

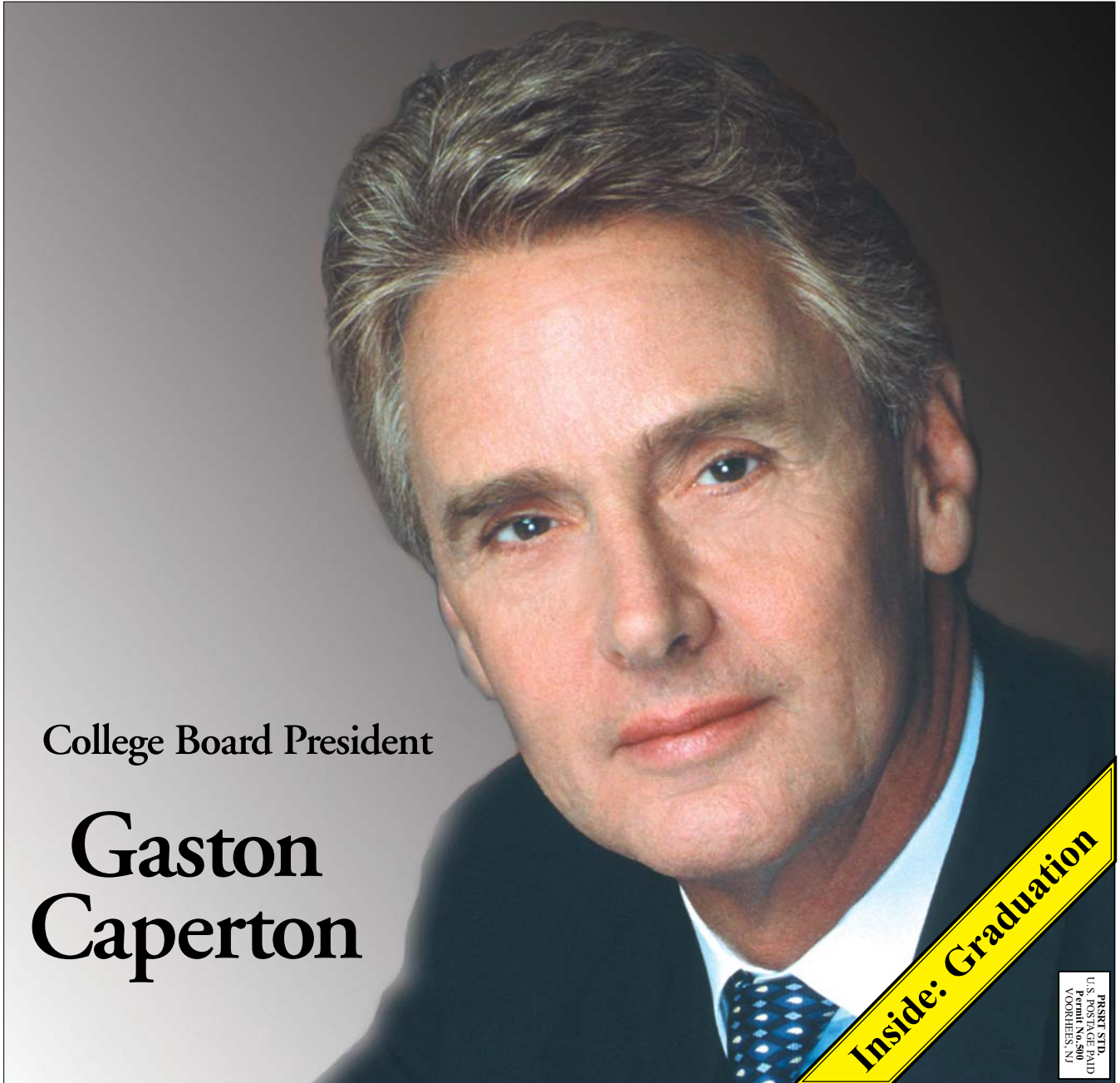
# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VII, No. 10 • New York City • JUNE 2002  
FOR PARENTS, EDUCATORS & STUDENTS

[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)



College Board President

**Gaston  
Caperton**

**Inside: Graduation**

POSTNET  
U.S. POSTAGE PAID  
Permit No. 500  
Voorhees, NJ

## Conflicts In Testing



## GUEST EDITORIAL

## PARTNERS IN EDUCATION: NEW CENTURY LIBRARIES

By DR. GERALDINE CHAPEY,  
REGENT, NYS BOARD OF REGENTS

With the incredible massive infusion of information technology, the thirst of knowledge escalates daily and is changing the way we live and learn. As Peter Stokes, author of *E-Learning*, reports "Education in the 21<sup>st</sup> century is moving beyond the school house and will transform the classroom in fundamental ways by augmenting traditional materials with online resources and content portals; by enhancing the usual 'chalk and talk' classroom lectures through the use of rich multimedia and interactive content and by extending student discussions via a wide range of communication, including inter-classroom exchange."

Despite all efforts, access to this great revolution is not available to many in our midst. Recent surveys indicate that: over 60 percent of American households have no access to the Internet; 46 percent of our libraries are not fully accessible to library users with disabilities; about 20 percent of New York State's adult population lack the basic educational skills to function in modern society; 94 percent of the elementary schools in New York City have no full time certified school librarian, while 20 percent of the public schools statewide have yet to be connected to the Internet; although student achievement is up overall, wide gaps exist for many inner city children.

Today's library has made quantum leaps away from the stereotypical library as an intimidating repository of old books visited by a select few nerds to a vibrant, exciting, colorful, dynamic and interesting learning center for all. The library has become a place where young-

sters sit in rapture captivated by dramatic story telling, where citizens of all ages go to find out about the history and geography of such news headlines as the Middle East, where scholars do their research, where job seekers go to find career listings and write a resume and where recently arrived immigrants go to learn English as a second language and children unlock the world of computers. A record shattering 16 million people visited the Queens Public Library last year while another six million checked in at the Brooklyn Public Library. Our libraries are overcrowded and often understaffed.

To maximize our scarce resources in a time of escalating costs, the Board of Regents is encouraging "Breaking Down the Walls" and building stronger and closer "Links Between Library Information Services, Schools and the Community." A new kind of infrastructure will lead to the emergence of new educational communities.

Two excellent partnerships are presently providing new directions and changing the souls of the school and the library. One is the Robin Hood Foundation partnership with the New York City Board of Education, designed to provide state of the art school library programs for children in selected New York City elementary schools. The second, CLASP (Connecting Libraries and Schools Project), is a program of the three library systems serving New York City: the Queens Public Library, the Brooklyn Public Library and the New York Public Library in collaboration with three local district elementary and middle schools.

To enable all libraries throughout the city and the State to meet the increasing demands for

information technology, the Board of Regents has developed a New Century Libraries School literacy initiative to ensure that all students in the New York's public schools are information literate and know how to locate, use and evaluate information so they can become productive and skilled members of the workforce and the community. This investment will strengthen school literacy programs with professional development seminars for teachers, administrators, librarians and parents with providing adequate print, non-print and electronic material and with enhancing access to expanded information technology.

Another initiative of the Board of Regents is called NOVEL, (New York Online Virtual Electronic Library), which is designed to deliver high quality reliable digital information to all New Yorkers enabling New York State to retain its premiere status as an educational leader of distance and life long learning.

NOVEL libraries throughout the State will be able to: leverage local resources by supplementing their collections with quality databases; offer swift access to research materials hundreds of miles away; offer users an E-Library Card to access full text formulas and databases; provide Internet access to New Yorkers who have no computer or Internet connections at home, and bridge the digital divide for all New Yorkers.

New Century Libraries will strengthen the links between two of democracy's fundamental and cherished institutions, schools K-16 and the library. Moving from a dream to reality will require substantial funding and the leadership, support and advocacy of teachers, administrators, business, parents and the community.#

## COMMENTARY

## A Funny Thing Happened

By STUART DUNN

This article started out as a critique of the Chancellor and the Board of Education (BOE) for moving the date forward when New York City's schoolchildren are to take the highly competitive test for the selective "science" high schools. I felt that insensitivity had been shown to the parents of these children. When questioned about not leaving sufficient time for the children to take prep courses, the Chancellor dismissed parental concerns, saying, "Maybe some people feel that prep courses are necessary to be competitive, but then they ought to think whether these are the right schools for their children." A great deal is at stake for these children, with 20,000 students competing for less than 3,000 places. It is reasonable to expect that parents will do all they can to help their children gain acceptance. The issue isn't whether prep courses can help, but rather that they are not universally available, free of charge, to all who wish to take advantage of them.

The Chancellor indicated that the date was being changed, "to better coordinate admission among the science schools, other public schools with specialized or magnet programs, and private high schools; and also to reduce the focus on preparation." While coordination with the other schools may be a reasonable justification, moving the date forward by six weeks increases, rather than decreases, the focus on preparation.

But, a funny thing happened on the way to my article. The BOE announced that three new selective high schools for academically quali-

fied students would be established in September on campuses of the City University of New York. Much of my criticism was based on the lack of sufficient space in the existing selective high schools, and the pressure this put on the students. The way to relieve the pressure of these tests is not to move the test date forward, but to make available more opportunities for qualified children to gain entrance to outstanding high schools.

The plan for the new high schools is worthy of broad support, and it will need it. The shortage of funds will be used as a justification for delay. The establishment of these new schools will encounter criticism that the separation of additional top students from the general school population deprives the remaining students of the classroom stimulation afforded by the top students. While this may be true, it will, however, offer the opportunity to focus on the needs of the remaining students. The result is a trade-off for these students. For those who get into the new selective high schools, it will offer the excitement of academic challenge which they would not otherwise experience.

The change in the test date should be delayed until next year, when parents can plan their children's schedules and the BOE can provide free prep courses. It is unfair to make such an important change without adequate notice. The plan for the new selective high schools should go forward. While the Chancellor and the BOE are to be criticized for the change of date and insensitivity to the parents, they are to be commended for their plan to establish new selective schools.#

## LETTERS

## To the Editor:

Thank you so much for coming to our benefit on April 17th and writing such a wonderful article. We are very proud of the work we do and are thrilled when supporters help to spread the message about Reading Aloud to Children.

Trish Maguire, Exec. Director  
Reach Out & Read  
New York

## To the Editor:

We are the readers of your newspaper, *Education Update*. In planning to send the kids to college, we would be grateful if you could kindly tell us the schedule of college fairs in the Queens area.

kyau\_44@yahoo.com

## IN THIS ISSUE

Editorials & Letters . . . . .	2
Commentary . . . . .	2
Spotlight on Schools . . . . .	3-10, 17
Conferences, Workshops & Events . . . . .	9
Careers . . . . .	5
Special Education . . . . .	11-13
MEDICAL UPDATE . . . . .	14-15
Children's Corner . . . . .	16
COVER STORY . . . . .	3-4, 18-19
Book Reviews . . . . .	20
Modern Languages . . . . .	21
Colleges & Grad Schools . . . . .	22-25
College Directory . . . . .	26
Music, Art & Dance . . . . .	26-27
Technology & Software . . . . .	28-30
Metro Beat . . . . .	31
Tutors . . . . .	31
Movie & Theater Reviews . . . . .	32
Camps & Sports . . . . .	33
Classified . . . . .	35
Resource & Reference Guide . . . . .	34-35

## EDUCATION UPDATE

## Mailing Address:

276 5th Avenue, Suite 10005  
New York, NY 10001  
email: ednews1@aol.com  
www.educationupdate.com  
Tel: 212-481-5519  
Fax: 212-481-3919

## PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

## ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman,  
Rob Wertheimer

## ASSISTANT EDITOR:

Marylana Mantas

## GUEST COLUMNISTS:

Mayor Michael Bloomberg, Geraldine Chapey, Matilda Raffa Cuomo, D.A. Feinfeld, M.D., Richard Frances, M.D., Dr. Carole G. Hankin, Nancy Helle, Jill Levy, Randi T. Sachs, Assemblyman Steven Sanders

## STAFF WRITERS:

Jacob Appel, Joan Baum, Ph.D., Tom Kertes, Katarzyna Kozanecka, Sybil Maimin, Chris Rowan, Merri Rosenberg, Andrew Schiff, Deborah Young

## EDITORIAL INTERNS:

Marie Holmes, Bruce Myint, Laura Pretto, Ricky Berkowitz, Hope Glassberg

## BOOK REVIEWERS:

Harris Healy, III, Lillian Shapiro, Selene Vasquez

## COMICS:

Bruce Wotring

## MEDICAL EDITOR:

Herman Rosen, M.D.

## MODERN LANGUAGE EDITOR:

Adam Sugerman

## MOVIE &amp; THEATER EDITOR:

Jan Aaron

## MUSIC EDITOR:

Irving M. Spitz

## PHOTOGRAPHY EDITOR:

Christopher McGuire

## POLITICAL COMMENTARY:

Stuart Dunn

## SPORTS EDITOR:

M.C. Cohen

## WEB DESIGN:

Neil Schuldiner, Rick Sulz

## ADVERTISING DEPARTMENT:

Martin Lieberman, Manager. Rosalyn Bacani, Steve Bailey (212) 721-9444, Dawn Clayton, Mitchell Levine, Chris Rowan, Andrew Schiff

## GRAPHIC DESIGNERS:

Neil Schuldiner, Rick Sulz

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

## POSTMASTER:

Send address changes to:  
Education Update

P.O. Box 20005  
NY, NY 10001

Subscription: Annual \$30.

Copyright © 2002 Education Update



## A Conversation With Gaston Caperton, President, College Board

By MERRI ROSENBERG

Given the trepidation and anxiety with which most high school students view the College Board from afar—or from the vantage point of a humble test taker confronting the ominous SATs—a visitor somehow expected to find snapping alligators, snarling guard dogs, or at the very least, a grim and forbidding entrance at the building where the College Board is located.

Instead, there was a very welcoming and affable receptionist directing visitors to the discreetly understated and corporate offices of the College Board president, Gaston Caperton, former governor of West Virginia, whose Southern roots were well in evidence in his gracious demeanor and unstudied charm.

"I hope this organization is understood as a gateway, not a gate," said Caperton, who admitted that as a child he had himself suffered with dyslexia. "The idea of the College Board is not to stand in people's way, but to help them to go to college, to go to the right college and be successful. Our mission is to serve young people as they go to college. We want to prepare them and inspire them. We're very sincere about our mission of equity and excellence."

He added, "I took this job because you impact education. The College Board can provide things that no one else can, so that students are better prepared to go to college, and help colleges and universities find the students who are the right fit. Our equity and excellence agenda is critical; it has to be available to everybody."

The organization, originally founded in 1900 when it was located on the Columbia University campus, is a membership organization, with some 4000 members from the ranks of the nation's colleges, some high schools and school districts. Not surprisingly, those at the New York headquarters pay careful and close attention to what the organization's regional council members tell them.

Even last year's challenge to the College Board, when the president of the California university system questioned the use of the SAT in the admissions process, is one example of how Caperton has responded to a crisis situation during his three-year service with the organization.

"The College Board has consistently looked for ways to improve the SATs," said Caperton. "California's challenge speeded up the process. We put together the best team we could to work with the University of California, to look at the ideas in more depth. The College Board and the University of California learned a lot through that conversation. The faculty at the university said that there were three important things: one, that they need an admissions test; two, that the tests are not biased, and three, that they wanted to have a test that would evaluate writing. They thought that writing should be part of the core competencies, that now are verbal and math."

To Caperton, "the addition of writing is very important. The ability to write is more critical in a technology-grounded world. If we put writing in the SAT I, it would have an impact on writing in this nation."

Still, as such an influential and admittedly powerful organization, change has to be measured. "The SAT has longitudinal data that is very important to schools and colleges, as well as parents and students," said Caperton. "We can't make such radical changes to the test. And the test needs to have portability, so that students applying to California can take a test in Iowa."

To those detractors and critics who assert that tests like the SAT favor students who can afford to take pricey review courses, or hire expensive tutors—or people like Stanley Kaplan, who has founded a multinational business on the premise that exams like the SAT, GMAT, GRE, LSAT and others measure preparation more than aptitude—Caperton is ready with his answer.

"Anybody who practiced for anything does better than somebody who doesn't practice," he said. "There have been 10 national studies, that are recognized as well researched, that show that after the testing courses, scores only go up 20 to 40 points. The

SAT I is basically what I would call a test of college competencies. To be successful in college, you need to think in words and numbers. This is a unique and effective examination that shows if students have developed skills, and the ability to think and answer questions. And as far as test prep is concerned, you can't stop people from taking prep. The scores are only a small part of the admissions process. You need the tests, because it's another way for colleges to look at the grades from a school."

Caperton is well aware that the College Board's high visibility makes it an easy target for critics.

"If you're the best at what you do, with products that are highly visible, you're always going to be under a magnifying glass, whether you're the president of the United States, the president of I.B.M., or the governor of a

state," said Caperton.

"We are interested in helping schools with low ability," said Caperton. One of the College Board's programs, in fact, provides \$25,000 to schools to help them improve their performance; this month, three schools—in Boston, Fresno and Florida—are being honored for their improvement. As Caperton said, "The success of these schools gives kids an opportunity."

Similarly, Caperton is a fierce proponent and defender of the Advanced Placement program, proud of the fact that 57 percent of the nation's high schools now offer an AP program.

Like others, Caperton credits the influence of significant mentors in his life. First and foremost was his father, who gave him a dictionary and taught him to memorize the words when he still wasn't reading in fourth grade,


due to dyslexia. Then, too, Caperton said he was inspired by reading biographies of influential and significant individuals.

"I think we learn from anyone," said Caperton. "And anyone you learn from is a mentor."

He cited the example of a disabled coal miner that he had met while campaigning for the governorship of West Virginia, who spoke to him about how much he missed his job when he could no longer work because of his disability—an epiphany that made Caperton realize that "all jobs are important to people."

Maintaining that kind of balanced perspective helps Caperton keep his exalted position in perspective, an attitude that he would like to communicate to many of the College Board's customers.



"Nobody has a successful life because of high SATs," Caperton contends.#



The New York City Board of Education  
THE DIVISION OF PARENT AND COMMUNITY PARTNERSHIPS

Step

UP

This summer, make sure your kids learn the skills they need for promotion to the next grade. Summer School 2002 will give your kids the necessary academic instruction to prepare them to *Step UP*. Summer School 2002 will give them the chance to *Step UP*. Call 718-482-3777.

## Summer School 2002

Call the Chancellor's Parent Hotline at 718-482-3777 to find out more about registration for Summer School 2002.  
Help your child *Step UP* and move forward in school!



## Testing the Limits of No Child Left Behind

By BRUCE MYINT

President Bush's No Child Left Behind (NCLB) requires public schools to administer reading and writing tests each year between grades 3 through 8. The new guidelines are the nation's latest installation in a standardized testing movement that began over 30 years ago. But although testing has remained a school reform fixture, many have expressed concern that the new testing scheme could worsen—not better—U.S. public schools.

Shortly after taking office, President Bush unveiled No Child Left Behind as a cornerstone of his administration's school reform agenda; a framework intended to revamp the distribution of federal funds and improve education for traditionally underserved populations. Despite nearly \$200 billion in federal spending since 1965, Bush emphasized, "too many of our neediest children are being left behind."

How will NCLB ensure that no child is left behind? Primarily, states will be responsible for breaking down their annual assessment results by poverty, race, ethnicity, disability, and English proficiency. This breakdown will help schools identify whether particular groups are being 'left behind.' If those groups are not eventually brought into the fold, schools may be subject to "reconstitution."

"By requiring regular testing of public school students in key subjects...failure would no longer be hidden from parents' view and poor results would no longer be subsidized by taxpayer funds," said Rep. John Boehner (R-Ohio), chairman of the House Senate conference committee.

The federal government will ensure state compliance of the new guidelines by rewarding, or withholding, valuable Title I federal funds.

Ironically, federal dollars provide for a very small portion of school budgets. For example, the Office of the New York State Comptroller has estimated that only about 4 percent of school budgets are paid for by federal funds. School districts garner most of their funding from property taxes (56 percent) and state aid (40 percent). But despite the relatively meager support offered by the federal government, cash-poor school districts cannot afford to lose federal dollars.

This high-stakes equation has put some testing-watchdogs on alert. To them, NCLB's testing scheme stands to do the greatest harm to poor schools with underserved students—the population for whom the new policy is intended.

"You get high stakes exams and it's teaching to the test, learning to the test, and the system suddenly revolves around the test," said Bill Wetzel, Founder of Students Against Testing, a nationwide network of young people who resist high-stakes standardized testing. "We were pretty shocked at the overwhelming amount of bipartisan support that [NCLB] got despite the fact that, state after state, once these tests become high stakes, these schools are going to have a higher dropout rate among poorer communities."

"At best these tests only give numbers," Wetzel added. "They're not changing any fundamental structure affecting why the school system is or isn't working for certain students."

According to the National Center for Fair & Open Testing (FairTest), an advocacy group based in Cambridge, Massachusetts, standardized tests most damage schools serving low-income children since those schools are the ones that need to get scores up the most. "What happens with schools serving low income kids

is they're supposed to make a huge amount of progress very quickly and they don't have the resources to do that job," explained FairTest president Monty Neil. "They serve very needy children whose needs extend beyond anything a school can do. And so schools are going to get rather desperate to try to get the test scores up and they're going to do it by very narrow teaching to the test. It won't work but that's what many schools are likely to do."

"Teaching to the test tends to produce inflated results—the equivalent of holding a match to a thermostat," added Neil. "But it doesn't work in the long run because, to use another metaphor, it's like eating a candy bar before a race; you get a quick boost of energy and it may help you. But the conclusion that you should live on a diet of candy bars does not work very well. And that's what teaching to the test is. It's a diet of candy bars. It's educational malnourishment."

How can school districts curb educational malnourishment? Neil urges schools to take a long term view, encourage a lot of reading and writing across the curriculum and make sure the kids know how to think and ask questions. To do so, they must resist teaching to the test. "In the long run it will probably work better for raising test scores than teaching to the test," said Neil.

For Carmen Fariña, superintendent of Brooklyn's District 15, testing is only one part of the school reform equation. "The strength of the new policy is that it raises expectations for all students and doesn't allow excuses for low performance. The weakness of the new policy is thinking that the test is the curriculum and that 'test prep' is how children can learn," she said.

"The challenge is to balance results from standardized tests with a variety of other indicators including evidence of student work in order to make decisions about student performance. The best preparation for students to succeed in tests is good teaching every day, which requires exemplary practices," Fariña added. #

## Highlights-Jigsaw

Highlights for Children's NEW home party-plan company offers educational FUN products for babies to adults!



Great for Home Schoolers  
Great Home Business Opportunity  
Earn commissions & discounted products

- Educational Toys, Games, Puzzles, Books
- Science • Geography • Crafts • Math • Spanish
- Practice skill books:  
Reading, Phonics, Handwriting, Math

plus **Highlights** products



To learn about business & host opportunities  
or receive a FREE catalog call

**1-800-934-4689**



A unique partnership between Highlights for Children and Jigsaw Toy Factory, Australia

[www.highlightsjigsaw.com](http://www.highlightsjigsaw.com)



*Is your child Dyslexic  
or experiencing school failure?  
If so, we may be the solution.*

*We strive to help children not only have  
the skills needed to learn, but to want to learn.*

## The Sterling School



*We take our commitment seriously*

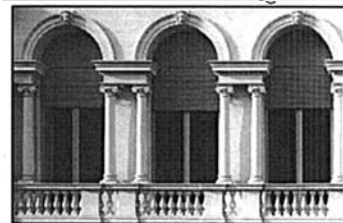
- Orton Gillingham trained staff
- Small classes with individualized attention
- Art, music, culinary arts, and computers for a rich education

Call 718-625-3502 or contact: Ruth Arberman,  
Director of The Sterling School  
299 Pacific Street, Brooklyn, New York 11201

**Now Accepting Admissions**



**CCI The Renaissance School  
in Italy**



### CO-ED SEMESTERED BOARDING HIGH SCHOOL

- High academic standard
- Co-ed semestered boarding school
- University preparation: advanced courses for entrance into North America's finest Universities: taught in English; grades 10 through high school graduation
- Medieval Lanciano on the Adriatic coast in central Italy
- Safe, quiet, utterly charming
- Exquisite college residences
- Expert qualified teaching staff
- Supervised excursions to cities throughout Italy and Europe
- Study with the best of Europe and North America in a culturally rich environment
- A unique education experience that lasts a lifetime!

Now enrolling - full year September 2002  
Tel: (905) 508-7108 1-800-422-0548 Fax: (905) 508-5480  
Email: [cciren@home.com](mailto:cciren@home.com) [www.cclanciano.com](http://www.cclanciano.com)





CAREERS

# Do You Want To Own a Bookstore?

By TOM KERTES

"[To operate a bookstore] you must love reading books...and you must enjoy talking about books to other people," says Harris Healy III, the President of Logos, a pleasantly relaxing bookstore on a shady York Avenue block on Manhattan's Upper East Side. Logos, like its owner, dares to be different.

"I'm kind of an American expatriate living in America," Healy says. "What I mean is, I live kind of an overseas existence right here in New York. At least once a week I see a French movie. And, on television, I find myself drawn much more to the British shows than to the rote Hollywood product."

