to watch teams from 21 New York City high schools, six surrounding states, and the UK compete in the three-day event. Teams fought to secure a place in the championship event hosted by Walt Disney World's EPCOT at the end of April.

This was the second year the regional competition, sponsored by The Goldman Sachs Foundation, was held in New York City.

Each year, FIRST gives high school students six weeks to design and build a 130 lb. problem-solving robot; a remote-controlled combination of motors, pistons, and gearboxes assembled from a kit provided by the organiz-

ers. In order to keep design teams on their toes, robots must be able to complete complicated tasks that change each year.

In this year's competition, students designed robots to race around a playing field and collect soccer balls. Teams then needed to place the balls into goals and drag the goals back to scoring zones—all in under two minutes.

Building robots for FIRST is not just an assembly job; it is a very sophisticated engineering challenge. Long before building, teams must seek help from mentoring teachers, scientists, and engineers. They must also secure sponsors—a key step in a competition that can cost up to \$5,000 per event, not including the cost of travel and accommodations.

In addition, teams must adjust to an environment that is both competitive and collaborative.

For example, Long Island's Smithtown High School team won the All Star Rookie Award for dividing their team according to financial, marketing, graphic arts, and mechanical tasks. Their use of creative writing, art, math, science, and technology characterized the interdisciplinary learning encouraged by the event.

For FIRST, robotics provides a foothold for transforming the way schools think about studying science.

One of FIRST's goals in New York, for example, was to change the way schools treated science and technology. "I have seen schools really go through incredible change in terms of their culture: student perception of themselves, teacher perceptions of what they can achieve. And that is something that our schools badly need," said Lucia Martinez, co-director of NYC FIRST. "We need something that tells them 'You are great. You can do it just like the

continued on page 29

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Girls and Boys ages 8-12

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SUMMER DRAMA CAMP

Girls and Boys ages 7-17

Learn the skills of acting, improvisation, music, dance, and script writing while exploring all aspects of play production including set design, sound and lighting design, costumes, make-up and stage management. Camp culminates in a full-scale production. This year, we will also be offering workshops in technology, focusing on digital filmmaking, editing, and web design. Drama III, an advanced drama camp for students in high school, will focus on advanced acting technique in theatre and a special program in on-camera acting for film and television.

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Students Lead WNET Teen Conference

By MARIE HOLMES

An African-American student and his friends were harassing an Asian-American student in the cafeteria, making fun of the student's limited English proficiency. One African-American student called the Asian-American student by a nasty racial epithet, the Asian-American student responded in kind, and physical violence ensued. The school newspaper responded to the incident with a series of articles in which students celebrated their unique cultural heritages. The articles were accompanied by a collage, which, after the paper had gone to print, was found to contain the same kinds of hateful phrases that sparked the first conflict.

You are a student. You are a teacher. You are the principal. What do you do?

"I don't know! I'm tired," superintendent-of-the-day Terrie Williams cried out in exasperation.

Ms. Williams was one of eight students and professional adults on the Ethics Forum Panel, moderated by Professor Charles Ogletree of Harvard Law, who debated hypothetical situations that touched upon very real issues. The panel discussion was one of several opportunities that high-school students had to discuss issues of diversity and bias at Thirteen/WNET's Teen Leadership Day.

"I feel that we need to break down stereotypes that many of us have about each other," said Joliz Ceden, a senior at Beacon HS. "We need to relate to each other and respect each other for who we are."

The students did not hesitate to confront complex and controversial topics, from affirmative action to the use of Osama Bin Laden's image.

"We raise these issues so you can talk about them," Professor Ogletree told the audience, "but you go back to school on Monday – one day is not enough."

"Part of the goal is to get them really jazzed up so that they go back to the schools and really infect the student body," explained Macenje "Che Che" Mazoka, Director of Youth Outreach at Channel 13.

With the help of mini-grants from Channel 13, some schools have gone on to hold similar conferences within their own districts. Lynne Feldman, a teacher at Northern Highlands regional HS in NJ, attended last year's conference with a group of students who decided to apply for one of the mini-grants to sponsor a peer-mentoring program for 8th grade students coming into their high-school. But then the world changed.

"We found out that we had won the mini-grant on September 11th," says Feldman.

The brother of one of her students, Johanna, was one of the heroes of Flight 193. Johanna and the other students started thinking that they wanted to use the grant money to do something more along the lines of "character education," and after the President created the Freedom Corps, the students decided to create their own Teen Freedom Corps. Their chapter will be dedicated to Johanna's brother. #

THE THREE R'S OF EDUCATION: READING, READING, & READING, NOT STANDARDS, STANDARDS, & STANDARDS

By Terry Paul

We say it all the time—reading is fundamental. My own study of over 10,000 students showed that 68% of math achievement is due to reading ability. (You have to read the math problem before you can solve it). Reading is even more important to becoming good at writing. I've never known a good writer who was not a good reader. So that is why I say the three R's are reading, reading, and reading, as opposed to reading, writing and arithmetic.

There is no debate on this. Everyone agrees. Reading is fundamental. At least, that's what we say. But what do we do? First, how much time do we devote to reading in school? In the early grades, a lot of time is spent teaching kids phonics and decoding skills. In other words, teaching them how to read. That's good. But knowing how to read and knowing how to read well are two different things. The only way to read and be well read is through reading practice, by reading lots and lots of books.

How much time do students actually spend practicing their reading by reading books? A study I did (Reading and Writing Quarterly 15 no. 3, 1999) showed that students in grades K-12 read an average of only seven minutes a day! It starts at three minutes in kindergarten, peaks at 13 minutes in the 4th and 5th grades, then drops like a rock. Kids in high school read about as much as kids in kindergarten.

Surprised? Well, my conclusions are not unique. Noted educational researchers John Goodlad and Richard Anderson came up with similar estimates. Second, let's look at the school curriculum. There is no subject called reading

after 5th grade. Does this mean a 5th grade reading level prepares one for the modern world? Obviously not. High school is questionable and college is out of the question. Third, what do state standards say about reading? Except for the early grades and the mantra "every child reading by the 3rd grade," not much. As I review state standards, what comes to mind is the phrase "a mile wide and an inch deep."

So I ask you, is the main thing the main thing? The answer: no, no, and no. That's why standards are going to be just one more fad in education. Sorry, I wish it weren't so. I wish the main thing were the main thing.

Terry Paul's Patterns of Reading Practice (1996) examined reading performance data on 659, 214 students. The co-founder and co-chairman of Renaissance Learning, Paul is currently at work on Future Schools, a book on Information Theory and Information Technology as they apply to education.

Renaissance Learning, Inc., is a leading provider of comprehensive school improvement programs to K-12 schools and school districts, including research-based software products, teacher training, and consulting. Founded in 1986 by Judi and Terry Paul in Wisconsin Rapids, Wisconsin, the Company now has more than 1,000 employees worldwide and has trained over 300,000 Pre-K-12 educators in the Renaissance process. Today, Renaissance Learning™ has six US locations and subsidiaries in Australia, Canada, India and the United Kingdom. To receive a copy of Patterns of Reading Practice or for more information on Renaissance Learning Products please contact us at (800) 338-4204 Ref. # 5862 or visit our web site at www.renlearn.com

Calendar of Events April 2002

Open Houses

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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Thu., Apr. 9 ~ 12 pm - 2 pm; Sun., May 19 ~ 1 pm - 3 pm

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Information Workshop will be held on Wednesday, April 10th, 2002 -
4:00-6:30. For further information call: 212-548-0152.

Special Event

Bank Street Bookstore (Corner of 112th and Broadway)
Wednesday, April 24, 4 pm
Join us for a reading and book signing with Meg Cabot, author of the
popular series *The Princess Diaries*. The latest installment, *Princess
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Open Society Institute Applications for the 2002 New York City Community Fellowships

The Open Society Institute (OSI) is currently accepting applications from community activists interested in establishing public interest projects that address critical social justice issues throughout New York City. OSI established the New York City Community Fellowship Program to support individuals from diverse backgrounds to use their creativity and passion to provide opportunities for disadvantaged communities. The program supports progressive public initiatives that provide advocacy, direct services, or organizing efforts for marginalized communities to participate in an open society. OSI will provide a fellowship stipend award, over 18-months, and other resources to support the development of each selected project.

Applications are due by Friday, April 19, 2002 by 5PM.

For an application, please contact CommunityFellows@sorosny.org, or visit our webpage at www.soros.org/fellow/community.html for additional information regarding information workshops.

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How old is UCP? What is its current mission?
United Cerebral Palsy of New York City (UCP/NYC) was founded by parents of children with cerebral palsy 56 years ago. Its mission is to provide the highest quality services in health care, education, employment, housing and technology

resources that support people with cerebral palsy and related developmental disabilities in leading independent and productive lives.

What services does UCP provide? To what age groups?

UCP/NYC offers Early Intervention (EI) services, Preschool services and a school age program. EI services are year-round and designed to maximize social, emotional, physical and

intellectual development of infants and toddlers, ages birth to three, with special needs.

Preschool Services offer a year-round, comprehensive early childhood special education and therapeutic program serving children ages three to five. Preschool Services at UCP/NYC are suitable for the child with multiple physical and developmental disabilities, including challenging motor and health care needs. They are provided in settings where youngsters with and without disabilities have an opportunity to learn and grow together.

The School Age Program serves children and young adults between the ages 5 and 21 who have severe physical disabilities and unique educational, therapeutic and medical needs. The School Age Program emphasizes academics, social and physical independence, quality of life skills, and transitioning to adult services.

Is there a center in every borough?

UCP/NYC has centers in Manhattan, Brooklyn, Staten Island and the Bronx.

How would a parent or teacher make a referral to UCP?

Referrals are made through our Project CONNECT office, the entryway of all services for children and adults. The phone number for Project CONNECT is (212) 979-9700, ext. 720.

Does UCP test a child and determine placement?

UCP/NYC is an approved screening and evaluation site for all infants and young children who may need specialized developmental service. A team of certified professionals is able to provide assessment.

Does UCP provide ancillary services such as speech and language therapy, physical and occupational therapy?

UCP/NYC offers clinical services including speech/language therapy, physical and occupational therapies, social work services, nursing services, and psychological services. UCP/NYC also offers

family support services including overnight respite, housing assistance, service coordination, after school programs (for ages 5-12) and a Saturday recreation program (for teens and young adults).

Is in-home help provided?

UCP/NYC provides in-home assistance on a limited basis.

What about the costs?

Services are funded by different State and City entities. Services are provided to eligible infants, toddlers and children at no cost to the families.

What other information would you like to share with our readers?

UCP/NYC also operates a SHARE lending library for books, videos, software, switches and adapted toys. We also house two TechWorks demonstration centers, a 3-week long summer camp in Brooklyn covering the time between the end of the summer programs and the start of the fall programs, two after school programs, and accessible playgrounds. For more information, visit our web site at www.ucpnyc.org or call (212) 979-9700, ext. 720.

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MARY SOMOZA: MOM, SPECIAL ED ADVOCATE AND COLLEGE GRAD

By TOM KERTES

As Sept. 11 has taught us, heroes come in all shapes, sizes, and forms. In the case of Mary Somoza, heroism comes in the form of a blonde-haired woman with an Irish accent who's fought the powers that be every step of the way to get equal treatment for her children.

"I'm no hero," Somoza says in her typically self-effacing manner. "They are your kids. You do what you have to do."

Somoza did what she had to do because her twins, Alba and Anastasia, suffer from cerebral palsy and have been quadriplegics from birth. And because the public education system is able – but not always ready or willing – to serve the needs of children with special needs.

Back in 1993, Somoza's original fight with the New York City Board of Education was for the simple inclusion of her daughters – along with the acquisition of the necessary support services – into the mainstream program at P.S. 234. That fight turned out to be successful, but it was nothing compared to the bureaucratic battle Somoza needed to wage in order to send the twins to District 2's "School of the Future" junior high school in 1996.

"I was 100 percent committed to the girls going there," said Somoza. "It was the ideal place. First of all, the school was very technology oriented, with a highly advanced computer program, and this was a necessity for the twins' functioning in the optimum manner. Alba, in particular, is completely dependent on a computer for her communication needs. And, secondly, this was a junior high/high school, obviating the need for another transition into high school. Transitions are extremely difficult for children with special needs."

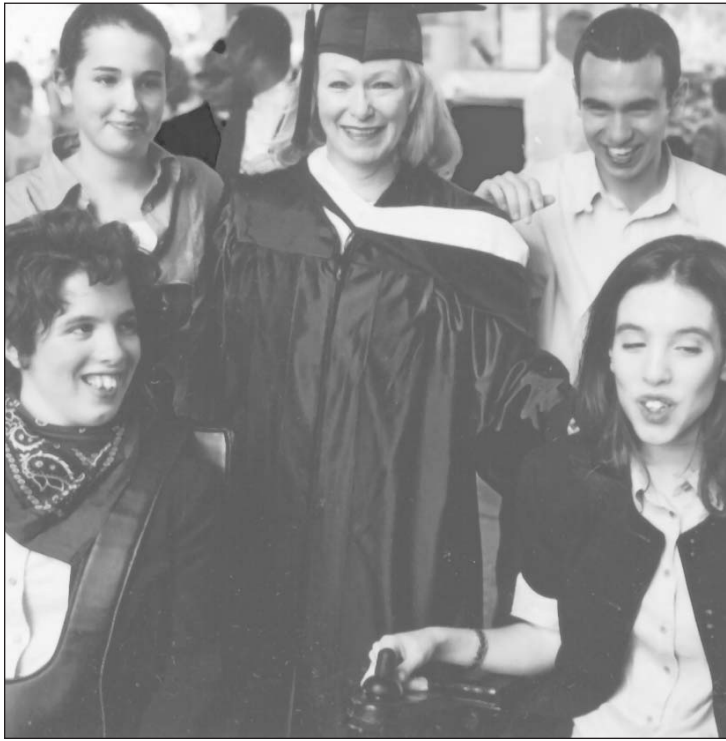
The problem was wheelchair accessibility – a ramp, a single-unit door, a simple curtain in the bathroom. District 2 claimed it was impossible to accomplish this for anything less than \$1.2 million.

"This seemed ridiculous to me," Somoza said. "And it seemed even more ridiculous when they refused to show me the report this absurd estimate was allegedly based upon."

Somoza went ahead and prepared her own architect's report. The cost turned out to be a meager \$15,000! "I couldn't have done it without the Eastern Paralyzed Veterans' Association and the New York Lawyers in the Public Interest," she said. "But I had to find those organizations first. So I networked. And then I networked some more. I went and lobbied and argued and asked for help until I got what I needed. Until there were no more excuses."

The school has been great. "It's been a total change from all the years of fighting," said Somoza. "There was still a lot to do. But now I could work with the school – rather than constantly challenge the system – to acquire the necessary things."

While the twins' academic experience turned out to be fantastic – they're both honor roll students – their social experience was less so. "There have been many promises and dates



Mary Somoza celebrates her college degree with her children.

broken, kids let the girls down a hundred times," said Somoza. "Sure, I know how teenagers can be. But the thing I don't understand is that when Anastasia attended Yale University over the past two summers – she participated in a Junior Statesman program – she made dozens of friends so easily."

The girls now face their college choices.

Anastasia, the less handicapped twin who is quite independent once she gets into her wheelchair, has already been accepted to a couple of top Northeastern schools, but still hopes to go to Yale. "Yale has wonderful accommodations," said Somoza. "In addition, we are also applying for a Home Health Aid and the use of a service dog. She should be just fine." Alba, who is non-verbal, can't use her hands, and needs a computer to communicate, has been accepted into a special program at Queens College. "Now, of course, I'm getting grief about transportation 'to a different borough' from the powers that be," said Somoza. "But I'm not going to stand for it. Whatever it takes, I will get it. My child will get the education she's entitled to if it's the last thing I do."

Not surprisingly, Somoza's rule of thumb is "nothing is impossible." "My advice to parents in similar situations is, 'Attack the problem!'" she said. "Educate yourself. Know your rights. Talk to people. Network. And don't let the Board of Education or any other bureaucracy tell you that something can not be done. Your child has just as much right to reach his or her maximum potential as any other child does."

"Remember, the law says that every child is entitled to a 'free and appropriate public education. And that includes your child.'"

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Young Adult Institute (YAI) Speaks on Medical Services for People with Disabilities

By MARCO DAMIANI

"The doctor acted like he was doing me a big favor to see my child. My son has been seeing a pediatrician for over 30 years. Neither the doctor nor I know of any other options."

"The nurses kept staring at me and my son in the waiting room. We had been waiting for nearly two hours and he was acting up."

These are the real stories of parents seeking medical care for their children with developmental and/or learning disabilities. Not a day goes by that I don't hear parents relay similar scenarios.

They go to a neighborhood clinic, wait for hours, only to see a doctor who doesn't understand their child's special needs. They take time off from work to travel across New York City, seeking a diagnosis, only to find few answers and more referrals to other specialists.

One appointment can turn into a nightmare of neglect at worst, incomprehension at best. Premier HealthCare, a comprehensive medical practice with doctors, dentists and specialists trained to treat individuals with developmental and/or learning disabilities, is as one mother told me "the answer to my prayers."

And now Premier HealthCare has been cited in a landmark Surgeon General's report on improving the provision of health care to people with mental retardation as a model medical practice.

Established in 1997, Premier HealthCare was developed in response to the glaring gap of medical services available to this population.

The U.S. Public Health Service report, titled "Closing the Gap: A National Blueprint for Improving the Health of Individuals with Mental Retardation," sets goals and an action plan for improving the provision of medical services to people with mental retardation. The report is based on presentations and discussions from the U.S. Surgeon General's Conference on Health Disparities and Mental Retardation held in December.

"Individuals with mental retardation are more likely to receive inappropriate treatment, or be denied health care altogether," Tommy G. Thompson, Secretary of Health and Human Services, wrote in the report.

The Yale University School of Medicine recently published "The Health Status and Needs of Individuals with Mental Retardation" and reported: "... research on the access and quality of physical, mental, ocular and dental health care demonstrates that individuals with MR receive little medical care, compared with the general population. . ."

"People with disabilities have been underserved when it comes to health care for far too long," said Dr. Pamela Singh, a Premier HealthCare internist in Bayside, N.Y. "But

when you take the time to get to know the patients and their families, you know you are truly making a difference in people's lives. That's what makes working here so rewarding."

Marco R. Damiani, M.A., is Director of Clinical and Family Services at the YAI/National Institute for People with Disabilities Network. Premier HealthCare is a member of the YAI/NIPD Network.#



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CAREERS

Legal Aid Staff Attorney

By BRUCE MYINT

For many poor immigrants in New York City, the American Dream is not about striking it rich but simply getting a fair shake. After welfare-reform and 9/11 in particular, attaining fair treatment from the system has been a tough job for those immigrants who can ill afford an attorney. For many, the only solution is turning to the city's Legal Aid Society, the nation's oldest and largest provider of legal services to the poor.

As a staff attorney for the Legal Aid Society's Civil Appeals and Law Reform Unit, Jennifer Baum bears witness to the hardships poor immigrants face each day.

Her clients, indigent as are all of the society's, often lack immigration status, language skills, and legal sophistication.

"Lack of immigration status is not always a bar to benefits," Baum explains, "but if you are poor and don't speak English very well, you may never learn this important fact."

"And lack of English proficiency doesn't mean the person doesn't like America or they would have learned English," she adds. "Many of my clients have fled oppression, war, or natural disasters in countries such as El Salvador, Somalia, Russia, and China."

As government agencies fall short of meeting the needs of poor people, there is a crucial need for public interest lawyers. But with its notoriously low salaries and heavy caseloads, the field of public interest is often overshadowed by the more profitable private sector.

Undaunted, Baum, who graduated from Brooklyn Law School, is driven by the emotional rewards garnered from helping people.

"There is tremendous job satisfaction in actual-

ly helping a real person, and enormous personal reward when your assistance makes such a dramatic difference to the lives of poor people, who labor under such difficult—and often humiliating—conditions to begin with," she explains.

Baum's concern for social justice drew her to the fields of social welfare and law. After graduating from Hunter College, she worked as a radio reporter, often covering legal news and trials. Although she had not thought about a law career during college, watching and reporting on legal affairs inspired her to become a lawyer.

Today, Baum spends most days supporting caseworkers by supplying research and lending her expertise in the area of public benefit-access for immigrants. In addition, she provides training and advice to community based organizations seeking help on behalf of their constituents.

Describing one of the most pressing issues in her work, Baum cites the legions of poor immigrants whose welfare benefits have been mistakenly denied due to convoluted welfare guidelines that bewilder both case workers and lawyers alike. Among her many other projects, she is also working to help a client collect benefits from a 9/11 fund. Such gritty accounts of everyday legal action have come to replace earlier dreams about 'changing the world'. Baum describes, "If I can change one client's case at a time, I am satisfied; though impact litigation and class action lawsuits are an opportunity to change laws and practices affecting large numbers of clients at once. These lawsuits are particularly rewarding for the far-reaching effects they can have on persons I've never met."#



Jennifer Baum

LANGUAGES

THE STATE OF FOREIGN LANGUAGE LEARNING IN NEW YORK

By MARIE HOLMES

When Dawn Santiago-Marullo entered school in Puerto Rico, she studied both Spanish and English, and soon thereafter, French as well. When she was 10 years old, she moved to the United States, where school was conducted in English only. Now an experienced Spanish teacher in Rochester, she says, "I'd like to see the day that our country values languages the way other countries do."

There are some schools, a small yet growing number of them public, that offer foreign language instruction in the early grades. Such a program was established in the Bronxville schools, and the district's efforts were recently lauded by the New York State Association of Foreign Language Teachers (NYSAFLT), of which Santiago-Marullo is president-elect. While impressed by Bronxville's effort, of the NYSAFLT award Santiago-Marullo says, "it'd be great if the state could do that and we didn't have to."

"We've always said, the younger you are the easier it is to learn a language," says current NYSAFLT president Joan Militschner. "It's been shown that the brain before puberty is much more accepting of another language," she adds.

Such elementary-school programs, however, tend to exist in more affluent areas, such as Bronxville.

"You hate to see kids lose access to that because they're not in the right place at the right time," laments Santiago-Marullo. It might seem frivolous for struggling schools in working-class districts to worry about teaching elementary schoolers French when just 65 percent of high-schoolers in the state were able to pass the Regent's Competency reading exam in the 1999-2000 academic year. Only 67 percent passed the writing test, and a dismal 55 percent

managed to pass the math exam.

Yet skills acquired in learning a foreign language, says Militschner, can later be applied to another language, even reputedly more "difficult," non-European languages such as Chinese and Arabic. Dr. Ingrid Pufahal, a linguist and author of a language learning study commissioned by the U.S. Department of Education has remarked that research has also shown that children who learn foreign languages gain improved cognitive skills and a better understanding of their own first language.

In other parts of the world, says Santiago-Marullo, it is assumed "that educated people speak more than one language." "Our nation," she adds, "became complacent about our place in the world and assumed that the rest of the world would learn English for us, and now we see that's not true." The current focus on international relations has heightened awareness in the U.S. of the need for future diplomats and military specialists to learn foreign languages, and non-government employers are eager to hire bilingual employees as well. In New York state alone, 630,918 jobs are related to exports to other countries.

NYSAFLT, explains Militschner, is committed to promoting the study of foreign languages through public advocacy. She would like "to really show [students] the importance of learning another language and show them that it's not just a school subject but a very practical tool they can use to enhance their careers and also to enhance their lives."

The association holds a May colloquium, a summer institute and various other professional development activities. Their website, www.nysaflt.org, lists these resources as well as information about undergraduate and graduate scholarships and travel grants for current teachers.#

Grace*continued from page 6*

"They are low-income women, low-skilled . . . and they are eager to change their lives." While she plans to add cooking and small-business management courses in the fall, Mulvihill believes that there are a number of women who can benefit from the standard secretarial curriculum.

Aside from teaching basic office skills, the program is designed to develop students' "soft skills — how to dress, how to talk, how to act." Students must dress as they would for a job and tardiness is not tolerated. "We're trying to simulate an office," explains Mulvihill.

At the same time, Mulvihill and the teachers try to create a nurturing atmosphere. "One of the things, for all women, is the loneliness factor," says Mulvihill. "If you don't build up that inner-self, you can have all the skills in the world and you won't get hired."

The students seem to see the program in a more practical light, focusing more on job security than confidence-building. Melissa, who just lost her job as a receptionist, says she came to Grace

"to help me get a job that would last for more than 6 months."

"It looks like when you're a receptionist you're really dispensable . . . you're the first to go," explains Fran, who had also recently lost her job. She said she wishes she had heard about the Grace program "years ago."

Loreli, an attractive young woman with long chestnut hair and barely a hint of a Wisconsin accent, came all the way from the Midwest to take advantage of the tuition-free Grace program. Her boyfriend's sister found an advertisement for the program at her church and offered to bring Loreli to New York to live with her so that she could sign up at Grace.

"She knew I'd been struggling with finances and pretty much not going anywhere," said Loreli. Now one of the most advanced students in her classes, Loreli had begun learning computer skills before coming to New York but had not enrolled in a community college due to her economic situation. She had a part-time low-end job back home and feels that she has been "handed a golden opportunity."#

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Product Review: inStand CR-1 Laptop Tripod

By MITCHELL LEVINE

Over the last year, the technology marketplace has been bombarded with just about every conceivable variation on the notion of a "mobile workstation." The dedicated *Education Update* reader will most likely recall

profiles of several in the last few months alone. Well, guess what? I have yet another to recommend. I use it myself, and I suggest that serious laptop users and education tech buyers give it strong consideration.

continued on page 29

MEDICAL UPDATE



New York City • APRIL 2002
FOR PARENTS, EDUCATORS & STUDENTS

• 14

DR. ARAM CHOBANIAN: DEAN, BOSTON U. SCHOOL OF MEDICINE

By JOAN BAUM, Ph.D.

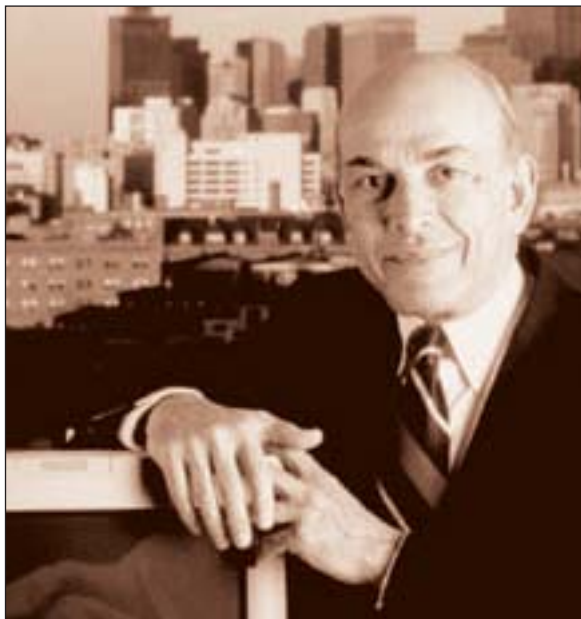
Every March, when Match Day rolls around, medical school graduates learn where they will be interning. At Boston University School of Medicine (BUSM), Match Day was, as always, something to glow about: approximately 85 -90 percent of BU med students got their first choice of hospital. Taking into account the medical richness of the Boston area, local area residents also have cause to be pleased, for the extended activities that take place under the direction of Dr. Aram V. Chobanian, the Dean of BUSM, show that this leading urban institution is dedicated not only to research and clinical practice but to outreach. BUSM takes the word "community" seriously.

The Dean, who attended Harvard Medical School and is an award-winning heart specialist with a specialty in hypertension, speaks modestly of a lifetime of achievement, especially of what he has done as Dean for 14 years. Affable, soft-spoken, and generous with his time, the Dean volunteers little about his own professional work which includes over 250 peer-reviewed articles on basic and clinical research in cardiovascular diseases, and on policies and procedures he has instituted, analyzed, and evaluated as chair of numerous, high-powered national councils and major scientific organizations. He prefers to talk about curricula and service at the medical school.

He is particularly proud of the merger five years ago of the University's Hospital with Boston City Hospital, an association that produced the Boston Medical Center with a mission to address the needs of underserved populations in the metropolitan area. BUSM plays a prominent role in Boston Health Net, a group of neighborhood health facilities that draws on medical school faculty, students and staff. Almost as an afterthought the self-effacing Dean mentions an imaginative outreach project

which won a Community Service Award a few years ago and has become replicated across the country – a student-run reading program in conjunction with the pediatric clinic. There is also the City Lab program of on-campus facilities for training high school students and their teachers who come from schools with few or none. Can't make it to the medical school? Not to worry, the labs will come to the neighborhoods. A lab van – the Dean calls it an "overstretched bus" – travels to where the students are and presents fascinating programs in genetic studies, otherwise known as fingerprinting, blood work, detective work bound to stimulate young minds. Having already served 30,000 high school students, the program, which has attracted major funding, has a one-and-a-half year waiting list.

Warming to the litany of successes, Dean Chobanian notes that the school also participates in a 100-year old outreach program for the homeless, which brings BU students and faculty to visit the elderly and confined, at least once a month. Such community service, the Dean says, "is part of the responsibility of an academic medical center, and as important to him as ensuring good research and clinical care. Though obviously pressed for time, he says he tries to talk to as many members as he can in the 155-student class because he finds such conversations "a rewarding part of the job." He hopes that means being a mentor. A man of humble background, his Armenian parents having fled the genocide of the last century, Dean Chobanian indicates that



Dr. Aram Chobanian

comes up. The Dean acknowledges that health care today takes an enormous toll on doctors' time. He wants more attention to "patient presentation" – doctors listening to how patients describe their conditions, an extremely important part of diagnosis and care, but he does not know how this need can be met under present circumstances. Other concerns include the extraordinary surge of knowledge medical students have to digest these days, but he indicates that technology is helping, by providing fast and full access through the Internet. Indeed, because the Web has so much information, most basic science courses, such as anatomy, are now taught online, allowing for downloading a vast library of slides and photographs, along with hundreds of journals. Then there are chat rooms, which provide opportunity not only for intellectual exchange but social discourse. Approximately half of all courses at the Medical School are large lectures, the national average, but he looks also to strengthen the small problem-solving seminars.

Like most medical schools across the country BU has swung a bit away from concentration on primary care back to specialties (especially Emergency Medicine, Orthopedics, Radiology), of great interest to students today because of market forces and issues of quality of life. Perhaps some of the redressed balance is due perhaps to the growing presence of women in medical school. At BU, women make up from 40 percent to 42 percent of the entering class, underrepresented minorities a little over 10 percent. Certain to be helpful in BU's stepped up recruitment efforts will be the new center for Human Genetics, a curriculum with greater attention to professional behavior and ethics, and the relatively new MD-MBA program, which graduates students in five years. The highly regarded MD-PhD program continues. #

an older brother went into medicine, but he notes that his brother's role in military service was what particularly impressed him. His own early interests were in mathematics but once in medical school, he focused on primary care. Back in Rhode Island, practicing, a chance fellowship moved him in the direction of basic and clinical research. Who would have imagined Administration, he chuckles. But clearly, Dean Chobanian is no bureaucrat. He gets personally involved to ensure excellence in training. To *Education Update's* eternal questions about good teaching, he replies that he started a video-taping program for teachers and is a strong believer in faculty development.

Inevitably, the subject of managed care

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Dr. Ettinger assists student with a processing speed procedure



Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Awards, 2001

By EDWARD D. HARRIS, Jr., M.D.

David C. Dale, M.D., President of Alpha Omega Alpha Honor Medical Society, presented the Robert J. Glaser Distinguished Teacher Awards to four prominent medical educators. Each winner receives \$10,000 for continued activities as a teacher, his medical institution is given \$5,000 for teaching programs, and the school's Alpha Omega Alpha chapter is awarded \$1,000.

Walter J. Bo, Ph.D.

Professor of Neurobiology and Anatomy, Wake Forest University School of Medicine on the Bowman Gray campus.

Walter Bo is now 78 years old, and it appears that his love of teaching keeps him young! After earning his Ph.D. at the University of Cincinnati in 1953, Dr. Bo joined the medical faculty at the University of North Dakota, and reached the rank of associate professor before

moving to Bowman Gray in 1963, where he has taught for the past 43 years. He is one of the first faculty to meet matriculating students, instilling discipline, preparation, responsiveness, and respect for life.

Although much of Dr. Bo's career antedated the computer revolution, he has emerged as a passionate proponent of the power of technology in medical education. His widely recognized textbook, *Basic Atlas of Cross Sectional Anatomy*, used in many anatomy courses, has been set in an interactive web-based format. Dr. Bo's laboratory research generated NIH funding from 1963 through 1977. He has received the Basic Science Teaching Excellence Award at Wake Forest eleven times and in 1991 was presented with the Outstanding Service Award of the School of Medicine. In each of three decades Dr. Bo was given the School of Medicine Excellence in Teaching Award.