Yet, Healy is profoundly steeped in American culture as well. He has to be. He says, "in order to be successful book-store manager, you must keep up with what interests people, and be curious about – and really interested in – what they want." At the same time, Healy feels that his responsibility goes beyond that.

"You also have to do your best to educate, to get people beyond the hype," he said. "Running a bookstore you really have a chance to impact on peoples' tastes, to get them to read books of quality that may be different, that might be outside of the ordinary group of extremely popular books everyone wants to read at certain times."

Healy has that chance because Logos is a medium sized neighborhood bookstore that is surviving in an age when huge conglomerates are nearly taking over the bookselling-market.

Although Healy was interested in the business of books and publishing since his school days, he began his job at Logos almost by accident.

"I was Director of Marketing of the Brooklyn Opera Society," he says. "And when, in the mid 1980s, the owner decided that there was no real future for a small non-profit opera company in Brooklyn, I applied for a part-time salesclerk job at Logos."

Healy enjoyed doing sales and interacting with the customers so much that, moving up on the corporate ladder with the speed of lightning, he became manager by 1990, and President and principal shareholder in 1991. "It satisfied my need to serve, to widen peoples' horizons," he says. "I wanted to expose people to a different type of literature. I wanted to show them that it's okay to be yourself, to dare to be different, to avoid the hype."

Originally, Healy wanted to serve in the ministry. He attended elementary school in New York and France and studied history and romance languages at Hamilton College in upstate New York. After graduating from Hamilton he attended the Drew Theological School in Madison New Jersey "for both spiritual reasons and for a basic conversion to the Christian thought," he says. After changing life-course, he now has Logos specialize in religious literature and books.

"Of course, we serve the general market as well," says Healy. "And our other specialty, children's books, recognizes the foremost need of the neighborhood."

Indeed, Logos, which in Greek means "The Word," does much to be a signal part of the community, using its picturesque back garden to host everything from community meetings, to summer parties, to theater and comedy performances, to staged readings by well-known

authors.

"We also have a monthly book club—we call it the Kill-Your-TV Reading Club –that people really seem to enjoy," says Healy. "Probably because it's very democratic both in its choice of books and in participation."

And, what is his advice to prospective young bookstore owners? "Love books," Healy smiles. "Enjoy talking to people. Learn to real-

ly listen. Then learn the business side. Be aware of what's going on in the culture. Yet know how to separate real value from hype."

"And don't ever think that this will be a profession where you can relax, sit, and read books during business hours," concludes Healy. "If anywhere, you'll be doing your reading at home. Running a bookstore is more than a full-time job." #

**KUMON**  
MATH & READING CENTERS

Learning How To Learn™



Kumon is an after school math and reading program for children from pre-kindergarten to high school.

Kumon . . .

- Improves math & reading skills
- Promotes good study habits
- Develops concentration skills
- Encourages independent learning
- Instills self confidence
- Provides individualized learning

Over 100 Centers in New York and Connecticut

MANHATTAN			
11th Street East	212-532-1365	Lenox Hill	212-779-0540
Upper East Side	212-717-1644	West Park	212-749-2931
STATEN ISLAND			
Grtr. Staten Island	718-494-1760	S. Staten Island	718-948-1001
BRONX			
Bedford Park	917-751-1888		
BROOKLYN			
8th Avenue	718-948-1001	86th Street	718-946-8418
Avenue X	718-743-3428	Bath Beach	718-266-1783
Bensonhurst	718-236-4652	Brighton Beach	718-266-1783
E. Flatbush	718-342-6821	Fort Greene	917-969-9073
Midwood	718-338-5609	Sheepshead Bay	718-891-7706
QUEENS			
Astoria	718-939-0307	Bayside	718-225-4743
Briarwood	718-969-5301	Elmhurst	718-271-3626
Flushing-160th St.	718-225-2018	Flushing-Dong-A	718-358-0538
Flushing-Main Pl.	718-591-1893	Flushing Ace	718-358-7139
Forest Hills	718-271-3626	Jamaica Estates	718-591-1893
Kew Gardens	718-263-6802	Little Neck	718-225-4743
Fresh Meadows	718-898-9092	Ozone Park	718-730-9123
Rego Park	718-730-9123	Springfield	718-225-4743
Whitestone	718-762-668	Woodside	718-898-9092

Call us toll-free 1-800-ABC-MATH

Visit our website [www.kumon.com](http://www.kumon.com)



## After-School Programs: Lively Exchange at Open Society Institute

By JOAN BAUM

The After-School Corporation (TASC), in just four brief years has moved to the forefront of one of the country's most concerted efforts to reform public school supplementary education. Since its initial funding in the form of a challenge grant by George Soros' Open Society Institute, TASC, has managed to attract public and private money, wide parental and community involvement, and the increasing attention of education administrators and lawmakers across the state. In New York City alone TASC is already part of 150 schools. The goal, says TASC president Lucy Friedman, is to expand "in the shortest time possible" into every public elementary, middle and high school district, and sustain "high quality" programs.

This first Conference on Supplementary Education, which took place recently and was co-sponsored by Teachers College at Columbia University and The College Board, drew an impressive array of prominent educators, researchers, and political leaders. It could not have come at a more timely juncture for the city. As keynote speaker Alan Gartner, the Mayor's Director of Policy Research told *Education Update*, "we don't have many more turns at bat." He noted that his title has no adjective or parenthesis. "Research" for the Mayor means research into education, which is "at the top of his agenda" and is directly related to welfare reform and a "whole range of other serious issues" before the new administration.

The Associate Commissioner of Education for the State of New York, Sheila Evans-Tranum, tapped the same theme. This is a "critical time," she told conference participants, "an

age of accountability." If we cannot show improvement in the performance of children, we will not get funding, we will not be able to move ahead. In effect, she was saying that without demonstrated progress in students' academic performance, public schools would not be able to compete with the growing number of private and alternative schools. As Lucy Friedman pointed out in her welcoming address, parents are choosing to send their students to schools that have after-school programs, increasingly seen as central in efforts to improve academic performance. Putting considerations about the presidential message aside, Gartner told *Education Update*, President Bush's message "leave no child behind," was a significant statement, an expression of commitment to education "that has not been heard since the days of Lyndon Johnson."

Like others around the conference table, the Commissioner defended the use of the term, "supplementary education," recognizing its vagueness and even unfortunate connotation as something less than essential (some participants said they preferred the term "continuous" or "seamless" day). It was Edmund W. Gordon, Director of the Institute for Urban and Minority Education, and Professor Emeritus of Teachers College and Yale, whose "vision" it was that there be such a conference, who, with measured passion, distinguished the term. "We don't want to supplant public schools but supplement them."

But how? Refreshingly, participants, who had read the conference papers in advance, were respectfully frank and critical. There was no disagreement, however, on why supplementary education was important. After-school pro-

grams function typically from 3-6 p.m., a time that coincides with two dire facts: a) this is a high-crime period for kids, "the kids themselves say this," Lucy Friedman noted; they're alone, hanging out, without supervision at home; and b) for disadvantaged kids particularly, a typical school day has wasted hours. As Irving Hamer, Manhattan member of the Board of Education and its technology czar pointed out, students are in school 12 percent of the day and sleeping 33 percent. So, what's going on with that remaining 55 percent? What might go on? And what should go on that will not compete with what the Internet or private corporations such as Kaplan have been providing for years?

Semantics aside, participants agreed, the substantive disagreement over the meaning of "supplemental education" turns on how one defines need. The poorest schools the Commissioner noted, are not necessarily those whose students have the poorest academic performance. Still, there is no denying the connection and the "severe gap" in New York State between rich and poor in all senses and the extent to which richer schools can afford supplemental education. Enter TASC. But money isn't everything. As Jeanne Pryor, Assistant Superintendent for the Montclair Public Schools observed, well trained teachers and tutors are critical to the success of any after-school program which includes, not just supplemental instruction in reading and math, but engagement with those aspects of a child's life that are rarely dealt with any more in the schools or at home: art, sports, citizenship. Teacher turnover, however, in after-school programs, is about 50 percent— staff cannot stay

after 3:00 pm; many of them are in school themselves.

It was the district Superintendent Carmen Fariña who prompted some of the headiest discussion. Once students leave, after their 5th or 6th period, she pointed out, they won't come back. How will an extended 9 or 10-period day have value if it continues what has gone before? Case in point: if language acquisition is key, how do we model an after-school program if we provide those in need only with the company of others with the same need? Like groups of disadvantaged students preclude peer mentors and role models. Case in point #2 was made in effect by Gartner as he wondered what difference could be made if a seamless day merely fused inadequate onto inadequate? The core structure may need to be changed more than the length of the day, he told *Education Update*.

Other participants, other questions followed. What constitutes an acceptable after-school site? What if church-related facilities do not want to provide sex education? As Ed Gordon challenged, what partners should TASC have, how do we engage them, what are the benefits, the drawbacks? The research is coming in. The second TASC Conference is bound to be as lively as the first.#

Take a Survey
Read Articles

**Share Lessons**

Be Sharp, Get Smart

[www.EducationUpdate.com](http://www.EducationUpdate.com)

1.1 Million Hits Per Month!

July 14th, Kumon's

# 2002 Math Challenge

Grades 1-10

**KUMON**  
MATH & READING CENTERS  
Learning How To Learn™

**SCHOLARSHIPS**

awarded to

**TOP STUDENTS**

in every grade.

- ◆ **Sunday, July 14, 2002**
- ◆ **Check-in Starts 10:00 am**
- ◆ **Test Begins 11:00 am SHARP!**
- ◆ **Grades 1-5, test lasts 40 minutes**
- ◆ **Grades 6-10, test lasts 60 minutes**
- ◆ **Registration fee - \$7.00 Kumon students,**  
(in advance) **- \$10.00 non-Kumon students**

**Locations in the USA:**

<b>New York</b>	<b>Columbia University</b>
<b>New Jersey</b>	<b>Monmouth University</b>
<b>Boston, MA</b>	<b>Massachusetts Institute of Technology (MIT)</b>
<b>Washington, DC</b>	<b>University of Maryland (Shady Grove)</b>

**Deadline for Registration Is:**  
**June 14, 2002**

For an Information Book and Registration Form  
Contact your local Kumon Center or call 1-800-ABC-MATH  
Or check our website at [www.kumon.com](http://www.kumon.com)



# INSIDE THE SUPERINTENDENT'S OFFICE: TONY SAWYER

By MARYLENA MANTAS

"I accept no less for any single child in this district than what I would for my own biological child," says Tony Sawyer, superintendent of Manhattan High Schools.

Appointed superintendent three years ago, Sawyer considers himself an "educational facilitator" whose job is "to help principals succeed."

"My job is to meet with everyone that has a concern," he says. "I'll speak to everyone in my school district, including students."

Maintaining a hands-on leadership style, the superintendent leads a district that serves approximately 42,000 students, of which 48 percent come from one of five boroughs other than Manhattan. One of the district's attractions is the large variety of options it offers to students, including 12 large academic-comprehensive high schools, six smaller theme-centered schools, two specialized high schools, four vocational high schools, 16 educational option high schools and nine (6-12 grade) high school and community school district collaborative secondary schools.

According to Sawyer, the district opted to establish theme-based schools more than a decade ago and he considers these schools a unique feature of the district.

"The advantages of theme-based school were identified early on," he said. "Whatever the theme has been it has been our goal to make truth in advertising. The district has the responsibility to live up to the expectations of the parents and the students."

According to Sawyer, the incorporation of

the arts and technology in the curriculum is an integral part of the district's philosophy.

"An interdisciplinary curriculum is at the heart of what happens in our schools," he said. "The challenge is for content driven teachers to create a thematic approach through the arts. We strive to make that a reality."

Sawyer underscored the focus placed on student achievement in the ninth grade. In an attempt to provide ninth graders with a proper support system, the district provides them with the best educators, thus reversing the traditional trends of specialized teachers targeting only higher grades.

"If you put the weakest teacher with the kids that have the strongest need you have a philosophy of failure," said Sawyer.

According to Sawyer, the advantages of theme based schools and the focus placed on ninth graders produce positive results when combined with the district's efforts to offer smaller class size, an extended school day, courses to students who need support in certain areas and double periods of literacy and math for those demonstrating need. The results include an increase in the number of students who achieve high scores on the Regents, a decrease in the dropout rate and an increase in the graduation rate. Sawyer measures the district's success based upon the overall number of students who pass their classes, the district's ability to infuse the arts and technology into the curriculum and the attendance rate in the borough. He believes that "good attendance means good quality of instruction."

He added, "the only way I know how successful a school is, is by speaking to the kids in a school about how they feel about their scholastic environment."

His mission consists of "selecting really good leaders and then providing them with assistance to ensure their success."

"You want leadership born out of a sense of pride," he said. "You need someone that can go out and take the bull by the horns and make decision for his/her school. You need strong leaders that know how to create a team."

At a time when the district \$267 million budget might be cut by \$20 million, Sawyer believes in keeping "the classroom sacrosanct." Necessary cuts will take place mostly on the district level.

When he interviews potential principals and assistant principals he looks for experience, commitment, charisma but most of all "how much they like children."

"Because so much has changed, they might have all that and then I have to provide the professional development to support that," says



Tony Sawyer

Sawyer.

Professional development in the Manhattan High School's district takes several forms. New teachers are pulled out of their classrooms eight times a year to attend professional development workshops. According to Sawyer, professional development is also done in partnership with external programs such as City College and Bank Street College.

"Experiential learning is at the heart of what we do," said Sawyer. "Teachers are really enlivened. They leave feeling that they have something that they can take back to their classroom and implement."

Principals who have less than three years of experience also participate in "the next step conferences" where they are guided on how to create a team, how to deal with u-rated teachers and more topics. All principals belong to a quad (a four principal team), which meets regularly to discuss and find solutions to concerns raised during their monthly meetings with the superintendent. "They form an alliance," says Sawyer. "This creates trust."#

## Creative Writing Classes for Teens

Courses offered in New York City and Online.  
Private Instruction also available.



**Gotham Writers' Workshop**

Call **212-WRITERS**  
or visit **www.WritingClasses.com**

**Manhattan Placements**  
CKunstenaar@aol.com  
501 East 79th Street, #6A  
New York, New York 10021  
www.manhattanplacements.com  
(212) 288-3507



**Claude Kunstenaar, Director**  
**Sylvie Falzon - Kunstenaar,**  
**Assistant Director**

*A personal and highly effective placement company for teachers, administrators & department heads serving New York, New Jersey and Connecticut independent schools*

*TEACHERS and ADMINISTRATORS seeking positions in independent schools, please send your resumes*

*\* No fees to candidates*

## TEEN HELP

Recommends Affiliated Programs:



- Results backed by a **Warranty\***
- Hundreds of Testimonials
- Strong Family Values
- Cost Effective Options\*\*

**800-637-0701**

\* Conditions Apply \*\*Tuition is based on Advanced Pay Discount criteria, and doesn't include processing fees, or any other individual costs. Prices are subject to change without notice.

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

## New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United Teachers
- Read by 440,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call **(800) 448-4237**  
159 Wolf Rd. Box 15008, Albany, N.Y. 12212





## Academic Olympics: A Golden Educational Tool

By TOM KERTES

So it wasn't Barcelona, Atlanta, or Sydney. But, in many ways, the District 8 Bronx Academic Olympics couldn't have been more enticing, demanding, and chuck-full-of thrills for all who participated as the "real thing."

This, of course, was no coincidence. "We do everything we can to make this an Olympian experience for the students," District Director of Social Studies John-Paul Bianchi (aka The

Father of the Academic Olympics) said. "I think there's so much about the Games – discipline, self-sacrifice, team-work – the students can learn from, beyond the academics."

The feeling in the spacious P.S. 101 auditorium was Olympian, indeed. From the line-up of the nine teams for the Opening Ceremonies, to the Presentation of Colors, to the 30-40 strong squads marching in to the stirring sounds of the International Olympic Anthem, the difference

between this event and The Games was merely in the size of the competitors (pint-sized instead of muscle-bound) and the nature of the competition (intellectual vs. physical). Even though the atmosphere was good-natured and fun, you could also sense tension in the air.

The lighting of the Olympic Torch – a funky-looking, student-made contraption turned torch-like by electricity and wind-power. Then things got serious.

"Are we going to see any smiles on this team?" a few officials teased as I.S. 125 marched in. Finals opponents, purple-clad I.S. 192, was bedecked with good-luck beads, and multi-colored papier-mâché hair-ornaments. One girl even sported toy devil's-horns on her head. "She wants to win," principal Maria Paese, who cried when she saw her kids march in, said. "I am the emotional Principal," she explained. "My kids are just like me. They work hard, then they like to have a good time."

"All the teams, and all the coaches, in this competition have a different style," by-the-books I25 coach Dan Evangelista said. "And that's fine. Whatever works. I just want my kids to respect the discipline and all the hard work that went into this. The students, the teachers, the coaches, we've all been meeting since February almost every morning at 7:30 a.m., and after school, and on weekends to prepare for this competition. So, yes, we're serious."

But seriously, the Academic Olympics is an intellectual competition for middle school students in Grades 6-8 in four disciplines: English/Language Arts, Math and Science, Social Studies and Omnibus General Trivia. Hundreds of students in all of the District's nine schools auditioned to be on their team. About 30-40 of them made it.

"This is a wonderful educational tool," said



Students from I25

Bianchi. "Due to the competitive aspect of the Games, the kids work really hard, in many cases much harder than if this was just another one of their regular classes. We also try to make the questions more than just factual, to get beyond memorization, to encourage logical, creative, contextual thinking. And the discipline, focus and togetherness that's developed through this is priceless."

And so was the great display of sportsmanship. After the team from I25 put a serious defeat onto their bedeviled opponents, I92 lined up to congratulate and hug each and every winner. Without any encouragement from coaches or teachers. "Aren't they the greatest kids?" a proud Ms. Paese asked.

"This is what it's all about, what we try to develop in our District: team work, togetherness, bonds of trust, and love," Community Superintendent Dr. Betty Rosa, who handed out the Gold Medals to I25, said. "And these Academic Olympics have not only been an excellent academic tool but a wonderful instrument for developing those things as well." So why aren't other Districts doing something so simple, something that can be so cheaply done? "You tell me," Dr. Rosa said, shrugging her shoulders in frustration. "I think we've set a really wonderful example here.#

### THINK IT'S OK TO SKIP AN ART CURRICULUM? YOU COULD BE HURTING YOUR STUDENTS' EDUCATION! Improve Scores In Core Subjects Up To 20%!

- 3-Step Program
- Art History - Art Technique - Art Activity
- 4 Age-Appropriate levels
- Standards-Based
- No Art Background Required
- Video-Based Staff Training



A new study shows that students participating in the arts are 4 times more likely to be recognized for academic achievement, and 3 times more likely to win an award for attendance.

MEET THE MASTERS is a self contained, multimedia curriculum providing complete art enrichment for elementary students in grades K - 6. Thanks to MEET THE MASTERS' exciting, multi-faceted program, more than 1 million students in over 200 schools nationwide have experienced the benefits that only quality art education can provide!



*"A blueprint for a cultural renaissance."*

-Karen Cochran,  
Deputy Director, Cultural Initiatives

A NEW PUBLIC ALTERNATIVE TO TRADITIONAL HIGH SCHOOL

## BARD HIGH SCHOOL EARLY COLLEGE

### A JUMP START ON COLLEGE

The Bard High School Early College (BHSEC) of the New York City Public School System, now finishing its first highly successful year, will open this fall in its new, permanent, Manhattan location at 525 East Houston Street. The BHSEC is currently accepting applications from motivated, academically strong students now completing the 10th grade who are interested in beginning college study this fall, 2002. At the end of two years, these students will earn an associate of arts degree. The school is also accepting applications for students entering grades 9 and 10 this fall.

The BHSEC, an innovative partnership between Bard College and the New York City School System, offers motivated high school students from throughout New York City a rigorous four-year curriculum with two years of college study culminating in the awarding of an associate of arts degree. College credits earned at the BHSEC can be transferred to a four-year college. Tuition is free.

To obtain information and application materials, call the BHSEC at 718-486-6898, extension 442, visit the website at [www.bard.edu/bhsec](http://www.bard.edu/bhsec), or e-mail [bhsec@bard.edu](mailto:bhsec@bard.edu).

#### Public Information Meetings

Wednesday, June 5, 6:30 p.m.  
Sunday, June 16, 4:00 p.m.  
Wednesday, June 19, 6:30 p.m.

Bard Hall, 410 W. 58th St., NYC  
Near Columbus Square Station

For information call:  
718-486-6898, ext. 442

*No reservations required*

A PARTNERSHIP OF THE BOARD OF EDUCATION AND BARD COLLEGE  
**BARD HIGH SCHOOL EARLY COLLEGE 718-486-6898**





## Requiem for Expertise

By JILL S. LEVY

Several Saturdays ago I received an unsettling phone call from a dear friend, a respected principal. "My grandchild has been diagnosed with an unusual and serious developmental disability. I need your help," he said.

We discussed the boy's prognosis, his treatment and, most importantly, his educational and clinical needs. Although my friend knows I am both an advocate for special-needs people and a supervisor of special education, he did not know that my master's thesis was in language and communications disorders, the world in which he and his family were unfortunately entering.

The call was upsetting. For one thing my friend was in pain. For another, I realized once more I felt called upon to speak out on the issue of special education.

All is not well in the state of special education. As our special ed experts are retiring, the school system is not replacing them. As their positions are eliminated, their work is taken up by assistant principals and principals with little or no experience in the field. It must be overwhelming for these supervisors who already have a full plate in our overburdened schools.

The telephone call brought to mind how little respect is shown to special education experts. The very trends that experts helped to pioneer, including mainstreaming and inclusion, are being undermined by decision-makers, the generalists. More and more, otherwise capable assistant principals and principals no longer have special education experts to whom to turn.

These otherwise talented generalists are

overextended when it comes to supervising special education programs. Akin to a general practitioner performing brain surgery, it wouldn't happen in an operating room and it shouldn't happen in our schools.

In my 30 years in special education, I, and scores of special education teachers and supervisors created innovative programs for ignored and under-served children. We answered the call to duty when the school system, responding to court decisions and revamped special education laws, needed specialists. Some of the best and brightest served, people with whom I have been proud to work.

And to become experts we went through a grueling training process. Before sitting for the NYC licensing examination as special education teachers or clinicians, we had to have a master's degree. We were licensed as supervisors in our respective areas only after working as teachers of special education and upon completion of an arduous exam that tested our knowledge, our human-relations skills and our problem-solving abilities.

We were advocates for our clients - special-needs children - and we were proud of our profession. We developed programs, trained and supported teachers, educated and supported overwhelmed parents, and worked with principals and district staff to craft educational interventions at the district level.

But the special needs environment in the NYC public schools was evolving in an ugly way. The system shifted its attention from educational expertise to compliance with regulations. It developed an across-the-board approach to children with unique problems

*continued on page 17*



## Mentoring USA-Helping Children Succeed in School and in Life

By MATILDA RAFFA CUOMO

Children have always needed three pillars of support: home, community and school. When one of these supports is broken, the child suffers. Although our business is "mentoring," we at Mentoring USA are acutely aware of the whole picture as far as kids are concerned. As the year winds down, many of our mentors and mentees are wholly preoccupied with city-wide tests, and rightfully so. Tests are needed for accountability. It is important to be able to measure children's progress from year to year, and to make sure that teachers and schools are helping each child to achieve his highest learning potential.

It is an unfortunate fact that children in urban environments often suffer with respect to these tests: it is not that they are any less able, but rather that they lack some of the advantages of their more affluent suburban counterparts. When more than 50 percent of our elementary school children cannot read at grade level, how can our expectations for performance be the same for all children?

First, we have to acknowledge the disparity. Not all children are equally prepared for standardized tests. We have to be honest about the fact that schools and families need help. Then we need to work to level the playing field as far as school and testing are concerned. A mentor is an invaluable part of this process for a disadvantaged child. Mentoring USA makes a complete effort to develop the child in all ways. A mentor works with a child not only on academics, but on developing social skills and competencies and improving a child's self-esteem via educating the child about his or her culture and heritage.

Mentoring USA has a special training component for the volunteer mentors that empowers our volunteers to succeed with hard-to-reach youth. Mentors leave our training equipped with the skills to offer the kind of attention friendship and instruction to their mentees that is often unavailable to them in a foster home, agency, group home, or in an overcrowded school or communi-

ty center. These children will remember their dedicated mentors for a lifetime. In addition, Mentoring USA mentors address a range of issues with their mentees, from school to friends to family life. Mentors aren't afraid to tackle the "tough topics" with kids.

As you might suspect, these dramatic attitudinal and behavioral shifts result in enhanced performance in the classroom. The United States Department of Justice has noted that "the experience of failure itself" during the crucial elementary years increases the risk of school drop-out, drug abuse, delinquency, violence and teen pregnancy. Early-intervention mentoring seeks to get students on the path to success early, before a child has gone too far down an undesirable path and intervention becomes difficult.

This past September, Mentoring USA began to work with ESL students. ESL students are outsiders in terms of both language and culture. I was recently visiting a school in Brooklyn as "Principal for a Day" and was discussing with the principal the need to begin ESL programming as early as preschool.

We both agreed that it makes sense to begin English immersion for immigrant students as soon as they enter the school system, and their young brains are able to embrace foreign sounds and letters with ease. I have always advocated for universal pre-kindergarten in order to give all of our children a sound, equal academic foundation, and I think that universal ESL education would work hand-in-hand with universal pre-K to help put all students on an equal footing.

Mentoring USA's Fordham Youth Ministry site, located in the Fordham section of the Bronx is a heartening, real life example of the difference a mentor can make. These Fordham kids (mentees) are primarily recent immigrants from the Caribbean and Central America. Last year six of the 16 children in this after-school program were identified by their teachers as being at risk of not passing the citywide tests—and not being able to advance to the next grade. Our mentoring program staff and mentors met to discuss

*continued on page 16*

## New York Teachers

# Bring your teaching degree to California

California is looking for talented teachers to lead our classrooms in grades K-12. Our school districts especially need teachers in the subject areas of special education, math, science, bilingual/ESL and reading.

In California, you'll have more choices for school locations, teaching environments, climate, entertainment and places to live than in any other state. And you'll be welcomed with open arms and minds eager to learn. CalTeach is your one-stop information, recruitment and referral source for teaching jobs in California. For more information or to view our online job database, visit [www.calteach.com](http://www.calteach.com).

**1-866-CalTeach**  
(1-866-225-8322)

**CalTeach**  
Left Coast. Right Job.™

## Calendar of Events June 2002

### Awards

**Early Childhood Teacher Awards**, June 19, 2002 - 6 p.m. at Bank Street College of Education, 610 W. 112<sup>nd</sup> Street New York, NY 10025

Awardee - Arbo Doughty, District 15, Pre-K, P.S. 146, Brooklyn

**Finalists:**  
Jayne Marie O. Capetanakis, District 20, Second Grade P.S. 105, Brooklyn

Alice Mulligan, District 20, Pre-K  
Our Savior's Lutheran Preschool, Brooklyn

### 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.

### Community School District 3:

**Gifted & Talented Program**, (212) 678-2897, Marilyn Carella  
300 West 96th St., NY 10025.  
Program is available at 8 different schools in Manhattan.

### Touro College

**Occupational Therapist Assistant Program:**

(718) 265-6534, ext. 1003  
Information session in Brooklyn;  
Thursday, June 20 at 6:30 pm;  
1870 Stillwell Avenue (at the corner of 82nd Street)

### Smith School:

(212) 879-6354  
7 East 96th Street (between 5th & Madison Ave.), NYC.  
Call for appointment.

### Workshops

**The ADD Resource Center**

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators.  
Call for a schedule at 212-724-9699 x59 or 914-763-5648.

### Bringing Liberty Science Center to You!

Host LSC at your school, camp, fair, or community center. Through assembly shows and classroom workshops, we bring the excitement of LSC right to your location. Yes, we travel to summer camps, schools, and enrichment programs!

### Classroom Workshops

Our classroom workshops, like our famous StarLab, are 30-45 min. in length and are designed to accommodate up to 30 students per session. The initial program fee covers 4 workshops at the same site, on the same day. Additional programs can be purchased for an additional charge.

### Assembly Programs

Our assembly programs are 45 min. - 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. Create some real summer fun with our Science Sportacular!

All our current workshops and assembly programs can be viewed under Educational Experiences at [www.lsc.org](http://www.lsc.org). Please call (201) 451-0006 and speak with either John Herrera x218, [herrera@lsc.org](mailto:herrera@lsc.org), or Jim McGlynn x340, [jmcglynn@lsc.org](mailto:jmcglynn@lsc.org), for further details.



*Mastery Publications is the debut sponsor of Education Update's first Homeschooling Section!*

## CHILDREN'S BOOK AWARDS BESTOWED BY BANK STREET

By JOAN BAUM

How apt that the 30th annual Bank Street College of Education presentation of The Irma S. and James H. Black Award for Excellence in Children's Literature should have been held at The Algonquin Hotel. As the president of Bank Street College of Education, Augusta ("Gussie") Souza Kappner noted in her welcoming remarks, "we're both literary landmarks." The book awards are certainly "one of the most exciting things we do at Bank Street," she rhapsodized, as teachers, publishers, literary agents, librarians and trustees filed into the Algonquin's cozy Library and Gallery Suite for breakfast. Indeed, the fit was even more significant, given the fact that the Black awards are for books that stimulate the creative imagination through learning and art, the very mission of the Bank Street College of Education.

A man who identified himself simply as "a parent of a child who had attended Bank Street," mentioned how an award-winning book of some years back — "a story about a girl who wore green shoes," created such an indelible impression on his daughter that he and his wife had to go out and buy her a pair of green shoes, not an easy find, even in New York. Black Awards always go to memorable books. The publications of the legendary guest speaker Vera B. Williams are so well known and loved, that people who heard she would be speaking that morning, called to say they would be attending and carting with them dog-eared copies of *More, More*, and *More Said the Baby* to be autographed.

In her keynote remarks, Williams, a short ("can you see me?"), feisty and deliciously accomplished teller of tales, who did not have to ask if she could be heard, spoke of the picture book as a "wonderful invention" unfortunately relegated to childhood. Such "marvelous creations of our humanity" educate, entertain, challenge and transfer all of this "through affection, through love," she said. We live in a "golden age of picture books," an interesting phenomenon considering that "we also live in a dark age of so many inventions that can destroy us." But in just 32 pages "we can live in a humanistic and adventurous world." We also live in an education world that is quantitatively

obsessed, she continued. "We who love picture books and art know that in picture books there is much that cannot be measured." And Bank Street, she added, "is in the forefront of this understanding." A compelling story teller, Williams made the turning of a page a wondrous act — noting that a double page spread allowed for s-l-o-w reading. Lacking a child for immediate verification, she seemed nonetheless pleased with the adult substitutes before her that day.

Black awards are unusual because the final judges of the wide-ranging competition are children, ages 7-10. There were, as always, hundreds of books to consider, and indeed the three Honor Book Awards that were also presented that morning so testified to the richness of submissions. The honorees were Sharon Creech, author, and Harry Bliss, illustrator, of *A Fine, Fine School*; Susan Stevens Crummel, author, Janet Stevens, illustrator, of *And the Dish Ran Away with the Spoon*; and Jon Agee, author and illustrator of *Milo's Hat Trick*.

In presenting the 2002 Black Book Award to David Wiesner for his remarkably engaging *The Three Pigs*, which had already won several other awards, including the Caldecott, Gussie Kappner spoke of it as a "boundary breaking book." In Wiesner's world, the pigs are blown into limbo by the wolf and enter other tales just as the illustrations also break out and soar beyond their frames. Beautifully drawn and colored, playful, full of wit and humor, the pictures capture the spirit of their author/illustrator who loves to work on "flying things that don't really fly, changes in scale, and shifts in reality." Again, with more than a courtesy nod at the Black Awards sponsors, Wiesner gave thanks for schools such as Bank Street which treasure "books, art and creativity," a world quite different from his own. He recalled an annoyed 4th grade teacher who reported him for wanting to be drawing rather than doing schoolwork" and an 8th-grade Career Day which had nothing about the arts. The spirit of Bank Street, which sees no such dichotomy, was very much in evidence at the Awards Breakfast. "Are your books really for children?" Wiesner said he is often asked. To judge from the interest in *The Three Pigs*, the answer that day was a resounding No and Yes.#

## THINKING ABOUT HOMESCHOOLING?

By CHRISTINE WEBB

Families come to the decision to homeschool in a variety of ways. For some it is a lifestyle decision; for others it is an education choice. Deciding to homeschool can be a little daunting. It will take research, insight, thought, discussion and perhaps a little courage, but it is a commitment that is made each year for hundreds of thousands of children across the nation.

Homeschooling offers families the opportunity to provide a loving environment in which their children can mature and learn. The benefits of homeschooling include the strengthening of family life, providing a superior education geared to their children's individual needs, learning styles, personalities, and interests, and the flexibility homeschooling provides.

Homeschooling is legal in all 50 states. Laws and regulations vary from state to state, and interpretations can vary among school districts. A copy of your law can be found in your public library, on the Internet, or from a local homeschool support group.

To get information about homeschooling in your state, contact your state or local homeschooling support group. The support groups usually have copies of the state law, information about getting started, lists of activities and resources, and many offer a newsletter as well.

To find out which approach to use, read, ask questions, listen carefully and observe. There are as many homeschooling styles as there are homeschooling families. The approach you choose should fit comfortably into your lifestyle. This decision will depend on your philosophy of learning, the structure of your family's life, and the types of resources through which each of your children learns best. Households that thrive on schedules are often most comfortable setting a regular time each day for homeschooling activities. Others approach homeschooling as an integral part of what they do each day, without any set schedule. A child who likes textbooks and workbooks

might use a ready-made curriculum. For a more wholistic learner, you may choose to use the library, museums, and life experiences as your primary learning resources. Resources will vary in time commitment, philosophy of learning, and expense. Be prepared to do some experimenting to find the combination that works best for each child and understand that as children mature or situations change so, too, might your approach.

If your child wants to learn something you can't teach, they might successfully opt to self-teach, or to get together with other students to form a study group around a particular subject. You can hire a tutor or barter for help with another interested family. Classes over the Internet or via television, videos and computer software are increasingly available options for many families. Some students choose to take classes at a community college. When searching for teachers, don't overlook friends, or businesspeople in your community — most people are delighted to have a young person around who is sincerely interested in what they know and do. (More on homeschooling next month).#

Reprinted with permission from Home Education Magazine, PO Box 1083, Tonasket, WA 98855

### Are you tired of homeschooling programs

which require you to...

- ✗ Spend an hour preparing for a 10 minute lesson?
- ✗ Follow a boring script that even confuses you?
- ✗ Forget flexibility, eliminate your input and ignore your child's pace?



...then you need

#### MASTERING MATHEMATICS

Covers grades 1-6 & most of 7-8  
Self-paced, master one skill at a time,  
Great for all learning styles \$129.95<sup>++sh</sup>

#### Happy Handwriting



Manuscript Printing Capitalization Skills  
Phonics Review Numbers & More!  
(Pre-K thru 1+) \$12.95<sup>++sh</sup>

Check the 100 most important math skills covered in the elementary grades  
\$10.95<sup>++sh</sup>

#### Math Skill Inventory



We teach children their way!  
Christian • Multi-level • Economical • Special Needs

masterypublications.com

Mastery Publications  
90 Hillside Lane, Dept. 111  
Arden, NC 28704-9709  
(828) 684-0429

### DISTANCE EDUCATION

## The Homeschooler's "Click"

Now you can get the independence of homeschooling, the camaraderie of a traditional high school, and over 35 full-credit courses from Keystone National High School, a leading provider of accredited independent study courses. Choose between correspondence courses and thenew eSchool, with its virtual Home Room, bulletin boards, chats, and more. With Keystone, it's easier than ever to achieve academic success at home.

Call 1-800-255-4937,  
Dept. 169 or visit  
[www.keystonehighschool.com](http://www.keystonehighschool.com)

#### KEYSTONE National High School

420 W. 5th Street  
Bloomsburg, PA 17815-1564

A division of KC Distance Learning



## TRISMS HOMESCHOOL CURRICULUM

Time Related Integrated Studies for Mastering Skills

TRISMS offers the most complete, fully integrated curriculum available for junior and senior high, with online help through our TRISMS online help website!

Award-winning TRISMS makes anyone a successful homeschooler with its easy to use format and readily available materials.



(918) 585-2778 [www.TRISMS.com](http://www.TRISMS.com)

Rated #1 by Mary Pride's Readers Award!  
Serving the Homeschool Community Since 1990



## Phi Delta Kappa, Columbia University Honors Superintendent Patricia Synan & Inclusion Pioneer Teachers



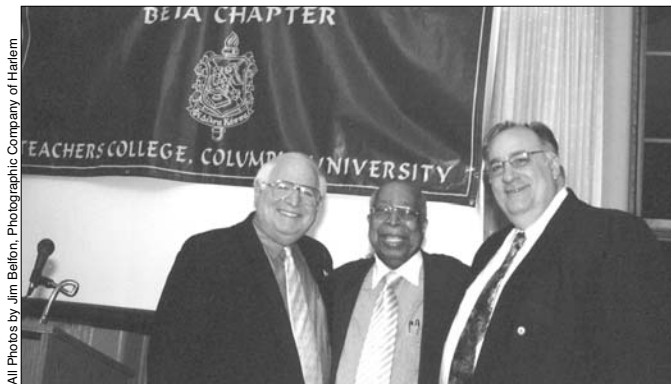
Joan Washington

Superintendent Patricia Synan, District 14 in Brooklyn and 10 special education teachers from District 75 who pioneered inclusion, (the integration of special education children into regular classrooms), were honored at Phi Delta Kappa (PDK), Columbia University, spring awards banquet. The teachers represented schools in Queens, Brooklyn, Staten Island and Manhattan. Principal Joan Washington of P 811Q and Dr. Catherine Rikhye, supervisor from District 75, cited them for their talent in rewriting and adapting curriculum to fit the needs of their students and for their bravery in implementing their beliefs about inclusion despite opposition.



Patricia Synan

Superintendent Synan was named the Educator of the Year for her outstanding life-long efforts on behalf of children as a teacher, principal, and superintendent. One of the honored guests present was Howard Tames, Chief Executive for Labor and Policy and his wife Marla Tames, principal of PS 319 in Brooklyn.#



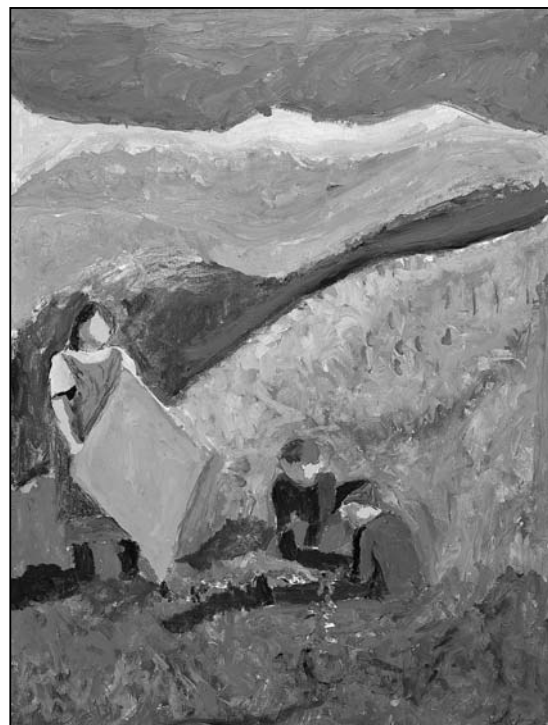
Steve Levy, Henri Belfon, Howard Tames

For more information about Phi Delta Kappa, see [www.dynatek.com/pdk](http://www.dynatek.com/pdk)

The teachers honored as "Inclusion Pioneers" were: Vera Banach—*Inclusion Facilitator Brooklyn/Queens*; Mindy Greenspan—*PS 811Q @ 227Q*; Karen McInerney—*PS 811Q @ Bayside High School*; David Coodington—*PS 811Q @ Francis Lewis High School*; Alice Miller—*PS 811 K @ PS 329K*; JoAnn Mauro Solano—*PS 811K @ IS 281 K*; Paula Smith—*PS 53K @ PS 104K*; Barbara Kania—*PS 721R*; Sherryl Berti—*PS 721M @ Chelsea High School*; Dawn Burdi—*PS 138 M @ PS 134M*.



Inclusion Pioneer Teachers, District 75



Innocence of Youth, 1998. Bipolar disorder, Male 15

Visit the children's art exhibition based on the book

### Childhood Revealed Art Expressing Pain, Discovery & Hope

Edited by Harold S. Koplewicz & Robin F. Goodman  
New York University Child Study Center

June 5 - July 12, 2002

80 Washington Square East Galleries  
80 Washington Square East  
New York, NY 10003  
Tel: (212) 998-5747  
Summer Gallery Hours: 10 a.m. – 5 p.m.

Childhood Revealed is the centerpiece of the National Child Mental Health Initiative, a public awareness campaign by the NYU Child Study Center.

New York City exhibition sponsored by the NYU Child Study Center and the Mental Health Association of New York City, Inc.

For more information visit [www.AboutOurKids.org](http://www.AboutOurKids.org)





## National Association for Visually Handicapped (NAVH) Founder Awarded Honorary Doctorate



Lorraine H. Marchi

Lorraine H. Marchi, Founder and CEO of the National Association for Visually Handicapped (NAVH), was recently awarded an honorary degree of Doctor of Humane Letters (L.H.D.)

by the State University of New York. Dr. Alden N. Haffner, President of the State College of Optometry, nominated Marchi for her outstanding achievement in founding the only national health agency solely devoted to the "hard of seeing," one of America's most prevalent disabilities, second only to hearing impairment.

Although the honor came as a total surprise, Lorraine Marchi had often been taken for a doctor because of her extensive knowledge of vision and eye disease. She founded NAVH in San Francisco in 1954, largely as a result of what she learned from investigating resources for low vision elementary school children, who, like her visually impaired young son, had special reading needs.

In addition to supporting a free-by-mail 7,000 volume large print lending library

throughout the United States, NAVH provides a host of large print educational materials—in English, Spanish and Russian—on vision related issues including eye disease, nutrition, and proper lighting, and delivers direct services to

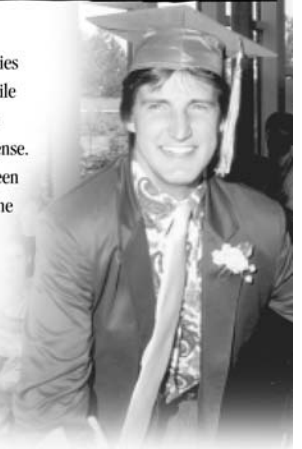
visually impaired people from its national offices at 22 West 21st Street. For more information, phone 212-889-3141, or visit the NAVH website at [www.navh.org](http://www.navh.org).

### Never in my wildest dreams...

"WHEN I FIRST CAME TO CROTCHED MOUNTAIN OVER 10 YEARS AGO, activities that were second nature prior to the automobile accident were challenging tasks. Today I am a college graduate and also have my drivers license.

Never in my wildest dreams would I have been able to do half of what I've achieved without the encouragement and help that I received at Crocthed Mountain! I want to thank everyone at Crocthed Mountain for helping me get my life back!"

—Brent Reagan '93  
Crocthed Mountain School



#### Crocthed Mountain School

- Special Education, K-12
- Vocational services
- Day & Residential Programs

#### Children's Specialty Hospital

- Sub-acute rehabilitation
- Post-surgical care
- Respite services

Serving families since 1953



**CROTCHED MOUNTAIN**  
OFFERING A LIFELONG ALLIANCE  
TO PEOPLE WITH DISABILITIES

For more information, call 800-966-2672

One Verney Drive, Greenfield, NH 03047

[www.crocthedmountain.org](http://www.crocthedmountain.org) email: [admissions@cmf.org](mailto:admissions@cmf.org)

### Evaluations for Extended Time for Standardized Tests

(SAT, LSAT, GMAT, Bar Exam, etc.)

for LD students and adults

LICENSED PSYCHOLOGIST  
FACULTY NYU MED.  
BOARD OF DIRECTORS, IDA

**Dr. J.L. Thomas**  
19 West 34th Street, NYC  
**212.268.8900**

#### ADD?

Develop Individual Strategies for Work, Learning, and Life:

- Time management
- Organization
- Prioritizing and decision-making
- Interpersonal skills

Your goals are possible!

Call for a Complimentary  
Phone Consultation

212-614-7317

Bonnie Mincu

ADD Coach, adults 17+ • [www.bonniemincu.com](http://www.bonniemincu.com)



### WINDWARD TEACHER TRAINING INSTITUTE

13 Windward Avenue, White Plains, NY 10605

#### SUMMER COURSES

##### • Expository Writing Instruction

Dates: July 8-11 or July 22-25 Time: 9 AM - 1 PM Fee: \$425 (manual included) Instructor: Judith C. Hochman, Ed.D. Sheila Okin, M.P.S.

##### • Multisensory Reading Instruction, Parts I

Dates: July 15-19 Time: 9 AM - 1 PM Fee: \$475 (manual included) Instructor: Phyllis Bertin, M.S. Janice Bochiechio, M.S.

##### • Multisensory Reading Instruction, Parts II

Dates: July 29 - August 1 Time: 9:00 AM - 12:30 PM Fee: \$400 Instructor: Phyllis Bertin, M.S. Maria Harris, M.S.

##### • Language and Learning

Dates: July 22-24 Time: 9 AM - 1 PM Fee: \$300 Instructor: Lydia Soifer, Ph.D.

##### • Improving Math Competence

Dates: July 29-30 Time: 9 AM - 12 PM Fee: \$200 Grades: 1-5 Instructor: Eileen Perlman, M.S.

For further information call 914-949-1279.

[www.windwardTTI.org](http://www.windwardTTI.org)

Windward Teacher Training Institute is part of Windward School, a co-educational, independent school for learning disabled students located in White Plains, NY.

**THE PROGRAM FOR LEGIBLE, EASY, RHYTHMIC WRITING**

*fluent handwriting*

Nan Jay Barchowsky invites you to visit  
[www.BFHhandwriting.com](http://www.BFHhandwriting.com)

Barchowsky Fluent Handwriting presents just one way to write. It's easy to teach and fun to learn.

Learn this simple model alphabet.

Then the same letters join up for fast, legible writing with no problematic changes in the direction of letter strokes—no retraining of fine motor skills!

The program's success is proved by the adults who learned to write with this method.



**swansbury**™

P.O. Box 117, Aberdeen, MD 21001

Order this logical, effective way to teach handwriting online, by phone or write.

• phone: 410-272-0836 • fax: 410-297-9767

• e-mail: [swansbury@erols.com](mailto:swansbury@erols.com)





# MEDICAL UPDATE



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

• 14

## Athletes and Drugs...The High Price of Success

By DR. RICHARD FRANCES  
AND NANCY HELLE

The widespread use by athletes of "performance enhancing drugs" many of which are sold over the counter, was discussed at the recent seminar on Addiction Psychiatry at Silver Hill Hospital in New Canaan, CT.

Steroids and other "dietary supplements" sold in health food stores are commonly used, not only among professional athletes, but among college, high school and even junior high school students, according to Dr. Robert B. Millman, a medical director of the major baseball leagues and Professor of Psychiatry and Public Health at Weill Medical College of Cornell University.

"Athletes take drugs for the same reasons as everyone else—performance enhancement, self medication, and recreational use. Performance enhancing drugs tempted Olympic contenders for over 2000 years. "To be the best, the swiftest and strongest," from the beginning people took everything they could to help them compete. A 1950s American Olympic coach noticed that foreign athletes were bigger and stronger, discovered they were taking steroids and introduced the concept to American athletes," said Dr. Millman.

"The current problem is athletes trying to beat the tests. Do we want sumo wrestlers or gladiators? Since the 1950s, records document that athletes take drugs...steroids, testosterone and its derivatives—drugs with muscle building and sexual effects, increasing lean body mass, speed and aggressiveness and making females more virile with deeper voices," he stated.

When college students in a recent survey on performance enhancing drugs were asked, "If you knew you'd win or make the team by tak-



Dr. Richard Frances

ing steroids, but in five years you'd get sick, would you still do it?," nearly all said yes. When the question was changed to "if you knew you would die within five years," 65 percent still said yes.

In most high schools today, 15 percent of the kids are taking steroids, testosterone, or other performance enhancing drugs purchased over the counter, said Dr. Millman. "When you combine weight training with steroids, there is no question that you get results."

"However, if a young person hasn't completed growing, these drugs stop bone growth. This is a major issue...the side effects are hypertrophied muscles and sexual organs, as well as acne, oily skin, and baldness in male and females. And the problem of withdrawal symptoms is like reverse anorexia; athletes feel like they can't stop taking the drug. One negative symptom is hyper-alertness, a form of paranoia," Dr. Millman said.

People wrongly assume that what they buy over the counter is not harmful. "The Dietary Supplement Health and Education Act of 1994, states that 'if you don't claim your product cures an illness, there are no regulations on its sale.' The ingredients don't even have to be listed," said Dr. Millman.

"These pills are in everyone's locker in professional sport. Olympic athletes have been busted for taking drugs which contains steroids, even if bought over the counter. It's very difficult to get baseball players not to take steroids. They say, 'I'm being offered a four million a year contract and if I don't take the stuff, I won't make the team,'" he said.

You have to have a degree of narcissism to become a famous athlete or celebrity. If they don't get admiration, they suffer from plummeting self-esteem. Most of us are not being graded every day as athletes are. They put themselves at risk due to "acquired narcissism." They think they can get away with taking drugs."

In asking, "Should we ban all performance enhancing pills?," Dr. Millman concluded, "I feel that more of these supplements should be available only by prescription."

Richard Frances, M.D. is the President and Medical Director of Silver Hill Hospital in Connecticut.

## BEYOND THE STETHOSCOPE

POETRY By D. A. FEINFELD, M.D.

### GLOW-WORMS

"I do not warm myself at fantastic fires  
and dance in the light of  
glow-worms."

—Robertson Davies

What better light for dancing  
than the fickle glow of fireflies  
as males seek mates below?

The sun paces our patient steps,  
but at dusk reason and color  
sneak off, leave gray wisps.