Dr. Bo's continued vigor is attested by his leadership role in guiding the faculty through a recent reform of the curriculum at Wake Forest. He has taught anatomy to more than 3,800 medical students over these 43 years and is described as the "quintessential teacher with a heart of gold."

J. John Cohen, M.D., Ph.D.

Professor of Immunology, University of Colorado School of Medicine

"JJ," as Dr. J. John Cohen is known around the Denver campus, earned both his Ph.D. in biochemistry/immunology and his M.D. during eight years at McGill during the 1960s, and after a postdoctoral fellowship with Dr. Henry N. Claman at the University of Colorado and with Av Mitchinson at Mill Hill in London he joined the Colorado Medicine faculty and has served there for 29 years. His research in programmed cell death and apoptosis has been widely acclaimed. As an example, the chapter he wrote on apoptosis in the immune system in Frank Dixon's 1991 *Advances in Immunology* has been cited more than 2,000 times.

Dr. Cohen is the only teacher the University of Colorado Excellence in Teaching Award every year for the past 18 years. He has been the Teacher of the Year five times, has received the President's award for teaching twice, and the Chancellor's award from the graduating class twice. His exams are keyed to Magerian learning objectives, constituting a contract with the students. The course web site (<http://mama.uchsc.edu>) contains all of the objectives and complete notes, and is enhanced with practice tests, animations, and self-directed learning modules. Going beyond his expected duties, Dr. Cohen has over the past 12 years developed a Mini Med School, consisting of free lectures for the general public, that draws a standing-room-only crowd.

Dr. Cohen says of his students and postdocs, "I care about their development as people as much as I care about their development as physicians and scientists. I try to create an environment in which they are comfortable and can work at the level they're happy working at."

Douglas S. Paauw, M.D.

Associate Professor of Medicine, University of Washington School of Medicine

Doug Paauw earned his doctor of medicine degree at the University of Michigan in 1985. After his residency at the University of Washington, he joined the faculty there in 1990. Despite his relative youth, in 2000 Dr. Paauw was awarded an endowed chair given by the Rathmann Family Foundation for Patient-Centered Clinical Education.

In 1991 Dr. Paauw took on the task of directing the core medicine clerkship and helped expand the program to include sites in Alaska, Idaho, Montana, and Wyoming. His syllabus for the clerkship (*Guide to Internal Medicine*) is used by many scholars. A case-based problem-solving approach that parallels the core curriculum can be found on the internet at eduserv.hscer.washington.edu/med665/. Dr. Paauw founded the student-run "Osler Club" for generating interest in internal medicine. Recently, Dr. Paauw developed a curriculum that addresses patient communication issues and physician ethics for the clerkship. He has been a leader in developing effective use of standardized patients for assessing HIV risk and identification, and will be sharing his accomplishments as clerkship director by publishing a handbook for those in this important role in medical schools.

Dr. Paauw's teaching efforts have been recognized by his receipt of the Distinguished Teaching Award at the University of Washington in 1993, 1994, 1995, 1997.

Dr. Paauw's nomination for the Robert J. Glaser Distinguished Teacher Award stated, "His door is always open."

Steven E. Weinberger, M.D.

Professor of Medicine, Harvard Medical School

A graduate of Princeton University and Harvard Medical School (where he was elected to Alpha Omega Alpha in 1973), Dr. Weinberger was a resident in medicine at the University of California at San Francisco, and then served as a clinical associate in the Pulmonary Branch at the NIH in Bethesda. In 1980, he became an assistant professor of medicine at Harvard Medical School, and 15 years later achieved promotion to professor. Dr. Weinberger's hospital base at Harvard has been at the Beth Israel Hospital and, after serving for four years as Chief of the Pulmonary and Critical Care Division, he was named Vice Chairman and Associate Physician-in-Chief in the Department of Medicine in 1998.

Since 2000, he has been Executive Director of the Shapiro Institute for Education and Research at Harvard Medical School. His priorities at the Shapiro Institute have been to support trainees, aid in faculty issues facing medical education at a national level.

Dr. Weinberger's passion for innovation in teaching is illustrated by two electives that he initiated for Harvard students, including an inter-institutional pulmonary clinical elective with a common didactic series, and an advanced biomedical science course named *Everything You Wanted to Know from Core Medicine but Were Afraid to Ask*.

Dean Joseph Martin points out that Dr. Weinberger "has received more teaching awards than any other faculty member in the history of Harvard Medical School." These include the S. Robert Stone Teaching Award (1986), the Preclinical Teaching Award (1990, 1992, 1994, 1996, 2000 and 2001), and awards by the Class of 2002 for excellence in both Lecturing and Tutoring.#

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An Education System that NYC Deserves



By ASSEMBLYMAN
STEVEN SANDERS

The question of how to arrive at the most effective and optimal form of school governance has vexed educational and

political leaders for over a century. Since the consolidation of the five separate boroughs into one unified city and one unified school system in 1898, there have been nine different constructs established to operate the public school system.

Today we are engaged in a vigorous debate as to what structure of education decision-making will help insure a quality education system for our schools and the 1.1 million students they serve in the 21st Century.

I believe that any new structure must include the following principles: a central board of education that deals with important policy but not micro-management; a Chancellor with the authority to make day-to-day education decisions and implement policy; a Mayor that has appropriate influence over the selection both of members of the central board and of the Chancellor; meaningful parental involvement in the local schools and local school districts and public input into the development of

important education policy; and financial resources to make our school system competitive with surrounding suburban school districts, which currently fund public education at a rate about 50 percent higher than New York City.

The continuation of a central board, in some form, is essential. This is true not only because every city and every school district in the United States has a central board, but also because policy decisions for public education should not be made in secret and must allow for public and parental input. Running a public school system simply is not the same as administering the Sanitation Department, or City parks, for example.

And how schools educate the children of this city is a vital concern to parents, and parents, therefore, must have a voice in that process.

Any Mayor of this city must have an appropriate level of influence and accountability for public education policy and academic outcomes, but in a democracy we allow for other voices to be heard and an avenue for dissent. The Mayor must have the ability to shape the Board of Education and to have a leading role in the selection of a Chancellor. But no Mayor should have—or needs—exclusive or dictator-

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New Life for Tweed, New Opportunities for New York's Children



By MAYOR MICHAEL
R. BLOOMBERG

*Education Update
welcomes a new monthly
column by Mayor Michael
R. Bloomberg.*

The "Tweed Courthouse," the building directly behind City Hall, takes its name from the infamous "Boss" Tweed, who was chairman of the City Board of Supervisors back in the 1860s. "Boss" Tweed used the construction of the courthouse to line the pockets of his friends and supporters by vastly inflating the cost of the building materials that were used. It is a beautiful building, but it hasn't been used as a courthouse since the 1920s. For most of its life, it has had to endure a sad reputation as an empty monument to corruption and waste.

Last week, I declared my intention to give the Tweed Courthouse a new purpose, one that truly befits its majestic appearance. I've asked State officials to put responsibility for New York's public school system where it belongs: with the Mayor. When that happens, and I'm confident that it will, I intend to make the Tweed Courthouse the headquarters of the new City Department of Education. I am also advocating

that a public school be established on the ground floor of the Courthouse. That way, administrators of the school system who work there will be reminded each day of their mission to improve the education of New York City's children.

We have to change the way we run our public schools. The current central Board of Education, with its enormous bureaucracy housed at 110 Livingston Street in Brooklyn, promotes diffused, confused and overlapping layers of authority. It lets City officials duck responsibility for the school system's dismal record of failure in educating our children.

President Harry Truman had a sign on his desk that read: The Buck Stops Here. And I'll send exactly the same message by relocating the administration of the City's school system right next door to the Mayor's Office. Putting the City's new Department of Education close to the Mayor, even closer than Police Headquarters at One Police Plaza, will demonstrate how important education really is to all New Yorkers.

The previous City Administration deserves enormous credit for rescuing the Tweed Courthouse from the disgraceful state of disre-

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From the Superintendent's Seat



The Time for College Decisions

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

"April is the cruelest month." Whoever thought that T.S. Eliot was referring to college acceptance letters? In early April, high school seniors and their parents await the mail each day with anticipation and hesitation. Will the envelope from the college of their choice be fat, or will it be thin?

For this generation, a college education is almost a given. But the question of where a student receives that education has great importance to many seniors and their parents. In any case, April is the time when students are faced with making a decision. For very high achievers, it may mean choosing between a number of top colleges and weighing the scholarship offers against the reputation of the school or the specific programs it offers. But even for students whose grades are not tops, the decision is no less daunting, as they consider not only academic reputation and courses, but location, size,

social opportunities, and many other factors.

Given the high measure of emotions that are in the air in April, it's not surprising that parents of students much younger are affected as well. Our district recently held for the first time a workshop for parents of elementary school students. The topic was "College Advisement," and it was given by the administrative staff of the high school.

"You have all taken the most important steps to ensuring your child will be well prepared for college," they were told. "First, you are residents of a school district in which virtually every one of our graduates goes immediately on to college after high school. Second, you are here tonight, which means that you are involved and interested in your child's education."

It is the absolute truth. Students from Syosset are admitted to the nation's very finest colleges and universities, including the Ivy League schools. Yet, the parents in attendance wanted further reassurance that when it came time for their children to apply for college, they would not have to go through the worry that they saw

their friends and neighbors experiencing.

However, there are some things that we cannot control, no matter how much we care. The best parents can do is to keep involved and interested in their children's schoolwork. Colleges do place a great deal of importance on a student's taking a challenging course, which means one in which the student exceeds minimum requirements—not necessarily all honors and AP classes, but as many as are appropriate for the individual student. Parents can also help by giving their children encouragement and support to pursue the subjects that interest them, both inside and out of the classroom.

At a college information session for Brown University, the admissions officer stated the following to a room packed with hopeful parents and students. "There is usually no reason that a

student is not accepted at Brown. Almost all of our applicants are top students with excellent grades, tests scores, and recommendations. But there is always a reason that a student is accepted. And that reason is different in every case."

Although it may be hard to believe, the good news is that students just about always find their college experiences fully enjoyable and very worthwhile. After a few months, most students report that they are very happy with their choice, even if it was not their original first selection, and they wouldn't change even if they had the opportunity.

For those of you who are experiencing April as the cruelest month, take heart. May is just around the corner.#

Dr. Hankin is the Superintendent of the Syosset School District in Long Island.

From the Bank Street Family Center

Saying Good-bye to a Teacher Mid-Year

By HELEN FRAZIER

In November, a little girl gave the head teacher in our preschool class a hug and said, "Your belly is fat. Have you been eating too much food, or do you have a big baby in there. Did you ever think about that?" It was time to tell the children that their teacher was in fact having a baby and that she was going to leave at the end of January.

Mid-year transitions are a common occurrence in early childhood classrooms, and it is important that they be carefully and sensitively managed. Young children develop deep attachments to their teachers, and it is difficult for them to understand when someone has to go away.

For many of the children in our class, understanding why our teacher was leaving meant that they had to learn where babies come from. When our teacher told the children, during circle time, that she was pregnant, everybody had something to say. The comments ranged from, "I came out of my mommy's mouth!" to "I wish I was your baby." We explained that when the time comes, she will push the baby out of her vagina. One child said, "I hope you don't scream!"

After the children found out that our teacher had a baby in her belly, they became very interested in both babies and bellies. They stuck out their bellies, wore pillows under their clothes, pretended to give birth, and played baby and mommy games. This play helped to prepare them for saying good-bye to their teacher. In order to keep their excitement about the pregnancy from translating into anxiety about their teacher's departure, we explained to them that she still had two months left at the Family Center. We said, "Hanukkah is going to come, and Christmas is going to come, and it is going

to get very cold before your teacher has to leave." The children repeated this statement to themselves like a mantra. We also showed them the months on the calendar and crossed out the days as they passed. This practice also supported their calendar awareness and their math skills as they counted the remaining days.

A month before our teacher was due, a new teacher was gradually phased into the class. Roles and responsibilities that our head teacher had traditionally assumed were slowly transferred to other teachers in the room. By the time that she was ready to leave, the children were comfortable with the new classroom structure. We had a festive good-bye breakfast on our teacher's last day.

After our teacher left, the children called her whenever they wanted to chat. The children also sent a tape recording to her on which they told her that they missed her and loved her. She sent them a tape recording back in turn, on which she said hello to each child individually. The other teachers in the class visited our teacher and took pictures of her with her new baby. We made these pictures into a book which we read at circle time. The children refer to this book throughout the day and particularly enjoy looking at it on their cots before nap. The children frequently remind one another that the new baby needs lots of taking care of, and that their teacher needs to stay at home in order to do that. We are looking forward to meeting the baby when he visits the class with his mother. This will occur when he is two months old, and all the children know exactly how to find that date on the calendar.

Helen Frazier is a preschool teacher at the Bank Street Family Center.

TURNING YOUR HOME INTO A CLASSROOM

According to the a study conducted by the US Department of Education in August of 2001, thousands of schoolchildren in the US get up each morning and stay home for school. The report explains that 1.7 percent of American children ages five through 17—about 850,000—were homeschooled in 1999, the most recent year with available data. The department predicts that the numbers were grown and will grow 10 percent each year.

As families discover homeschooling and grapple with its challenges, they need answers to basic questions in order to start themselves on the road to setting up a successful educational experience for their children. Author Linda Dobson gives them information they need in the newly updated edition of *The Homeschooling Book of Answers* (paperback, \$16.95, ISBN 0-7615-3570-5).

In the book, readers will find answers to the 101 most frequently asked question about homeschooling. Added to the this revised edition is up-to-date information about: distance-learning tools such as the Internet; homeschool charter schools; college entrance for homeschooled students; special needs assessment and planning; and, much more.

Homeschooling mother Linda Dobson has culled responses from homeschooling parents across the country—from Vermont to California, including families with children now in college—to give readers the most practical, most down-to-earth advice and information. Homeschooling expert and author of numerous books and articles on homeschooling, Dobson homeschooled her three children. She lives in Saranac Lake, New York.



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EXPLORING SUMMER OPTIONS:

STUDENT VOLUNTEERS AT HABITAT FOR HUMANITY

By SYBIL MAIMIN

Brought to public attention by former president Jimmy Carter when he and other volunteers helped renovate a building in New York City in 1984, Habitat for Humanity International (HFHI) partners individuals of all backgrounds and ages with people in need of decent shelter. Together, they build or fix a house. Habitat is not a giveaway program. Its houses are sold to partner families at no profit, financed by affordable no-interest loans. The monthly mortgage payments are used to construct other homes. Founded in 1976, HFHI has built more than 100,000 houses in over 2,000 communities around the world. The movement is growing and is especially proud of its student programs, which currently involve chapters at 600 colleges and universities and 100 high schools.

Campus chapters are student-led and run. Young people work with local Habitat affiliates to build houses, educate peers about housing issues, and do fund-raising. Special opportunities for participation are available this summer. Collegiate Challenge will involve one week of work at over 194 sites around the United States. Foreign travel and working in other cultures for 1 to 3 weeks are features of the Global Village program. The eighteenth annual Jimmy Carter Work Project will take place in Africa this year

where Habitat affiliates from that continent will partner with volunteers from around the globe to build 1,000 houses in eighteen countries. Former president Carter will participate at a site in Durban, South Africa where 100 houses will be constructed by over 2,000 volunteers during a five-day period. Student volunteers report that knowing they will be impacting the lives of the family they are working alongside of is an unexpected bonus. "Their home will not only be a beautiful building, but it will be extra special because of the emotions we all built into it."

Habitat for Humanity is currently extending its message to all school-aged youth. Child labor laws prohibit those under age 16 from working at construction sites but many other ways to help are available. The youngest could sing at house dedications or make greeting cards to be sold at fund-raisers. Older children could do gardening, make picture frames or window boxes from wooden scrapes from the site, learn about other countries and their housing needs, or stuff envelopes. High schoolers could start a Habitat chapter, baby-sit for volunteers, tutor partner family children, or write and publish articles about their experiences with HFHI.

Proud of the work of his organization and encouraged by its growth and vitality, Steve Messinetti, director of Campus Chapters and Youth Programs in Georgia, proclaims,



Drilling beams for support of new house.

"Habitat for Humanity is serious about getting young people all over the world and from all walks of life involved in putting an end to sub-standard housing."

Students are not paid for working at HFHI and must pay their own travel expenses. For more information, log on to www.habitat.org.