Flames of evening snap and spurt  
as burning twigs, and the moon  
darts in and out of cloud and wind.

Flashes of lightning-bugs fingertip  
the air, call our feet to kick  
to katydid's fiddles, leap

and cross like whirring beetle-wings.  
We dance till music ends in dull dawn.  
Where do glow-worms go by day

when their sparks are cold?  
Behind the skein of sky they teach  
hiding stars to flicker and spin.

Dr. D.A. Feinfeld is Professor of Clinical Medicine at SUNY Medical Center at Stony Brook and co-Chief of Nephrology at Nassau University Medical Center.

## ADD children show undiagnosed vision problems

A free screening may find the cause of your child's concentration problems and these symptoms:

- avoids reading, incomplete work, restless (caused by focus disorder)
- loses place while reading, skips words, uses finger to follow (caused by poor control of eye movements)
- slow work, poor handwriting (caused by poor eye-hand coordination)
- poor word recognition, reverses letters, poor reading comprehension (caused by poor visualization)

### RELIEF FROM HOMEWORK FRUSTRATION

The Vision Improvement Program (VIP), a nationally-known program developed by an optometrist, an educator and a psychologist, attacks

the causes of these problems and dramatically improves (3+ year information processing gains in 10 weeks in some cases) a child's ability to learn.

"Approximately seventy percent of children labeled as having a learning disability have impaired visual skills," states Dr. Henry Ettinger, director of a local Vision Improvement Program. "Many of my patients have gone from failing or special ed classes to A's and B's as a result of treating this area."

### FREE EVALUATION

There is a free screening consisting of 15 tests that measure concentration, comprehension, visual memory, letter reversals, eye-hand coordination, processing speed, and

focusing. It's a wonderful opportunity for parents to determine if poor vision is affecting their child's learning. Call the Manhattan office, (212) 265-4609.

"The VIP was an answer to my prayers. Jourdan's reading comprehension has been significantly enhanced."

Percy Jones-

"What a difference VIP makes! This 10 week program was a success!"

-Karen Lentini-

"I've seen significant improvement in all areas. He gets his assignments done before I ask."

-Amrill Ogiste-



Dr. Ettinger assists student with a processing speed procedure

212-265-4609

Manhattan • Brooklyn • Queens • Westchester

www.nyvision.org



## Rockefeller U. Fellow Aspires To Make a Difference in Society & Science

By MARYLENA MANTAS

For Tshaka Cunningham, a graduate fellow at Rockefeller University and a recipient of the prestigious David Rockefeller fellowship, quality time with his grandmother transcended visits to the local playground. His own playground came in the form of a laboratory at the National Cancer Institute (NCI), where he spent most of his childhood afternoons with his grandmother, a staff researcher at NCI for 33 years.

"From a very early age I thought the lab was fascinating. I was fascinated the first time she showed me cells. That was my draw to science. I couldn't have asked for a better teacher," says Cunningham.

Today, Tshaka builds upon the foundation provided by his grandmother—a woman who managed to break gender boundaries at a time when few women, and especially African-American women worked in the field—and conducts his own research at the Aaron Diamond AIDS Research Center in Manhattan.

"I've always wanted to do HIV research," says Cunningham, who studies a quirk of the HIV replication process. "So little is known about how HIV interacts with the immune system."

The research that he and his colleagues conduct is based upon the fact that each time HIV enters a cell a small percentage of its DNA fails to integrate with the cellular DNA and 2-LTR circles—a closed circle of viral DNA in the nucleus of the infected cell—form. Cunningham and his colleagues have learned that the 2-LTR circles remain stable for at least one month following infection of HIV and that



(L-R) Tshaka Cunningham and his advisor, Mark Muesing, Ph.D.

they probably persist throughout the life of the cell. Because of the structure and newly understood stability, the circles are a possible platform for gene therapy based vaccines.

Cunningham's interest in science followed a natural progression, which build upon his grandmother's influence and the internships he completed when he was a student at St. Albans High School in Washington DC. His interest in HIV intensified when he was at Princeton University, where he completed his undergraduate studies in molecular biology. An interaction with an acquaintance that worked in a heroin clinic, which eventually became an HIV Center due to the large number of patients infected, contributed to Cunningham's research

choice.

"[He asked me] can you do something? All of my friends are dying," says Cunningham, whose senior thesis at Princeton focused on current strategies and future prospects for HIV. He added that his interest in the social implications of HIV, particularly related to the disproportionate number of African and African-Americans infected, further enhanced his interest in researching the virus.

"There need to be more African and African-American scientists working on this topic," urges Cunningham, who wishes to contribute to the improvement of minority recruitment in science.

"It's my social responsibility," he says. "a responsibility that I am happy to take on."

In partnership with another student from Rockefeller University, Cunningham wishes to bring together African-American graduate students, who live in New York City and study science. He hopes that the team will be instrumental in mentoring and working with inner city youth.

"You have to give the kid the fire. Science is a very intellectually rewarding field," he says, while acknowledging that attempting to inspire youngsters to enter the research field is challenging.

Not as challenging, however, as the social environment at Princeton, which provided Cunningham with what he considers the greatest challenge he had to overcome.

"As a minority I felt all alone," he says, of how he felt when he first arrived to Princeton, which he attended after receiving a full schol-

arship from the Washington Post. "I did not have a professor take me under his wing. College is a point where you doubt yourself a lot."

How did he overcome the challenge? "I sat myself down and made it personal. I said Princeton is not going to beat me. I gave myself a pep talk. That turned me around," he said. "I developed coping skills in college that I have taken with me."

After graduating from Princeton, Cunningham, the first male in his family to go to college, worked in the pharmaceutical industry for a few years. He quickly came to a crossroads.

"I asked myself what would I do if I was not getting paid money," he said. "And I chose science."

For the choices he made throughout his life, he gives credit to the influence of his mentors, which include his mother who was determined to provide her son with the best educational opportunities.

"I knew two things when I was growing up. I was going to go to college and I was going to get a scholarship," said Cunningham, recalling his frequent visits to the Foundation Library in Washington, DC where, as a result of his mother's persistence, he found funding.

Evidently, persistence, in Cunningham's case has produced positive results. On future goals he says, "I want to make an impact as a scientist. I want to teach the next generation and to do that I have to make sure that I am well prepared. And, I want to make a change societally. If I could get one of the three, I'd be happy." #

## WEILL CORNELL MEDICAL COLLEGE ADVANCES

EDITED By HERMAN ROSEN, M.D.  
**Study of Cardiac Scarring That Leads to Heart Failure**

A new study from Weill Cornell Medical College supplies "important missing links" in our knowledge of "the causes, mechanism, and composition" of the scarring that occurs in heart muscle when there is cardiac valvular disease, according to the lead author, Dr. Jeffrey S. Borer, Professor of Medicine. The study, which is published in a recent issue of *Circulation*, suggests possible approaches to preventing scar formation and thus reducing both the risk of heart failure and the need for valve operations.

Dr. Borer said that although physicians have

long known that a leaking aortic valve will lead to the formation of scar tissue in the heart muscle, their knowledge has been incomplete as to what causes this scarring and what might be done about it.

It had been thought, for example, that as the valve leaks and allows blood to enter the heart, scarring occurs as a secondary effect of the changes in other parts of heart. The new study shows, instead, that the scar tissue results directly from the stretching of the scar-forming cells of the heart that occurs as large volumes of blood enter the organ through the leaking valve.

The study also identifies several of the genes responsible for this abnormal scar formation. In addition, the study shows that when the aortic valve leaks, the resulting scar tissue is unusually rich in certain proteins that prevent a normal pumping of the heart. This can lead to heart failure. Scars are formed when the heart accumulates

an abnormal amount of the material that it produces as a scaffolding on which new muscle cells are arranged. To prevent scar formation, new drugs may be created, and the study identifies some of the specific chemical reactions in heart cells, which can be targeted by the new drugs. Dr. Borer adds that evaluation of these same chemical reactions may be useful in determining the need for valve surgery in asymptomatic patients.

"The implications of these results are not limited to leaking heart valves," Dr. Borer said. "The same mechanical strains that cause scarring when heart valves leak are present in the hearts of patients who suffer heart attacks, and are likely to be important causes of heart failure in these patients, too." Thus, application of this knowledge may lead to treatments to prevent many causes of heart failure.#

Herman Rosen, M.D. is Clinical Professor of Medicine at Weill Medical College of Cornell University.

### Attention Women

21 - 28 Years Old  
Looking to earn extra income.  
Help a loving couple have a baby.  
Become an Egg Donor

#### Characteristics:

Attractive, Caucasian, Brunette, Big, Brown or Hazel eyes. Small or Medium boned.  
105 - 125 Lbs.  
Intelligent Compassionate and a good temperament / personality.

#### Excellent Compensation

For More Info:  
E-mail: Gratefulwomen@aol.com  
Call: 917-747-5016

### DO YOU HAVE ASTHMA?

Volunteers Needed  
For Asthma Study.

Harlem Hospital & Columbia University  
Are Studying Ways  
To Improve  
The Treatments Of Asthma

At No Cost To You

You Can Earn  
Up to \$1100 For Participating

For Information Please Call:

**212-939-8360**

### ELECTROLYSIS

Monique Geraud, CPE  
Board Certified Electrologist

#### Experience:

Freedom from excess  
hairs on face and body

#### Trust:

Reliable, medically related  
techniques of a specialist who has the

#### Understanding:

of her clients' delicate needs

30 East 60th Street  
Suite 504  
212.935.3524  
mgeraud@aol.com



CENTER  
FOR EXCELLENCE  
IN PSYCHIATRIC  
& ADDICTION  
TREATMENT

- Adult & Adolescent Care
- Alcohol & Drug Treatment
- Eating Disorder Program
- Inpatient & Outpatient Services

In nearby New Canaan, CT

Talk to Us, We Can Help.

1 (800) 899-4455 TDD (203) 966-6515  
www.silverhillhospital.com



## Kids Hunt for Allergy Clues at Bronx Zoo

By TOM KERTES

What could zoos and allergies possibly have in common? According to Linda Corcoran of the Wildlife Conversation Society, zoos are educational places that also provide fun for children. Therefore, what better place to find out about allergies. If you turn kids into detectives as part of a Detective Weekend program, they can find allergy clues everywhere. The Detective Program has visited 14 zoos around the United States in the last two years, touching thousands of lives in a surprisingly significant way.

"It's significant, because allergies are a serious, ever-growing problem," said Dr. Roberto Zambon, an internist at St. Luke's-Roosevelt Hospital who's affiliated with the project. "In fact, an estimated 41 million Americans suffer from the condition. Allergies cost U.S. companies more than \$250 million last year. And amazingly we, as a people, are still exceedingly uninformed about it."

What are allergies? "They are a specific immunologic reaction—a heightened sensitivity, if you will—to a normally harmless substance that does not bother most people," Dr. Zambon said. "It can cause watery eyes, sneezing, even sinus congestion for weeks at a time." Why do people develop allergies? "It's not yet fully understood, but heredity may very well be a factor," said the doctor. Scientists believe that people inherit a tendency to be allergic, although not to any specific allergen. "If one parent is allergic, a child has a 25 per cent chance to develop allergies," Dr. Zambon said. "If both parents have allergies, the chances rise to 75 per cent."

As part of the "Be a Zyrtec Detective" program, children received a "detective kit" upon

entering the zoo, complete with a clue map. As they toured through the various exciting attractions, including the monkeys, birds, and tigers, they sought out clue signs with allergy-related riddles. After all three clues had been solved, the letters received from each clue provided the answer to the final word jumble. Then the completed clue cards were redeemed for a prize at the Detective Zone, including a picture with Bunches—a friendly grape-colored ape character that appeared to be a close relative of Barney.

The Detective Zone also included a "detective debriefing area" where kids, and their parents, could ask Dr. Zambon all kinds of information about allergies. A computer kiosk was even available to help adults identify their particular allergy profile. People with allergies are often sensitive to more than one substance. The most common ones are seasonal outdoor allergens like tree, grass, and weed pollen, and year-round indoor allergens such as dust particles, animal dander, and mold.

"Some can be harder to treat than others," Dr. Zambon said. "For allergy sufferers, understanding their unique profile can help the doctor select the treatment that works best." Of course, as with so many other illnesses, prevention may be the best medicine. "The key to managing your allergies and your kids' allergies is preventing a flare-up before the symptoms intensify," Dr. Zambon said.

The kid detectives learned that, in order to avoid allergy flare-ups, allergy-proofing the home and compliance with prescription medications are the best methods. "All signs point to the pollen level being extremely high, maybe the highest ever in fact, this year," Dr. Zambon said. "So what a great time this is for children to learn about allergies."#

### FROM THE SUPERINTENDENT'S SEAT



## Electives Can Be Enlightening

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

A great deal of pressure is placed on high school students to take the most challenging courses available to them in order to impress college admissions officers. The advice is valid, but if taken too literally it can restrict students from taking elective courses that just may have a strong impact on their lives.

At a Board of Education meeting in Syosset, we recently had a demonstration of student work in architecture, which is a three-year sequence in our high school's Technology Department. We were very impressed with the spectacular model homes the students had created, and the computer-aided design programs that they had mastered. When one of the students announced that he would be attending the United States Naval Academy in September and that as a result of his taking this course that he had chosen naval architecture as his field of study, I felt truly proud. Look at what participation in an "elective" course had done for this young man. It was incredible.

High school is certainly a time for experimentation and growth and if your child is fortunate enough to attend a school that provides a wide range of electives, you should encourage him or her to explore courses other than AP and Honors classes. Elective classes can be found in such departments as Business, Technology, Family

and Consumer Science, Health, Physical Education, Music, Art, Language, and others. A course in American Sign Language could spark an interest in working with hearing impaired individuals. A course in nutrition or cooking could bring out a student's "inner chef" or restaurateur. A Health class in Peer Leadership can provide a unique opportunity for a student's social growth and to experience working with peers and younger students as a mentor or advisor.

Of course, elective classes can benefit all students, not just those hoping for acceptance to the Ivy League schools. Taking a sequence (three, four, or five years) can be a way to learn about a subject in depth. It can also serve as an outlet for creative or artistic students who choose sequences in art, music, or theater. And by completing a sequence in an elective rather than taking a number of very different courses, you are demonstrating a true interest in achieving a proficiency in that subject—another factor that is looked upon favorably by admissions officers at all types of colleges.

If your child insists that there is no room in his or her schedule urge him or her to look again. Go through your high school's course catalog together and read beyond the titles to see what the classes really cover. Consider also, that finding a course that engages your high school senior can be a great way to cure "senioritis" and keep him or her involved in school. Your child may discover new interests that can take him or her in an exciting and rewarding direction in life. #

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

## Mentoring USA

continued from page 9

options, and decided to concentrate on intensive, one-to-one tutoring in reading and math for the remaining mentoring sessions that spring. Through their combined efforts, coupled with the children's hard work, every child passed and was promoted to the next grade.

One young girl's story is particularly poignant. Michelle was in seventh grade and had never learned her multiplication tables, which hampered her ability to understand more advanced math. Her mentor doubled up on mentoring sessions, coming twice a week, and drilled Michelle on her multiplication tables. Once she had mastered them, she was able to perform long division and other mathematical operations that had eluded her. This year Michelle graduated from the Mentoring USA program and was accepted into the highly selective LaGuardia High School for the Performing Arts. What a difference a mentor can make!

At this time of year, when graduation caps are flying, I recall the graduations of my own five children, from high school, college, and then graduate programs. It is such a tremendous source of pride for parents to watch their children fulfill their educational promise. It is our mission to impart this knowledge to children. My father's lesson to me, "the best gift I can give you is a college education," is perhaps even more true today in a tight job market.

We encourage all parents, mentors, teachers, and friends to not merely help children to achieve the standards outlined by the Board of Education, but also to "raise the bar" with respect to both school and personal achievement. Children need to be taught how to do their best in all areas of their lives. It is up to us to work with parents to show children good work habits, solid values, discipline and respect for one another. Every graduate will succeed in life with these skills in place. #

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

## June in History

Compiled by Chris Rowan  
Flag Day

On June 14, 1777 the Continental Congress adopted the Stars and Stripes as the flag of the United States.

Firsts in June:

The first Republican national convention was held June 17, 1856.

Samuel J. Battle became the first black New York City policeman on June 28, 1911.

World History:

In 1215 (on June 15), King John of England signed the Magna Carta, considered the first step toward representative government in England.

### CHEMISTRY REGENTS

Over 19,000 Books Sold In 19 Months

High Marks: Regents Chemistry Made Easy

By Sharon Welcher

(College Teacher, Chairperson, and Teacher of High School Review Courses) Very Easy Review Book (\$8.50)—Get HIGH MARKS AVAILABLE AT LEADING BOOKSTORES

ALSO AT: Brooklyn:

Teachers Edition:  
4902 18th Ave.  
or 1272 51st St.

Harnick's:  
1403 Ave. J

Lane's  
4703 13th Ave.

ABC:  
1402 15th Ave.

Queens:  
Towne Variety: 72-34 Main St.  
Carol School Supply: 179-28 Union Tpke

Or Call 718-271-7466  
or 1-877-600-7466 (Toll Free)

www.highmarksinschool.com



### Interested in International Adoption?

Infants and toddlers are available for adoption for singles and couples. Programs include children from China, Korea, Russia, Cambodia, the Ukraine and others. For more information call Lisa Doyle at 212-570-3793 weekdays. It's never too late to build a family.

### The Preschool that Makes Housecalls!

Preschool, Learn to Read & Science  
classes taught in your home

\*Unique learning experiences starting at  
18 months

\*Small Class Sizes (3-6 students)

\*Individualized attention to meet your  
child's creative & intellectual needs

### Homeschool Programs

866.258.3475, toll free  
homeschoolpreschool.com



### FAMILY VACATIONS:

Schedule some unscheduled  
time together. Woodland  
cabins with fireplaces.

Waterfront. Canoes. Tennis.  
Meal plans.

Call for Free Brochure.

Loch Lyme Lodge

70 Orford Road, Lyme, NH 03768

1-800-423-2141



## FAMILY FUN IN THE EVERETT CHILDREN'S ADVENTURE GARDEN

This summer visit the Everett Children's Adventure Garden and discover why plants love summer 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.

### Special Weekends

In conjunction with our on-going programs we offer at the Garden, we also have special weekends for families including:

### June's Blooms—

**Saturday and Sunday, June 8 and 9**  
The New York Botanical Garden is bursting with color and fragrance as the days stay brighter longer. This weekend get to know the trees at the *Everett Children's Adventure Garden*; create a tree art gift for dad for his special day using leaves, twigs, bark and tree cookies. Family activities include discovering what trees need to stay green and make their own food, creating collages and pendants using tree parts, making tree impressions in clay, potting up a plant to take home, and participating in a tree scavenger hunt.

### Saturday Afternoon Storytelling Series— June 15 - August 31

In the *Everett Children's Adventure Garden*, master storytellers weave amazing tales about plants and wildlife, insects and animals, to keep kids spellbound. Famed performers are listed on the weekly schedule below. Performances take place at 2 p.m. and 3 p.m. The following storytellers will be performing at the Everett Children's Adventure Garden:

June 15: Brothers Grimm; June 22: Story

Laurie; June 29: Jerry Joy Music-Luis Miranda; July 6: Regina Ress; July 13: Brothers Grimm; July 20: Jerry Joy Music-Luis Miranda; July 27: Jonathan Kruk; August 3: Brothers Grimm; August 10: Story Laurie; August 17: Jerry Joy Music-Luis Miranda; August 24: Jonathan Kruk; August 31: Brothers Grimm

### Ongoing Activities This Summer at the Everett Children's Adventure Garden:

#### For Children of all ages

Tuesday - Sunday: 10:00 a.m. - 6:00 p.m.

All throughout the season, children dissect plant parts like seeds 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.

Budding Botanist Early Learner Activities include nature discovery, crafts, mini nature walks, storytime, and music making. **Pasting, painting, potting, and playing** engage the senses in indoor and outdoor galleries. Find a baby plant in a seed and take away your Garden memento to share with the folks at home.

### Summer Exhibits in the Everett Children's Adventure Garden at The New York Botanical Garden

Travels of a Plant Scientist — Going on now through August 31

Explore what life is like for a traveling plant scientist. Sit in a botanist's tent, use scientific tools, read jungle field journals, and contribute your own field drawing to the Garden's wall journal, in the Everett Children's Adventure Garden.

### Roger Tory Peterson Institute Photography Exhibit — June 4 through July 28

Explore the beauty of plant and animal interactions through this series of striking nature photographs on loan from the Roger Tory Peterson Institute. Taking inspiration from the photographs, children investigate plants and animals and record their observations in field notebooks in the Everett Children's Adventure Garden.

### Bring Your Camp or Summer School Class To the Garden

Take advantage of over 250 acres of gardens and children's facilities. Explore the one-of-a-kind *Everett Children's Adventure Garden*, a 12-acre, hands-on, indoor-outdoor museum with interactive exhibits. Giant topiaries and mazes capture children's imaginations at every turn. Visit the Ruth Rea Howell Family Garden where ponds teeming with life, a flourishing meadow, open-air pavilions, and Global Gardens beckon. To register, call (718) 817-8181.

For more information please call (718) 817-8700 or visit us on the web at [www.nybg.org](http://www.nybg.org)

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

## Requiem for Expertise

continued from page 9

rather than custom-tailoring programs child-by-child.

It is painful for me to watch the inept handling of some of these children when I know what a team of instructional and clinical supervisors could accomplish if only their expertise was tapped into to improve and enhance classroom instruction for the special-needs child as well as the rest of the class. Indeed, some districts see my fellow special education professionals as superfluous.

It doesn't have to be this way. Inclusion works best when we include the experts. We have some very good examples right in our own backyard. Why does The Children's School in District 15, an inclusion institution, work so well? Ask its principal, Lorraine Boylan, a special education professional.

Why do District 75's inclusion initiatives work? Look to the experts who support and train everyone in their classrooms and provide the supervisory oversight to protect the integrity of instruction.

So my friend, I am pained that we must have more of these conversations about your grandchild. There is much you need to learn. I assure you, however, that the educational and instructional expertise he needs is available.

And because of your new experiences, I am also sure you will have a newfound regard for the special education experts in your midst. And I also know that in the future you will probably be a little less comfortable supervising special education teachers now that you know how much you don't know. #

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

## Skills for school. Confidence for everything else.



For more than 20 years, Sylvan has helped over a million children develop a love of learning. We get results through a proven process that works — the Sylvan Advantage.™

- We begin by identifying each child's specific needs, then we provide individual attention and personalized lesson plans.
- Sylvan teachers are highly trained and certified — and just love teaching.
- We keep you updated every step of the way with regularly scheduled conferences and progress reports.

If your child is struggling in school or just isn't being challenged enough, call Sylvan today.



Now with 6 convenient locations in New York City

## Call us today at 1-800-EDUCATE

READING      MATH      WRITING      STUDY SKILLS      SAT®/ACT PREP



## Barnard Graduates Reminded to Turn Talents & Energies Outward

Dr. Mamphele Ramphela, activist, educator and managing director of the World Bank, spoke to a graduating class of 550 women on their responsibilities and opportunities as Barnard graduates and as women. "There is a pressing need," she said, "for you to turn your exceptional talents, sensitivities and energies outward: to the community, the society, and the world at large, and the many problems that deprive billions of your fellow citizens of a secure, dignified and meaningful existence."

Ramphela received the Barnard Medal of Distinction, one of the College's highest honors,

in 1991. She spoke before a crowd packed into all corners of Lehman Lawn and Altschul Plaza for Barnard's 110th commencement.

She began by remembering the challenges she faced when she graduated 30 years ago from the University of Natal. Pursuing her M.D. as a black woman in apartheid South Africa was practically unheard of at the time. "Yes, that was eons ago, a continent away," she said, "and the challenges I faced in a politically and socially complex South Africa were very different from the challenges you face as you enter the world today. The challenges you are facing are no less real and diffi-

cult, however."

Reminding the graduates of the changes that have occurred, not only since they graduated from high school, but of the last few months, Ramphela said, "In today's world, it is no longer possible to live a life in isolation, detached from the rest of the world." Solving the growing AIDS crisis, world poverty, lack of education, and lack of clean water were issues she cited as ones for which the graduates "have an important role to play."

She also called on the graduates to fight against gender discrimination worldwide: "In no part of the developing world are women equal to men in legal, social, and economic rights. Gender gaps are widespread in access to and control of resources, in economic opportunities, in power, and political voice. Women and girls bear the largest and most direct costs of these inequalities – but the costs cut broadly across society, ultimately harming everyone."

Ramphela closed with a quote from William James: "The great use of life is to spend it for something that will outlast it."

Also receiving the Barnard Medal of Distinction were: Barbara Novak '50, Barnard Professor Emerita of Art History and one of the most influential theorists of American art; Alice M. Rivlin, Senior Fellow in Economic Studies at the Brookings Institute and Henry Cohen Professor of Urban Management and Policy at the Milano Graduate School, New York University, a highly regarded policy maker in



Photos by Elisca Matsueda

Members of the Barnard Class of 2002

Washington; and, Harold Varmus, cancer researcher, Nobel Laureate and head of the National Institutes of Health, whose research has led to great strides in the understandings, diagnosis and treatment of a variety of cancers.

In a Barnard Commencement tradition, the Frank Gilbert Bryson Prize was given to the graduate whose classmates voted to have contributed the most to Barnard in her time as a student. This year the prize went to Kathryn Curran. Keeping with tradition, no student knew who would receive the award until the moment President Judith Shapiro announced the name.

President Shapiro praised the graduating class for their learning of the past year, citing the interfaith dinner organized during Ramadan by Columbia/Barnard Hillel and the Muslim Student Organization: "I would like to believe that the students who attended that dinner are viewing the current hostilities from a broader, more critical and informed perspective." #

## NJ Asst. Principal Reflects on HS Graduation

By GINA M. VERRONE

As we approach the closing months of school, students, teachers, parents and administrators across our great nation will find themselves reflecting on the future of the young adult lives that are a part of the graduating Class of 2002. Students in our high schools today are faced with the challenges and promises of tomorrow. As an administrator, I have been touched by the accomplishments of many students. However it is one student in particular this year who has provided tremendous hope and comfort to many of his peers.

Christopher Cimorelli will be graduating from Pequannock Township High School on June 14. I had the opportunity to sit down with this fine young man and discuss with him his experiences as a high school student and the excitement he is embracing with regard to his future. Chris reflected all the way back to sixth grade and how it was at this time he dedicated himself to going to a military academy. When the question of why was posed to him, he poignantly stated, "I have a desire to make a difference and be in receipt of a prestigious honor." In wake of the trials our country is facing, I personally want to thank Chris Cimorelli for restoring in me the faith that the work we do as educators most certainly is making a difference. I asked Chris if his desire to serve his country increased after September 11th. Without hesitation, he responded, "This made me want to serve my country more." While I

can cite statistics about Chris, (4.4 GPA, 1310 on the SAT, in the top 5 of his class, Boys' State representative, Peer Leader, National Honor Society member and secretary, Spanish Honor Society member and vice president, boys' track, Concert Choir, varsity football captain and Edward J. Bloustein Distinguished Scholar), it is not these figures that separate him from thousands of others who might have a similar profile. It is his strong character and commitment to our country on a daily basis that prompted West Point Military Academy to appoint him membership to the Class of 2006.

When I asked Chris about his heroes he mentioned Eisenhower, Patton, and MacArthur; how they changed history and influenced the United States of America in a more positive way. Heroes may be defined differently by many of us, but Chris' greatest hero has been his father, a lieutenant in the New Jersey State Police, who has instilled in him a tremendous work ethic. Chris is not influenced by titles or names; he respects most what people stand for and their values. As an educator, I am proud to have known the student leader, role model and graduating senior called Christopher Cimorelli. In his own words, "the sacrifices made along the more difficult path will allow a person to achieve more than he or she ever thought possible."

Gina M. Verrone is an assistant principal at Pequannock Township High School in northern New Jersey.

## SPRING INTO ADVENTURE AT LIBERTY SCIENCE CENTER

Teachers: It's not too late to make your field trip plans for the spring! We have TWO new exhibits and TWO new films in the IMAX® Theater that cannot be missed!

**New Exhibits:**  
**Kid Stuff: Great Toys From Our Childhood**  
(May 25, 2002 - January 6, 2003)

If you built it, played it, or created it as a kid, chances are that it will be part of this traveling exhibit. Inspired by the book *Kid Stuff: Great Toys From Our Childhood* by David Hoffman, the exhibit is a remarkable presentation of more than 200 of the most popular toys of the past fifty years, from Tonkas and Tinkertoys, to Colorforms and Cooties, to Raggedy Ann and Radio Flyers. Get ready to throw Nerf balls at priceless crystal, rummage through clothes in an old trunk and play dress-up with a life-sized Mr. Potato Head, and share memories with your students.

**XFR: eXperiments in the Future of Reading**

(May 18 - September 15, 2002)  
Imagine a book as big as a table top with pages that turn when it tilts. Think of the possibilities of a Reading Eye Dog: a device that combines optical character recognition and speech synthesis to create a lovable reading companion. Or a children's book that produces amazing sound effects when you "conduct" it with simple hand gestures. See all that's new on the cutting edge of reading technologies in *XFR*.

**In the IMAX® Dome Theater:**

**Australia: Land Beyond Time**  
(May 18, 2002 - March 2003)

Witness Australia's birth as it broke away from Antarctica millions of years ago, and watch as the film captures in a beautiful ancient landscape fossilized evidence of the first life on earth. Explore how life has managed to adapt to the harsh environment and even flourish on the impoverished soils of Australia, revealing its spectacular landforms and strange and beautiful animals that populate it. See how the bounding giant red kangaroo has become more efficient than most athletes, and how plants and animals cooperate to maximize their chance of survival.

**Lewis & Clark: Great Journey West**  
(May 18, 2002 - February 2003)

Relive an amazing tale of discovery and exploration as National Geographic Films brings to life the first crossing of what would become the United States. With careful research and meticulous recreations, this scientific expedition lives again on the big screen. Two hundred years after their epic journey, go back in time with Lewis, Clark, their guide Sacagawea, and their brave Corps of Discovery, as they discover the adventure, danger, and wonder of the unmapped West.

**Also Showing:**  
**The Human Body**  
(Through September 2002)

Direct connection by PATH to Hudson-Bergen Light Rail—Liberty State Park Station



Minutes away from New York City, adjacent to the Statue of Liberty and Ellis Island National Monuments

Discover three themed floors: Invention, Health and Environment

Experience 250 hands-on exhibits

Get close to the action in the largest IMAX® Dome Theater in the United States

Lunch facilities available

Call 201.200.1000 for school group rates



**LIBERTY SCIENCE CENTER**

Liberty State Park • Jersey City, New Jersey  
www.lsc.org



# EVENTS AROUND THE CITY

## COLUMBIA UNIVERSITY: PRES. RUPP'S LAST GRADUATION

More than 10,000 students from Columbia, Barnard and Teachers College participated in the 2002 Columbia University Commencement ceremony, which took place on Low Plaza on Wednesday, May 22nd, while more than 20,000 family members and friends looked on from the white chair rows of South Lawn. President George Rupp officiated his last graduation before stepping down from his position in July.

Former Senator George Mitchell, author Joan Didion and Columbia President-elect Lee Bollinger were among those who received honorary degrees. Also receiving honorary degrees were Brown University President Ruth Simmons, Latin American literary scholar Roberto Gonzalez Echevarria, neuropsychologist Brenda Milner, and Jack Beeson, Columbia's MacDowell Professor Emeritus of Music. Molecular biologist and geneticist George Yancopoulos received the University Medal of Excellence, which is given each year

to a Columbia alumnus who has made significant contributions to society. Each school within the University also held its own graduation ceremony. The featured speakers at these ceremonies represented a variety of fields, including politics, business and academia.

The following are excerpts from President Rupp's speech:

"Our destiny cannot be divorced from the fate of the rest of the world, including those furthest from us in geography, ideology, and socioeconomic status. The United States may be the world's lone superpower. But we cannot simply impose our will, even on those who seem relatively powerless."

"One challenge we face together is, then, to make globalization work for the impoverished as well as the wealthy. To meet this challenge will certainly require more generous programs of foreign assistance than the post-Cold War world has so far produced. But it will also

entail designing incentives and, when necessary, enforcement mechanism to assure that all the players follow the rules of the game."

"So today we are challenged to rethink and re-order the ways we live together. First, globalization requires a reorientation of our stance in the international arena—a reorientation that recognizes how intimately we are interconnected with even those most distant from us. And second, along with our embrace of markets, we must affirm the legitimate role of public institutions in requiring adherence to rules of conduct and standards of quality to which all participants are held accountable." #



Columbia University Graduates

## New School University: Pres. Kerrey Reflects on 9/11

Excerpts of President Robert Kerrey's Commencement Address:

"Today we grant 892 undergraduate and 784 graduate degrees to students from 100 countries and all continents on the face of the earth except Antarctica. At the Graduate Faculty our graduates have learned to understand what it means to be human and to help us understand what is going on between human beings throughout the world. At Parsons School of Design our graduates have gained the ability to design solutions to human problems and to create art which helps us understand our humanity. At Eugene Lang College our students have gotten a progressive education in small, seminar style classes. At the Actors Studio Drama school our students now have the skills to write, direct and act the stories that allow us to connect with the pathos and humor of our lives. At Mannes College of Music our students have prepared for orchestral and operatic careers in order to bring music's unique power into our lives. At the Jazz and Contemporary Music Program our students have acquired a thorough grounding in a special and endangered idiom which has the capacity to change the way we feel about our lives. At the Robert J. Milano Graduate School of Management and Urban Policy our students have thoroughly prepared themselves to solve the problems of modern urban civil society. And, finally, at The New School our students have juggled careers and classes and faced other obstacles in their pursuit of greater knowledge and richer lives.

"Students aren't the only ones facing challenges at our university. This is my second commencement and I have learned a lot since last year. Most of all I have learned how much love there is between the students, faculty and staff



Graduating students from the Actors Program performed "Rush."

of New School University. I have seen that love expressed by men and women who were willing to go above and beyond the call after the September 11th attack on the World Trade Center. The men and women who have chosen to work and teach at this university simply decided to work a little harder, to sustain the effort through physical fatigue and in short do the one thing that has confounded skeptics over and over again: They refused to give up.

"Let me stop my address and gaze across the faces of great accomplishment and promise, and say: I am proud of your success, hopeful for your future, and prayerful for the courage you will need to carry you through the fascinating disappointments of every good life. Best wishes to you all."

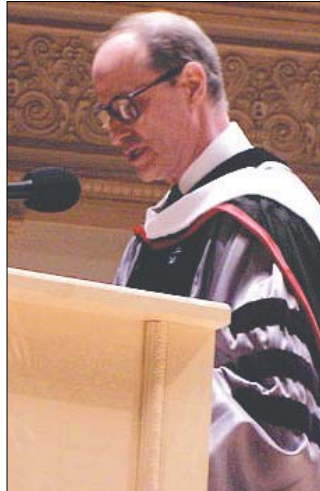
Honorary degrees were presented to investment banker and New School Trustee Henry H. Arnold; President and CEO of Thirteen/WNET William F. Baker; Middle Eastern historian Bernard Lewis; jazz singer Abbey Lincoln; Chairman of the September 11<sup>th</sup> Fund Franklin A. Thomas; and Chairman and CEO of Tishman Realty & Construction and New School Trustee John L. Tishman.#

## NY Medical College: Paul LeClerc Honored

Paul LeClerc, Ph.D., president and chief executive officer of the New York Public Library, addressed graduates of New York Medical College, Valhalla at the university's 143rd Commencement. The university awarded 195 doctor of medicine (M.D.) degrees, 98 master of science (M.S.) degrees, 49 master of public health (M.P.H.) degrees and 8 doctor of philosophy (Ph.D.) degrees.

Dr. LeClerc, who received an honorary doctor of humane letters degree, has led the New York Public Library, an American treasure and a New York City landmark, since 1993. Previously he served as president of Hunter College, as university dean and acting vice chancellor for academic affairs of the City University of New York (CUNY), and as provost and vice president for academic affairs at CUNY's Baruch College.

The university also awarded an honorary doctor of science degree to Catherine N. Hinterbuchner, M.D., professor and chairman of the Department of Rehabilitation Medicine at the College. A resident of Rye, N.Y., Dr. Hinterbuchner served as chief of rehabilitation medicine at Metropolitan Hospital Center from 1964 until last December, the first woman in Metropolitan's history appointed to the position. She continues to serve as chief of rehabilitation medicine at Lincoln Medical and Mental Health Center in the Bronx. A member of the



Paul LeClerc, President of the NYPL

college faculty for nearly 40 years, she became the first female department chair in 1971.#

## BANK STREET COLLEGE OF EDUCATION: INTEGRAL TO BUILDING A BETTER WORLD

By POLA ROSEN, Ed.D.

The clattering of the silver and excited voices of graduates and faculty suddenly stopped at the gala commencement luncheon as President Augusta Kappner began to speak. In her customary warm manner, she congratulated the 266 masters students who were about to embark on their new careers. Dean Jon Snyder followed quipping about "not leading the graduates but being led by them." He introduced honorary doctoral recipient Dr. Michele Fine who proceeded to congratulate Bank Street for "daring to imagine what's possible;" she then cast shame on our country for depriving public education of funds while more prisons are being built. Her statistics were staggering: in California 40-60 per cent of teachers have emergency certification. In Seward Park High School, there are 1194 students in the 9th grade and 137 in the 12th grade. In John Jay

High School there are 1335 students in the 9th grade and 145 in the 12th grade. According to Fine, "it's nobody's fault and it's everyone's responsibility." Fine credited President Kappner with ensuring that a college education should be a right for everyone including prisoners in Bedford Hills, New York. Expressing her outrage for social injustice, Fine stressed to the assembly, "that's your work when you graduate." Citing teachers who dare to fight for fiscal equity, Fine concluded that "there is no peace without justice. May we all grow up to be half the woman that Gussie Kappner is." Two honorary doctorates were awarded to husband and wife team Dr. Mindy Fullilove, Associate Professor of Clinical Psychiatry at Columbia University College of Physicians and Surgeons and Dr. Gary Fullilove, Associate Dean of the Columbia School of Public Health for their seminal work on

HIV/Aids. Dr. Mindy Fullilove expressed how special this graduation was in being the first to take place after 9/11. While she underscored social justice as being high on the agenda, she noted that "the great thing about this luncheon was the family of Bank Street giving gratitude for the bounty that learning gives us in the company of one another."

Dr. Fullilove spoke about the importance of "holding the community together and then aiming for an educated populace."

The fourth honorary doctorate was awarded to David Waltenberg, an illustrious teacher of children at Bank Street for many years. He spoke of teaching as the most "fun and rewarding work that anyone can do." Of primary importance in early childhood education, according to Waltenberg, is the relationship of trust and profound respect between teacher and child as well



Honorary doctorate recipients

as teacher and parent."

In 1916, Lucy Sprague Mitchell, founder of Bank Street College of Education said, "We as teachers are integral to building a better world." These words have even greater significance in 2002 and are clearly the mission at Bank Street. Auguri to its graduates!#



## Logos Bookstore's Recommendations

By H. Harris Healy, III, President, Logos Bookstore,  
1575 York Avenue (Between 83rd And 84th Sts.), New York, New York 10028  
(212) 517-7282, Fax (212) 517-7197; WWW.NYLOGOS.CITYSEARCH.COM

With springtime here and summer just around the corner, now is the time to walk the city for enjoyment and come visit Logos and take advantage of the Spring and Summer mid-week sales at Logos, every Tuesday through

*The Little Big Book for Dads* edited by Lena Tabori and Hiro Clark Wakabayashi, designed by Timothy Shaner (Welcome Books, \$24.95)

Thursday: Tuesday, June 5-Thursday, June 7, all Hardcover Biographies 20% off. Tuesday, June 12-Thursday June 14, all Photography and Art books 20% off. Tuesday, June 19-Thursday, June 21, all Hardcover Fiction 20% off and Tuesday, June 26-Thursday June 28, all Hardcover Poetry and Hardcover Mystery 20% off.

While you are in the store you might want to look at *The Little Big Book for Dads*, edited by Lena Tabori and Hiro Clark Wakabayashi, Book Magazine's Book of the Year Award Winner, and *The Little Big Book for Moms* edited by Lena Tabori and Alice Wong. Both books, designed by Timothy Shaner, are wonderful collections of retold fairytales, meditations on being Dads and Moms by well-known authors, folksongs, poetry, nursery rhymes, stories, recipes, finger games, activities, jokes and tongue twisters accompanied by marvelous illustrations of children, animals and fairy tale characters. Each book has a ribbon bookmark so you will not lose your place in this enchanted world. Other books in the series are: *The Little Big Book for Grandmothers* and *The Little Big Book For God's Children*, edited by

Lena Tabori and Alice Wong, *The Little Big Book Of Animals* edited by Lena Tabori and Katrina Fried and *The Little Big Book of Chills and Thrills* edited by Lena Tabori and Natasha Tabori Fried, all available at Logos.

Aside from these books, Logos has an extensive collection of children's books, parenting, health and psychology books, cookbooks, science and nature, poetry, fiction, biographies, history, philosophy, spirituality and religion. In the area of religion, Logos has a wide range of books on Christianity from Eastern Orthodox to Paul Tillich including

Roman Catholicism, books on the saints and evangelical authors such as Billy Graham, John Stott and James Packer. Judaism is also well-represented as well as Islam, Buddhism, Hinduism, Confucianism and Celtic religion. Logos also sells a variety of distinctive greeting cards, music and gift items.

Transit: #4,#5,#6 Lexington Avenue Subway to 86th St., M15 Bus (First & Second Aves.), M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.)

### Upcoming Events At Logos

Wednesday, June 6, 2002, 7 P.M., KYTV Reading Group will discuss *Major Barbara* by George Bernard Shaw

Wednesday, July 3, 2002, 7 P.M., KYTV Reading Group will discuss *The Sea, the Sea* by Iris Murdoch.

## Mother & Sons Write On Diabetes

By MERRI ROSENBERG

For families struggling with a child's chronic illness, managing the physical practicalities and emotional turbulence can be a challenge. Initially overwhelmed by the sheer shock of the diagnosis, it is all too easy for youngsters and their parents to dwell on the dangers and difficulties of their condition.

### Getting a Grip on Diabetes

by Spike Nasmyth Loy and Bo Nasmyth Loy  
The American Diabetes Association (2000)

In these two volumes—one written by two brothers, now young men who were each diagnosed with childhood diabetes while still in elementary school, and one written by their mother—the emphasis is placed on the positive. While neither downplays the serious medical issues that diabetes poses, rather than focusing on the limitations that diabetes could potentially present to children and teenagers, these slim volumes offer practical information to help families manage the disease, instead of being managed by it.

tations that diabetes could potentially present to children and teenagers, these slim volumes offer practical information to help families manage the disease, instead of being managed by it.

As Mrs. Loy writes, "We like to focus on what can go right with diabetes." Both books are engaging, with a breezy tone that strongly communicates to the reader that the authors understand fully the realities of living with diabetes without terrifying a newly-diagnosed youngster or his parents. Perhaps it helped Spike and Bo that, by being diagnosed at the ages of seven and six respectively, living with diabetes was simply the normal backdrop of their lives. It's as if someone with blond hair and freckles accepts without question the need for a sun hat and sun block to venture outside, or someone who is quite tall knows that he has to duck for doorills. Neither of these books dwells on self-pity, nor on any kind of existential angst about being stricken with the illness.

The boys' book covers everything from participating in sports, attending teenage parties, traveling, hiking and camping, to how to make the proctors during SATs and Advanced Placement exams understand why a diabetic student needs frequent snack breaks. Unlike earlier generations, perhaps, where a diabetic would have kept his condition to himself, the Loy's are strong advocates of telling everyone they know about their disease. The reason? A fairly important one, as the more friends and classmates who know about what happens to a diabetic whose sugar levels are falling or rising, the better the chances that someone can offer life-saving help.

Many of the suggestions have to do with food: the kinds of meals and snacks diabetic children and teenagers need to have during the course of a

normal day, and how to make modifications if they're participating in vigorous exercise or other events. Just as important, and practical, is their check list for what children should carry in their cooler—foods, snacks, and drinks like Gatorade—and medication bag, and the kinds of equipment needed in what they call the "diabetic drawer" in their household.

### Real Life Parenting of Kids with Diabetes

by Virginia Nasmyth Loy  
The American Diabetes Association (2001)

Other recommendations are just as useful, like wearing a medical identification tag and a diabetes identification tag, so that a local pharmacist could help a diabetic in crisis without the need for a prescription. Or, when looking at potential college campuses, discussing with the school's office of disabled students' services how that particular school makes accommodations for diabetic students in terms of having 24-hour food available or allowing for food during an examination.

Similarly, Virginia Loy's guide, geared for the parents of diabetic children and teenagers provides ample lists for stocking the family kitchen, including what to take on road trips (even for something as small as an away-soccer match). Mrs. Loy also offers practical strategies for explaining a child's medical condition to the people who need to know about it—the school nurse, the bus driver and monitor, classroom teacher, and even substitute teachers.

To her credit, Mrs. Loy does not shy away from confronting the issues that all protective parents have to deal with when their once-biddable and obedient young children are transformed into independent-minded pre-teens and teenagers. She doesn't pretend that teenagers don't eat fast food, or possibly drink at parties; what she does is give guidelines that parents can use with both their own children, and their offspring's friends, to be sure that in the balancing act between independence and protection, a diabetic won't come to harm.

And Mrs. Loy, in a section clearly labeled for parents only, confronts head-on the fears that parents of diabetics live with: that their beloved children may go blind from the disease, that dating may be difficult or that future grandchildren may be afflicted with the disease.

These books would be a valuable addition, if not to a classroom teacher's library, then at least to a school library as a resource for children, teachers and other staff alike.#

# "Best Bookstore for Kids!"

—New York Magazine

## Come see why!

www.bnkstu.edu/bookstore/

# Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

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

**Sign Me Up**

Please send me my free copy of your monthly newsletter, **Bookmark!**

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Mail to: Bank Street Bookstore, Bank Street College of Education, 610 West 112th Street, New York, NY 10025

## CHILDREN'S BOOKS

Summertime and the reading is easy! Beat the heat and venture into the pages of a cool

book.

**PICTURE BOOK: AGES 6 THRU 8**  
*Summer Sun Risin'* by W. Nikola-Lisa. Illustrated by Don Tate. (Lee and Low, unpagged, \$16.95). As the morning sun rises, an

African-American boy begins his routine day on the family farm. In simple, handmade typeface, these rhymes are as comforting and lulling as a lovely summer day: "Bee in the hive/ fruit on the trees./ Summer sun's stirrin'/ a summertime breeze."

**Apple Pie Fourth of July** by Janet Wong. Illustrated by Margaret Chodos-Irvine. (Harcourt, unpagged, \$16.00). Do Americans eat Chinese food on the Fourth of July? A Chinese-American girl is plagued with the anxiety that customers won't be ordering chow mein or any other dish on this most American of celebrations. How can her parents be so naive as to open shop for business? A child's fear about cultural differences is rendered with cheerful and bright illustrations as spirited as the holiday.

**FICTION: AGES 8 THRU 10**  
*That Summer* by Tony Johnson. Illustrated by Barry Moser. (Harcourt, 32 pp., \$16.00). The freedom of school ending and the start of bliss-

ful summer is harrowingly short-lived when the Fourth of July finds Joey suddenly terminally ill. His brother narrates this story of loss with heartbreakingly simplicity. Moser's artwork respectfully reflects the moments of sorrow. As his dedication reads: "For all the courageous people who care for terminally ill children..."

**POETRY: AGES 8 THRU 12**  
*Summersaults* by Douglas Florian. (Greenwillow, 48 pp., \$15.89). Simple rhyming verses capture the essence of summer and all its fun-filled activities from jump-rope to baseball. Clever wordplay adds humor and light-hearted zest to this most carefree of seasons: "June: We seeded/ July: We weeded/ August: We eated." Watery colors drench the pages with a palette of blues, yellows, oranges and greens.

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



## Queensborough Community College Establishes Language Program for Immigrants

Queensborough Community College (QCC) has been awarded a \$300,000 grant to fund the Queens Civics Collaboration of the City University of New York (QCCC), a partnership program between Queensborough, Queens College, and the CUNY School of Law. This grant will provide both English language and civics education to the adult and out-of-school youth immigrant population in the borough of Queens.

Participating students will study various aspects of American culture and government. As part of the program's emphasis on both civic participation and technology-based learning, the program, beginning this summer, will offer a theme-based curriculum for students as a means of preparing them for effective communication in a variety of media. Instruction in the functions of government and civic rights and responsibilities will also be stressed.

Information from the latest census reveals the increasingly diverse makeup of the Queens populace. The Latino population within the borough increased 46 percent over the past decade, and the Asian population grew 7 percent, highlighting an overall increase in immi-

gration during the time period. This has created demand for programs to assist this population's assimilation into the overall Queens community.

"The impetus of this program grew out of the tremendous growth of non-native immigrants into the Queens community," says Professor Kitty Bateman, Director of the QCC Literacy Program, who will serve as director and be responsible for implementing some of the curricula. "It's essential to integrate these new immigrants into the already existing institutions of our community, and this program is a direct response to this need. The number of seats currently available in Queensborough's Literacy Program does not meet the demand for instruction."

The program, an expansion of the already existing adult literacy program established at QCC, is an outgrowth of the Workforce Investment Act of 1998, a Federal program whose partial goal is "to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States."

### Product Review

## MANAGING SCHOOL RECORDS WITH NEW SOFTWARE

By POLA ROSEN, Ed.D.

Elementary School Scheduler and Class Aggregator are two new software programs that lead to less paperwork and more effective management of students, staff and parents in schools. Each program has a self-tutorial that explains in simple terms what the program does and how to use it.

The Elementary School Scheduler creates a master schedule from data, deals with schedule conflicts, and enables the school administrator to edit and revise schedules.

Class Aggregator lets the administrator import student and teacher data from other databases, inputs student and teacher informa-

tion and develops and manipulates class rosters. For example, the program assigns students to homeroom classes by criteria set by the school staff. Part time teacher schedules can also be easily accommodated.