Johns Hopkins: Summer Program for Academically Talented Youth

By SYBIL MAIMIN

Pre-college students of exceptional academic ability have a chance to immerse themselves in a challenging intellectual world at the Johns Hopkins Center for Talented Youth summer programs. To be eligible, pupils must be in grade 7 or higher, but under age 17, and achieve a prescribed minimum score on the SAT I. Classes are held on the lovely Johns Hopkins University campus in Baltimore, MD (a very popular choice) and 19 other sites in the United States. Students live in residence halls or commute. In addition to academics, a very full program of

social, athletic, and cultural activities, supervised by resident advisors (mainly college students), is offered. In 2001, students came from 45 states and 26 countries. Sixty-seven percent came from public schools, 26 percent from private schools, and 4 percent from parochial schools. Most students were between 15 and 17 years old.

After selecting one course from a wide array in writing, the humanities, science, or math and computer science, pupils devote three weeks to intensive study in the subject of their choice. The courses cover a great deal of material and are taught at a fast pace and high level. Classes are

small and instructors top notch. As Charles Beckman, who works in the program, explains, "Some of the work may be esoteric, but you can't fool these kids. Teachers are chosen who know their subjects really well." The learning is vigorous: mandatory classes are from 9 AM to 12 noon, 1 to 3 PM, and 7 to 9 PM, five days a week. The broad and exciting course offerings include: in writing – a general foundation in college-level writing including, the crafting of fiction or poetry, and the critical essay; in the humanities – classics and ancient languages, ethics, twentieth century art, Gandhi's India, and the Harlem Renaissance; in science – neuroscience, fast-paced high school chemistry, and paleobiology (studying fossils using modern biology); and in math and computer science – cryptology, probability and game theory, and mathematical modeling.

The Hopkins program provides exceptional students with learning experiences usually not available to youngsters their age. They meet peers with similar academic abilities and motivations. They can assess their own skills and potential and develop educational goals and interests. The resi-

dence halls are an important component, encouraging new friendships from within a learning community. Dana Wilson, a ninth grader from Brooklyn who attended CTY last summer and plans to return this year, explains that, "Classes are really fun. For example, we learned math while participating in fun group activities. All of the friends I made there are going back."

Hopkins summer program participants are very bright. Their test scores put them in the top 2 percent of their age groups. Minimum SAT scores are, for example, 620 points in the verbal portion for ages 15 years 6 months to 16 years 0 months for humanities and writing courses. The minimums for math and science courses for the same age group are 570 in math and 1190 combined math and verbal scores. For residential students, tuition, room, and board is \$2,375. Need-based financial help is available.

More information is available online at www.jhu.edu/gifted/ctysummer or by writing to Center for Talented Youth, Johns Hopkins University, P.O.Box 64434, Baltimore, MD 21264.#

EXPERIENCES IN SPAIN

By ADAM SUGERMAN

My student experiences in Spain cracked open many doors. Prior to 1985, I had been drifting from one meaningless job to another. Although I had been studying computer sciences and business administration at Baruch, practical progress did not afford the personal growth that I craved.

My year-and-a-half in Madrid was a turning point. Although I traveled on a student visa, I lived the life of many an immigrant. I rented a room across the street from Retiro Park, and then, to save money, in a blue-collar neighborhood on the outskirts of town. I earned subsistence-level wages teaching English and performing odd jobs (e.g. small construction jobs for newly-formed friends, picking grapes during the harvest season). I came to know my neighbors and members of the university community, the baker, the grocer, my professors, store clerks, the beat cop, the people at the local

gym, subway workers, etc. I opened up personally and professionally. The big difference, though, was manifested in the intellectual growth of improving my spoken Spanish and learning to write. Within a year, for example, I was enjoying lectures in art history at the St. Louis University and the Prado, reading diverse dailies, such as *El Pais* newspaper, participating in the creation of a bilingual journal, and getting together with friends for tapas. Living in Spain also afforded me the opportunity to travel to other countries in Europe. Adventures included the Canary Islands, France and Italy.

After I had been in Madrid for a year, Father Sullivan at St. Louis University [in Madrid] offered me a temporary position as an orientation leader for incoming American students. Showing my compatriots "the ropes," I felt a sense of accomplishment at having emerged from my cocoon.#

Study in England

By BRUCE MYINT

England, with its dreary weather and even drearier food, is not the first place that comes to mind for a trans-Atlantic holiday. But for studying abroad, one could do much worse than spend a year on that pastoral island whose universities rival the best in the world. I spent two years studying there: as a junior at the University of Sussex in Brighton and then as a graduate student at the University of Cambridge. Both experiences were similar: small seminars, quirky but accessible professors, and a unique emphasis on self-directed study. English universities emphasized reflection and analysis. They frowned upon hand-holding, it seemed, so Americans often needed

to adjust to working independently without the constant tests and deadlines that organized work back home. Classes met infrequently—questions and comments about one's readings often reserved for the regular one-on-one meetings with a faculty supervisor. I found that English higher education provided good practice for graduate studies in the US, which expects a similar autonomy. But although one studies on their own in the UK, there is always a rich social life among students as they talk, dine, and drink together. Having spent many nights at the pub after a long day at the library, sitting in a toasty room talking among friends was a great way to pass time during those rainy Februarys that seemed to last forever.#

STUDY, VOLUNTEER & TRAVEL

Students Teaching Students: Summerbridge at the Town School

By MARIE HOLMES

"I was really scared," says Rachel Berk, recalling her first day of teaching. "I felt like I was kind of out of my element."

Like many new teachers, she had come into New York City from the suburbs, unsure of exactly what she had gotten herself into.

On this nerve-racking first day of class, the teacher was 17 years old.

Berk was a faculty member at Summerbridge at the Town School: A Breakthrough Program, a year-long effort to help prepare middle-school students for high-school. The program's focus is a full-time summer school session, housed in the private Upper East Side elementary school in New York City.

A second goal of the program, and its defining characteristic, is to encourage young people to enter the field of education – not with scholarship money or loan deferment, but by throwing them into the classroom.

Last year's Summer staff included students, most originally from New York City, who attend 18 different colleges and universities including NYU, the University of Chicago, Harvard, and the John Jay College of Criminal Justice. Summerbridge teaching alums have gone on to the Peace Corps, Teach for America and other fast-track certification programs.

One student switched her major from finance to education after teaching at Summerbridge.

Berk, who comes from a family of teachers, says that she came to Summerbridge to "prove to myself that I didn't want to be a teacher – and the exact opposite happened." Now a first-year at NYU, she plans to major in education.

Motivated students, a 7:1 student-teacher ratio, and a team-teaching model seem suffi-

cient to turn dedicated young people into effective teachers.

"What they lack in experience they make up for in enthusiasm," says Sam Marks, the program director.

Berk also credits the sense of community that the program fosters among its faculty. "For me it worked because the support was there," she says. "My favorite part of Summerbridge is when I feel like we're working together and I'm not just alone as a teacher."

The success of the program also hinges on the creativity of its staff, who all design their own elective courses. Examples include Comics as Literature, the History of Hip-Hop, and To Infinity and Beyond – an entire course devoted to the intangible mathematical concept.

One of the benefits of being a Summerbridge student, says Marks, is "being involved in this peer group that really cares about learning," particularly since middle-school students have difficulty relating their schoolwork to their futures.

"The teachers," says Jennifer Chicon, a ninth-grader who has been a Summerbridge student for the past two years, "are also students – they can relate to the same things we're going through."

Summerbridge recruits its students from 10 different middle-schools in East Harlem, the Upper West Side and the Lower East Side, resulting in an ethnically diverse group.

"We target students who can demonstrate that this would be a great opportunity for them," explains Marks. Because Summerbridge is tuition-free, they also seek out students who wouldn't have the opportunity to attend other summer programs.

Students make a two-year commitment to

attend the summer sessions as well as weekly tutoring and monthly Saturday School events throughout the school year. When they are in the 8th grade, Summerbridge staff aid students and their families in the high-school application process. Most remain in the public school system.

While there are a number of programs that aid low-income students gain admission to private schools, this is not one of Summerbridge's goals. "Where [the students] end up is not the story we tell," says Marks.

In addition to the intriguing elective courses, which Chicon says make the experience "much more fun," students are also required to take English, math and writing classes.

Berk says that she watched her students' writing skills improve dramatically over the course of the summer, and Chicon credits the personalized instruction she got at Summerbridge with improving her understanding of math.

What struck Berk most, however, was the change she saw in her students' confidence levels. As the summer progressed, she says, even the more shy students began to "get up and read their writing, to raise their hands and argue, to speak their own ideas in front of people."

"The program," adds Berk, "provides a safe

environment for the kids to express themselves and their opinions." Berk's own experience shows that Summerbridge gives future teachers an opportunity to test the waters without feeling that they are doomed to either sink or swim.

The first Summerbridge program, which was established at the University High School in San Francisco in 1978, has grown into a national network, soon to be known as Breakthrough, which currently serves students in 26 locations in the US. The Town School began hosting its program in 1999, several years after New York City's first Summerbridge program was established in the Bronx.#



Summerbridge student engrossed in a lesson.

Photo courtesy of Columbia University

THE IVORY TOWER MEETS THE INNER CITY: DOUBLE DISCOVERY AT COLUMBIA U

By BRUCE MYINT

Like many high school students Radhameris Gomez can't wait until summertime. But while her friends look forward to spending their vacation at the beach, Radhameris dreams about staying in school.

As a member of Columbia University's Double Discovery Center (DDC), Radhameris plans to spend her summer in DDC's residential academic program – studying with other high school students on the Ivy League campus. "You wake up take breakfast, take classes, lunch, clubs, have time to do our homework, gym, and then tutoring. You get to live on the Columbia campus," she rejoices. "You experience college. You really feel like 'Oh, I'm in college!'"

The Double Discovery center, founded in 1965, began as an experimental summer program. It was established by Columbia College students hoping to open the gate between the ivory tower and the inner city.

Columbia students and officials would share their experiences with low-income and first-generation college-bound high school students from Harlem. At the same time, urban youths would educate the Columbia community about life in the inner city.

One of the frontlines in President Johnson's 'War on Poverty', the DDC began by bringing more than 100 students onto campus for a summer program. Since then, it has remained a

hallmark of student activism, evolving into a department at Columbia College complete with a full-time staff and a legion of volunteers.

The DDC currently administers two year-round academic programs that supplement what students receive in their high schools. Classes take place after school and on weekends.

The Center's Upward Bound Program, which serves approximately 165 9th and 10th graders every year, offers classes, advising, test-prep and counseling services to either low-income or first-generation college bound students. The Talent Search Program offers similar services to students in grades 7-12. To be considered for admission, students must live and/or attend school in the Borough of Manhattan and submit an application.

The DDC has posted impressive results over the last 36 years. In 2000, the high school graduation rate in New York City was 49.9 percent. High school students affiliated with the DDC graduated at a rate of 96 percent.

Nationwide, 44 percent of high school students enroll in college. Among the high school students at DDC, that number is 94 percent.

How do they explain their success? Executive Director Olger Twyner III cites the importance of providing more attention to students while demystifying the path to higher education. Many of DDC's students come from schools with a limited range of classes and a

shortage of counselors. Once in the program, they find opportunities to take courses in creative writing, astronomy, computer science, and music. At the same time, the center offers workshops in time management, financial aid, and conflict resolution.

One of the DDC's greatest features, however, is its location on a college campus. Students at the center benefit from simply being part of a higher education community. "Bringing students to the Columbia campus for programming helps demystify the college experience, Twyner explains. "Students are on campus interacting with college students through our programming and are apt to be less intimidated once they actually enroll in college. We are able to assist students with getting acclimated to college life."

Radhameris Gomez echoed that sentiment, "People in school think this is such hard stuff. 'Oh, will I make it to college?' But when you get here, they actually help you and they walk you through the whole process... So it's not hard like at high school where you see everybody missing their lunch period to meet with their counselors. They really help you through it. It's less stressful."

Although 'less stressful', the road from Harlem to higher education is by no means easy. Many at the center are first-generation college bound students– the first in their families to go

on to higher education. This often creates added pressure, Jacqueline Sirgo, the Upward Bound counselor and a Double Discovery alumnus, explains. "On top of the pressure of not knowing how to work the system, first generation students, deal with the pressure of 'can I handle college?' [that comes from] parent's high expectations and sometimes fear."

To that end, the DDC also brings parents into the fold by offering parent and guardian workshops through its counseling services. For first-generation students in particular, Twyner sees the DDC playing an especially important role, since first-generation college bound students will not be able to turn to their families for advice on going to college.

"Being a first generation college-bound student means the student is a pioneer, a trailblazer," he describes. "The student is embarking upon a path that has not been completed by prior generations in the student's family. As a result, a student will often have to rely on others outside the family for information and assistance with getting into college."

One of those trailblazers is Juan Chen, who came to the country speaking "no English at all" and unfamiliar with the college application process. Like many of DDC's students, Juan learned about the center through her school counselor.

After years of working with volunteer tutors and taking classes– many of which were Saturdays–Juan beams when she talks about how hard she worked to apply to more than a dozen colleges, "I feel so lucky to come here. So lucky...this is the first step to my future life."#



Committee Selects Best Children's Books

By MARYLENA MANTAS

"The language poetry speaks is not that of philosophy...but, that of the child's heart," said Marilyn Nelson, author of *Carver: a life in poems*, who was honored with the Flora Stieglitz Award for Nonfiction presented by the Children's Book Committee at Bank Street College of Education.

The award, named after and in honor of the first chairperson of the Book Committee is given annually to a children's book advancing and embracing humanitarian ideals. In *Carver: a life in poems*, Nelson highlights Washington Carver's life, achievements and his dedication to the greater good.

"This [book] has brought me into the unexpected experience of sharing my poems with young people," said Nelson. "Carver was a great soul...and [his] value testifies to the best values of human kind."

Nelson, the state Poet Laureate of Connecticut, was one of three authors honored for their work and their contribution to the world of children's books recently. This year all of the top three books happen to be written as poetry.

The Josette Frank Award, presented to a book demonstrating exceptional literary merit and providing children with an example of overcoming obstacles, while maintaining a positive outlook, was given to Vera B. Williams, author of *Amber was Brave, Essie was Smart*. The book tells the story of two sisters struggling to grow up under difficult circumstances. The award, named after an early member of the committee, was first presented in 1943.

"It's especially wonderful for me to get this award for a book that it was a big, scary jump for me. I didn't realize it then, but I know it was now," said Williams, addressing the challenge of not

writing in straight narrative. "I love this book."

Williams was also given the Claudia Lewis Award, an honor she shared with Sharon Creech, author of *Love That Dog*. The award, which is named after a late committee member and former Bank Street professor, was first given in 1997 and is presented annually to the best poetry book of the year for young readers. *Love That Dog* tells the story of a young boy's journey through the world of poetry and the process through which he discovers a love for the genre that teaches him much about himself.

"I became a writer when I had read and heard all and was able to put it all together...and when you read my stories, maybe you will hear all that I have read," said Creech.

Since 1943, the Children's Book Committee at Bank Street College of Education has annually honored various children's books in an effort to assist educators and parents through the process of selecting great children's books.

Augusta Kappner, President of Bank Street College referred to the event as an "opportunity to celebrate the work of all those who contribute to make the great world of children's books." She added, "great books do allow children to experience over and over again a great sense of self discovery."

The Committee, whose membership includes children of ages seven-15 from around that nation, reviews more than 4,000 books every year. The criteria include literary quality, presentation, potential emotional impact on readers, age suitability, absence of stereotypes, credibility of characterization and plot and authenticity of time and places. In addition to the books selected to receive awards, the Committee recommends 600 other books appearing in *The Best Children's Books of the Year*.#



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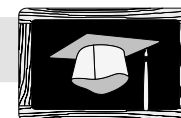
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Inside the Dean's Office: Jon Snyder, Bank Street College of Education

By JOAN BAUM, Ph.D.

A friend who used to be a school director some years ago happened, recently, to get onto the subject of faculty hiring and recalled how the Bank Street College grad always stood out – “intelligent, caring, very creative, progressive, a cut above in terms of preparation and enthusiasm.” Pleasing words, had he heard them, for Jon Snyder, since last August the new Dean at The Graduate School of the Bank Street College of Education. Was he crazy coming to New York from sunny Santa Barbara where he was Director of the Teacher Education Programs at the University of California? A gregarious man, with a ready sense of humor, Snyder lets out a whoop and explains that he was simply coming home. Revved up to ensure that Bank Street continues to enjoy its reputation as a leader in progressive edu-

cation, he is focusing on strengthening the presence of Bank Street College graduates in the public schools, he says.