Parent-teacher conferences and student data can be recorded and reports generated. The software can also incorporate a homework hotline, attendance calling, and reporting of grades and attendance.

This excellent organizer and time saver is made by MasComm Systems and can be ordered from info@mascommsys.com or 888-729-8223.#

## LANGUAGE EVENTS

### Dr. David Birdsong to Give Presentation on Late Learning of Second Languages

Dr. David Birdsong (Ph.D., Romance Languages, Harvard University), Associate Professor of French Linguistics at the University of Texas, Austin, and visiting professor at Georgetown University will lecture on "Native-like Attainment in Late Second Language Acquisition" in Washington, D.C. on June 5<sup>th</sup>. The Critical Period Hypothesis for language acquisition puts forth the idea that people who learn a second language later in life are not able to achieve native likeness of that second language. However, newer research suggests that 10 percent or more of adults who study a second language reach native ability on tasks relating to grammar and pronunciation. The lecture will take place at the Center for Applied Linguistics on 4646 40th Street N.W. in Washington, D.C. on June 5th, 2002, from 3:00-4:30. The Center can be contacted at (202) 362-0700.#

### Dual Language Education in the New Millennium Summer Institute

The second annual "Dual Language Education in the New Millennium Summer Institute" will take place in the Hastings Hotel on 85 Sigourney Street in Hartford Connecticut on June 28 and June 29. The program will address a wide variety of topics regarding dual language education including strategies and techniques for the bilingual, mainstream, and dual language program classrooms. The Institute will bring together nationally recognized experts in dual language education and research as well as teachers, administrators, curriculum specialists, policy-makers and others interested in the subject. Educators can earn continuing education units for 1.2 hours of institute participation. For more information call the Bilingual/Bicultural Department at (860) 695-8449 or (860) 695-8444, or visit [#](http://www.hartford-schools.org)

# singlish®

Building language the fun way!

Accelerating language and learning through traditional kids' songs

See and hear it all on

our website: [www.singlish.com](http://www.singlish.com)

877-375-SING

# SPANISH

at

## Instituto Cervantes

### 5<sup>th</sup> Annual Training Course for Spanish Teachers.

28 - 29 of June (9:00<sup>a.m.</sup> - 6:30<sup>p.m.</sup>)

- "Literature in the classroom"
- "Evaluations"
- "Lesson Plans"

Classes Will Start On June 24

Spanish taught in small classes with experienced, native teachers. All levels from beginners to advanced

**11 WEEK REGULAR COURSES** Days, Evenings or Saturdays

**5 WEEK INTENSIVE COURSES** Mon & Wed or Tues & Thurs

**SPANISH FOR CHILDREN**  
Communications skills, Spanish and Latin American culture, for ages 5 - 9 and 9 - 12

**SPANISH FOR BUSINESS**  
Classes customized for your specific needs, at your choice of time and location.

## Instituto Cervantes

THE LANGUAGE SCHOOL AND CULTURAL CENTER ENDORSED BY THE SPANISH GOVERNMENT

122 EAST 42ND STREET, NYC  
Across from Grand Central Terminal

212-661-6011 (EXT 6)

e-mail: [classprogram@cervantes.org](mailto:classprogram@cervantes.org)  
[www.cervantes.org](http://www.cervantes.org)

## GERMAN for CHILDREN Language Program



### N.Y. STATE REGENTS ACCREDITED AFTER SCHOOL PROGRAM

Low Tuition

Minimum age: four years  
Children's class meets once a week from 4:30-6:15

No previous German required. Classes start Sept. 2002

Four Convenient Locations:  
Manhattan (eastside), Franklin Square, Garden City, Queens (Ridgewood)

(212) 787-7543 or (718) 456-8706

[german-american-school.org](http://german-american-school.org)

German American School: Teaching German for 110 Years



## STUDIES IN EDUCATION

BACHELOR OF ARTS MASTER OF ARTS MASTER OF EDUCATION  
CERTIFICATE OF ADVANCED GRADUATE STUDY

• TEACHING • ADMINISTRATION • LEADERSHIP • GUIDANCE • SCHOOL PSYCHOLOGY • COMMUNITY PSYCHOLOGY • HIGHER EDUCATION • LEADERSHIP • CURRICULUM AND INSTRUCTION • TEACHING • PSYCHOLOGICAL DEVELOPMENT • ADMINISTRATION • COUNSELING • LEADERSHIP • STUDIES • CURRICULUM AND INSTRUCTION • SCHOOL PSYCHOLOGY • LEADERSHIP • COMMUNITY PSYCHOLOGY • TEACHING • INTEGRATED STUDIES • COMMUNITY PSYCHOLOGY • CURRICULUM AND INSTRUCTION • TEACHING •

What  
do YOU want  
to study?

Individualized Study  
Brief Residencies  
Licensure Options

## Vermont College

of THE UNION INSTITUTE

36 College Street, Montpelier, VT 05602 • 800.336.6794  
vcadmis@tui.edu • www.tui.edu/vermontcollege

## 157th Commencement at Fordham U

Retired AOL Time Warner CEO Gerald M. Levin told more than 10,000 graduates and their families at Fordham University's 157th Commencement that technology is important, but love and compassion create a better world.

Levin told graduates to strive to love not only their families, but also those who struggle daily to overcome hunger and poverty.

"Each of us has not only a mind that can conceive of a world better than we have and haven't," said Levin, who received an honorary doctorate of humane letters, honoris causa. "We also have a heart that can show us how to seek that world. And we have a will, a will that can enable us to try."

Levin explained to the graduates that although technology provides the world with the means to heal itself, it is not enough to make us see the common humanity that binds together all the people of the world.

"This sometimes cruel, often callous, always imperfect world of ours needs you very badly," said Levin. "It needs the knowledge, the expertise that you have been getting here at Fordham. It needs your faith, your hope and hard work. Even more, it needs your love, your compassion and commitment to shine forth for all of us and show us how to live as well as survive."

Levin recalled the example set by his late son John, who "chose to invest his life in a classroom not far from here in the South Bronx where he awoke the talent and dreams of students seeking to escape the nightmare cycle of discrimination, deprivation and despair." Levin remembered that his son "loved in a way that causes ordinary men and women in every corner of the world to stop ignoring the injustice and start fighting."

In presenting Levin's honorary doctorate, Paul B. Guenther, chair of Fordham's Board of Trustees, noted that "in the information age, a new kind of business leader is needed, one who can recognize the opportunities implicit in technological discoveries and at the same time appreciate the challenges that come with such opportunities. In a remarkable career that spans four decades, Gerald M. Levin has demonstrated both the strategic vision and the skills necessary to bring diverse interests and personalities together in the pursuit of a pioneer project."

Also receiving an honorary degree was Theodore Cardinal McCarrick, Archbishop of



Washington, D.C., who was presented with an honorary doctorate of humane letters. The Rev. Jeffrey P. von Arx, S.J., dean of Fordham College at Rose Hill, noted "when Ted McCarrick left the Rose Hill campus of Fordham University at the end of his sophomore year to attend St. Joseph's Seminary in Dunwoodie, fellow members of the Fordham College Class of 1954 predicted that someday he would be an archbishop. Today, 50 years later, Theodore Cardinal McCarrick, Archbishop of Washington, past Archbishop of Newark, founding bishop of the diocese of Metuchen, returns to Rose Hill, his classmates' expectations more than fulfilled."

John D. Feerick, retiring dean of Fordham Law School, received an honorary doctorate of laws.

Sister Francesca Thompson, O.S.F., associate professor of African and African American studies and assistant dean/director for multicultural programs at Fordham, received an honorary doctorate of fine arts.#

## College of Mt. St. Vincent

6301 Riverdale Ave.  
Bronx 718-549-5192  
www.exotERICA.org

SAVE THE DATE  
Dr. Donald Feinfeld will read his poems on June 8<sup>th</sup> from 1:45-3pm



Discover why the National Commission on Teaching and America's Future called Bank Street's graduate programs in education "extraordinary."

At Bank Street you will find small classes, supportive advisement, and a progressive approach to teaching, leading, and learning.

TEACHING • LEADING • LEARNING

## Bank Street

For information on graduate programs

call:  
212-875-4698

e-mail:  
GradCourses@bankstreet.edu

visit our Web site:  
www.bankstreet.edu

Office of Admissions  
Bank Street College  
Graduate School  
of Education  
610 West 112th Street  
New York, NY 10025

Touro College

Don't miss a golden opportunity!  
The TIME is now to join TOURO  
where we are committed to academic  
excellence and personal attention!

## Associate & Bachelor Degrees

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

## Graduate & Professional Programs

Financial aid for qualified students  
Day and evening classes  
Online courses available

Transfer students welcome  
Job placement assistance  
for all graduates

For more information call:

(212) 463-0400 ext. 500  
(718) 2-SCHOOL ext. 1003  
(718) 272-4665 ext. 1003  
Manhattan • Brooklyn • Queens

Occupational  
Therapist  
Assistant  
Program  
Information session in  
Brooklyn, Thursday,  
June 20 at 6:30 pm  
1870 Stillwell Avenue  
(at the corner of 82nd  
St.) (718) 265-6534  
ext. 1003







# 'KEEP SMILING' AT MARYMOUNT MANHATTAN COLLEGE

By JOAN BAUM

Recently, at Marymount Manhattan College "Keep Smiling," the watchwords of 94-year old philanthropist Mortimer Levitt's life and philosophy of life, needed no prompt: to be elicited. Smiles came naturally from him and from the five happy New York City high school students who gathered in the College's Mezzanine to celebrate their having been finalists in the first Mortimer Levitt Essay Contest on the theme of - what else! - Keep Smiling. Asked where the phrase came from, the irrepressibly upbeat, nattily dressed bon vivant flicked a black-gloved hand, looked over at his admiring wife Mimi, and replied with a mischievous grin, "you could kill yourself if you don't." He then quickly launched into a flawless nonstop short disquisition on the (usually less than admirable) interests of college students today, noting that one of his recent projects has been fashioning syllabi for culture in the classroom. After all, he noted, it was he who over 30 years ago had suggested to the Met that the way to increase the size of the

opera-going public, especially young people, was to bring in subtitles - an inspired idea that James Levine was not yet ready to embrace. He shrugs his shoulders in bemused recollection. Mortimer Levitt is a man of discreet charm and fixed determination. A high school drop out himself, he looked around with pleasure at the eager high school juniors who had gathered on that rainy afternoon, beneficiaries of his select caring and largesse, and there was no doubt: Mortimer Levitt had more than earned an advanced degree or two in smarts.

Mortimer (after whom the elegant East Side restaurant Mortimer's was named, now known as Swifty's) also proffered as how he was delighted to be the contest founder and honored guest that day of Lewis Burke Frumkes, the director of the Marymount Manhattan College Writing Center, which sponsored the event. There was no need for a formal speech, however: Mortimer Levitt, simply by his presence, was holding court. Not even the earlier thunderstorms, one could well assume, would have kept him away.

In bringing greetings to the group, Marymount Manhattan president, Judson R. Shaver thanked Mortimer, his gracious wife, and the students for having demonstrated the importance of writing as thinking. It was a theme that was addressed by Daphne Merkin, freelance writer and culture critic at the New Yorker, the Contest's final judge, and later that day by William Zinsser, Marymount's Writer-in-Residence at The Writing Center, who spoke of the importance of writers, having to jumpstart themselves, be flexible, and have a sense of humor.

When the five contest finalists were finally placed in order, the event was no less cause for smiling; the runners up - Jennifer Gonzalez of The High School for Environmental Studies; and Jessica Ventura of Murry Bergratum High School for Business Careers - each received a bond of \$100, a certificate of appreciation, and the admiration of attending principals, families and friends. After the third- and second-place winners were announced - Nicole Burgan of the Fiorello H. LaGuardia High School of Music &



Mortimer Levitt with Winning Essayists

Art and Performing Arts, who was awarded \$250, and Jessica Bayner of The Bronx High School of Science, who won \$500 - Master of Ceremonies Frumkes suggested that logic prevailed, and one could now easily infer that Denise Friedman of Midwood High School was the first-place winner and the happy recipient of a \$1,000 bond. The winning essay follows below. #

## TEXTBOOKS BOUGHT

K-12 & College Texts

For price quote, please send list to:

Textbook Exchange, P.O. Box 447  
Jersey City, New Jersey 07303

Email: [alsaunders45@hotmail.com](mailto:alsaunders45@hotmail.com)

Call 917-443-4505

Please include author's name,  
title of book, ISBN# and copyright date.

## Midwood High School Essay Winner Receives \$1000

"Smile With Your Eyes"

By DENISE ELYSABETH FRIEDMAN

I'm fat. Not ugly, but fat. That right away separates me from most girls my age. Another thing that separates me is that I know the difference between fat and ugly, and that none of it really matters as long as you know how to keep smiling.

Fat is a fact, not an opinion. Someone 4'11 and

300 pounds is fat. There is no such thing as "thinking you're fat." A person either is or isn't. Fat is an adjective, the same way as thin, tall, short, blue, and green are adjectives. I never used to see it that way. I always thought that something was wrong with me, that I was defective because I was fat. Now, I've realized that being fat doesn't make you ugly. Being ugly makes you ugly. I'm not even talking about things that are strictly physical. Someone who is rude, nasty, mean or anything like that instantly becomes physically repulsive, where someone who may not be the stereotypical beauty could be the most amazing person in the world. I know I'm not classically beautiful, but I know how to smile, and to keep smiling. One of the tricks is to walk the right way. I know that I feel low when I don't look good, because it's a cycle. Looking good and feeling good are directly connected. If you wake up feeling sad, then you won't put as much effort into how you look, and then when you look in the mirror you'll feel sad all over again. It's no different for a size 18 woman than for a size 4

woman. I wear dark boot cut jeans, V-neck shirts, and black boots with my black coat. I put effort into my looks, and my weight doesn't matter. I walk with a strut, not in an egotistical way, but in a way that says, "I know who I am, what I am, and there's absolutely nothing any of you can do about it." All that works, all of that attitude, it all amounts to nothing without a smile. People think the mouth is where the smile is really found, but that's not where. The smile is really found in the eyes. When I walk down the hall, shoulders straight, hips swinging, the sound of my boots hitting the floor as I make my way through the world, I feel just as good, if not better, than a woman who weighs 90 pounds. And it shows in my eyes. My perfectly arched eyebrows and dark, dramatic eye makeup frame a smile in my eyes no match for the smile on anyone else's face. I've learned that no matter what life throws me, no matter how different I may seem to be, no matter how much I weigh, as long as I keep smiling, everything will be okay.#

## Teach. Learn. Innovate.

Seminars & Workshops, Summer 2002

**CEO&I** THE CENTER FOR EDUCATIONAL OUTREACH & INNOVATION

OFFERS WORKSHOPS AND COURSES IN:

### Lifelong Learning

- Communication, Computing & Technology & Education
- Health and Social Sciences
- International Education
- Leadership, Higher Education & Adult Learning
- Teacher Education, K-12
- The Arts
- TC Muses- Personal Enrichment
- Institutes For Professional Development

Call for a free course catalog!  
Registrations in progress.

800.209.1245  
fax: 212.678.8417  
[www.tc.columbia.edu/ceoi](http://www.tc.columbia.edu/ceoi)

TEACHERS COLLEGE COLUMBIA UNIVERSITY

## We are pleased to congratulate the 2002 winners of the Bank Street Early Childhood Teacher Awards

### Awardee

Arbo Doughty  
DISTRICT 15, PRE-K, P.S. 146, BROOKLYN

### Finalists

Jayne Marie O. Capetanakis  
DISTRICT 20, SECOND GRADE  
P.S. 105, BROOKLYN

Alice Mulligan  
DISTRICT 20, PRE-K  
OUR SAVIOR'S LUTHERAN PRESCHOOL, BROOKLYN



Bank Street College  
Early Childhood  
Teacher Awards

Bank Street College of Education  
610 West 112th Street  
New York, NY 10025

Celebrating outstanding  
early childhood practice  
in public schools





An Ongoing Series of Interviews with Deans of Education

## NYU DEAN OF EDUCATION: ANN MARCUS

BY MARYLENA MANTAS

"Teaching is a very difficult job and it needs to be a respectable middle class profession," says Ann Marcus, Dean of the Steinhardt School of Education at New York University.

Since 1989 Marcus has led the school of education, which traces its origins to the School of Pedagogy established at NYU in 1890 and was the first education school of its kind in the United States. Today the school prepares approximately 2,300 undergraduate and 4,500 graduate students to enter the field of education. Over 80 percent of its graduates teach in the public school system.

"Teacher quality is the single most important thing. What we need are highly competent, experienced people," says Marcus of the current challenges facing public school education. She cited the lack of certified teachers and the low retention rate as education's primary challenges and emphasized that new teachers need support.

"Under any circumstances teaching is a difficult job in the first years," she said.

According to Marcus, several factors can bring more individuals to the teaching profession, including providing youth with positive exposure to teaching through internships. She also suggests creating mechanisms to support the number of new people entering the teaching profession, such as the establishment of a five-year program that allows students to complete their Bachelors and Masters degrees in education in five years. In addition, she emphasized that career changers must be supported and that immersion programs must be established to allow current uncertified teachers to gain certification.

"A source for certified teachers has to be the current uncertified teachers. There needs to be a huge investment in helping them get their degrees," says Marcus, adding that "the basic strength of the profession can be found in the people who want to go into teaching."

To address the retention of teachers, Marcus underscored that new teachers must be supported as soon as they enter the profession and be provided with professional development. In addition she highlighted that an improvement in working conditions, such as an increase in

salaries, must take place.

"We have to emphasize the highly sophisticated approach to teaching and learning," says Marcus. "The reason schools of education exist is because there is so much to be learned in terms of pedagogy. In the end there are no shortcuts."

According to Marcus, the number of applicants to the school of education has increased in recent years, which she considers indicative of the fact that "teaching still maintains a positive hold on the public's imagination." Students of the Steinhardt School of Education are immersed in an educational environment upholding research and practice.

"NYU always had a strong populist tradition," said Marcus. "We believe in students having connections with schools. That is the platform from which we do research."

According to Marcus, the Steinhardt school retains strong relationships with several New York City school districts, including districts, 4, 10, and 13. The collaboration with district 13 in Brooklyn, which has been in place for eight years, has been the strongest.

The establishment of several Centers and Institutes over the years allows students to conduct field-based research and to provide services to the public schools.

Marcus cited the NYU Reading Recovery Program as an example of the collaborations between the school and the community. The program, which involves 16 NYC school dis-

tricts and districts in New Jersey, Pennsylvania, and Northern Virginia, "is designed to identify and assist those first grade children who are at maximum risk of reading failure." In addition to providing teacher training and technical assistance to school administrators, the program provides students with one-on-one intervention for up to 12 weeks. According to Marcus, 80 percent of the students who receive intervention never fall behind again.

Other programs administered through the NYU Steinhardt School of Education include, The Professional Development Laboratory, The Institute for Education and Social Policy, and The Metropolitan Center for Urban Education.

"[Over the years schools of education have become] more connected to urban education and more focused on the broad issues of training, rather than just training teachers," Marcus said, adding that NYU has a long tradition of such collaborations. "We've insisted that our faculty remain involved with the community."

An emphasis on research remains an integral



Dean Ann Marcus

part of Marcus' vision for the Steinhardt School of Education and for its students, whom she characterized as "young, diverse, idealistic" individuals who come to NYU "wanting to do teachers."

"I'd like us to become more of a leading center of research because we are a leader in practice," she said. "Teachers should know not only how to understand research, but also how to do research in their own classrooms."#

For previous interviews with deans, visit [www.educationupdate.com](http://www.educationupdate.com) and go to archives.

### THESIS PROBLEMS?

HELP IN ALL PHASES  
ACADEMIC RESEARCH  
CONSULTING SERVICE

RALPH W. LARKIN, PH.D

(212)889-3428 • (800)352-9139

VISIT US AT

[WWW.ACADEMICRESEARCHSVC.COM](http://WWW.ACADEMICRESEARCHSVC.COM)

## CAN THE CITY REALLY BE RUN LIKE A BUSINESS?

Can taxes be based on the value of benefits received?

Is it possible to create incentives that not only provide jobs and affordable housing, but also increase the city's revenue?

Attend a Friday Evening Forum or a 10 week course.

FREE programs taught in English and Spanish

THE HENRY GEORGE SCHOOL OF SOCIAL SCIENCE

Chartered by the University of the State of New York

121 E. 30TH ST. BETWEEN PARK & LEXINGTON AVENUES

FOR A FREE BROCHURE CALL: 212-889-8020

VISIT OUR WEB: [WWW.HENRYGEORGESCHOOL.ORG](http://WWW.HENRYGEORGESCHOOL.ORG)

CLASSES 1:00 - 3:00 P.M. OR 6 - 8 P.M.

## ONE GRADUATE CREDIT ONE WEEKEND

AT

BANK STREET COLLEGE OF EDUCATION

For over thirty years, teachers, artists and school leaders have come to New Perspectives at Bank Street College to recharge their careers.

It only takes a weekend to find out why.

Register for a weekend course at New Perspectives and see what makes Bank Street so special to educators everywhere.

To receive our catalog or get information about upcoming courses and workshops call 212 875-4649 or visit [www.bankstreet.edu](http://www.bankstreet.edu)

New Perspectives  
Division of Continuing Education  
Bank Street College  
610 West 112th Street  
New York, New York 10025

Bank Street

studyabroad.com



SEARCH  
VIA COUNTRY, SUBJECT  
LANGUAGE or PROGRAM TYPE

EXPLORE  
12,000+ PROGRAM CHOICES

DISCOVER  
WHERE MILLIONS HAVE  
LOCATED THEIR IDEAL PROGRAM

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

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





## Arts and Technology: A Successful Merger in District 25, Queens

By TOM KERTES

Famous for having one of the very best art programs in the nation, Queens' Community School District 25 "has always tried to be a frontrunner of Arts in Education," said Arlene Jordan, the District's Supervisor of Expressive Arts. "And that was so both in good times and bad. So naturally, when the programs were cut, we were on the forefront of the fight to put the art programs back into education as well."

"So, when the programs were finally restored in 1992, the question that faced us was where to go next? How do we stay a step ahead?"

The answer was the marriage of art and technology. "Once again, we raised the bar," said Jordan. "We felt that the next level was the integration of art, technology, and literacy." The marriage that allowed this union to come to fruition – to enable 10-12-year-old students to produce multi-media works of art digitally – was the marriage between District 25 and Teaching Matters, a nonprofit organization that's committed to working on integrating technology into the public school classroom.

"I felt that there was an economic gap in public schools," said Elizabeth Rohatyn, Teaching Matters' Chairman of the Board. "And, especially due to the extreme expenses involved in the new informational age push, I was very concerned that this gap would result in an intellectual gap. I felt that we could make a difference in this area."

The result of this commitment was on proud display at "Dancing Across the Digital Divide", the third annual multi-media show put on by the district's fifth and sixth-graders at Flushing Town Hall. It was, in a word, spectacular.

"First, we had to get the teachers hot to trot," said Rohatyn. "This was a daring avenue, requiring a new way to think. What people needed was a curriculum, to make art and technology integrated into what the students were learning. Teachers needed to be re-trained. But, once we had the educators on our side, we knew the kids – they get naturally excited about new things – would follow."

And follow they did – in spite of the fact that the program got off the ground two years ago with *Digital Opera*. Why use such an alien (to



Image from one of the productions displayed at "Dancing Across the Digital Divide"

fifth-graders, at least) art-form? "The operas are art and literacy together," said Jordan. "It allowed the kids to create a little musical theater, write a story, then digitalize the text and the images."

Classrooms were transformed into studios, where academic subjects such as reading, writing, math, and social studies meshed with every aspect of music and theater. The students, routinely sacrificing sleep, lunch-hours, and weekends, made the works about fables and myths an art-form relevant to their lives. And the program's momentum – spurred on by the kids' surprisingly high level of commitment – only increased the following year, with the presentation of the no-less challenging *Digital Shakespeare*.

Though educators were first doubtful, the students' natural curiosity about history and warfare once again won out. "It was great," said Meri Ezrarty, an art teacher at JHS 189. "The kids had to make the words in the book come to life. The kids had to visualize the characters, they had to make them move, they had to make them appear and disappear."

And give them voices, too. Students, who uniformly thought of Shakespeare as "boring" up to that point, now found the Bard "kind of cool." "I finally understood how Macbeth was feeling," one said. "And that people today often feel the same way as well."

After the success of the first two shows, the District allowed each school to develop its own project for the year's gala. The result was *Digital Storytelling*, an eclectic marvel that kept the audience of 300 enthralled nearly all

day. Two of the biggest hits were *Through the Eyes of Children: 9/11 and Beyond*, a fascinating multi-media presentation of young teenagers' shockingly different reactions to the tragedy, and *Antigone*, a freshly updated version of Sophocles' classic Greek tragedy in which "two brothers vie for the U.S. Presidency and one wins – even though the other had more of the popular vote."

*Antigone's* combination of drama, video, dance, and mime was nothing less than stunning.