Though he attended college and graduate school in Washington State, Snyder earned his doctorate at Teachers' College, Columbia University, where he concentrated on curriculum development and educational leadership. As for his appointment to Bank Street, he says it is an “incredible treat.” The school's mission and values are a “perfect match” with his own. As a Senior Researcher for the National Commission for Teaching and America's Future, Snyder feels he is in a prime position to explore and experiment. Bank Street is one of five teacher preparation institutions designated as a national resource center for educators by the National Board for Professional Teaching Standards. Snyder points out that he is a strong

proponent of “learner-centered schools” but also an ardent advocate of standards, for both teachers and students. Ninety-eight percent of Bank Street graduates pass the New York State teacher certification exams on the first try.

Still, the Dean always wants to do more, do better. What goes on in Bank Street classrooms are not “cutesy activities” but lessons with “real purpose” that grow out of “programs with depth.” He recognizes that the cry for standards has tended to cause school districts to pressure teachers to teach to the test. His own priorities are in the classroom, with the students. He wants Bank Street graduates to influence the environment where they are placed and he wants that environment to be increasingly the public schools. Only 40-50% of Bank Street graduates go directly into the public sector. It's been shown that what works for upscale kids can work for poor kids and kids of color, most of whom attend public schools, he says. True, some graduates who go on to private institutions transfer to the public system after they have been out there for a year, but he wants “more data on these two routes,” he says. He also wants to reduce the attrition rate among teachers and engage in more selective recruiting (he is already working with CUNY and Barnard and looks to expand the feeder base).

His mission? It takes him just about three seconds to whip across the room for a copy of the Bank Street Credo, which expresses the hope that “ethical standards joined to scientific attitudes” will turn out teachers who “can improve the society they have created.” His job is the “operatizing of such sentiments for the classroom.” Translation: solid research to document what works and how the model can be implemented. Toward this goal he wants to build a network for the “sharing” of ideas



Dean Jon Snyder

and to make sure that the information gets to the political leaders. Boards of education are concerned with governance, not with classrooms. “Most policy makers don't have a clue, they need to be educated.” But if Bank Street wants to have influence, flexibility for certification, improved retention, the freedom to try what works, “we have to become a more focal presence in the public schools.” The dean also wants closer conversation among teachers on major issues as determined by research, and he wants these conversations going on at the beginning and middle of the term, not just at the end. “You don't need more time for such discussions, only restructured time,” he points out. Faculty meetings usually have ramblers and snoozers, business as usual. Why not do in the schools what Bank Street does – try small-group meetings, say 5-6 teachers who talk with another cadre of 5-6 teachers, and then create more small groups?

So what would Dean Snyder like to have remembered as happening under his watch? He laughs, “You mean on my tombstone?” Clearly, the energetic dean has miles to go...#

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Best Selling Authors: Continuing Ed at Marymount Manhattan College

By JOAN BAUM, Ph.D.

Ambling onstage before a full house, blockbuster novelist Nelson DeMille, "the DeMille of our time," as Marymount Manhattan Writing Center Director Lewis B. Frumkes put it, relegating Cecil and Agnes (no relation) to another era, announced that rather than read from his latest novel, *Up Country*, he would take questions from the audience. At least 20 hands shot up immediately. Of course, he had a few remarks first. He apologized for his slightly raspy voice, the result of just coming off a 45-city tour. Hectic pace, but worth it. Needs the money, the wife, the mistress...pause, just kidding...pause, anyone see him the previous day on Fox 5? No hands. Nelson DeMille need not worry. The double line crowd that formed after the Q & A for the book signing was noticeably longer than that gathered for the goodies at the



Mary Higgins Clark.

reception. When you beat out food, you've got to be good. Of course, he is.

The author and co-author of over a dozen best-sellers, the recipient of honorary doctorates and awards, a member of numerous literary, cultural, historical, veterans and civic organizations, and a bon vivant raconteur, Nelson DeMille proved that he was also a funny and down-to-earth guy. He answered questions directly, playfully. Does he want to write more screenplays? "No, they eat you alive in Hollywood." With a book you have the final cut. When does he write best? "Late afternoon, early evening" four times a week, and—surprise, surprise (the audience gasps)—he doesn't know how to type. He writes longhand with a soft pencil, three drafts, then he hands over the manuscript to be typed. He edits a few times, the last a read-through in four sessions, his estimate of how most readers pace themselves with his books.

Does he know how his books will turn out, who the murderer is? Not always. He tends to plot only the beginning. Any favorite characters? "No, I'm sick of all of them," though he sometimes falls in love with one of his women. In response to a question about how he begins to write, he says that the germination usually is a character or place, an ambiance that takes hold almost as though setting itself were a character. How did he get started in fiction? He kind of fell into writing, doing his first book in 1974, a police story, then went on to do other "pulpers," many of them terrible. The "hobby" became a serious pursuit. Does he like to collaborate? Hell no, "one of the worst processes in the world." He has a sign in his study, in French, "Collaborators Will



(L-R) Lewis Frumkes, Barbara Taylor Bradford & Nelson DeMille.

Be Shot." Did he ever have writer's block? "No." The suggestion was that anyone who does is not earning his keep or is undisciplined.

By far the question of the evening had to do with DeMille's novel *A Lion's Game*, written a few years ago, which was about a terrorist attack and the World Trade Center, by way of rented Lear jets. Considering his research, his extensive interviews with the Joint Terrorist Task Force central command, located at Ground Zero, how was it possible that he seemed to intuit what the CIA and FBI could

not? In response he noted that everyone in intelligence is process oriented, but doesn't always know what to do with the product. There is simply too much information out there. Regardless, it is a tribute to Nelson DeMille's story telling gifts and skills that he can imagine a scenario that proves in time terrifyingly real.

His appearance in the Theresa Lang Theatre at Marymount Manhattan College was part of the Best Selling Authors Series. For information on upcoming speakers, call (212) 774-4811.#

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New President's Series

President Judson Shaver: Marymount Manhattan College

By MARYLENA MANTAS

He makes swift, yet natural transitions between phrases associated with distinctly different disciplines. One moment he speaks of 'opportunity cost', then he shifts to 'evangelical' and a few minutes later the reporter finds him preaching about the power of human potential. The economist, the educator and the minister surface gradually and the unique terminology leave the reporter wondering about this man, Judson Shaver, who was charged earlier this year to lead Marymount Manhattan College, a small liberal arts college with a student body of about 2,400.

"I wanted to see what it would be like to be responsible for an entire institution," says Shaver, who came to Marymount from Iona College, where he served as Provost and Academic Vice President. "What is really attractive to me is a college that has significantly, unrealized potential...Marymount is a place where heritage and tradition reflect a sense that humans have incredible potential."

The seventh president of Marymount, he brings to the college years of professional experience and a unique personal and academic background. Born to parents who were missionaries, Shaver spent much of childhood relocating around the country and the world.

He started college immediately after high school, but dropped out after two disappointing years to work for a real estate investment firm. There he encountered his first mentor, who as he says, "believed in me and convinced me that

I could do everything that I wanted."

He soon realized that investment real estate did not fulfill him and reconnected with his father, who passed away when Shaver was young. The connective link came in the form of an old book—the New Testament written in Greek. Shaver became determined to read the small book with the navy blue hard cover and his parents' names penciled within. Enrolling in a local college, he found a Greek course and proved to the professor that he would not give up until he read the text.

He soon was able to read not only Greek, but also Hebrew, Aramaic and a number of other languages associated with ancient manuscripts. The interest in religion and academia, overpowered the original economic inclination and led Shaver to the University of Notre Dame where he earned a Ph.D. in Christianity and Judaism in Antiquity. The process, he says, taught him that the average person could achieve anything if they set their mind to it.

He spent the early part of his professional life teaching and admits he never consciously aspired to become an administrator, or the president of a university.

"My main, original debate was whether I would become a minister or an academic," he says. He chose academia, which later paved the way to becoming a dean and to several other administrative positions. Yet, he speaks of the academic life with a nostalgic tone and admits that he misses teaching.

"The responsibilities a teacher has to his/her stu-



Judson Shaver, President of Marymount Manhattan College

dents are so critical. That is where the transaction happens...the planned interaction that will lead to the realization of human potential," he said.

He hopes to foster those types of interactions between students and faculty at Marymount and to achieve his mission: "to transform human potential into human reality."

He describes Marymount as a "small school in a big city" with a diverse and dedicated student body that "is very, very neat and lacks what is common elsewhere, an overwhelming sense of entitlement."

He cites the extent of interaction between students and faculty as the characteristic distinguishing Marymount. "Our faculty and students know each other by name," he says. "That is what we want to do and we do it well."

According to Shaver, the college is currently going through a self-evaluation process, through which they hope to gain a concrete understanding of where Marymount stands as an institution and where they hope to take it. "I don't think that any one school should cover

everything, but whatever we do we should do it well," he said.

He expressed concern over the growing number of students today who view higher education "as a commodity" and "do not join a learning community for the sake of their personal growth."

"People underestimate the non-financial ways that higher education can and will enrich their lives," he says.

Future plans include an improvement of the appearance of the facility, a significant change in the retention and graduation rates and the improvement of the ratio of full time to part time faculty.

In addition Shaver wants "faculty and students to hold themselves to higher academic standards" because, as he says, "students report not being adequately challenged."

"We are working hard toward a shared understanding of what we will create here," he said. "Despite our many successes, we are committed to improving the quality of everything we do."#

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"April is the cruelest month, ..." so begins the first line of T.S. Eliot's *The Wasteland*. Aside from the weather conditions alluded to in the opening lines of this poem, April can be cruel as well for being tax month. Yet it also can be a joyous month of celebration. For the last several years it has been National Poetry Month. This would be a good time to pick up a copy of *The Wasteland* especially the \$3.95 Signet Classic Edition I reviewed in the March *Education Update* last month.

Marilyn Nelson, recently honored by Bank Street College, has a fine collection of poems, too, titled *Carver a life in poems*. The book relates in verse George Washington Carver's life and work. Interspersed throughout are black and white photographs of him at school and at work, the tools he used and the works he produced. Nelson's poetic narrative brings alive its subject matter in a way that a straight prose narrative of Carver's life and a textbook description of his work would not. Unknown presents a work of passion in poetry, song and art of newcomer Laurie A. Huyghe. From the funny 'Good and Plenty' to her ode to 'Union Church at Pocantico Hills', to 'Security Blanket', to 'Thank You God' and the many other selections present, Huyghe is passionate, whimsical and expressive. I look forward to her next poetry collection.

Noted illustrator and children's book author, James Stevenson has a fun collection of poems and illustrations titled *Corn-Fed*. The cover of the book captures the whimsy well of the poems with

the smiley pig prancing through the cornfields. His illustration and poem titled 'The Mall' will make the reader chuckle about what Stevenson feels should be done with shopping malls. His poem titled 'Larry's' is a visual and verbal humor fest of the effect of snow on car sales. His poems and illustrations are for the child in all of us.

The above books mentioned are all available for purchase at Logos as well as many other fine books of poetry and books about poetry and poets. In honor of National Poetry Month between April 3 and April 30th, 2002 poetry books, biographies of poets and books about poetry will be 20% off the regular price when the coupon below is presented at the time of purchase. So come visit us and shop for Graduation and Mother's Day. We have very nice greeting cards for those occasions as well as any other occasion. Logos' hours are Mondays through Fridays, 10 A.M. to 9 P.M., Saturdays, 10 A.M. to 7 P.M. and Sundays, 12 Noon to 7 P.M.

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UPCOMING EVENTS AT LOGOS

Wednesday, April 3, 2002, 7 P.M., KYTV Reading Group will discuss *A Beautiful Mind* by Sylvia Nasar

Wednesday, May 1, 2002, 7 P.M., KYTV Reading Group will discuss *The Hobbit* by J.R.R. Tolkien

Children's Story Time every Monday at 3:30 P.M.#

New Book For Educators on Reform

By MERRI ROSENBERG

What should have been a gripping read about some of the most compelling educational issues facing educators, politicians and parents today instead turns out to be a fairly tedious slog that is the literary equivalent of taking one's medicine because one should.

The promise of the provocative title *Children as Pawns* never quite delivers in this undeniably thorough, well researched and carefully argued book. The author has obviously done his homework, and, graded on effort alone, would undoubtedly deserve an A-plus for effort. What's missing is any sense of the passion that informs, say, a comparable work by a Robert Cole.

Hacsi leaves no research study unturned that has anything at all to bear on the five sensitive school reform issues that he addresses here: Head Start, bilingual education, class size, social promotion and school financing. Any one of these topics could have (and should have) made for pulse-quickening reading. Instead, perhaps because of the author's thoroughness and research orientation, the lay reader is lost in a thicket of analysis about various and sundry studies concerning each one of these topics.

Although the book is billed as 'written for a broad audience,' according to its public relations materials, Hacsi is really writing for the educational cognoscenti—be they professors of education at the nation's finest graduate schools, or educational policy wonks at think tanks and on Congressional staffs. This is hardly the stuff of bedside reading for your classroom teacher, or building principal—and I suspect that most school superintendents simply wouldn't have time to wade through all this material. And probably all

a parent or PTA leader should do is duck quickly into one or two chapters whose topics are closest to their own interests.

The heart of Hacsi's argument here is essentially this: "The simple fact is that in some instances, broader societal conflicts shape schooling." He continues, "If we really want to improve our schools, one of the things we need to do is recognize that we will never have absolute knowledge...School officials, teachers and parent groups should push for more knowledgeable education reform—and for the long-term planning we will need to guide us on any number of issues. We have run blind for too long as it is." With each of the issues he addresses, Hacsi offers a complete

history of the topic, provides examples of previous—and frequently competing and contradictory studies that have sought to determine whether or not a program works, and attempts to come up with some sort of conclusion about what kinds of policy steps should be taken.

Hacsi rightly points out that, during the past two decades, educational reform issues have surfaced as a critical agenda for those seeking political office on the local, state and national level. His argument is that before politicians and others embrace a particular reform, which can have significant and serious consequences for students and schools, all the parties involved should be as well informed as possible about what the relevant research would suggest.

After making my way through this, I felt frustrated. I wish that the author had written a challenging 1200-word Op Ed piece that would have communicated his ideas in a clearer fashion, and rendered his message more accessible to a general audience.#

Children as Pawns: The Politics of Educational Reform

Timothy A. Hacsi.

Harvard University Press: Cambridge, 2002 (262 pp).

For Children 'Spring' into Reading With Books!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 5 THRU 8

Muncha! Muncha! Muncha!

Candace Fleming. Illustrated by G. Brian Karas

Atheneum, 32 pp., \$16.00

Mr. McGreely anxiously awaits his vegetable garden to sprout crisp yummy produce. Not surprisingly, three neighborhood rabbits are anticipating sampling the same veggies. Thus begins Mr. McGreely's ever extensive and elaborate barricades to thwart their ravenous plotting. Artwork is humorously rendered in gouache, with acrylic and pencil.

Impish creatures named Bugbear and Bugaboo - portly little mischief makers - bungle in their efforts to terrorize a pair of pajama clad siblings. Shouting horrible 'boos' of their own, the youngsters might just be the true bullies of the night. Rollicking verses full of spooky noises.

EEK! Creak! Snicker, Sneak!

Rhonda Greene. Illustrated by Jos. A. Smith.

(Atheneum, 32 pp., \$16.00).

POETRY: AGES 5 THRU 10

The Frogs Wore Red Suspenders

Jack Prelutsky. Illustrated by Petra Mathers.

Greenwillow, 63 pp., \$16.95

memorable poems by most prolific of poets.

NON-FICTION: AGES 8 THRU 12

From the Festive Foods for the Holidays Series, bright photographs and large print instructions accompanying each inviting recipe. Holiday delicacies include sweet potato kugel, chocolate macarons, deviled eggs and a sleuth of equally familiar treats. Opposite each recipe is an informative page about the history of Lent, welcoming Elijah, Easter eggs, the seder plate and more. Educational as well as recreational.#

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

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A Musical To Warm Your Heart: *I Love You, You're Perfect, Now Change*

By SYBIL MAIMIN

To cure the mid-winter blues, get yourself down to the Westside Theater and see *I Love You, You're Perfect, Now Change*, a fast-paced musical ode to the timeless rituals of mating. Very funny and often wise, the 17 sketches are introduced by the cast in white hooded robes incanting at the moment of creation, "And the Lord said, Let there

be man and woman." The play's theme of games and vulnerabilities between the sexes is brilliantly established as the first man asks the first woman if she is busy, and she replies she will have to check her date book, before being reminded there are no other men in the world.

Romping through the generations, the two men and two women cast, playing multiple

roles, sing their way through a first date between time-starved busy young professionals, a visit with parents of a new baby who so mimic their child's level of speech and activities that a single buddy tells them to "call me when he graduates from college," and a pick-up at a funeral home where an elderly widow and widower meet and realize romance can come again. Many stops are made along the way, and although the situations are familiar (a strength of the play as the audience recognizes and laughs at itself), writer and lyricist Joe DiPietro brings a decidedly fresh, on-target perspective to the material. We see a vulnerable divorcee making her first dating video, a singles group being counseled by an inmate at a meeting at

Attica Prison, a never married bridesmaid advising that the "rainbow of grotesque gowns in my closet have outlasted the marriages," and a long-married man musing about his bathrobed wife across the breakfast table with, "Shouldn't I Be Less in Love With You?" Spirited accompaniment by piano and violin ranges across musical styles including jazz, bebop, and country. Cast members are uniformly excellent, bringing credibility to each new role as they effortlessly adopt changing personas. The play is about the need for connections and the foibles, insecurities, desperate measures, and hopeful results that the quest can entail. It is entertaining, yet insightful, witty, yet touching, and it is about us.#

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To commemorate Yom Hashoah fifth graders from PS 99 in Queens, trained by Inside Broadway, will perform the opera *Brundibar* at the John Cranford Adams Playhouse at Hofstra University on April 9, 2002 at 7:00 pm.

The opera was originally presented in the Nazi Terezin concentration camp, called Theresienstadt by the Germans, about 40 miles north from Prague. The story is a parable of a needy family whose children raise some money, only to have it snatched away by an evil organ grinder named Brundibar. With help from some animals, the children

recover the money, and everyone lives happily ever after. The composer, a Czech named Hans Krasa, did at Auschwitz, along with legions of other gifted musicians who were Jewish.

Krasa's 45-minute opera, which had 55 performances at Terezin, lives on. Eventually, and by the tens of thousands, the temporary residents of Terezin were shipped to Auschwitz where they were gassed. Of 144,000 Jews interned at Terezin, 33,000 perished in the camp, while 88,000 at Auschwitz. Of 15,000 resident children at Theresienstadt, only 100 survived.#

The Art of Bel Canto in Song & in Word, Free at Lincoln Center

Lincoln Center's Great Performers will present soprano Renee Fleming and novelist Ann Patchett in a one-on-one discussion entitled "The Art of Bel Canto in Song and in Word" moderated by journalist Charles Michener. This free event will take place on Monday, April 29 at 6:15 pm in the Stanley H. Kaplan Penthouse in the Rose Building at Lincoln Center (165 W. 65th St., 10th floor). Tickets will be distributed at 5 pm at Alice

Tully Hall. This event will be open only to ticket holders.

The discussion will explore the special relationship between musical inspiration and literary imagination, as well as the challenges of capturing in word the ineffable essence of musical expression. The artists will discuss their reactions to each other's work.

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KENT TRITLE: MUSICIAN WITH HEAVENLY JOB PULLS OUT ALL THE STOPS

By JOAN BAUM, Ph.D.

For Kent Tritle a "pipe dream" is hardly a "fantastic notion." Nothing could be more real and substantive to this 41-year-old, boyish-looking musician, director, maestro, choral master, and educator than the magnificent 5,000-pipe, 30-ton, 45-foot high Mander mechanical action dream pipe he's been playing for the last nine years at the Church of St. Ignatius Loyola on Park and 84th where he holds the title, Director of Music Ministries.

Other titles both in and out of the church clearly show the breadth and depth of Tritle's expertise, and love of music. In addition to being the founder and Music Director of the acclaimed Sacred Music in a Sacred Space concert series at St. Ignatius Loyola, Tritle is the organist of the New York Philharmonic, the Principal Organist of the American Symphony Orchestra, a faculty member at The Juilliard School, and a world-class artist whose recent appearances include concerts in Leipzig, Zurich and Lincoln Center. Artistic collaborations with the famous—besides the relationship he enjoys with the world-renowned Mander—include work with Renee Flemming, Jesse Norman, Sherrill Milnes, Marilyn Horne, Tony Randall, not to mention all the composers whose work he champions—from Bach to Bartok, from Gluck to Glass. The track record—as in CD track—is impressive; best-selling recordings on, among others, Telarc, VAI, Gothic, and Epiphany, whose issue of "Romantic Organ" in 1996 was named "best recording of the year" by Audiophile Audition. There's also the remarkable album, "Sweeney Todd" with Andrew Litton, which was nominated for a Grammy.

All kinds of music have been in Tritle's life, including rock and roll. Clearly, however, the roll's he's on now is the rock of ages. He could

not be more pleased at being at St. Ignatius Loyola, identified in the popular mind with Jackie O's funeral, but known by musicians as one of the world's premier acoustical spaces. The Mander could not have a better home, as music critics have pointed out. At its debut, in April 1993, a reported 1,800 people crammed into the Jesuit church, with hundreds left waiting outside. The reviews were spectacular.

Though Tritle adores the gleaming "Grand Orgue," which he researched and helped design, his work at St. Ignatius Loyola extends well beyond performance. The rich baritone extends slightly toward tenor, the tempo picks up, as Tritle enthusiastically describes his choral work. Where most mortals would feel great satisfaction at having started and sustained a choir of note, Kent Tritle superintends three choral groups, each reflecting a different level of accomplishment and response to community. In his first year at the Church, he made significant changes in the volunteer Parish Community Choir, sensing that its 60-70 amateurs wanted not only basic music exercises but challenge as well. He credits his success with the group to his strong interest in singing. Many keyboard players become conductors but "don't know much about voice." (He says he'd like to do more conducting in the future.) He also found on his arrival at St. Ignatius Loyola that the professional choir was in a pretty "dismal state." He re-auditioned the members, a task that took a good deal of time ("my standards are very high"), checking for performance, intonation, ability to blend with other voices ("soloists ran for the hills"!). And today? they can "spin on a dime," he beams, "do anything, and do it with excellence."

The Dessoiff Choirs are in a way his signature group, an amateur group that dates to the mid 1920's when a German emigrée, Margare the



Organist Kent Tritle Pulls Out All the Stops

Dessoiff founded the choirs, pledging them to perform "music which would not otherwise be heard in the ordinary course of musical events," along with the world's great choral masterpieces. Originally one chorus of mixed-voice a cappella singers and another that was all women, the groups, centered in the City, consist of a chamber choir of about 22 singers, a symphonic choir of 195 members for major symphonic works, and an informal division known as the Dessoiff Irregulars, which goes to hospitals, schools, and nursing homes. Tritle, at the helm of the Dessoiff Choirs since 1996, con-

tinues the founding tradition by presenting anything from unknown but accessible early music to what he calls with an impish smile, "surreal and way out on a limb, stylistically." And would you believe — there's also a children's choir! Not to mention Kent Tritle, Administrator con brio.

Tritle supervises a staff of about 40 people, assists the organist, attends to weekend workshops that are part of an outreach program, consults with affiliate grammar and area high schools on their music education programs, and speaks to parents. He believes, he says in "all aspects of the idea of building community." Right after 9/11 he worked with the Red Cross and "learned a good deal more about people in crisis," taking heart at the "values of humanity" he saw displayed. St. Ignatius Loyola, with close to 2,000 parishioners, generated, he recalls, at least 25 memorial services related to that fatal day.

So how did an Iowa farm boy who grew up watching his grandfather judge horses at county fairs; who eased into a rock band for a while; who bounced around four colleges, become such a musical powerhouse in New York? A church figured early on, he says, when, as a child he heard people grouped around a piano singing hymns. A family friend noted his interest in music—and theatre, and voice, and dance and acting — and suggested he enroll at a college noted for its music programs, which he did, in South Dakota. At Juilliard, where he finally wound up as a undergraduate and then graduate student, his studies in organ and conducting took on professional focus in the full sense of the meaning of the word "profession" — faith for the cause to be served. As the motto says, that sits above the organ console, A.M.D.G. ad majorem Dei gloriam. Kent Tritle serves.#



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FROM THE CITY TO THE SLOPES: COLUMBIA'S SKI/SNOWBOARD TEAM DEDICATES ITS TIME TO THE OUTDOORS

By ALEKSAH VISCO

It is 6:30AM on Sunday morning. With my skis strapped over my shoulder and my pack and ski boots hanging off my back, I hike across 116th and Broadway through Columbia's campus to Amsterdam Ave. where I meet the other members of the team and board a charter bus. I think it is often overlooked, but it takes more than just motivation for any college student to be up at this hour for whatever reason. In this instance, I would say it is dedication that drives the core team members of the Columbia University Ski/Snowboard team to rise so early. "If I'm skiing, I can get up," states Senior Rick Siger who has been a member all four years of his college experience.

As a result of living in Manhattan at sea level, the nearest ski area is in Vernon, NJ at Mountain Creek and the trek can be anywhere between 1-2 hours depending on traffic. On a week with two races, we not only practice Wednesday evenings and Fridays, but we also have to be up in the morning hours on Saturday and Sunday to participate in the races. But for us, it is the opportunity to do what we love: be outside in the snow (even if it is man made), and compete with nearby schools (Princeton, Rutgers, Lehigh, Fairfield, and Lafayette). Our reasons for being driven and devoting so much time to this club sport vary. Senior Christina Schenk from Hawaii declares, "If you have to suffer through the coldest months of the year, you may as well enjoy being outside."

The Columbia Ski/Snowboard team has only existed in the past 15 years. As we are growing rapidly, more people are joining and the performance of the team is increasing. While the men's



The Ski Team Poses: 1, 2, 3 Smile!

team has consistently competed in Regionals, last year was the first year the women's ski team made it also (to do so the team has to be one of the top four teams in the league). Both teams are looking forward to participating in Regionals again this season in Toggenburg, NY.

Coming home after midnight on Wednesday night might make one question why we commit (about 35 hours a week) so much of our limited time to participate in this sport. For former members of the crew team like sophomore John Friar, the snowboard team is much less of a time commitment (the crew team practiced twice daily). However, do not be mistaken about the hours each member contributes to the team. Sophomore Nai Nan Ko had to sacrifice his participation in the Sounds of China and the Asian American Alliance clubs to be able to dedicate his time to the team. As an experienced racer through all four years of high

school in Massachusetts, he helps other teammates with technique. As Nai states, "There is nothing more gratifying to me than helping teach people from my school to do what I love and being on this team gives me that opportunity."

With the dedication of being a member of the ski/snowboard team comes a cost, both financially and personally. To be on the team you need to have your own equipment, pay the \$300 of transportation, ticket, and USSA race fees, and know

how to ski or snowboard. The financial constraints eliminate a large number of people at the university. Putting the price into perspective, Mary Chotebortsky explains, "If you consider the number of days you get to spend on the mountain for the price of joining the team compared to what it would cost for daily lift tickets and transportation from Manhattan, it's actually a good deal."

Committing to the team can also place religious constraints on members. For Sabbath-observing members of team, Friday practices and Saturday races are not an option. The advantage of the team being a club sport allows for these members to participate, even though they cannot be present at every event.

After a long day of skiing, the majority of us are pretty tired. On the dimly lit bus back to New York from Mountain Creek it is not uncommon to see people completing their homework on topics from a cryptography problem set in Number Theory to readings from Immanuel Kant for Contemporary Civilizations. Other teammates socialize and ignore any work waiting for them in their dorm. As native Vermonter and sophomore Chris Keitel justifies, "I love to ski and it has always been a part of my life. It doesn't matter how much work I have after practice, to me all that matters is that I was able to go skiing."#

Andre, a Giant Walk-On at St. John's

By TOM KERTES

If you look up the definition of a "college basketball walk-on" in Webster's, you'll see the expression "practice fodder." Walk-ons are hoop-enthusiased regular college students who, without a basketball scholarship, try out for the team for the mere honor of practicing with—and getting beaten up by—the "real players." They go on road trips, and sit on the bench during games. "These are the guys who only play when your team is either 30 points up, or 30 points down," said St. John's coach Mike Jarvis. "And sometimes not even then."

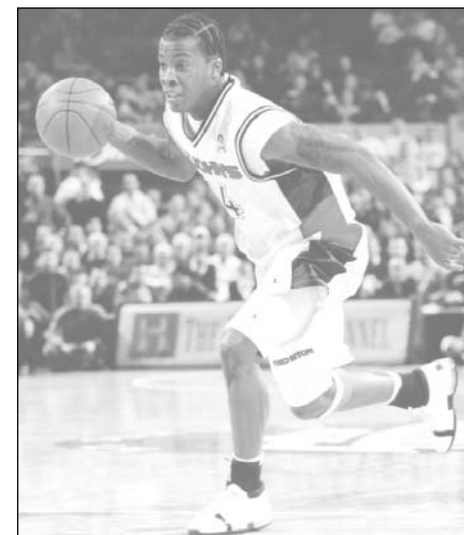
Yet, in a recent game against Seton Hall, something really strange happened. Watching St. John's take the floor, you saw a guy even the most ardent Red Storm fans have never seen before—and he was in the starting lineup. Not only that, this mysterious Masked Man stayed in the game for a full 37 minutes, playing in even the tightest moments of an important Big East contest—and did this for one of the top college basketball teams in the country.

He didn't do badly, either, scoring nine points and grabbing eight big rebounds. Intense research revealed that "The Great Unknown" was 6-4 junior guard Andre Stanley—a walk-on, the first of that obscure breed to start for St. John's in 24 years.

"I guess those 5:30 a.m. wake-up calls have finally paid off for him," said Jarvis with a warm smile, evincing a great affection for the kid.

Understand that, these days, about as many college students get up at 5:30 than start as walk-ons for top college teams. That Stanley does both speaks loudly to the character of this very unusual player. Stanley played at New Utrecht High School in Brooklyn, then John Jay, and went to Globe Institute junior college. He did get scholarship offers from some "lesser" Division I basketball programs, such as East Carolina, St. Francis, and Quinnipiac.

But his mom, Stephanie, who was suffering from severe diabetes, lost a leg at this point. And, Andre decided to stay home with her in Brooklyn. This meant no basketball scholarship and no free ride. It also meant walking on at St. John's, a top program that would have never considered recruiting him in



Andre Stanley Scores

a million years—and getting up at 5:30 every morning for the two-hour ride to Queens for practice.

"It doesn't matter," said Stanley. "My mom brought me up all by herself. Without her, I'd be nothing. Now she needed me. She almost died. Me being around helps her staying on top of her insulin. It puts her in good spirits. This was the least I could do for her."

Needless to say, Stanley is the first to practice every day—and the last to leave. "I always thought I could play at this level," he said. "But I knew of the reality of my chances. I was a walk-on. But I just kept on working hard and waiting for my shot."

Once he got it, Stanley took full advantage. He stayed in the Red Storm starting lineup for the rest of the season, contributing quietly, consistently, but immensely. "He's just what we needed," Jarvis said. "The kid's a walking role-model of what hard work and total commitment can accomplish. I just hope my regular scholarship players paid attention."

Stanley also pays attention in class, carrying a B average in Sports Management. "I hope to be an NBA General Manager one day," he says. Don't bet against him.

Jarvis wouldn't. "Those are the guys who do the best in life, the scrappers," he said. "I will never forget what Andre has done for this team. The ones who ask for the least and do the most are the ones you remember the most."#

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IF THEY CAN PITCH, REVAMPED METS SHOULD BE A HIT

By TOM KERTES

Tom Hanks' aging rummy of a manager said in the wonderful *A League of Their Own*, "There's no crying in baseball". And that's a good thing, too—or Mets fans everywhere would be shedding tons of tears over the team's shoddy spring training performance.

Let's face it, 9 wins and 17 losses was not what anyone envisioned after General Manager Steve Phillips so thoroughly revamped last year's underachievers.

Luckily, spring training is more than just lush green grass, wonderful Florida weather, and fans getting a chance to get this close to the players on the small Port St. Lucie field. It's also a time to work out kinks, get all the new gears in the machine humming as one.

"Results? In the spring you don't worry about results," star catcher Mike Piazza said. "You don't get a trophy for the Grapefruit League or at the end of April, so results in the pre-season don't count for anything. Anyway, it takes a team with this many new pieces a while to jell."

The question is, did owner Fred Wilpon and all the championship-starved Met fans get the right pieces for their \$102 million? On paper, the team looks promising and exciting, all right. But there are also too many questionmarks to feel relaxed or safe.

Phillips, who had the most active offseason of any GM in baseball, has addressed the offensive problems — the Mets scored the least runs in the major leagues last year — but may

have gone one step too far. After adding the great second baseman Roberto Alomar, ace leadoff speedster Roger Cedeno, and power hitting outfielder Jeromy Burnitz, he went

into overkill mode in trading for first baseman Mo Vaughn. The cost — top pitcher Kevin Appier—appears way too high.

Pitching, after all, is the name of the game in baseball. And the onetime great Vaughn—the 1995 AL MVP—hasn't played in a full year due to a torn bicep tendon.