"Arts education can inspire children to learn in a way that textbooks and standardized tests cannot," Rohatyn said. "We know Digital Storytelling is working – and it's working in a multitude of different ways. The spectacular productions these young people created speak for themselves."#

### CRAFTS DESIGNED WITH FUN IN MIND!



SUPERB SELECTION  
HUGE INVENTORY



WE CARRY THOUSANDS OF ITEMS SUCH AS:

PAPERS	BEADS	FABRIC DECORATING
GLUES	SAND ART	CANDLEMAKING SUPPLIES
CRAYONS	WOODCRAFT	JEWELRY MAKING SUPPLIES

PLUS ALL YOUR BASIC CRAFT NEEDS AS WELL AS: HUNDREDS OF CRAFT KITS IDEAL FOR USE WITH SMALL OR LARGE GROUPS  
WE SHIP ANYWHERE! CALL OR STOP IN FOR YOUR FREE CATALOG.

WE ARE PROUD TO CARRY  
**Crayola** PRODUCTS!!!



**VANGUARD CRAFTS**

1081 East 48<sup>th</sup> Street, Brooklyn, NY 11234  
Phone 718-377-5188 Fax 888-692-0056

www.VanguardCrafts.com

SAVE 15% WHEN YOU PRESENT THIS COUPON (EXPIRES 12/31/02)  
(IF CALLING YOUR ORDER IN, MENTION SALES CODE "ED2002")

### Carnegie Hall Introduces

## MUSICAL EXPLORERS

### A New Music Education Program for Students in the Second and Third Grades

Bring your second- and third-grade students to Carnegie Hall to discover the instruments of the orchestral Using songs, activities, and listening games, **Musical Explorers** invites students to delve into each of the families of orchestral instruments—woodwinds, strings, brass, and percussion. Teachers attend a workshop at Carnegie Hall and receive curriculum materials and an audio CD for classroom use. Students attend a concert at Carnegie Hall that features the family of instruments studied in the corresponding Musical Explorers unit.



Fall 2002: "Those Wacky Woodwinds"  
Concerts December 10-13, 2002  
Materials/Teacher Workshop Fee: \$20 per teacher.  
Concert tickets: \$3 per student

Spring 2003: "Singing Strings"  
Concerts May 6-9, 2003  
Materials/Teacher Workshop Fee: \$20 per teacher  
Concert tickets: \$3 per student

CALL NOW To receive a registration brochure, contact the Carnegie Hall Education Department via e-mail at [education@carnegiehall.org](mailto:education@carnegiehall.org) or call (212) 903-9831. Visit us on the web at [www.carnegiehall.org](http://www.carnegiehall.org).

HSBC Curriculum development for Musical Explorers is generously supported by HSBC Bank USA.



# THE LINCOLN CENTER SUMMER INSTITUTE: BRAVO & ENCORE

By JOAN BAUM

Sometimes it's the little word that makes the difference. In the matter of the Lincoln Center Institute (LCI) Arts in Education program, the key to understanding how this particular school-arts collaboration differs from all other programs that supplement, augment, and enrich learning lies in the preposition "in" as opposed to the conjunction "and." Where other fine programs also serve to bring the arts into closer play with the curriculum, LCI wants the arts — all the arts — to be integral and inseparable from teaching and learning. In this sense, among others, LCI directly affects teachers and teaching in a way that, in the words of LCI Executive Director Scott Noppe-Brandon, makes it "unique." For starters, he points out, the 25-year old program has a philosophy — Aesthetic Inquiry — and a philosopher — Maxine Greene — behind it. For another, the program's integrative approach to the arts, from pre-service teacher education through Focus School and Partnership School collaborations, insures that philosophy gets practically grounded as experiential learning. And specifically grounded, LCI may be the only arts-in-education program to center study on a specific work of art, whether in dance, theatre, museum art, or music, and then challenge teachers to draw out general principles about how the arts affect teaching. There is also the fact that LCI has prestigious affiliations in its collaborative efforts — Lincoln Center — not to mention this summer's additional coup: partnering with England's Royal National Theatre and the American Crafts Museum. The July 8-19 session, part of LCI's annual Professional Development series, coincides with performances at Lincoln Center, including a birthday concert with the New York Philharmonic for Maestro Kurt Masur, and The Film Society of Lincoln Center's "Dance and the Art of Animation." Not to mention work-



Students and teachers at the LCI

shops on photography, poetry, and teaching students with special needs.

The history of LCI tells much about its purpose, which is essentially to make the arts a model for learning in general, not an add-on but an integral part of curricula. Conceived from an idea proposed many years ago by a former dean of Juilliard, that performances to be truly appreciated needed an education context, the idea, now shaped in light of Aesthetic Education, prompted studies into the role of imagination in professional life, no matter what the profession. Soon business and science leaders started holding conferences on the idea, then town meetings, and the idea expanded directly into the schools. "We don't get into discussions of standards or high-stakes testing," Noppe-Brandon says. The focus is on the depth and breadth of the arts in the curriculum, on realizing the theory of Aesthetic Education for grades K-12. Maxine Greene, LCI's philosopher-in-residence, is the "soul" of the program, guiding, checking, being the honest broker on how we "operationalize" the ideas, Noppe-Brandon says. At the heart of the pro-

gram is the hallmark of progressive education. As the LCI website proclaims, "Each individual — child as well as adult — has the capacity to respond to any given work of art in ways that challenge preconceived notions, stimulate fresh insights, and encourage deeper understandings. Without the limitations imposed by 'right' or 'wrong' answers, this process of response builds cognitive abilities in powerful, fundamental ways."

How do schools find out about LCI? "Word of mouth," Noppe-Brandon says, though he admits that he'd like to have a better presence in the high schools. Still, there's a waiting list for the lower grades. The majority of participating institutions are public schools, and the Director keeps careful watch on the kind of school that applies, its level and location. Every effort is made to represent diversity, he notes. Collaboration comes in basically two forms: Partnership Schools and Focus Schools. The former, now numbering 140 (Elementary, Middle and High Schools) and involving 65-70 percent of the faculty, allow individual teachers to participate in the Institute's various programs and creatively design their own curricula, draw up their own budget, establish their own procedures for testing, and provide for additional coverage. In Focus Schools, now numbering 11, the Institute works one on one with every student in the school over a period of five years.

The beauty of the overall LCI idea, Scott says, is that 85 percent of the participating teachers are not involved in arts education. Not all artists, he points out, are good teachers. His own background, he pointed out, was a slow but inevitable movement from dancer to certi-

fied arts education teacher, to artist-in-residence, to administrator, a shift that expanded his roles, rather than causing him to abandon one for another. He is now involved with five CUNY colleges and some private institutions, including the Bank Street College of Education, Fordham University, and Teachers College, promoting different kinds of collaborative programs, from loose arrangements for individual teachers (Bank Street) to sequential course models (Lehman).

So, does LCI work? Just ask Anna Marie Carrillo, Principal of P.S. 116 in District 2. She is nothing if not rhapsodic about the program, moving from adjectival hyperbole to more adjectival hyperbole. "Wonderful," she says, "we are all so very happy," and by "we" she means, not just administrators but teachers, students and especially parents, for whom the program has been particularly "inspirational." One innovation it has inspired, she says, has been Museum Night, when parents and children together with teachers go to a museum to study a particular art work. The quality of the discussion, she reports, is "absolutely amazing."

This summer LCI is instituting new repertory and institutional partnerships for educators, with Arts Coordinators Workshops, and fabulous dance and theatre performances, including an LCI co-commissioned presentation, "Shadow's Child," performed by the Urban Bush Women and National Song and Dance Company of Mozambique; "Srishti," a program of traditional Indian dance; "As If the Past Were Listening," Latino folktales; "The Alice-in-Wonderland Follies," performed by New York Theatre Ballet; Poulenc's "Piano and Wind"; "Ghost Lovers," a comic Chinese opera; and the Royal National Theatre production of "The Tempest." #

For more information about LCI, access the website or call (212) 875-5535.



THE LITTLE orchestra SOCIETY  
DINO ANAGNOST, MUSIC DIRECTOR

## 2002-2003 SEASON HAPPY CONCERTS FOR YOUNG PEOPLE AGES 6-12

### MAGICAL TRICKS AND MUSICAL TREATS

Saturday, October 26, 2002  
11:00am and 1:00pm

Experience the wonder as illusionist Lyn Dillies and Maestro Dino Anagnost dazzle you with astonishing magic and enchanting music. In the blink of an eye Maestro appears and the magic begins. Spectacular illusions fill the stage as the beautiful music of Mozart, Mussorgsky, Bizet and Rouse fill Avery Fisher Hall in this Halloween event. Come in costume and prepare to be Aaaaahmazed!!!

#### TICKET PRICES

\$35 Orchestra / 1st Tier  
\$25 Rear Orchestra / 2nd Tier  
\$10 3rd Tier

### AMAHL AND THE NIGHT VISITORS

Saturday, December 21, 2002  
11:00am & 1:00pm

Gian Carlo Menotti's classic opera for children is a story of spirit, giving and miracles. Our production, designed by the composer himself, has become a holiday tradition in New York. *Amahl* tells the story of a young crippled boy and the miracle that cures him. This holiday spectacular features music, dance and the most extraordinary menagerie of animals ever to grace the stage of Avery Fisher Hall.

### PETER AND THE WOLF

Saturday, March 1, 2003  
11:00am & 1:00pm

Celebrate the folk ritual of Russia's Peter Day with the inhabitants of the picturesque town of Petroville, deep in the mountains of Siberia as they dramatize Prokofiev's legendary tale, *Peter and the Wolf*. In their annual observance, the villagers play the characters in a colorful Chagall-like setting that vividly captures this joyous Russian festival. Native costumes and dances further enhance the spectacle as Prokofiev's immortal score is combined with folklore, ceremony and pageantry. Don't miss this enchanting new production which is guaranteed to entertain the entire family!

FOR TICKETS AND INFORMATION  
**212.971.9500**

EVERY FISHER HALL  
LINCOLN CENTER

Program content and artists subject to change without notice



## Product Review

## THE ENABLING KEYBOARD

By NEIL SCHULDINER

Most individuals never contemplate that most-often used piece of computer hardware—their keyboards. Keyboards only enter user's consciousness when late night cups of chicken soup or cans of soda spill onto their generic input devices, thus rendering their keyboards useless. In the classroom, these odd moments

include those nasty grins and sighs which classmates pitch towards their fellow

students who are typing notes using so-called "quiet-click" keyboards found on most laptops. To alleviate such odd situations and mishaps, Crywolf has recently introduced the Amazing Enabling Keyboard, their specifically education-branded product. Featuring 106 full size PC/Mac keys and a USB or PS/2 connector, the Enabling Keyboard's claim to fame is its "amazing" flexi-

ble architecture which enables users to literally bend, twist, curve, and fold their keyboard.

Based on our experience with our review model, students can quickly and easily "roll" their keyboards into the shape of a cylinder measuring 3.75 inches wide for easy transport, and silently type their notes in class with its mute, no-click keys. While initially the no-click keys were uncomfortable, as time elapsed they felt as natural and more ergonomic than a regular keyboard.

For the typical student who crams all night and is prone to flooding their keyboards with

liquids, the Enabling Keyboard features a waterproof silicone casing. After showering our keyboard with 12 ounces of soda, a can of Budweiser, and even a tepid cup of tea, the Enabling Keyboard still functioned perfectly, albeit wet.

Keep in mind that the Windows version of the Enabling Keyboard is exclusively sold factory-direct. So if you're the conventional student who mistreats his/her computer equipment, it pays to contact Crywolf at their toll-free number (866) 466-5622 to attain their "amazing" product.#



## Take Control of Your PDA!

The most natural and accurate styli solutions available for your handheld computer.



Made from a highly flexible nylon compound, the TrueTip Fingertip stylus can expand or decrease in size to fit virtually any finger.



The TrueTip Pen Cap stylus instantly turns almost any pencil or disposable pen into an accurate stylus for quick information entry.

- Educational discounts available.
- Works on most touchscreens and handhelds.
- Allows complete visual access to the entire screen.

# TrueTip™

703-359-1400 • [www.truetip.com](http://www.truetip.com)  
admin@truetip.com

Advertisement

## The VisAble VideoTelescope™

Stargardts, Diabetic Retinopathy, Retinitis Pigmentosa, Congenital or Accidental Vision Loss?

**VisAble VideoTelescope™ The Breakthrough Vision Aid**  
Hand-held, portable, durable and easy-to-use for long, mid and near distance tasks.



The VisAble VideoTelescope™ — an unprecedented range of capabilities:

1:2 minification, 40 times magnification, auto-focus, real-time image capture, powerful contrast enhancement, selectable black/white image and low-light compensation through a 35 degree field of view, high-resolution color display.

The VVT300™ provides independent access to the curriculum:

- orientation and mobility — getting to and through the school
- reduces need for individual accommodation and adaptation
- aids observation and participation in organized activities



Contact Betacom for a referral to a Vision Specialist near you.



**BETACOM**  
FOCUSING ON THE FUTURE

1-800-353-1107 or [info@betacom.com](mailto:info@betacom.com) [www.betacom.com](http://www.betacom.com)

See More Than A Difference, See What You've Been Missing™

NEW! PC & Mac Compatible!

# THE AMAZING enabling KEYBOARD

**Waterproof** - can't be damaged by spilled liquids.

**Durable** - rugged silicone construction is hard to damage.

**Quiet** - no "key-click" makes typing almost silent.

**Portable & Light** just roll it up & toss it in your backpack!

**Ergonomic** - flat-angle design with "soft-touch" keys.

**Full Size Keyboard**  
106 full-size keys, numeric keypad included.

**Easy Cleanup** - ink resistant. Disinfectant safe.

**USB or PS2 Interface.**  
Volume discounts available.

ORDER NOW!

Toll Free  
**866-266-5622**



Unlike Traditional Keyboards, the Enabling Keyboard cannot be damaged by spilled liquids, dirt or debris under the keys or by being dropped or roughly handled.

The soft-touch, full-size, 106-key flat-angle design is easier on the wrists than "mini" portable Keyboards.

Available exclusively at:

**Crywolf**  
[www.crywolf.com](http://www.crywolf.com)

CRYWOLF: EDUCATION BY DESIGN





**Product Review**

## TrueTip fingertip PDA Stylus

By MITCHELL LEVINE  
As industry experts, sophisticated journalists, and intelligent laypeople agree, one of the most remarkable phenomena in recent education technology history has

been the growing impact of personal digital assistants in our nation's schools. Although a lot more attention has been paid to the distribution of laptop computers proper, increasingly school adminis-

trators have begun to offer their students the benefits offered by the other branch of the mobile computing family, outfitting them with products like the Palm M-Series or Handspring Visor models.

Anyone who has used a Palm Pilot, however, has noted at least a few of the liabilities that these systems can present.

Often, especially in less expensive models, it seems as if exceptional fine motor coordination is a pre-requisite to negotiating even the simplest tasks. Actually, even with the built-in holster, just trying to hold onto a stylus without losing it is a challenge.

Considering the fact that adults find these qualities frustrating, how can the education community take advantage of the convenient, discrete form factor, and robust affordability that pen computing can make available, while still providing a practical solution capable of being employed by children and adolescents?

A pragmatic answer has entered the marketplace in the form of the TrueTip fingertip stylus. Designed to adjustable fit over a first or index finger,

the TrueTip stylus allows you to enter characters, navigate screens, and manipulate information on the touchscreens of PDAs or Smartphones completely and naturally. Since it requires no grasp of an instrument, the fingertip stylus can permit data entry or text formatting with far less screen blocking, or injury-producing repetitive stress. The TrueTip can quite easily be carried on a belt, pen, or finger, making it much easier for a student to keep without losing. And a list price of under \$10 ensures that this is a product for just about any budget.

This is one that needs to be experienced to be fully appreciated, so don't just listen to me - check it out for yourself at the company's website [www.trueTip.com](http://www.trueTip.com) or dial them direct at 703-359-1400.#

P C S E C U R I T Y

**Information is Power!**  
Protect your data

PC Security™ is the ultimate institutional computer security system featuring:

- Computer Configuration Protection
- Multiple Locking Systems for Windows & Internet
- Complete & Flexible Password Protection
- Intrusion Detection with Alarm

Unlimited site licenses available for schools for only \$300!

[www.tropsoft.com](http://www.tropsoft.com)

Phone (425) 503-5451      Fax (603) 299-0344

Telephone  
Line  
Installation

Universal  
Application

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

Call (212) 426-8990

[www.universalapp.qpg.com](http://www.universalapp.qpg.com)

## ELEMENTARY SCHOOL SCHEDULING SUITE

*All the pieces to the elementary scheduling puzzle*

### Elementary School Scheduler

*Creates master, lunch and teacher schedules.*

**Considers:**

- Block Schedules
- Part time teachers
- Variable period lengths
- Common planning
- Wizards speed data entry
- Explore alternative schedules (What if?)

**Produces:**

- Teacher schedules
- Master schedule
- Lunch schedule with table assignments
- Schedule conflicts
- Staff utilization

### District Scheduler

*Maximizes special teacher assignment.*

**Considers:**

- Variable allocation requirements
- School personnel requests via web
- School scheduling requests
- Teacher assignment requests
- Travel time

**Produces:**

- School staffing requirements and requests
- School and teacher assignment schedule
- Allocation conflicts
- Teacher availability
- Better staff utilization

**We provide:**

- Training and technical support via phone, fax and e-mail.
- What you need to be successful.

Mascomm takes great pleasure in seeing technology serve administrators, freeing them to focus more energy on improving education.

Visit [www.mascommsys.com](http://www.mascommsys.com) for more information about these time saving tools.

MasComm systems, inc.

11-b East Colonial Highway  
Hamilton, VA 20158  
Tel. 888-729-8223  
email. [info@mascommsys.com](mailto:info@mascommsys.com)

# We Change Lives.™

*Kevin's teachers can't get over how much better he is doing on his assignments since they introduced him to the Kurzweil 3000 system.*

Kurzweil 3000™ is an innovative technology that makes reading easier and more enjoyable. This comprehensive reading system offers unique features including break-through text-to-speech software that reads on-screen text in the clearest-sounding synthetic speech available, the ability to display text and images as they appear on a page and a suite of study skill tools designed to increase learning potential.

Kurzweil  
Educational  
Systems

*To learn more about our life-changing products, please call C TECH at 800-228-7798 or visit [www.lowvisionproducts.com](http://www.lowvisionproducts.com)*



# TEACHERS COLLEGE HOLDS EDUCATION TECHNOLOGY SUMMIT

By BRUCE MYINT

Nobel laureate Niels Bohr once said: "Prediction is very difficult, especially if it's about the future." In spite of that caveat, scores of educators, policy makers, school administrators, and representatives from the tech industry gathered at the recent *Education Technology Summit* held at Columbia University, to discuss technology and the future of education.

Their prediction was nearly unanimous: in the immediate future, computers will become a permanent fixture in American schooling. Soon, online and distance learning will be as common as face-to-face classrooms.

"We're going to experience a revolution in the next few years," said Teachers College President Arthur Levine, in a speech welcoming delegates to the two-day event.

The *Education Technology Summit* offered a variety of different seminars on such topics as: "Preparing Knowledge Workers for the 21st Century," "Safeguarding the Wired Schoolhouse," "Follow the Money: Paying for Educational

Technology," and "Evaluating Online Professional Development."

Building on the success of last year's event, the summit informed educators about the latest innovations available to schools and how educational technology survived through the dot-com bust. Corporate sponsors such as *Classroom Connect* and *National Semiconductor* played a central role during the conference by supplying product demonstrations and speaking at seminars. Their increased presence may be a signal of what can be expected from the ed-tech revolution. "The private sector is a factor in a way it has never been in the past," said Levine.

Reasons for the impending educational technology boom include: the rise of overcrowded schools, family/work restrictions of college students, and the premium students now place on convenience and access in education. By moving education online, technology promoters asserted, computers can play a role in meeting these new demands.

"Education can come to a child no matter where they are, at home, school or at work," said John Bailey, Director of the US Department of Education's Office of Educational Technology. "There was a time when you would go to school. There was a time when you would go to work. Now those times are merging."

Another force driving the technology revolution comes from the need to develop a generation of 'knowledge workers'; a common theme repeated over the course of the event. In order for the nation to remain globally competitive in the 21st century, said experts, US graduates must be technology savvy. In order to make that happen, schools must change to meet the technology needs of the future.

But introducing such radical changes present significant problems for the educational technology community. Historically conservative institutions, schools do not change easily.

"We still educate on an agricultural timetable in an industrial structure and we tell kids they live in a digital age," said Bailey referring to

the enduring tradition of summer vacations (once intended to allow students to work on parents' farms) and classroom periods (originally meant to duplicate industrial working schedules).

Even if the predictions come to pass, warned Robert McClintock, co-director of the *Institute for Learning Technologies* at Teachers College, work needs to be done on how to best integrate technology into the curriculum: "Educational technology presents us with some real, significant, and powerful empowerments that we can use, but we can also fail to use them... the fact is that we don't know what is to be done."

One seminar told a cautionary tale of technology use in the classroom. *Thinking Systematically about Education Technologies: Portals, Potentials and Pitfalls* began 20 minutes late. The hold up? A glitch with the digital video projector; echoing McClintock's warning and proving that although the future of educational technology may be upon us, there are still bugs left to work out in the present. #

## Field Visits Part of Summit

By POLA ROSEN, Ed.D.

One expects brilliant keynoters, erudite professors, the business sector and educators to exchange ideas at various panels when Teachers College, Columbia University organizes a special 3-day technology conference such as this one.

What is novel and extremely effective is being out in the field to see programs in action in the community. And that is just what Professor Joshua Halberstam, Chair, Education Technology Summit and Bruce Lincoln, Manager of Community Outreach at the

Institute for Learning Technology (Teachers College) arranged for participants to do.

Playing to Win is a program located in Harlem since 1990. In partnership with the Boys and Girls Harbor of New York and affiliated with Columbia University, 100 people are taught computers each day including an after-school program for elementary school children, teens, and career training for adults at night. Princeton graduate Rahsaan Harris is the director of the program, while a cadre of 10 bright and energetic young people teach at nine computers. There is a math and science upward bound pro-

gram; young people learn to be entrepreneurs and inventors. Probes, provided by a corporation, can take kids to Great Adventure; legos are used to introduce robotics. Shaneefa, a current student in the program, dreams of owning her own computer company. Via field trips to Sony Wonderlab and making digital journals, students like Shaneefa learn a variety of skills. Play to Win is just one of 136 Community Technology Centers (CTC) in New York City.

Among the many attendees, Mary McFerran, the Director of Education Technology at the Fieldston School, found the visits extremely useful. Our next stop was The Harlem School of the Arts, founded by New York City opera diva Dorothy Mayer. Our tour, led by Bernard Phillips, showed how software such as Music

Ace (ages 8-12) and *Practica Musica* help in the students' learning and progress. Some of the software aids in composition, some can print out each part, which can be heard and modified easily. Different melodic lines and instrumentation can be heard immediately by the student composer, thereby allowing instant modification. One can't help but think of Beethoven as a mature composer, deaf and only able to hear the music in his mind!

In a wrapup, Lincoln, noted that we are at the epicenter of the technology movement, that we have a more technology oriented city council that we are seeing cablevision and RCN now giving money to learning and contributing to CTCs. His hope is that education becomes a ubiquitous, seamless process. #



980 Park Avenue - New York, NY - 10028  
Phone: 212.288.3522 Website: [www.loyola-nyc.org](http://www.loyola-nyc.org)

**Loyola School congratulates the Class of 2002. The 46 young men and women of Loyola School have received acceptances to the following colleges and universities:**

Amherst College  
Arizona State University  
Babson College  
Bard College  
Barnard College  
Bentley College  
Boston College  
Boston University  
Brown University  
Carnegie Mellon University  
Catholic University  
Clark University  
Colgate University  
College of the Holy Cross  
Columbia University  
Cornell University  
Dartmouth University  
Dickinson College  
Drexel University  
Emerson University  
Fairfield University  
Fordham University

Franklin & Marshall University  
George Mason University  
George Washington University  
Georgetown University  
Gettysburg College  
Hamilton College  
Harvard University  
Hobart & William  
Smith Colleges  
Hofstra University  
Howard University  
Hunter College  
Ithaca College  
Johns Hopkins University  
Lehigh University  
LeMoyne College  
Loyola College in Maryland  
Loyola University of Chicago  
Loyola University of New Orleans  
Lynn University  
Manhattan College  
Marist College

Marquette University  
Marymount Manhattan College  
New York University  
Pace University  
Pennsylvania State University  
Pomona College  
Pratt Institute  
Princeton University  
Providence College  
Quinnipiac University  
Rutgers University  
Sacred Heart University  
Saint Peter's College  
Salve Regina College  
Seton Hall University  
Siena College  
Skidmore College  
Stanford University  
Stonehill College  
SUNY, Albany  
SUNY, Binghamton  
SUNY, Maritime

SUNY, Stony Brook  
Swarthmore College  
Syracuse University  
Tufts University  
University of Arizona  
University of Colorado  
University of Connecticut  
University of Dallas  
University of Illinois  
University of North Carolina, Asheville  
University of North Carolina, Greensboro  
University of Notre Dame  
University of Pennsylvania  
University of Richmond  
University of Rochester  
University of Scranton  
University of Vermont  
Vanderbilt University  
Vassar College  
Villanova University  
Wesleyan University  
Williams College  
Yale University



## Working Together for a Safer New York

By MAYOR MICHAEL R. BLOOMBERG

Last week, the FBI notified the New York City Police Department of a possible terrorist threat against our City. Because familiar New York City landmarks were named, the threat got a good deal of media attention. I want to take this opportunity to outline what we are doing to protect New Yorkers' security and what you can do to help.