Phillips' myriad of moves left the Mets with a lineup that should be tough to hold down—they should score runs in bunches—but perhaps not as tough to beat. The pitching staff seems Ally McBeal-thin, both in the rotation and in the bullpen.

Phillips acknowledges the problem. "Sure, to some extent, we robbed Peter to pay Paul," he said. "We took some risks—but that's what you do and then you hope for the best."

The biggest risk, in more ways than one, is the 300-pound Vaughn. In addition to the risk factor of the injury, there's his weight, his lack of mobility at first base, and the fact that he's spent his entire career in the American League so far. Do you leave your pitching staff vulnerable for an out-of-shape 34-year old with injury and weight problems who could become not much more than an overly expensive bench ornament?

"If we need to make one or two more moves to make this a championship team, we will do just that," said Phillips.

It may very well come to that. Outsourcing the opposition is one thing—but having to outscore your own pitching staff night after night is never a good idea. It may prove to be a too-heavy burden even for this star studded Mets lineup. #



Photo by Marc S. Levine/NY Mets

Mo Vaughn, First Baseman

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Robotics Competition

continued from page 8

schools do it on these teams."

A number of participants expressed that can-do attitude by praising the value of experiencing science hands-on. Jackie Tan, of the Art and Design High School, remarked, "Instead of sitting there reading newspaper articles and books on science we're actually experiencing it. We're actually doing it and putting our hands on it. It's completely amazing."

"It was great to get an idea in our heads and actually build it and watch it work. We're really proud to watch what we created work. It was a great feeling," said Rookie Greg Lovine, of West Xavierian in Brooklyn, standing next to the team's robot "The Clipper".

Changing student attitudes toward science and technology is an important task in light of a recent study that ranked U.S. high school stu-



Robotics team proudly displays their exhibit.

dents behind their Canadian and European counterparts when it came to proficiency in both academic areas.

But while the competition has helped to rejuvenate science education, some of FIRST's greatest benefits have been experienced by the participants themselves—teens that make up

the more than 650 teams nationwide representing nearly every state.

"If you talk to these kids you'll know that they're not building robots. They're building self esteem; they're building relationships with real professionals. They're seeing that the world of science and technology and engineering is fun," explained Kamen. "It's for women. It's for minorities. It's for anybody willing to put passion and effort into it. Now every one of these kids believes that thinking and designing and inventing and building is fun."

And making education fun can amount to big changes.

Watching his team make repairs to their 'bot' after a particularly rough battle against another high school team, Patrick Dzioba of Watertown High School described his experience with FIRST: "Personally, it changed me immensely. Before this, I thought my life's ambition was to grow up and become a tattoo artist. Now I'm thinking about computer science actually."#

Product Review

continued from page 13

Originally developed for use by court stenographers, the CR-1 is a folding tripod, much like a heavy-duty version of a music stand, made from anodized aircraft-grade aluminum, with an adjustable, ergonomically-designed no-slip tray. Folded, the CR-1 easily fits into a backpack or computer case— in fact, it even fits into mine fully loaded— and weighs in at only 26 ozs. Unfolded, the tripod stand can accommodate users whose seated height ranges from about 19" to 41"— appropriate for all but the youngest students. Although slightly more expensive than some of its competitors at approximately \$100, prior to any applicable volume discounts made available to institutional buyers by the manufacturers, the convenience of this item cannot be overstated. It can be carried around practically unnoticeably, and unfolded for use as a portable computer support center in less than a minute. My laptop is at the high end of the scale at about ten pounds, and the CR-1 holds it and my power supply with nary a shake nor wobble. For those who

might have occasion to use it for highly extended periods of time, or require additional supplementary materials or peripherals, an industrial-strength version, the CR-5, is available, as well as one intended for standing use, the CR-3. Other helpful accessories are also sold directly by the company.

I've said it repeatedly throughout my reviews, and I will once again: spending money on technology is worthless, if that technology cannot be used and used effectively to enhance literacy, technological or otherwise. The laptops currently being purchased for in-class use must be able to be effectively deployed, if they are to make any difference in our students' educations. It's a sad irony that the districts in New York that most need the hardware also have the least space to use it in. The inStand CR-1 can help compensate. Teachers, administrators, superintendents, principals, parents, BOCES coordinators, Board of Education and Technology Task Force members, and Mr. Chancellor, please log onto www.instand.com or contact 1-877-467-8263, and explore the possibilities this product has to offer.#

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BOE Builds Online Educational Community

By MARYLENA MANTAS

As a result of a recommendation made in September of 2001 by the Teaching and Learning in Cyberspace Taskforce, established by the New York City Board of Education (BOE), the public school system's students, parents, and teachers will soon belong and have access to an Online Educational Community.

"This unprecedented initiative will connect all of our students, teachers, parents and admin-

istrators, to advanced Internet services anywhere, any time," said William C. Thompson, Jr., President of the Board of Education, in a statement released recently. "It would fundamentally transform the teaching and learning experience. Students will enhance their learning abilities, teachers' capacity to facilitate learning styles will improve and there will be stronger ties among all members of the Board's community."

Established in July of 1999, the Taskforce, chaired by Dr. Irving S. Hamer Jr., has been working to integrate technology into instruction and to find the means to provide equal access to the vast pool of information made available these days through the internet to the school system's 1.1 million children and 80,000 teachers.

"This is not a divide of equipment," said Hamer, while speaking to *Education Update* on the question of the digital divide, "but a divide of content...The question is how we give this information to everyone in the city."

Hamer and other members of the Board and Taskforce hope that the educational portal will not only help alleviate the divide problem, but will also "engage parents in their children's education through the use of technology, give teachers the tools to move their classrooms into the 21st century, introduce students to active learning and the vast instructional resources of the internet and involve the larger community in the educational success of every child."

According to Hamer, the Online Educational Community will have two components: an educational zone and a commercial zone. The latter zone will allow for the forging of partnerships with online companies, advertising and e-commerce, which will turn generate the funding necessary to support the project. The commercial zone will be available to the adult users, while everyone will have access to the educational zone.

"The only way this will work is to create a different funding model," said Hamer. "The commercial side of the portal for adults, if properly managed, will help us pay for this."

The educational zone will provide students and teachers with educational resources to enhance teaching and learning, such as links to websites of pedagogical nature and content. It will give parents access to the same tools and up-to-date information related to the school system. Also, the Online Community is expected to open the lines of communication between the city's communities and the educational system.

In addition, the website will help foster professional development and alleviate some of the existing constraints related to the process, such as cost and inability of teachers to participate in professional development seminars and workshops due to lack of time. The professional development project hopes to enhance

existing teaching practices and to support all teachers, particularly new teachers in greater need of these resources. Classroom Content was awarded the contract to build the site, currently under development, which will give teachers access to professional development at all times, while receiving continuing education credit. The site is expected to be launched in September of 2002.

"This is a new way of thinking about how to teach and train supervisors and administrators online," said Hamer.

The BOE has selected two vendors, Accenture and KPMG, as finalists. The vendor selected will build the portal Online Educational Community, which will be available seven days a week and 24 hours a day. The Taskforce hopes that the website will provide all BOE members with an email address and access to the internet.

"The oxygen for the initiative is the pedagogical framework for teaching and learning that is full of revolutionary potential," said Hamer in a recent presentation.#

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Over 100 educators attended the event which examined the uses and misuses of Anne Frank’s Diary in Holocaust education and popular culture.

Featured speakers included Fanya Gottesfeld

Heller, a Holocaust survivor and author of *Strange and Unexpected Love: A Teenage Girl’s Holocaust Memoirs*; Dr. Lawrence Langer, Professor Emeritus of English, Simmons College, and author of *Admitting the Holocaust*; Alexandra Zapruder, author of *Salvaged Pages: Young Writers’ Diaries of the Holocaust*; and Dr. Jeffrey Shandler, Assistant Professor of Jewish Studies at Rutgers University and the author of *While America Watches: Televising the Holocaust*. A group discussion on the theory and practice of Holocaust education concluded the symposium.



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This spring visit the Everett Children’s Adventure Garden and discover why plants love spring almost as much as we do! The Everett Children’s Adventure Garden is a 12-acre indoor/outdoor interactive museum where kids can have hands-on fun and learn about plants, science, and the natural world.

Spring at the Garden

Ages 2 – 12, Weekend and Monday holidays
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All throughout the season, children dissect plant parts like bulbs and flowers, experiment to find out if plants make sugar, investigate bugs that help plants grow, use microscopes to see plants up close, press flowers and plants to take home, and much more. Children also discover what’s in a flower by taking apart and putting together a giant flower — and children have an opportunity to look at things through a bee’s eye view!

Ages 2 – 5, Tuesday-Friday: 1:30 p.m.-3 p.m.;
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In conjunction with our on-going programs

we offer at the Everett Children’s Adventure Garden, we are also have special weekends in April for families that include:

Bulbs are Buried Treasures Weekend

Saturday and Sunday, April 13 and 14,
1:00 p.m. – 6:00 p.m. Explore spring in the Everett Children’s Adventure Garden, where bulbs and blossoms abound. Children will enjoy: Dissecting daffodils and making a bulb art print, Planting a paperwhite to take home, Making a craft tulip, Investigating bulbs we eat, Flower face painting,

Art is an Adventure Weekend

Saturday and Sunday, April 27 and 28,
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This spring brings art to The New York Botanical Garden with Sculpture from the Museum of Modern Art. During this weekend, families find artistic inspiration in the Everett Children’s Adventure Garden and children will enjoy: Crafting leaf collages, Creating flower finger paintings, Modeling clay flowers, Making chalk art, Flower face painting.

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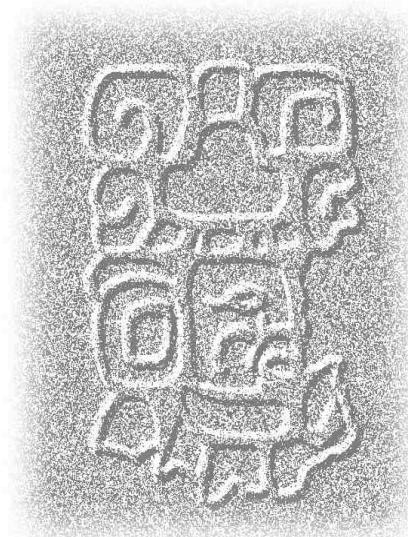
Extraordinary technology reveals the incredible story of human life. In minute detail, The Human Body looks at biological processes that go on without our control and without our notice. Follow a family as they go about their daily routines. See inside delicate alveoli of the lungs and watch single nerve cells bob and weave to music, allowing us to hear. Observe babies swim by instinct a few weeks after birth, and learn about changes that take place as we mature. The Human Body offers a scientific look at human anatomy including biological aspects of procreation and maturation and may not be appropriate for children under 10.

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Marvelous Monsoon Weddings

By JAN AARON

Gaudy, boisterous and great fun, *Monsoon Wedding* is director Mira Nair's (*Salaam Bombay* and *Mississippi Masala*) audience appealing tribute to both her own heritage and Bollywood's outrageous musicals.

Sabrina Dhawan's sassy script, deftly melds five love stories during preparations for an extravagant Punjabi wedding in New Delhi. She introduces the Verma family, headed by Lalit, (Naseeruddin Shah), the cash-challenged father-of-the-bride, his vivacious, wife Pimmi (Lillet Dubey), who have agreed to go all out for the wedding of their only daughter, the beautiful Aditi (Vasundhara Das) to a young Indian professional from Houston (Parvin Dabas). Also there are a host of relatives and in-laws speaking Hindi, Punjabi and English.

In charge of the elegant wedding celebration is P.K. Dube (Vijay Raaz), a crafty catering

contractor and confirmed bachelor, who falls in love with the family's innocent young maid, Alice.

Western audiences, accustomed to prudish Indian films, will be surprised at the thoroughly modern morality here: The bride-to-be has a final affair with a callow talk show host; a sexy cousin tries to seduce a handsome relative visiting from Australia; and Lalit worries that his teen son, who likes TV cooking shows and dance, is gay.

Two others are paired by the past: The family's benefactor Tej and a cousin Ria, who, at 28, is teased about being an old maid. At the pre-wedding festivities, Ria is forced to admit the family's idol, raped her as a child. This causes Lalit terrible inner turmoil.

At film's climax, the groom arrives on horseback in the torrential monsoon and the lavishly dressed bride wades through the mud, while Dube declares his love on romantic bridge

amid a shower of marigold petals.

This contrasting climax is a fun send-up of an overwrought Bollywood musical to add frills to this family story.

Cinematographer Declan Quinn's dexterous lighting and highly mobile hand held camera keep the movie buoyant, while the musical score, a hot mix of Indian styles, spices it up. Arjun Bhasin's costumes are another treat. (114 minutes, Hindi, Punjabi, and English, released by USA Films, R, Call 777-FILM).#



The cast of *Monsoon Weddings*.

THEATER DOCUMENTARY THE KOMEDIANT

By JAN AARON

From the shetls of Eastern Europe to the toast of the Yiddish theater is the journey Pesach'ke Bernstein makes in Arnon Goldfinger's remarkable documentary *The Komediant*. Beautifully made and meticulously researched, this highly evocative movie will appeal to all theater and film buffs.

The film introduces Pesach'ke's flight from his orthodox parents as a kid through clever use of vintage silent clips from Yiddish films and narration by his wife the still-vibrant Lillian Lux. He eagerly joined the circus and worked with itinerant European troupes before impresario Boris Tomashefsky recruited him in 1923 for New York's Nora Bayes Theater, where he transformed the U.S. Yiddish stage.

Though younger than Pesach'ke, veteran Yiddish theater actors Fivush Finkel and Shifra Lerer still can recall the old days when Second Avenue was lined with theaters and actors in the Hebrew Actors Union, a snobbish group, rejected Stella Adler.

Pescha'ke became famous with his recording of

"Zedele Meines," (Yiddish "Sonny Boy") for Columbia Records and his talent for whistling like a bird. Lillian, twenty years younger, joined his troupe and they fell in love and traveled the globe. Married in Uruguay, they narrowly escaped the Nazis marching on Poland.

The birth of twins—a son Mike Burstyn and a daughter Susan—changed their lives. From here, the movie looks at the family's life from each person's viewpoint, which is quite funny. None of the Bernsteins remember the same incident like the other. The kids become part of the act, with Susan showing considerable talent as a ventriloquist.

Eventually, the itinerant actor's life is too much for Susan, who leaves to marry a much older man. The ceremony is held at midnight, so the family won't miss a performance. Mike became famous in Israel for a movie musical, "The Two Kuni Lemls," but also realizes that he must leave the dying Yiddish stage behind and get on with his career. This film won the best documentary drama in Israel in 1999. It will win your heart!

(85 minutes, Released by New Yorker Films, English and Yiddish, Call 777-FILM).#

Bloomberg

continued from page 16

pair that it was in. Their intention was to make the building a new home for the Museum of the City of New York, which is located on 5th Ave. at 103rd Street. However, paying for the museum's move downtown would have cost the City some \$18 million. I support the Museum, and I will certainly help it raise money for finding a new home. But given the City's current fiscal

crisis, there are far more important ways to spend 18 million of your tax dollars—and topping the list is the education of our children.

Last week, a reporter asked former Schools Chancellor Frank Macchiarola what he thought of my idea. Dr. Macchiarola said that moving the headquarters of the public school system to a building as impressive as the Tweed Courthouse "sends the public the message 'this is what we value.'" I couldn't agree with him more.#

Sanders

continued from page 16

ial powers over education policy to the exclusion of the public or parents.

A Chancellor must also have clear and unequivocal powers to run the day-to-day operations of the sprawling system. Neither the central board nor the Mayor's office should be involved in micro-management. That should be the job of qualified administrators with no political ax to grind.

If we are wise enough to devise a new paradigm for public education governance but we continue to under-fund the system, improved academic results will elude us and our children will lose out. If public education is our No. 1 priority, as it should be, we must insure that we do not continue to lag behind other districts in the money invested. Currently NYC pays its teachers 30 percent less than nearby suburban districts. We have class sizes 30 percent larger in the elementary schools.

We have hundred-year-old overcrowded school buildings that are not equipped with technology of the 21st Century. To remedy these problems and meet the State's higher learning standards will require a greater investment on the part of the City. Otherwise all our well-intentioned and thoughtful governance reforms will falter.

During the next few weeks I will be devoting every effort to provide the necessary reforms to insure that NYC reclaims its place as the city with the finest public school system in the nation. This can most certainly be accomplished if we have a sincere desire to arrive at a consensus and if we commit to the investment of ample levels of resources by both the State and the City. This is a framework for accountability that will show up where it matters: in every classroom.#

Assemblyman Sanders is Chairman of the NYS Assembly's Education Committee. You can contact him either at (212) 979-9696 or at sanders@assembly.state.ny.us.

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Resource & Reference Guide

To most people R & R means rest & relaxation. To Education Update, R & R means Resources & References around the city. The listings that follow will help you gain greater knowledge of the city's enormous and enriching array of offerings.

BOOKS

Bank Street Bookstore, 112th St. & Bway,
(212) 678-1654

Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

Logos Books, 1575 York Avenue, (@ 84th Street), (212) 517-7292

A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, as well as greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

HIGH MARKS IN CHEMISTRY 1-877-600-7466

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Camps

Sol Goldman YM-YWHA of the Educational Alliance,
344 E. 14th Street, New York, N.Y. 10003,
(212) 780-0800

The New Town Day Camp, for children ages 2.9-6.0 years, is located at the Sol Goldman Y of The Educational Alliance, 344 E. 14th Street. The camp provides outdoor activities including rooftop playground and sprinkler time, and indoor fun with music, arts & crafts and drama. Field trips to The NY Aquarium, CP Zoo, and other interesting places play an integral part in the camp program. Call 212-780-0800 Ext. 241. The New Country Day Camp, for children ages 5-11.5 years, is located at the Henry Kaufman Campgrounds in Staten Island. The campgrounds feature two swimming pools, boating ponds, athletic fields, and hiking and nature trails. Call 212-780-2300, Ext. 357. The Edgies and Torah Tots Day Camps are located at the Educational Alliance, 197 E. Broadway. Both camps are for children ages 2-5 years and provide outdoor/indoor play, art activities, dramatic play, music, water play, trips, picnics, and more. Torah Tots features strong emphasis on Jewish practice. Call 212-780-2300, Ext. 360.

Careers

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COLLEGES

Sarah Lawrence College

EXHIBIT

Handmade Rustic Chairs - Works by Pamela Starobin Monday, April 1 through Tuesday, April 30
Esther Raushenbush Library
Free

A former librarian at Sarah Lawrence College, Pamela Starobin is now a rustic furniture maker. Commonly termed "twig furniture" for its ornamental twig backrests, rustic furniture combines Shaker simplicity with found tree limbs. Each piece is unique and is created using mortise and tenon joinery. For more information please call (914) 395-2470.

CONCERT

Laurentian String Quartet in Concert
Wednesday, April 10; Reisinger Concert Hall; 8 p.m.
\$10/ \$8 students and senior citizens
Sugrai Sohn, violin, Larry Watson, violin, Joel Rudin, viola and Daniel Miller, cello will play music by Ravel, Shostakovich and Samuel Barber. For more information please call (914) 395-2411

OPEN HOUSE

Women's History Program Open House with
Guest Speaker Mab Segrest
Thursday, April 11, 2002
Pillow Room, Esther Raushenbush Library
5 p.m. Open House
6 p.m. Mab Segrest to speak
Free

Program Director Priscilla Murolo will be available to answer questions about the Women's History Graduate Program. Mab Segrest has written extensively on racism, homophobia and capitalism. Her *Memoirs of a Race Traitor* was named an Outstanding Book on Human Rights in America. In her lecture, she will read from her third book of essays, *Born to Belonging*, (Rutgers University Press). For more information, please call (914) 395-2405.

CONCERT

Lark String Quartet in Concert
Sunday, April 14; Reisinger Concert Hall; 4 p.m.
\$10/ \$8 students and senior citizens
Diane Pascal, violin, Jennifer Orchard, violin, Danielle Farin, viola and Astrid Schween, cello will play Haydn's Quartet in D Major, Op. 64, No. 5 "Lark", Peter Schinckele's Quartet No. 2, In Memoriam and Dvorak's Quintet for piano and strings in A major, Op. 8. The Lark String Quartet is internationally acclaimed for its interpretations of both contemporary and classical music, and has played in the Lincoln Center's "Great Performers" series. The concert will feature Sarah Lawrence College faculty member and pianist Carsten Schmidt. For more information, please call (914) 395-2411.

CONCERT

Graduating Students from the M.F.A.
Program in Dance to Perform
Thursday, April 11 through Saturday, April 13
Thursday, April 18th through Saturday, April 20
Bessie Schoenberg Theater, Performing Arts Center
8 p.m.
Free, Reservations Required
Dances by second year Masters of Fine Arts candidates. For reservations or information please call (914) 395-2433.

CONCERT

April Showers of Song - Eddy Pierce Young Sings
Sunday, April 21; Reisinger Concert Hall; 4 p.m.
\$10/ \$8 students and senior citizens
Sarah Lawrence College faculty member Eddy Pierce Young, soprano, will be accompanied by Warren George Wilson, piano. The concert will include music by Beethoven, Carlos Gomes, Roger Quilter, David Diamond and Samuel Barber. Eddy Pierce Young has performed in concerts in Europe and the United States and is the recipient of grants and awards from the Metropolitan Opera and the San Francisco Merola Opera Program. For more information, please call (914) 395-2411.

FILM

"Children of the Underground"
- An Award-winning First Film by Documentary
Filmmaker Edet Belzberg
Wednesday, April 24; Titsworth Lecture Hall; 6:30 p.m.
Free
"Children of the Underground," nominated for a 2002 Academy Award, is Edet Belzberg's first full-length work. Documenting the lives of abandoned children living in the subway tunnels of Bucharest, Romania, this film won a special jury prize at the 2001 Sundance Film Festival. Following the screening Edet Belzberg will speak about making the film, and will be available to answer questions. For more information, please call (914) 395-2411.

PERFORMANCE

Wit
Friday, April 26; Reisinger Concert Hall; 7 p.m.
\$10
As part of the continuing lecture series, "Understanding the End of Life," co-sponsored by the Sarah Lawrence College Masters Program in Health Advocacy and the Janssen Memorial Hospice, this final event will consist of a reading of Margaret Edson's Pulitzer Prize-winning play by the Sarah Lawrence College Theatre Department, followed by a panel discussion. For more information, please call (914) 395-2371.

LECTURE

Why Choose Art? - A Panel with Dance Alumnae/i from Sarah Lawrence College
Monday, April 29
Bessie Schoenberg Theater, Performing Arts Center
3:45 p.m.
Free
A panel discussion with alumnae of the SLC dance department: Cathy Appel, Renee Redding-Jones, Eliza Miller, and Rashaun Mitchell. Cathy Appel is the Clinical Coordinator for the Creative and Movement Arts Psychotherapy Program at the International Center for the Disabled. A recipient of a Bessie, Renee Redding-Jones recently joined the Sarah Lawrence College dance department. Dances by Eliza Miller have been presented at a number of venues including Danspace DraftWorks at St.Mark's Church, the 92nd Street Y and the Teatro Ravenna in Ravenna, Italy. Rashaun Mitchell was awarded a 1999 Viola Farber-Slayton Memorial Grant from the Foundation for Contemporary Performance Art. For more information, please call (914) 395-2433.

CONCERT

The Sarah Lawrence College Orchestra Plays Classical Jazz
Tuesday, April 30; Reisinger Concert Hall; 8 p.m.
Free
The Sarah Lawrence College Orchestra will play a program of works showing the influence of jazz on the classical concert tradition, including works by Stravinsky, Darius Milhaud and Kurt Weil, and concluding with a collaboration between the Sarah Lawrence College Orchestra and the Jazz Colloquium. For more information, please call (914) 395-2411.

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Continuing education

JASA, Jewish Association; For Services For The Aged,
132 West 31st Street, 15th Floor, NYC; (212) 273-5304

Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

New Dance Group Arts Center,
254 West 47th St., NY NY 10036, (212) 719-2733; www.ndg.org
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Educational software

Infinity Softworks, (503) 690-3134, www.infinitysw.com
Manufacturers of Power One Graph, a graphing application for your Palm compatible PDA designed to duplicate all the functions of an advanced scientific calculator and more.

Sleek Software, (512) 327-5167, www.sleek.com
Manufacturers of educational titles including Incredible Tutor, a standards-based tutorial software package designed to develop reading, writing, and mathematics skills.

Webroot Software, 1-800-772-9383, www.webroot.com
Producers of Childsafe 5.0 and Winguardian, software internet filtration and monitoring utilities for both school and home.

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EVENTS

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New York Sports, Gold's Gym, World Gym, all the Y's, and much more. Call the American Health and Fitness Alliance at 212-808-0765 (24 Hrs.) to order or for info. Hurry, they're going fast!

Internet services

iParadigms (510) 287-9720, www.turnitin.com
Purveyors of Turnitin.com, a web based online service designed to help prevent digital plagiarism in student papers and assignments.

Languages

The Northeast Conference on the Teaching of Foreign Languages; (717) 245-1977

THE 49th NORTHEAST CONFERENCE PROVIDES NEW YORK LANGUAGE TEACHERS WITH UNIQUE PROFESSIONAL DEVELOPMENT OPPORTUNITIES! For exciting and useful professional development opportunities, language teachers in the five boroughs should attend a nationally-recognized conference held right on their doorstep at the Hilton New York—next April 18-21, 2002. The Northeast Conference on the Teaching of Foreign Languages is open to all language educators at all levels. It is the largest regional meeting in the U.S.: 2,500 of your colleagues from around the country and the world come for sessions, workshops, networking, learning, and enjoyment! The exhibit hall rivals the national organization's. You will find a wide variety of offerings on our schedule, ranging from hands-on, "Monday morning" techniques to presentations of research findings. Our corporate sponsors provide you with a "cybervillage" where you can check your e-mail, coffee and lemonade services so you can take a break, and wonderful programming (concerts, receptions, etc.), among others. And yet, the Northeast Conference is known for its personal, friendly, "human-scale" atmosphere and for its "smooth" organization! New York teachers also have a special "perk" you may bring up to five of your high school students free to the Conference! If you know students who should think about a teaching career, show them the professional side of the job! This year, the focus is on leadership. Leaders, in our profession, are classroom teachers, mentors, association presidents, committed parents, and methods instructors. Each must find the strength to go back to the classroom or the office and confront reality daily. Each must also find the courage to create a new reality from his or her vision. For more information, call 717-245-1977 or email nectfl@dickinson.edu

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Columbia University - Harlem Hospital Lung Center

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Resource & Reference Guide

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Schools & You, (718)-230-8971; www.schools+you.com
Consultations and workshops offer advisory services for parents considering PreK-8th grade public or independent schools in Brooklyn and Manhattan. Individually family and group sessions can be scheduled Sept. - May. Meetings can take place at work, at home, by phone, day or evening.

The International Center in New York; (212) 255-9555
Assists international students and immigrants improving their English and learning American customs/culture. Volunteer conversation partners needed. Minimum commitment; maximum satisfaction.

St. Thomas Choir School, 202 West 58th St., NYC 10019 (212) 247-3311; www.choirschool.org
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The Smith School (212) 879-6354

The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because BETTER GRADES BEGIN HERE.

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VOLUNTEER ORGANIZATIONS

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Literacy Partners, (212) 725-9200

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web pages

www.AboutOurKids.org

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women's services

Women's Rights at Work, (888) 979-7765

WRW, sponsored by Citizen Action NY, runs a toll-free helpline and free monthly forums for women experiencing workplace sexual harassment. Contact us at (888) 979-7765; visit us: www.citizenactionny.org.

WRITING CLASSES / WORKSHOPS

Gotham Writers' Workshop Teen Program, Ages 11-14, 15-18. (212)-WRITERS (974-8377), www.WritingClasses.com

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Student Poster Contest
See details below.

American Lighthouses



SAVE OUR HISTORY



For contest information, visit us at HistoryChannel.com/classroom

THURSDAY, APRIL 18, AT 8PM/7C • ENCORE PRESENTATION SUNDAY, APRIL 21 AT 12PM/11C

SAVE OUR HISTORY™ AMERICAN LIGHTHOUSES POSTER CONTEST OFFICIAL RULES - NO PURCHASE NECESSARY. VOID WHERE PROHIBITED. ELIGIBILITY: The contest is open to students grades K-4, as of 4/18/02, who are legal residents of the U.S. (not including Puerto Rico), except employees and their families of A&E Television Networks, Dow Jones & Associates, their parent companies, affiliates, subsidiaries, advertising and promotion agencies, public relations agencies and Dow Jones Associates, Inc. This offer is void in Puerto Rico and wherever prohibited or restricted by federal, state and local laws. HOW TO ENTER: Individual students in grades K-4 may enter by creating and submitting an original designed poster of a real or imaginary lighthouse. The poster must include the words "Save Our History" and "The History Channel." Posters may be created with internet sites, pencils, pens, crayons, and/or paints on canvas or on original photo enlarger or computer generated images and shall be submitted on a 8 1/2" x 11" piece of paper along with the student's name, complete address, city, state, telephone number, age, grade, parent or legal guardian's name, name of teacher, school address, and local cable system (if known) on a 3" x 5" piece of paper attached to the poster to THE LIGHTHOUSES POSTER CONTEST, P.O. Box 7974, Melville, NY 11775-7974. You may enter as often as you wish, but each entry must be different and mailed separately. Teacher may submit multiple student entries in bulk, as long as each individual entry contains the required information. Contest ends 6/1/02 and entries must be post-marked no later than 6/1/02 and students should keep a copy of their submission. All entries become the property of Sponsor, and will not be returned or acknowledged. Mechanically reproduced entries are void. PRIZES: There will be two grade level prizes: K-3rd grade and 4th-4th grade. One Grand Prize winner, Two First Prize winners and Three Second Prize winners will be selected in each level. Each student winner receives a prize, along with teacher. K-3rd Grade Level: GRAND PRIZE (1) Student: \$500 Savings Bond, Teacher: Video Library for classroom use. FIRST PRIZE (2) Student: \$250 Savings Bond, Teacher: Video Library for classroom use. SECOND PRIZE (3) Student: \$100 Savings Bond, Teacher: Video Library for classroom use. 4th-4th Grade Level: GRAND PRIZE (1) Student: \$500 Savings Bond, Teacher: Video Library for classroom use. FIRST PRIZE (2) Student: \$250 Savings Bond, Teacher: Video Library for classroom use. SECOND PRIZE (3) Student: \$100 Savings Bond, Teacher: Video Library for classroom use. Entries will be judged based on the following criteria: Artistic Ability (1/3), Creativity (1/3), Adherence to Requirements (1/3). The requirements for each poster include an original depiction of a real or imaginary lighthouse and the words "Save Our History" and "The History Channel." Winners will be selected by a panel of educators selected by Sponsor whose decisions are final on all matters relating to this contest. In the event of a tie, final prizes will be redistributed solely on creativity. All prizes will be awarded and winners will be notified by mail. Prizes are not transferable, no cash prizes are allowed except by the Sponsor who reserves the right to award a prize of equal or greater value if advertised prize is unavailable. Student prizes will be awarded in the name of a parent or legal guardian. All winners will be required to execute and return an affidavit of eligibility, authenticity, liability, publicity release and assignment of rights within 14 days of notification attempt or the prize will be forfeited and an alternate winner selected. Taxes, if any, related to the prizes are the responsibility of the individual prize recipients. Sponsor and all prize recipients release and hold harmless Sponsor from and against any and all liability with respect to or in any way arising from the contest or the acceptance or use of any prize. All entries must be the sole, original work of the entrant. Judges may disqualify previously published posters or those that have won previous awards or competitions. Entries become the property of A&E Television Networks and will not be acknowledged or returned. Entrants/winners acknowledge and agree that their entries become the property of A&E Television Networks, which thereby has the right to edit, adapt, modify, reproduce, publish, promote and otherwise use entries in any way they see fit. Acceptance of prize by winners and prize recipients constitutes permission to use the winners' and prize recipients' names and addresses without further compensation, except where prohibited by law. No responsibility is assumed for lost, misdirected, illegible, damaged, postage due or late entries or mail. No information regarding entries or judging will be disclosed. © For a list of sponsors, available after 7:00PM, send a stamped, self-addressed envelope by SNAIL to: THE HISTORY CHANNEL - LIGHTHOUSE PRIZES, P.O. Box 7924, Melville, NY 11775-7924. The sponsor of this promotion is A&E Television Networks, New York, NY. For a copy of official rules, send a self-addressed stamped envelope to: THE HISTORY CHANNEL LIGHTHOUSE RULES, P.O. Box P.O. Box 7822, Melville, NY 11775-7822 or visit us online at www.historychannel.com/classroom. Contest governed by the laws of the state of New York, and all claims relating to contest shall be subject to the exclusive jurisdiction and venue of the courts located in NY county, NY.