Unfortunately, New York City receives many threats on a daily basis. Be assured that we take each one seriously and investigate them all. I can't disclose the details of the process, because publicly discussing specific counter-terrorism measures would undermine their effectiveness.

But you should know that we believe intelligence and preparedness are the keys to stopping terrorism – and New York City is better prepared on those fronts than ever. One of Police Commissioner Ray Kelly's first actions was to add two new deputy commissioners to the NYPD ranks, both of whom bring valuable experience in fighting terrorism. Deputy Police Commissioner for Intelligence David Cohen joins the NYPD after 35 years with the CIA. Deputy Police Commissioner for Counter-Terrorism Frank Libutti was a highly decorated Lieutenant General in the United States

Marines, and now directs the NYPD's prevention, training and investigation efforts for terrorist threats directed toward New York City.

Along with new leadership, the NYPD also has received the equipment and training needed to combat terrorism. For example, we recently sent police officers to Israel to receive counter-terrorism instruction that they will then use to educate our uniformed officers back home. We've also greatly improved communication with intelligence and law enforcement agencies at the State and Federal levels.

What can average New Yorkers do to help? Two things. First, exercise common sense. If you see something suspicious, dial "9-1-1" and report it to the professionals; it's their job to investigate it, and they will. Second, keep things in perspective. If you want to take safety measures, don't drink and drive and be sure to wear the seat belt when you ride in a car. Follow through on that perennial New Years Resolution and finally stop smoking. I promise, these measures will protect the life of you and your loved ones more than worrying about terrorism will.

There is a danger though. If we isolate ourselves from one another, or begin to harbor baseless suspicions of our fellow New Yorkers then we will have allowed the terrorists to win. We cannot let our lives be dominated by fear. We're a free and open society. That's what our enemies hate. But that's also what unites Americans and makes us strong. These are difficult times. But we will get through them together. #



## Perseverance Pays Off— State Budget Provides \$600 Million More for City Schools

By ASSEMBLYMAN STEVEN SANDERS

As Chairman of the Assembly's Committee on Education, working closely with Speaker Silver, I successfully fought for and secured an increase of \$440 million in operating aid for public schools under provisions of the State budget adopted in mid-May.

In New York City, the Assembly's victory in adding this money should be sufficient to enable Mayor Bloomberg to eliminate his proposed citywide school cuts of nearly \$400 million. Additionally, this budget will give to the City approximately \$200 million more in State school aid as well as ensure that the City is promptly repaid over \$435 million owed to it in what are referred to as "prior year claims," relating to costs or contracts involving renovation, construction and transportation—usually repaid over many years.

The budget provides a solid foundation for the City to conclude—once and for all—a contract with the teachers. We came a long way from Governor Pataki's unacceptable January budget proposal, which contained damaging school aid cuts for New York City that would have amounted to a \$400 million reduction. Without adequate state aid, school districts statewide were projecting drastic program cuts and teacher layoffs.

In addition, the Governor would have delayed previously promised building aid funding. Instead, the Assembly held its ground and secured in the adopted State budget education

funding at a level that maintains our commitment to our children's future—dedicating 68 percent of the overall budget increase to education and higher education. The budget also includes funding for effective programs that have helped schools reduce class sizes, expand pre-K and kindergarten programs, improve teacher training, and modernize computer technology.

We were victorious in blocking the Governor's cuts in education virtually across the board, fully restoring cuts to so many vital programs such as Teacher Centers, mentor programs and job-training programs. The budget continues the Assembly's tradition of improving New York's schools. In the past eight years, the Assembly has fought for education aid increases and, year after year, rejected the Governor's school aid cuts.

Although I am disappointed that the budget doesn't meet all of the Assembly's goals, for the first time the Governor finally admitted this year that we clearly need more funding for our schools than he originally proposed. The fact that the Governor seems to finally grasp how badly his school aid cuts would have hurt our children, teachers, and taxpayers could be a good sign. While we need to do much more in the future, this budget is a good start in the direction we need to go. #

Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 E. 16<sup>th</sup> St., New York, NY 10003 (email sanders@assembly.state.ny.us). Tel: (212) 979-9696.

**BE SMART,  
STAY SHARP!**

[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)

1.1 Million Hits Per Month!

### QUICK RESULTS TUTORING:

- Math • English/ESL
- All Tests for:  
K-12 & College Students
- Editing/Proofreading & Writing Services (Biz, Tech, Research) for business & students
- 718-466-8073
- grabbi@yahoo.com

## TUTORS

### GETYOURPHD.com

THE SOLUTION TO ALL YOUR WRITING PROBLEMS

*SPECIALIZING IN:*

COLLEGE ENTRANCE ESSAYS

TERM PAPERS

MASTER'S THESIS

PH.D. PROPOSALS

PH.D. DISSERTATIONS

EDITING SERVICES

LITERATURE REVIEWS



Elin Pollachek, Ph.D.

25 years teaching and business writing experience. Work with a published novelist, children's book author, short story and non-fiction writer with a Ph.D. from New York University.

WORKING WITH CHILDREN AND ADULTS OF ALL AGES

eMail: GETYOURPHD@aol.com

voice mail: 212-288-6109

website: GETYOURPHD.com

Reasonable Rates.  
References Available.

Don't Let A Test  
Keep Your Child From  
The School Of  
His Or Her Choice!!!

## Test Prep

SAT I & II • PSAT • ISEE/SSAT • etc.

Experienced Private Tutor  
Expert At Raising  
Standardized Test Scores

Academic Tutoring Also Available

Supportive And Friendly  
Ivy League Graduate

**Call Jeffrey**

212-529-8075

jeffbergman@rcn.com

## Math Tutoring

High School & Junior High

\$40/hr - 2 Sample Hours, No Charge

**212.228.1642**

**917.297.2389**

## Tutoring And Enrichment

**Your Child Can Blossom**

Experienced in:

Traditional & Progressive Teaching  
Practices, K-6, Standards Based,  
Individualized, Creative

Reading Skills • Writing Skills • Math  
All Test Preparation • Homework Help

**Ms. Carol 212-348-9366**

Upper East Side Location

Licensed Teacher NYC, NYS

Orton Gillingham Trained • References Available

Professional  
**TUTOR**

### Maximize Your SAT I & II Scores

- Hundreds of Students  
Successfully Raised Test Scores
  - Over 10 Years of Experience
  - In Your Home Or Mine
  - Excellent References
- Academic Tutoring Also Available in Math, English, Reading, Writing, and other Subjects
- Reasonable Rates

**212-592-4468**

johnpapi@msn.com



## Film Review

## WILD GLIDE: DOGTOWN &amp; Z BOYS &amp; NEW YORK CONVERSATIONS

BY JAN AARON

If you think you need to see a movie about skateboarding as much as a fish needs a bicycle, you're wrong. Stacy Peralta's 90-minute documentary, *Dogtown & Z-Boys*, gives you a fascinating whirl through the freewheeling story of skateboarding 70s kids from the wrong side of the L.A. tracks. The movie is set in the down-at-the-heels beach towns of Santa Monica, Venice Beach and Ocean Park, known as "Dogtown," itself the home of the Zephyr Productions Surf Shop. This was the hangout for this group of punk-rock latchkey kids who translated their love of surfing to skateboarding.

The group known as "Z-Boys", who included Peralta, revolutionized the course of skateboarding with their contempt for convention and acrobatic derring-do. Sean Penn, who is still remembered for his role as the spaced out surfer Jeff Spicoli in *Fast Times at Ridgemont High*, narrates the film. Peralta and co-writer Craig Stecyk, get every inch of drama and excitement out of their story.

As kids, Z-Boys found they could fill in downtime for surfing by transferring their devil-may-care surf skills to the "asphalt

waves" of playgrounds and empty swimming pools, which were everywhere at their disposal during the mid-70s California drought.

After winning many skate meets, the Z-Boys became superstars, who were courted by corporate sponsors, which eventually led to the team's demise.

Kudos must go to editor Paul Crowder for splicing together the wealth of magazine and newspaper articles, still photos, vintage footage, and recent interviews with the now-middle-aged skateboarders.

Crowder's pick of music from the 70s for the thumping soundtrack appropriately ignites the antics of yesterday's daredevils who opened the door for today's extreme sports craze.

Now to NY. Look for *13 Conversations About One Thing*, a movie that interweaves five contemporary New York stories into a single tale that explores the dramatic impact people have on each other. Its star-studded cast include superb acting by Alan Arkin as cynical claims adjuster and Cleo Duval as somewhat mystical housekeeper. # (*Dogtown*, 90-minutes, PG strong language, drug references. *Conversations*, 102 minutes, R. For venues: 212-777-FILM.)



Photo by Glen E. Friedman

Tony Alva in *Dogtown & Z-Boys*

## Theater Review

Splash Hit: *Metamorphoses*

By JAN AARON

"Okay everybody into the pool!" If you think this no way to describe a Broadway play, it is — when the play is Mary Zimmerman's *Metamorphoses*. The show, which had a sold-out Off-Broadway run last fall, now is a Broadway hit at Circle In The Square.

Ms. Zimmerman's play adapts ten tales by Ovid to explore the enduring and transforming power of love. It offers a great way to bring the classics into the classroom.

The length of the stage is taken up with a big wading pool surrounded by a narrow wooden deck. Water, the most changeable element, works well to tell these tales. As Gods and mortals jump in and out of the water, splashes hit the front rows. Management provides protective towels.

The tales are not classically mounted but thoughtful contemporary retellings with plenty of humor. The play opens with King Midas, here impeccable in a tux. When he wishes for the golden touch, Bacchus's warning: "That's a

really bad idea," sounds very hip. But the story grows darker and richer as it sets the stage for the dramas to follow. Perhaps the most memorable comic moment is Doug Hara's Phaeton, the spoiled son of Apollo, who blabs to his therapist while lounging in the pool. Touching episodes like the tale of Alcyon and Ceyx, lovers separated by death, but reunited as birds, linger long in the mind.

The play combines the key ingredients of enjoyable theater — a good story (here several of them), interestingly told, a striking setting (by Daniel Ostling), lovely costumes (Mara Blumenfeld), drama, leavened with humor and hope, and a lot of laughs. All 10 people in the cast are completely convincing in many roles and very graceful, which also is important to the story telling. Morsels of sex and nudity are not enough to keep this from being family fare. *Metamorphoses* ends memorably with the story Baucis and Philemon, which told here is not about hospitality but the power of love. #

(Tickets \$30-\$75, at the Box Office or telecharge 212-239-6200)



Photo by Joan Marcus

The Company

A movie like this needs  
an out-of-this-world theatre.



THE FIRST  
IMAX® 3D  
SPACE FILM  
EVER!

LOCKHEED MARTIN

LOEWS·IMAX® THEATRE

LOEWS LINCOLN SQUARE

Broadway &amp; 68th Street, NYC

www.enjoytheshow.com/imax • Group Sales (212) 336-5025

Showtimes and Information (212) 336-5000

Advance Tickets (800) 555-TELL



# NOT NO MORE!!!: St. John's Women's Basketball



The Big Three

By TOM KERTES

"Not no More!" is sure to become the battlecry for the St. John's Women's Basketball team this season. Though grammatically incorrect, it's certainly right on target in expressing the emotions of a ready-to-fight-back team coming off of an atrocious 3-24 season.

Then again, while Hungarians may not be big on grammar, emotions have always been their strong point. So the Red Storm should be an emotional juggernaut with no less than three Hungarian girls on next season's roster.

Five-seven guard Reka Szavuly, "the author", will be accompanied by 5-11 swinger Nora Gyuris, and 6-4 center Kati Kurtosi. "Not no more!", Reka repeats, her dark eyes flashing. "We'll be much better than that! For one thing, we have a new coach. She seems wonderful! For another, myself and Kati we were out with injuries all last year. But this time around we'll be ready!"

And what is this terrifically Hungarian trio doing right now to get ready for next season? "Not much," Reka raps. "Just chillin'." Think what you will of hip-hop expressions, if you haven't heard one pronounced with a Hungarian accent....well, you haven't lived yet.

Rap, of course, has been the least of the cul-

ture shock the three girls have experienced during their brief U.S. stay. Thing is, in the new millennium the world may be getting smaller and smaller, but people hailing from different societies, cultures, and traditions remain quite different.

And that takes some getting used to — especially if you are a true student-athlete with mighty little "Chillin' Time" on your hands during the season. And especially if that athlete wants to succeed both on and off of the basketball floor.

"Understanding people, and making yourself understood, was the toughest thing at first," says Kati who, along with Reka, has been in the U.S. less than two years. "I only had one year of English at home." "I had eight!" adds Reka with a smile. "And I'm still having problems communicating. Studying a language a couple of hours a week at home was one thing. But living it full-time is quite another."

Nora, a junior who played some valuable minutes last year and speaks the best English, found the people here a tad too different at first. "Nobody looks you in the eye," she says. "At first, people would make fun of me, or my accent. You ask something, people answer you on the run — if they answer you at all. Nobody seems to have time to stop and really talk to

you. Life here, until you get used to it, is just too fast!"

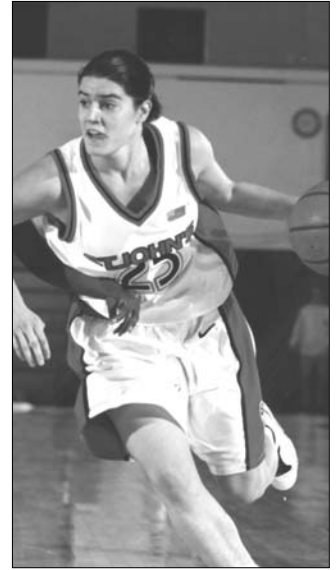
Once Reka and Kati transferred from Colby Community College last season to join her at St. John's last year, Nora managed to slow down a bit and began to feel more adjusted. "The three of us, we are such great friends. We really understand each other, so we always hang out together. But, with a couple of girls on the team, even that was a problem. Sometimes, when we were speaking to each other Hungarian, they thought we would be talking about them. Which we were not, of course. But it just took some time, I guess. Now, we're good friends with every girl on the team."

Ironically, the Big Three — all members of the Hungarian National Cadet (Junior) Team, all heavily recruited by U.S. colleges— should never have ended up at St. John's. "I'm not religious, so when I was getting all those recruiting letters I threw every one of them that started with a "St. Something" into the garbage," says Reka. So why the Storm? "Well, they were the one school that really followed up with us aggressively," Nora says. "And we all wanted to play in the Big East, which is the best competition, the No. 1 women's basketball conference in the country."

"And, most of all, we wanted to live in New York!"

Which, of course, is very different from Colby, Kansas. Or the rest of the U.S.A. Or Hungary.

"Everything's just so huge, you can't believe it," laughs Nora. "The cars, the buildings! We're in Manhattan walking around every free moment we have. And we still haven't seen half the things we've wanted to see."



Nora Gyuris

And, for the longest time now, St. John's basketball fans haven't seen a truly competitive women's team. But this year, helped by the Trio of Magical Magyars, they might very well see a much-improved squad.

Or, at least, a much more emotional one. #

## The Green Means 'Go'!

### Children & Teens

#### Aquatics

- WaterBabies
- Swimming (ages 4 mos. and up)
- Diving •Synchronized Swimming
- Lifeguard Training •Water Polo

#### Sports

- Toddlercise •Play Sports
- Gymnastics •Basketball
- Karate •Chess •Yoga
- Soccer •In-Line Skating
- Hip Hop Jazz and Conditioning
- Weight Training for Teens
- Personal Training for Teens

#### Mini Camps & Clinics

- Speed, Agility & Quickness Clinic
- Markovic Soccer Academy
- Major League Soccer Camp®
- Aquatic Sports Training Center Week
- Girls on the Run® Camp •"Fit for Life" Training Camp
- Summer Travel Camp •Great Escapes: Club Getaway
- Great Escapes: White Water Rafting •Summer Swim Camp



#### Adults

- Personal Training: Swim/Gym
- Swimming •Diving •SCUBA •Water Polo
- Judo and Jiu Jitsu •Basketball
- Yoga for the Heart •Volleyball •Soccer
- Ballroom Dancing •Gymnastics
- Women's Self-Defense ...and more!



**Asphalt Green Sports and Fitness for a Lifetime**

91st Street and York Ave. • NYC • www.asphaltgreen.org • 212.369.8890



### The Educational Alliance's Summer Day Camps

get ready for  
**summer  
2002**



**THE SOL GOLDMAN YM-YWHA**  
344 East 14th Street 212-780-0800  
Mini Camp  
ages 16 months-3.5 years ext. 240  
New Town Day Camp  
ages 2.9-6 years ext. 241  
Japanese Nikoniko  
ages 3-10 years ext. 243



**THE EDGIES COMMUNITY CENTER**  
197 East Broadway 212-780-0800 ext. 252  
In-Town & Torah Tots Day Camp  
ages 2-5 years

**THE HENRY KAUFMAN CAMPGROUNDS**  
In Staten Island 212-780-2300 ext. 357  
New Country Day Camp  
ages 5-11.5 years

Pioneer Program for New Town/In-Town/Torah Tots  
ages 5-6 years



학교 리더십 팀  
 Equipos de Liderazgo Escolar  
 Група для управління Школ  
 學校領導小組  
 ÉQUIPES D'ANIMATION SCOLAIRE  
 Ekip Direksyon Lekòl  
 School Leadership Teams

In any language...

**School Leadership Teams**

= powerful partnerships  
for our children



**877-NYC-SLT6**

(877-692-7586)

[www.nycslt.org](http://www.nycslt.org)

**New York Urban League, NYC School Leadership Teams**

248 Duffield Street, 2nd Floor, Brooklyn, NY 11201 • 877-NYC-SLT6 (877-692-7586) • [www.nycslt.org](http://www.nycslt.org)

*A Project of the New York Urban League in collaboration with ASPIRA of New York, United Federation of Teachers, United Parents Associations. Funding provided by the NYC Board of Education*



# Principals Have a Tough Job.

It isn't easy keeping students safe from harm.



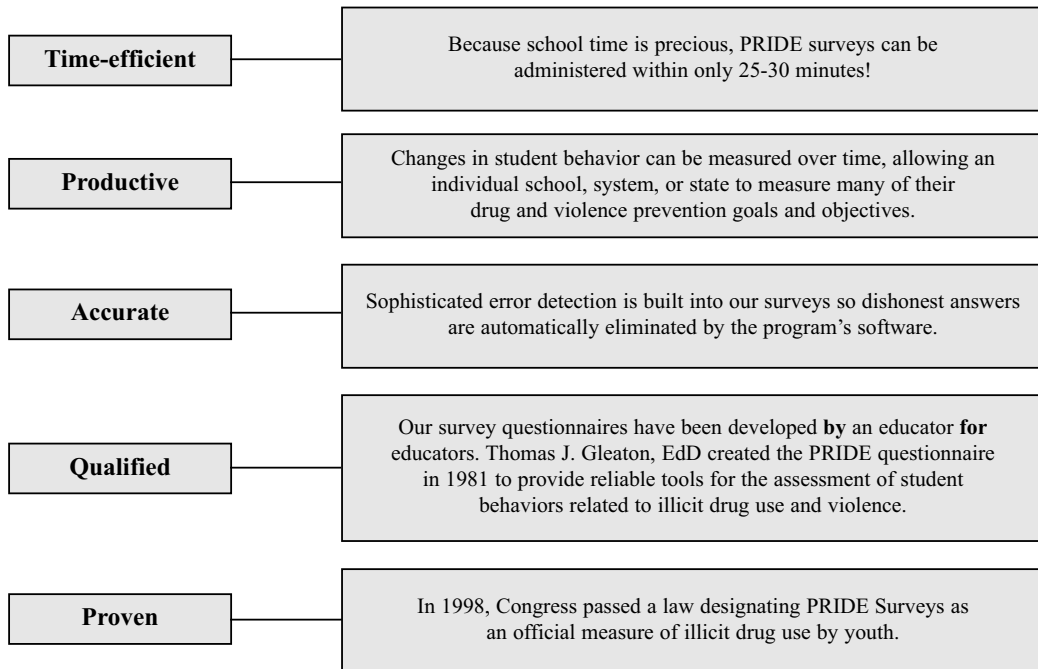
In 1998, a shooting at a middle school devastated Jonesboro, Arkansas, and the nation speculated that southern culture and education policies contributed to this violent trauma.

A year earlier, however, 700 students in Jonesboro completed the PRIDE Questionnaire. Study results indicated that US students were twice as likely to carry a gun to school (4.0% vs 1.6%) as were students in Jonesboro, overall...quite the contrary to the speculation following the tragic event.

The PRIDE Questionnaire equips a school and community with the truth.

## We can help.

With up-to-date, self-reported information on how your students feel threatened or safe on the school campus, and in their communities, educators can target problems before they arise.



**PRIDE Surveys** For Your School

[www.pridesurveys.com](http://www.pridesurveys.com)

Used by more than  
**8,500**  
school systems!

# Since 1985 "Accessories for Mobile People!"

## Epitome™ No-Drill Laptop Platform



### Epitome, Jr.™ Includes:

- Height: 20" to 33" - Weight is 8 lbs.
- Thousands of Angle Adjustments
- Straight-line Upright
- Standard 14" x 14" Desktop
- LocDown Laptop Securing System
- Additional Nylon Safety Strap
- 3-to-1 Power-Port on Desktop
- Laptop Display Holder
- Half-moon desk bracket yields 0° to 120° angle settings (slope)
- (4) 55 psi Durometer Shock Pads
- No-Drill Base Mount System

### Epitome™ Includes:

- Height: 20" to 36" - Weight: 10 lbs.
- 22, 10° Adjustable Angle Settings
- Millions of Angle Adjustments
- Multi-Articulating Upright with Adjustable Locking Knuckle
- Standard 14" x 14" Desktop
- LocDown Securing System
- Additional Nylon Safety Strap
- 3-to-1 Power-Port on Desktop
- Laptop Display Holder
- Desk angles (slope) 0° - 90°
- Desk rotates 0° - 360°
- (4) 55 psi Durometer Shock Pads
- No-Drill Base Mount System



The ultimate in strength and stability, the Epitome™ is the vehicle platform you have asked for. A compact unit that **Does Not require drilling holes to install**. Reduced body stress from extending or extensive use of a seat based desk. The patented Adjustable Knuckle, besides giving the desk an endless range of forward and reverse angles (22 locking positions), absorbs the vast majority of road energy, yielding the most stable laptop platform desktop available. Stable enough for playing a DVD ROM - though we certainly Do Not recommend that you play a movie

while driving! Each Epitome™ desktop includes a Power-Port, (3-to-1 cigarette lighter adapter) giving you three (3) DC connectors to plug in a laptop, GPS, printer, cell-phone, etc. Each Epitome™ also ships with a display holder that will help stabilize your laptop's display (lid) during heavy acceleration! The Only Options that are available are a Cellphone Clamp, a Printer Desk, an 18"- 12V Gooseneck Lamp and a smaller version of the desktop for sub notebooks and other devices.

a2z-E-01-JR - \$ 219.95 • a2z-E-01 - \$ 399.95

## Epitome, Jr.™

Patent Pending

## Epitome™

### Glare Stopping Adjustable Visor



The Adjustable Notebook Visor adheres to your laptop display with Velcro for easy removal. Edges fit the screen. Adjusts from 8" to 15". Up productivity - reduce eye strain.

EI-01 . . . . \$ 24.50

### AutoExec Seat Based Laptop Desk



The AutoExec makes a car into a mobile office. Provides a worksurface and storage area for accessories. Slide out surface. Non-skid material desktop. Storage compartments included. Fits in passenger seat and is seatbelt secured.

AE-01NS - \$ 148.00

### Guard Against Soil with the DirtSkirt Clothing Protector



The DirtSkirt clothing protector is big and strong. 18 gauge poly-canvas, attaches with Velcro™ tabs. Protect clothing from grime in all weather conditions. Custom colors and logos available - please call!

PCC-DS-01 . . . . \$ 18.95



A Laptop Case, Cart and Tote that converts instantly! Combination Lock, 4" rubber wheels. 11 pounds, yet carries 200 lbs. Carry-on for Over-Head or Under Seat. Standard, Photo, AVCS and FoamCase.

PC-1502-CMCS . . . . \$ 269.95



Laptop Batteries - Over 3200 Laptop models covered. NiCd, NiMh, Lilon. AC and DC Adapters (Car Cords) for most makes and models. All Energy+ batteries are New and come with a 1-Year Warranty!

EI-01 . . . . \$ 24.50



The LapWalker™ for computing on the move. Provides a portable computing surface. Folds comfortably against your body. Adjustable Sizing, Velcro attachment, Easy to use, Curved design at user's waist, Straps distribute weight.

a2z-LapWalker - \$ 59.95

Porter Case Computer Case

Laptop Batteries & Adapter

Walk-About™ Laptop Platform

Educational Volume Discounts Available • Institutional Purchase Orders Accepted



# (800) 669-2451

www.a2zsolutions.com

Fax: (304) 296-5284